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Кафедра мовної підготовки

Навчальний посібник
ENGLISH FOR LAW ENFORCEMENT
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Даний посібник укладено відповідно до навчальної програми МОН України з іноземної мови для бакалаврів та магістрів і може використовуватись в системі професійної підготовки співробітників патрульної поліції, слідчих, а також інших співробітників НПУ у тому числі тих, що працюють у курортних зонах та на поліцейських станціях.

Метою посібника є розвиток навичок читання, аудіювання, письма і спілкування (діалог, повідомлення, доповідь, дискусія) в межах запропонованої теми. На матеріалі аутентичних текстів пропонуються різноманітні вправи та завдання на засвоєння термінологічної лексики і розвиток навичок володіння іноземною мовою професійного спілкування.

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INTRODUCTION

Для висококваліфікованого спеціаліста іноземна мова є знаряддям одержання додаткових відомостей за фахом і формою спілкування з метою розширення світогляду і здобуття інформації. Пропонований навчальний посібник – English for Law Enforcement призначений для здобувачів освіти, які вивчають англійську мову професійного спрямування на першому та другому освітніх рівнях за спеціальністю «Правоохоронна діяльність». Мета посібника – сформувати у майбутніх правоохоронців навички говоріння, читання, прослуховування і письма, а також сприяти опануванню практичних умінь роботи в парах і групах та розширенню знань правоохоронців у фаховому аспекті на базі сучасних англomовних ресурсів. Також посібник може використовуватись в системі професійної підготовки співробітників патрульної поліції, слідчих, а також інших співробітників Національної поліції України, у тому числі тих, що працюють у курортних зонах та на поліцейських станціях.

Навчальний посібник складається з 17 тематичних розділів, довідника для оформлення офіційних документів і граматичного довідника. Кожний розділ містить базові тексти професійного спрямування, активний вокабулярій, комплекс лексичних вправ на засвоєння нового матеріалу, аудіо і відеоматеріали і вправи до них, завдання для розвитку навичок письма, вправи комунікативного характеру для розвитку навичок усного мовлення, а також проєктні завдання. Частина «Читання» тематичних розділів розроблена за вимогами, що висуваються до завдань Єдиного вступного іспиту з англійської мови до магістратури. Довідник для оформлення офіційних документів містить інформацію щодо структури, вимог і вокабулярію з прикладами для написання офіційного листа, рапорту, есе. Граматичний довідник містить правила з граматики відповідно до програми Міністерства освіти і науки України з англійської мови на рівні володіння мовою B1-B2.

PART I BEING A POLICE OFFICER

UNIT 1 ABOUT MYSELF. MY STUDY

WARM UP

1. Work in pairs. Ask your partner about his/her personal background. You may use the following questions.

- When did you get full secondary education?
- When did you choose your future profession?
- How many professions did you change in dreams when you were a child?
- Did anybody help (influence) you in choosing your future profession?
- How many higher educational establishments had you visited or changed indreams before you chose exactly this one?
- Why did you prefer this higher educational establishment?
- What do you think about the profession of a police officer?
- Give at least three reasons why you decided to become a police officer?
- Do you enjoy the people who are in legal profession?

2. Look at the photos. What kind of lifestyle do you think the people have? Use the key words to help you.



Example: I think an accountant's life is interesting and busy, but maybe it's boring sometimes.

Key words:

Boring, busy, dangerous, active, easy, interesting, relaxing, stressful, challenging, responsible, flexible, well-paid, full-time, part-time, manual work, temporary,

voluntary, prestigious, rewarding, exciting, demanding, hardworking, fascinating, exhausting.

VOCABULARY

1. Match legal professions on the left with the correct definition on the right.

- | | |
|-------------------|---|
| 1. police officer | a. a person who prosecutes especially in criminal court |
| 2. investigator | b. a person appointed to hear and try cases in court of justice |
| 3. prosecutor | c. a person who represents people in court |
| 4. notary | d. a person who investigates criminal cases; |
| 5. lawyer | e. a person authorized to draw up contracts, wills etc. |
| 6. judge | f. someone who is a member of the police |

2. Complete the word-building table with the correct words.

Verb	Noun	Person / people
organize	(1).....	organizer
authorize	authorization	(2).....
(3).....	maintenance	
investigate	(4).....	investigator
(5).....	control	controller
secure	(6).....	
(7).....	provision	provider
(8).....	protection	protector

3. Match the words with their translation.

- | | |
|-------------------------------------|----------------------------|
| 1. Law | 7. criminal justice system |
| 2. crime | 8. freedom |
| 3. murder | 9. government |
| 4. arson | 10. society |
| 5. property | 11. personal safety |
| 6. crime prevention | 12. responsibility |
| | |
| a. майно | g. свобода |
| b. підпал | h. Закон |
| c. суспільство | i. злочин |
| d. відповідальність | j. запобігання злочинності |
| e. система кримінального правосуддя | k. уряд |
| f. особиста безпека | l. вбивство |

4. Match phrases with its translations.

- | | |
|----------------------|---------------------------|
| 1. to deal with | a. арештувати |
| 2. to keep peace | b. виконувати обов'язки |
| 3. to prevent crime | c. забезпечити виконання |
| 4. to enforce | d. зберігати мир |
| 5. to protect | e. стримувати |
| 6. to reduce | f. зменшити |
| 7. to deter | g. захищати |
| 8. to arrest | h. мати справу з |
| 9. to perform duties | i. запобігати злочинності |

READING

1.1. Read, translate and retell the text ‘My dream job’.

My name is Maxim, my surname is Gordienko. I was born on the 2nd of April 2004 in Odesa, Ukraine. I am seventeen years old. I’m rather tall and slim. I have a round face, grey eyes and brown hair.

Everyone tells me that I take after my dad as I am rather reserved, calm and modest. I am sociable, so I have got a lot of friends. I appreciate people's honesty, kindness, sense of justice and intelligence. I don't like when people are rude and aggressive.

Since I was a kid, whenever I saw a police officer in uniform, I looked at him with great excitement. Sometimes I imagined that I was wearing the uniform and I was a police officer and I was on duty. I have always wanted to be a good, brave, and honest police officer. This feeling is difficult to describe in words.

At school I enjoyed nearly all my subjects, but I took a great interest in History, Literature and Physical Education. I've always wanted to serve my country and people. I think it is a privilege and an honor trying to help others. After finishing school my choice was obvious – I decided to become a police officer. That is why I applied to Odesa State University of Internal Affairs.

As a police officer I must serve and protect people. In my work I will probably come across many English speakers. Some may commit crimes, while others may be victims of crime. In both cases, I need to ask and answer questions in English. I cannot always wait for interpreter. Time can be a key factor in solving a crime or saving a life. I know exactly that English language is a very important tool in my future job.

Honestly, I would love to achieve awards, and medals in recognition of bravery from my department, and country. I want to serve my country with pride.

1.2. Answer the questions.

1. What is the boy's name and surname?
2. When and where was he born?

3. Why did he make up his mind to become a police officer?
4. What does Maxim think about the profession of a police officer?
5. What university does he study at?

1.3. Give definitions to the terms below. Use them in sentences of your own.

To appreciate, honesty, modest, sense of justice, intelligence, on duty, to describe, to imagine, brave, encouragement, to serve, an honor, to become, to apply, to commit crimes, victims of crime, interpreter, to save a life, to achieve awards, a pride.

1.4. Match the English phrases with their Ukrainian equivalents.

- | | |
|--------------------------------------|--------------------------------------|
| 1. sense of justice and intelligence | a. служити своїй країні і народу |
| 2. difficult to describe | b. честь намагатися допомогти іншим. |
| 3. to serve my country and people | c. почуття справедливості та розуму |
| 4. an honor trying to help others | d. важко описати |
| 5. to come across English speakers | e. важливий інструмент |
| 6. an important tool | f. зустріти носіїв англійської мови |

1.5. Complete the following sentences using the text.

1. I've always wanted to serve ...
2. As a police officer I must ...
3. In my work I will ...
4. Some may commit ...
5. Time can be a key factor in ...

2.1. Read, translate and retell the text 'The Odessa State University of Internal Affairs'

The Odessa State University of Internal Affairs is a higher educational establishment of the Ministry of Internal Affairs of Ukraine with specific educational conditions.

During its existence, the educational establishment passed a famous way from the Odessa provincial school of training younger and senior policemen, founded on February 27, 1922, to the Odessa State University of Internal Affairs, established by the Resolution of the Cabinet of Ministers of Ukraine dated February 22, 2008 No. 77, which nowadays is one of the leading institutions of higher education subordinated to the Ministry of Internal Affairs.

Legal education



The University provides a full cycle of training lawyers from bachelor to doctorate. Cadets and students study such general legal disciplines as Criminal Law, Civil Law, Criminology, Criminal Process, Civil Process, Criminalistics, International Law, Constitutional Law, Administrative Law and Administrative Process, Financial, Tax, Customs Law, Legal Psychology, etc.

In addition, there are special subjects, which are taught only in institutions of higher education of the Ministry of Internal Affairs, such as operative investigative activity, Firearm Training, Tactical Training, Special Physical Training, Counteraction to Cybercrime, etc.

Cadets practice in the units of the National Police, where they will be guaranteed employment after graduation.

The University trains highly-qualified specialists who work as police officers, investigators, criminals, lawyers in the National Police of Ukraine, Prosecutor's Office, Ministry of Justice, Security Service of Ukraine.

Professional team

The guarantee of high-quality training of specialists is the professional level of scientific and pedagogical personnel. Today the University has created a powerful pedagogical potential of scientists 24 Doctors of sciences (including professors) and 150 PhDs, Associate Professors and senior research staff. In addition to scientific advances, most workers have considerable experience in

practical units such as judicial and law enforcement agencies, which is extremely important for the training of future lawyers.

Library and teaching materials

The university employs general and special libraries with a total volume of over 125,000 copies. In addition, a large number of electronic publications is available. They provide future specialists with educational, methodological, scientific and artistic literature. During lectures and seminars, multimedia presentations, educational films and specialized software tools are used.

Faculties, scientific and administrative subdivisions

The University consists of 6 faculties (1 in Kherson), 19 departments, an Educational and Research Institute of Law and Cyberpolice, a Research laboratory of problematic issues of criminal analysis, Research laboratory on problematic issues of combating drug crime, a postgraduate education department, a doctoral and post-graduate course, departments, services and support units.

University life

The life of cadets and students is not only a strict education and constant learning, but also a bright leisure and opportunity for self-expression.

Creative collectives are functioning at the university: pop, vocal, dance ensemble and CFI team “Resort Zone”, where every student and cadet can show their talent.

Considerable attention in the educational establishment is devoted to the development of physical culture and sports. Today, the university has the opportunity to constantly improve its physical training in various sections of martial arts under the guidance of experienced trainers, most of whom are masters of Sports. Thanks to this, every year the university is replenished with talented cadets athletes, who become the champions of Ukraine, Europe and the World.

2.2. Look through the text to answer these questions.

1. What is the full name of the higher educational establishment described in the text?

2. What can you tell about its history?
3. What subjects do cadets and students study?
4. Where do the cadets practice?
5. Who provides a high-quality training?
6. Where can the graduates of The Odessa State University of Internal Affairs work?
7. How many faculties, scientific and administrative subdivisions are there in the University?
8. Look through the text again and say what information about the University you would mention in order to persuade your friend to enter it.

2.3. Find in the text the following words and word-combinations.

Вищий навчальний заклад, Міністерство Внутрішніх Справ, забезпечувати, юридичні дисципліни, оперативно-розшукова діяльність, служба безпеки України, юрист, слідчий, відділ післядипломної освіти, кіберполіція, курсант, встановлювати, професійний рівень, педагогічний склад, факультет, відділення, цивільне право, кримінальне право, міжнародне право.

2.4. Translate the following words and word-combinations from the text:

Higher educational establishment, Ministry of Internal Affairs, subordinate, senior policemen, legal education, legal disciplines, operative investigative activity, bachelor, lawyer, cadets, scientists, highly-qualified, experience in practical units, Security Service of Ukraine, to provide, department, software tools, law enforcement agencies, extremely important, post-graduate course, powerful, subdivision, opportunity, physical training, experienced trainers.

2.5. Complete the following sentences by translating the words and expressions in brackets.

1. The Odessa State University of Internal Affairs is a higher educational establishment of (Міністерство Внутрішніх справ).
2. The University (забезпечує) a full cycle of training (юристів) from (бакалавра) to doctorate.
3. (Курсанти) practice in the (підрозділах) of the National Police, where they will be guaranteed (працевлаштовані) after (випуску).
4. Most workers have (значний досвід роботи) in practical units such as (судових) and (правоохоронних органах), which is extremely important for the (підготовки майбутніх юристів).
5. They (забезпечують) future specialists with (навчально-методичною), (науковою) and (художньою) literature.

3.1. Read and translate the text ‘Law and Police’.

There are many different kinds of law in modern society. Criminal law deals with crimes such as murder and arson. Civil law deals with disputes between people in matters such as ownership of property. There are local by-laws, such as those regulating parking and house building. These laws and many others are enforced by the police.

The primary duties of police are to enforce the law, to protect people and property, keep peace and order and prevent crime. Common duties of police include controlling traffic, patrolling neighborhoods, responding to emergency calls, writing citations, delivering warrants, arresting violators and submitting incident reports in a timely manner. Today more importance is being placed on crime prevention than ever before. If some of the conditions that cause crime can be removed, society will be a better place.

The police are the part of the criminal justice system that is in direct daily contact both with crime and with the public. The entire system – courts and

corrections as well as the police – is charged with enforcing the law and maintaining order.

In society's day-to-day efforts to protect its citizens from the suffering, fear, and property loss produced by crime and the threat of crime, the policeman occupies the front line. It is the police officer who directly resists criminal situations, and it is to him that the public looks for personal safety. The freedom of people to walk their streets and be secure in their homes – in fact, to do what they want when they want – depends to great extent on their police.

But the fact that the police deal daily with crime does not mean that they have unlimited power to prevent it, or reduce it, or deter it. The police did not create and cannot resolve the social conditions that stimulate crime. They did not start and cannot stop the convulsive social changes that are taking place in modern society. They do not enact the laws that they are required to enforce, nor do they dispose of the criminals they arrest. The police are only one part of the criminal justice system; the criminal justice system is only one part of the government, and the government is only one part of society.

3.2. Answer the following questions.

1. How many kinds of law are there in modern society?
2. What defines criminal law?
3. What are examples of civil law?
4. What do the police enforce?
5. What are the main duties of a police in society?
6. What role do the police play in the criminal justice system?

3.3. Are the statements true or false?

1. Criminal law deals with disputes between people in matters such as ownership of property.
2. Civil law deals with crimes such as murder and arson.
3. Laws are enforced by the police.

4. The primary duties of police are to enact the laws.
5. The duties of police are to enforce the law, to protect people and property, keep peace and order and prevent crime.
6. The police contact with crime and the public.
7. The police are the only part of the criminal justice system.

LISTENING

1.1. Follow the link and listen to the article “Language barriers holding back global science” <https://breakingnewsenglish.com/1701/170104-language-barriers-11.html>. **Match the beginning of the phrase with its appropriate end based on the text.**

Paragraph 1

- | | |
|-----------------------------------|------------------------|
| 1. Language barriers are holding | a) a lot |
| 2. around the | b) printed in English |
| 3. English is the language | c) world |
| 4. a third of research is not | d) of a study |
| 5. scientists miss | e) different languages |
| 6. important | f) back science |
| 7. journals should have summaries | g) research |
| 8. translate research into | h) of science |

Paragraph 2

- | | |
|----------------------------------|-----------------------|
| 1. asking staff to | a) language barriers |
| 2. reduce | b) avian flu |
| 3. official | c) employees |
| 4. It wants to attract | d) in Chinese |
| 5. Honda said its staff must use | e) use only English |
| 6. scientists needed to be | f) language |
| 7. important research about | g) English by 2020 |
| 8. it was | h) serious about this |

1.2. Listen and fill in the gaps

Language barriers (1) _____ back science around the world. English (2) _____ of science, but a third of research is (3) _____ English. Researchers from the University of Cambridge said scientists (4) _____ important research. They said journals should have summaries (5) _____ many languages. They also said universities (6) _____ research into different languages, especially Chinese, French, Portuguese and Spanish.

International companies (7) _____ to use only English to reduce language barriers. Germany's Volkswagen announced that English (8) _____ language. It wants to (9) _____. Japan's carmaker Honda said its (10) _____ English by 2020. Researcher Tatsuya Amano said scientists needed (11) _____ about this. He said the WHO missed important research about avian flu in China because (12) _____ Chinese.

2.1. Follow the link and listen to the article “Police Officer Saves a Man”

<https://www.youtube.com/watch?v=ZUzwnzommoU&t=39s>. **Match the beginning of the phrase with its appropriate end based on the text.**

- | | |
|----------------------------|--------------------------------|
| 1. Erika Urrea was | a) a leg injury |
| 2. she saw | b) own life to help the man |
| 3. he could not | c) him to a hospital |
| 4. a train that | d) of her car |
| 5. jumped out | e) the ground |
| 6. Urrea quickly pulled | f) driving her patrol car |
| 7. fell onto | g) proud of Urrea |
| 8. The 66-year-old man had | h) something unusual |
| 9. an ambulance took | i) was coming fast |
| 10. they were very | j) move |
| 11. she risked her | k) the man from his wheelchair |

2.2. Listen and fill in the gaps.

On Wednesday morning, officer Erika Urrea was driving her _____ when she saw something _____. A man in a _____ was _____ on railroad tracks, and he could not _____.

Urrea saw a _____ that was coming fast towards the man. She quickly _____ out of her car and she ran towards him. She asked the man if he could _____ up. However, the man could not stand up, so Urrea quickly _____ the man from his wheelchair. They both fell onto the ground only inches away from the _____ train. The 66-year-old man had a leg _____, and an _____ took him to a hospital. The _____ department wrote on social media that they were very _____ of Urrea. She was very _____, and she _____ her own life to help the man.

3.1. Follow the link and listen to the article “Robot Police Officer”

<https://breakingnewsenglish.com/1705/170530-robot-police-officer-01.html>.

Match the beginning of the phrase with its appropriate end based on the text.

Paragraph 1

- | | |
|----------------------------|--------------------------|
| 1. The world's first robot | a) tall RoboCop |
| 2. started | b) traffic fines |
| 3. It greeted | c) out people's feelings |
| 4. use RoboCop to pay | d) guests in Dubai |
| 5. talk to real | e) police officer |
| 6. The 170-centimetre- | f) six languages |
| 7. speak | g) work |
| 8. It can also work | h) police officers |

Paragraph 2

- | | |
|----------------------------------|-----------------------|
| 1. the first world's first smart | a) safe |
| 2. No humans | b) on the streets |
| 3. help to fight | c) police station |
| 4. keep Dubai | d) robots has arrived |
| 5. improve | e) crime |
| 6. It will | f) happiness |
| 7. in malls, airports and | g) will work there |
| 8. The age of the | h) work |

3.2. Listen and fill in the gaps.

The (1) _____ robot police officer started work. Its name is 'RoboCop'. It (2) _____ in Dubai. People can use RoboCop (3) _____ fines, use other police services and (4) _____ police (5) _____ police station. The 170-centimetre-tall RoboCop can speak six languages. It (6) _____ out people's feelings.

(7) _____ of Dubai's police will be robots. Dubai (8) _____ the first world's first smart police station. No humans (9) _____. RoboCop will help (10) _____, keep Dubai safe and improve happiness. It (11) _____ malls, airports and on the streets. Someone said: "(12) _____ robots...has arrived."

SPEAKING

1. Imagine you are a police officer. Describe your job. Use phrases below.

- I work as a/an ...
- I'm currently a/an ...
- I'm responsible for ...
- My main responsibility is to ...

1. What department do you work at?
2. Why did you choose this kind of work?
3. What's the most interesting part of being a police officer?
4. What's the most difficult part of being a police officer?
5. What do you like/dislike about your work?
6. What kind of work would you like to do in the future?

2. Read the statements and facts about the police officer. Decide if they are true or false and prove your point.

1. The job of the police is to catch criminals.
2. They mustn't prevent crime and make communities safer.
3. There should be an increase in the number of police officers on the streets.
4. They should be involved with education and prevention.
5. They shouldn't focus on young people who have dropped out of school.
6. The main functions of police in any country are to prevent crime, preserve the public peace and to protect persons and property.

3. Compare the role of a police officer in this country and the role of a policeman in the American society.

1. An American policeman is supposed to solve family disputes, enforce hundreds of laws, identify the suspected criminal, etc. Does a police officer have to do the same? What other things does he have to do?
2. In the USA the work of a policeman requires a variety of skills and abilities. What skills and abilities does the work of a police officer require?
3. A policeman is a guardian of law and order and he has the greatest responsibility in the American society. Does a police officer have the same responsibility in Ukraine?
4. It is very difficult for an American policeman to perform his functions and maintain the image of respect and friendliness. Does a Ukrainian police officer have similar problems in maintaining the image respected by public?

5. In America they believe that a police officer should be courteous, possess broad knowledge, be truly interested in the welfare of others. Do you think that a Ukrainian police officer should possess the same features? What other features should a police officer possess to become a professional?

4. Work in pairs. Imagine that you are a journalist from Ukraine asking an American policeman about his everyday work. Discuss the following points.

- Functions of the police.
- Powers of the police in executing its functions.

PROJECT WORK

1. Create a presentation on a topic “the National Police of Ukraine”. Talk about its history, functions, structure and subdivisions.

Common name	Police of Ukraine
Abbreviation	NPU
Motto	To serve and protect (Служити і захищати)
Agency overview	
Formed	4 July, 2015
Preceding agency	<u>Militsiya</u> (1917–2015)
Employees	130,000
	119,000 police officers
	11,000 civil personnel

2. Create a presentation on a topic: “Legal professions in Ukraine”.

3. Create a presentation on a topic: “Police training in England and Wales”.

WRITING

1. Think about your future profession. Use using the following key words and word combinations and write an essay.

Law institute; to train specialists; the Ministry of the Internal Affairs; investigator; easy job; human destiny; to serve; in contrast to; sense of justice; the relations of people; to punish; to prevent; to eliminate; responsible work; to cope with; level; to know; to study thoroughly; to be proud of; to stand on guard of; to commit a crime; victims of crime; to save a life; to achieve awards; a pride, to deal with, to hope for, to patrol, rank, catch.

2. Think about the topics below and write an essay on one of them.

a) Completing university education is thought by some to be the best way to get a good job. On the other hand, other people think that getting experience and developing soft skills is more important.

Discuss both sides and give your opinion.

b) Some people think that women should not be allowed to work in the police force.

Do you agree or disagree?

3. Write about the differences (similarities) in training of policemen in England and in Ukraine.

UNIT 2 DIRECTIONS AND FINDING THE WAY

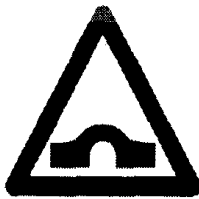
WARM UP

1. Discuss the questions with your partner.

1. What are some places that tourists walk to in our city?
2. Is our city easy to walk around? Why or why not?
3. How would you describe traffic in our city?
4. Is it difficult for tourists to drive in our city?
5. Have you ever lost your way? What did you do then?
6. Have you ever helped strangers in finding out the way in your city?

2. Here are some road signs and explanation of their meaning. Comment on where they may be used.

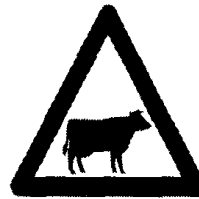
Some international road signs



There's a hump bridge ahead.



There's going to be a steep hill downwards.



There may be cattle on the road ahead.



There's a cycle route ahead.



1



2



3



4

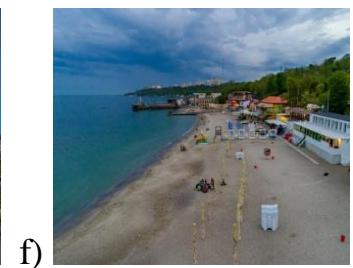


5

- a) The road ahead has an uneven surface.
- b) There is a Crossing point for the elderly ahead.
- c) There may be low flying aircraft overhead.
- d) There's Crossroads ahead.
- e) There are Roadworks ahead.

3. Do you know where these sights of Odesa are situated? Match the caption to the picture and tell the address where these places of interest are located.

- | | | |
|------------------------------------|------------------------------|---------------------|
| 1. Potemkin Stairs | 2. Lanzheron beach | 3. Vorontsov Palace |
| 4. the harbor | 5. Deribasivska Street | 6. City Garden |
| 7. Odessa Passage | 8. Transfiguration Cathedral | |
| 9. Odessa Opera and Ballet Theatre | | |



VOCABULARY

1. Key Vocabulary. Words and Phrases Related to Directions. Remember the following conversational formulas. Use them in situations of your own.

- Excuse me, could you tell me how to get to... (the bank, the library etc.)
- How can I get to the...?
- Do you know the way to ...
- Is there a (hotel, gift shop, bus stop) near here?
- Could you tell me where the ... is, please?

- Excuse me, where is the nearest police station?
- I'd like to know how to get to ...
- Would you mind giving me some directions?
- Excuse me, could you help me? I'm a stranger in town/ I'm a tourist.
- I'm at loss.
- I'm looking for ... = I'm trying to find ...
- I'm lost.
- Am I on the right way to ...?
- Is this the right way to...?
- Does this street go/lead to ...?
- Is it far? / Is it close?
- How far is it to ... ? / How close is it to ... ?
- Could you please give me directions?
- What street is this?
- How much time will it take to (get there)? –
- Can you show it on the map, please?
- Thank you for your help!

2. Mind part two: understanding what they tell you.

- It's on the right/left hand side of this road
- Go straight ahead.
- Make the left turn/ take the right turning at Marazlievska Street
- It's on the corner of Uspenska Street and Kanatna Street.
- Go along / through the park.
- You need to take this bus to Shevchenko Avenue.
- It's a ten-minute walk from here.
- It is opposite Shevchenko's Park.
- It's just around the corner.
- Walk two blocks down/ up Uspenska Street.
- The trolleybus stop's right here/ across the Street

- It's pretty far from here. You'd better take the bus.
- Sorry, I'm a tourist, you should ask someone else.
- Go to the end of the street and turn right/ left.
- You will see Odessa Dolphinarium "Nemo"
- You're going the wrong way.
- At the second set of traffic lights, turn right.
- Take the first (street, turn) on the left.
- Pass a sports stadium.
- Keep to the right/left.
- Carry (straight) on.
- Use the pedestrian / zebra crossing [GB], crosswalk [US]
- Cross a bridge.
- How many stops are there from here to ... ?
- Go 2 stops.
- Get off at the next stop / at the last stop / at the last but one
- Have I got to change?
- Change number 28 tram for/to number 5 tram.
- Transfer for/to number 5 bus.
- You're not allowed to turn left / right, I'm afraid
- You're not allowed to park / leave your car here. It's a no-waiting area!
- You're not allowed to drive along here. It's one-way street.
- Remember to turn left at the traffic lights.

Giving directions

Study these signs carefully

North
West East
South

Directions

Go round the roundabout

Go { along up down } this { road street avenue }

Turn left

Turn right

Take the third turning on the right

Take the second turning on the left

Go as far as the traffic light

Go straight on, past the school.

Look at and give the right direction :

 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>

1. An electric railway operating below the surface of the ground (usually in a city).

- a) underground
- b) park
- c) subway

- a) zoo
- b) crossing
- c) station

a) zoo

b) market

c) tunnel

4. Yard consisting of an outdoor area for children's play.

a) airport

b) bridge

c) playground

5. A facility equipped with special equipment and personnel for a particular purpose

a) tunnel

b) station

c) underground

6. A road junction at which traffic streams circularly around a central island.

a) roundabout

b) bridge

c) airport

7. Walk consisting of a paved area for pedestrians; usually beside a street or roadway.

a) airport

b) pavement

c) route

8. A long depression in the surface of the land that usually contains a river.

a) canal

b) bay

c) valley

9. Wharf usually built parallel to the shoreline.

a) quay

b) railway

c) seaside

5. Match the words with their definitions. Then, use these words in your own situations.

- | | |
|--------------------|---|
| 1) traffic lights | a) a long line of vehicles on a road that can only move very slowly |
| 2) traffic jam | b) a raised area in the middle of a road here people can wait until it is safe to cross |
| 3) traffic cone | c) someone whose job is to check that people have not parked their cars illegally |
| 4) traffic warden | d) a plastic object in the shape of a cone that is put on the road to show where repairs are being done |
| 5) traffic island | e) a set of red, yellow and green lights that control traffic |
| 6) traffic calming | f) changes made to a road to stop people driving too fast |

6.1. Read these Places in the City and translate them into your native language.

Cities and towns

city; town; capital; metropolis; village; hamlet; settlement; port; resort; health resort; seaside resort; winter resort; mountain resort; ski resort; big city; large city; small town; densely populated city; city center; downtown; suburb; outskirts; slums; ghetto; region; district; neighborhood; borough; block; city limits; residential district; residential area (neighborhood; quarter); industrial quarter; place; location; site; locality; vicinity; environment; surroundings,

Streets and roads

street; road; avenue; alley; boulevard; lane; drive; route; thoroughfare; main street; side street; back street; by-street (bystreet); one-way street; blind alley; main road; side road; crossroad; back road; byroad; byway; bypass; country road; dirt road; paved road; path; track; trail; passage; driveway; highway; speedway; expressway; freeway; parkway; causeway; turnpike; limited-access road; toll road; two-lane road; four-lane road; autobahn; motorway; superhighway.

Parts of streets and roads

fast lane; left lane; slow lane; right lane; breakdown lane; bicycle lane; bicycle path; intersection; crossroads; junction; traffic light; red light; yellow light; green light; pedestrian crossing; zebra crossing; crosswalk; sidewalk; pavement; walkway; street corner; overpass; underpass; traffic circle; bridge; tunnel.

Bus stop, parking lot, etc.

bus stop; bus station; bus terminal; taxi stop; subway station; subway entrance; parking lot; curb parking; to park at the curb; parking meter; garage; train station; railroad station; railway station; airport; gas station; filling station; petrol station.

Houses, buildings

house; small house; large house; brick house; brownstone; wooden house; apartment house; block of flats (BrE); residential building; three-story house; four-story house; multistory building; row house; cottage; cabin; bungalow; hut; lodge; log cabin; castle; palace; villa; estate; mansion; manor house; fortress; town house; country house; summer house; farmhouse; ranch house; office building; concrete-steel building; glass building; brick building; skyscraper; high rise; tower; elevator building; walk-up (walk-up building).

Miscellaneous buildings

school; hospital; supermarket; department store; restaurant; hotel; bank; post office; museum; library; movie theater; factory; plant; police department; fire department; city hall; town hall; prison; jail; church; cathedral; temple; chapel; mosque; synagogue.

6.2. Choose the most appropriate answer to fill in the gap.

1. A ... is a small village.

- a) hamlet
- b) neighborhood
- c) suburb
- d) town

2. Don't jaywalk. You should always cross the street at the

- a) crossroad
- b) crosswalk
- c) sidewalk
- d) walkway

3. Drivers have to pay a special tax in order to use

- a) byroad
- b) country road
- c) paved road
- d) toll road

4. You can have your car filled up at the

- a) bus station
- b) gas station
- c) subway station
- d) train station

5. Usually, there is no elevator in a

- a) high rise
- b) multistory building
- c) skyscraper
- d) walk-up

6. You can buy shoes and boots at a shoe store or at a

- a) bookstore
- b) computer store
- c) department store
- d) grocery store

7. A ... is a place where visitors can wash and dry their clothes in coin-operated automatic machines.

- a) barber shop
- b) house rental
- c) laundromat
- d) service station

8. Many hotels have fitness facilities, such as an exercise room, a tennis court, or a

- a) campus
- b) snack bar
- c) stadium
- d) swimming pool

9. Children under five usually go to nursery school or

- a) elementary school
- b) nursery school
- c) preparatory school
- d) primary school

10. Top tourist attractions include historic places, museums, ... , theaters, shopping centers, amusement parks, and the like.

- a) exhibitions
- b) lunchrooms
- c) polyclinics
- d) travel agencies

READING

1.1. Read the interview of Epoch Times correspondents. They interview people around the world to learn about their lives and perspectives on local and global realities. Today's question: "How do you usually get to work?"

Ostrava, Czech Republic

Adela Judasova, 19, Ballet Dancer, Choreographer, Student

I usually go by bus, I prefer it to a car – I don't need to concentrate on anything. Unlike other people with ordinary jobs, I have to travel in the late afternoon, or at night after performances that are physically very demanding, so from this perspective a bus means a huge rest for me.

Sheffield, Yorkshire, United Kingdom

Alice Kearse, 23, Lawyer

Generally I walk to work. It only takes me between 15 and 20 minutes, and I live in the city center so it's the easiest way of getting there. If I'm running late, I will either take a tram or ride my bike, depending on what I'm wearing, and if I need to carry anything with me. I love the freedom of either walking or cycling past cars that are sitting in traffic; it puts me in a good mood for the rest of the day.

Bratislava, Slovakia

Zuzana Bartóková, 26, Cashier

My morning commute using the city mass transport is quite pleasing, although it takes almost one hour of my time, despite my living and working in the same city, Bratislava [Slovakia capital]. First I use a bus and then a tram, together switching them three times. It becomes worse during the summer vacation when the roads are being fixed and sometimes I need to change the means of transport even more than three times. The good thing is that I meet a lot of known and unknown people during my commute, people I would probably never meet otherwise.

Wellington, New Zealand

Nigel Jeffcoat, 55, Administrator

I cycle to work on my road bike traveling 8 km to and from work for a total of 16 km each day. It takes approximately 35 to 40 minutes each way. I do it because I don't want to pay the cost of public transport and have to suffer the inconvenience of public transport. And it helps keep me fit as well. I have a license and I have a car, but I don't want to bring it to work. I use it on the weekend. Cycling is not a hobby – I use it purely for commuting.

Canary Islands, Spain

Cristina Martinez Arroyo, 59, Real Estate Agent

Oh, what I would like is to be able to go to work walking everyday, since I love to go for a walk. And here in the Canary Islands the benign weather allows one to do this most of the year. ... Since I'm a real estate agent, I have to visit several clients and properties that are scattered. And because of that, my job is not of the kind in which once you get to it, you stay there the whole day. So for these reasons and going a little bit against my will, I come to work everyday by car.

Seoul, South Korea

Daeyeol Lee, 24, Journalism Student

I go to my university by subway every day. It takes me one and a half hours to get there and the same back, so I travel three hours every day. Seoul is a big city and it's expensive so I can't move closer, I have to stay with my parents.

Sunshine Coast, Australia

Kym Walls, 47, Disability Caregiver

I drive. I'm a shift worker, so I have to drive because there is no public transport, but I wouldn't rely on that anyway, being a shift worker. I work out the back of Nambour. I don't have to go through any main traffic areas to get to my place of work. My hours are usually out of peak hour time anyway so it's pretty good; I finish at eight at night so I don't have any traffic coming home.

São Paulo, Brazil

Mario Miranda, 28, Production Engineering Student

I used to go to work on my motorcycle, because I live far from the urban center and far from my workplace. Recently though, my motorcycle was stolen from in front of the house of a friend of mine, so now I have to take the bus. Going [to work] by motorcycle would take about 40 minutes. ... The bus takes me about two hours mainly because of the very intense traffic jams in the city of São Paulo.

1.2. Answer comprehension questions about the text.

1. Who prefers to get to work by public transport?
2. Who usually walk to work?
3. Who uses personal transport to get to work?
4. Who lives the furthest away from their job and who has the hardest time getting to it?

2. Read and practice the following flashes of conversation. Work in pairs.

- I. Passerby: Excuse me, policeman, could you tell me the shortest way to Bazaarna Street?

Policeman: Sure. Go straight ahead and then take the first turning right.

P-by: Thank you .

P. : You're welcome .

II. A. I'm sorry to trouble you, policeman, Can you help me. Tell me, please, is there a tram from here to the Railway station?

B. No trouble at all. It's quite a distance from here. You see the tram-stop across the Street? A 28 tram will take you right there.

A. Thanks a lot .

B. You're welcome.

III. P. Excuse me, cadet! I'm going to Peresyp Bridge Station. Have I got On the right trolleybus? No, sir, you've taken the wrong one. You should change number № 9 for № 10.

C. Where do I get off ?

P. At Peresyp Bridge Corner. It's the final stop.

IV. A. We are late for the concert. Let's take a taxi. There is a taxi-rank on the right. Are you engaged?

B. No, sir, Where to?

A. Odessa's Philharmonic Theatre

3. Complete each sentence using the appropriate preposition.

across along down from into off out of over
towards through up to

Example: When they saw the bull, they got really scared and they ran down the hill really fast.

1. He jumped from one side of the rock to the other side of the rock. ⇒ He jumped ... the rock.

2. They ran from one side of the street to the other side of the street. ⇒ They ran ... the street.

3. The car was going in the direction of the bridge. ⇒ The car was going ... the bridge.
4. They ran in the trees, from one end to the other end. ⇒ They ran ... the trees.
5. He took a towel and went inside the bathroom. ⇒ He took a towel and went ... the bathroom.
6. We walked following the line of the main street. ⇒ We walked ... the main street.
7. We rode our bikes from a lower position to a higher position on the mountain. ⇒ We rode our bikes ... the mountain.
8. He was on the stage and then he went away from the stage. ⇒ He went ... the stage.
9. When she came from the interior of the office to the exterior of the office, she looked upset. ⇒ When she came ... the office, she looked upset.
10. The place where I'm going to start walking is the gym and my destination is work. ⇒ I'm going to walk ... the gym ... work.

4. Read and try to retell. Have you ever been in such a situation?

Two young men were travelling together in the tube in the rush hour, one of them was sitting ask with closed eyes.

"What's the matter?" asks his friend. "Are you well? Why are you sitting with your eyes closed?"

"I've closed my eyes because I simply can't bear to see so many ladies standing," was the sad reply

5. Look at this city plan and tell the stranger a way. Use prepositions of movement correctly.

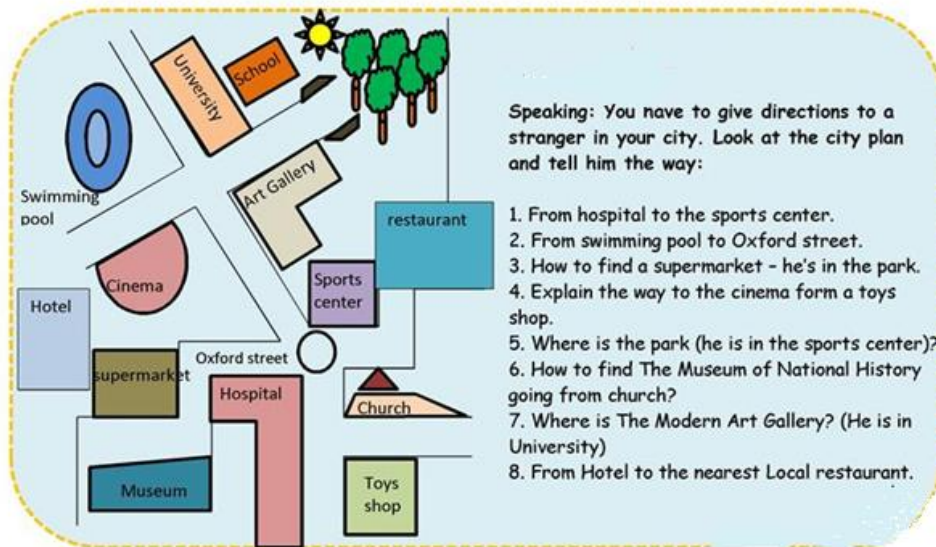
Prepositions of movement

Grammar Focus

Go straight ahead/along
Go across the road
Go up/down
Go into/out of
Turn right/left
Cross the street
Go past the.....
It's on your right/left
Go to...
Through the tunnel
Over the bridge
Go around

Fill in the gaps with a correct preposition.

- 1) I moved _____ Germany in 1998.
- 2) The train went _____ the tunnel.
- 3) She sailed _____ the river.
- 4) He's going _____ the room.
- 5) They walked _____ the bridge.
- 6) He ran _____ the mountain.
- 7) The car came _____ the garage.
- 8) Go _____ the stairs, a gift shop is on the first floor.
- 9) He went _____ the road and turned _____.
- 10) I went _____ in the playground.



Speaking: You have to give directions to a stranger in your city. Look at the city plan and tell him the way:

1. From hospital to the sports center.
2. From swimming pool to Oxford street.
3. How to find a supermarket - he's in the park.
4. Explain the way to the cinema from a toys shop.
5. Where is the park (he is in the sports center)?
6. How to find The Museum of National History going from church?
7. Where is The Modern Art Gallery? (He is in University)
8. From Hotel to the nearest Local restaurant.

Fill in the blanks with a correct preposition of movement.

1. I jumped _____ the swimming pool.
2. Every morning I go jogging _____ the beach.
3. I ran _____ the beach and _____ the sea.
4. I went _____ the bath when I'd finished washing.
5. The burglar jumped _____ the garden fence.
6. The road was closed so we couldn't drive through the town centre, we had to go _____ it.
7. I went _____ the kitchen to make a sandwich.
8. He climbed _____ the ladder to clean the second floor windows.
9. We drove _____ Newcastle on the way to Edinburgh.
10. When I was a student I travelled _____ Germany, Poland and the Czech Republic.
11. After 6 hours of walking, we decided to go back _____ the mountain.

LISTENING

1.1. Listen to the dialogue. Fill in the gaps.

- A. Excuse, me officer! Can you help me 1) ?
- B. Oh, 2) What do you need?
- A. Well, I'm here 3) I'm looking for the 4)
- B. It's not ... from here, only 5)
- A. Okay. 6) to get there?

B. 7) until you get to the 8)

A. Okay. Then what?

B. Cross Chestnut Avenue. It's just 9) The train station will be 10)

A. Great, so 11) Thank you officer.

1.2. Listen to a conversation between a pedestrian and an officer. Mark the statement as true (T) or false (F).

1. The hotel is quite a distance from the pedestrian location.
2. An officer recommends that wait for a tram.
3. Hotel is located on Park Street.
4. An officer recommends turn on Chestnut Avenue.
5. An officer recommends cross Birch Street.
6. A pedestrian is on his a leave.
7. A pedestrian is looking for a tram station.
8. A police officer recommends a pedestrian cross the street at the next intersection.

1.3. You need to clarify some of the information that you heard in the dialogue. Ask a few questions.

2.1. Listen to the dialogue. Fill in the gaps.

Officer (M): Dispatch, this is unit 5. 1) the grocery store call. But I need directions.

Dispatch (F): What is 2), unit 5?

Officer: I'm on 3) It's 4) Shevchenko Ave.

Dispatch: Okay. Tell me the 5) at your next 6)

Officer: I just 7) at the intersection of Shevchenko Ave and 8)

Dispatch: I see 9), 5. Continue on Shevchenko Ave.

Officer: Will do. The 10) is on Dovzhenko street.

Dispatch: Correct. It's 11) It'll be 12) ... your right

2.2. Listen to a conversation between a pedestrian and an officer. Mark the statement as true (T) or false (F).

1. The officer contacts dispatch to get directions.
2. Dispatcher tells the officer to turn onto side street.
3. The grocery store is on the main street.
4. The officer arrived at the intersection of Shevchenko Ave and Gagarina Ave and turn right.
5. The grocery store is on side street.

3.1. Listen to the dialogue. Fill in the gaps.

Dispatch (W): We have a code 357 in East part of the city. Officer needs 1)
Please respond.

Officer (M): 5963 2)

Dispatch: 5963, are you 3) ?

Officer: I'm currently on Aiken at 19th Street and 4)

Dispatch: Proceed to 24th and Aiken immediately. Suspect is fleeing 5) on
foot.

Officer: I'm 6) right now

Dispatch: Suspect is a Caucasian 7) ... in a black jacket and 8) ... pants. About
6 ft 9) ... , heavyset built

Officer: Got it 5963 out.

3.2. Listen to a conversation between dispatcher and an officer. Check the information the officer gives.

1. -Type of emergency .
2. - Badge number
3. - Present location
4. - Description of suspect.

3.3. Listen to a conversation between a pedestrian and an officer. Mark the statement as true (T) or false (F).

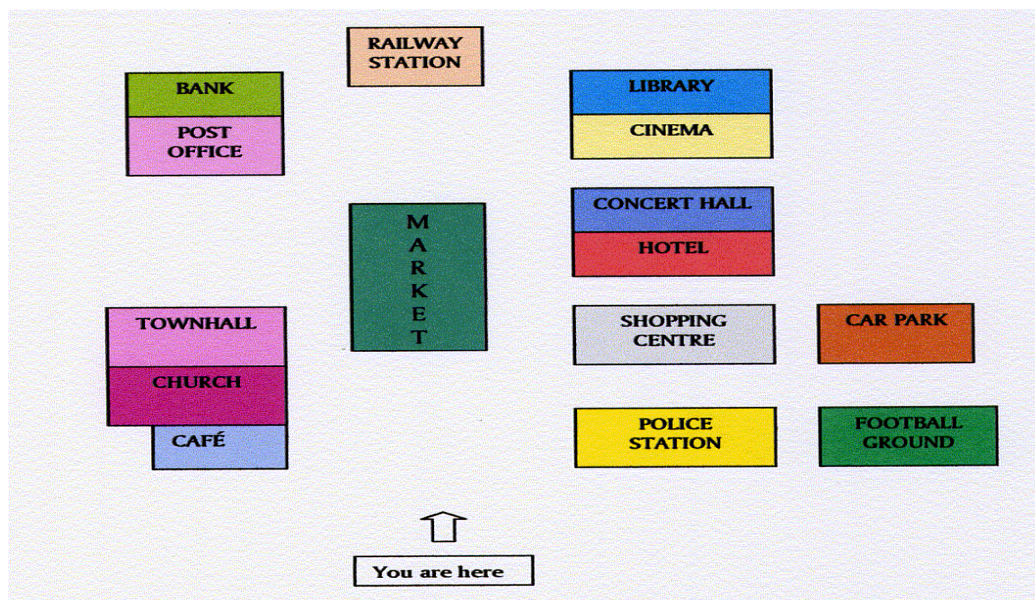
1. The dispatcher needs help.
2. The officer gives the descriptions of offender.
3. The suspect is fleeing the scene by car.
4. An officer is on his way right now
5. The officer failed to catch up with the criminal.

SPEAKING

1. Describe the route to the nearest:

- | | |
|------------------|------------|
| - police station | - pharmacy |
| - beach | - theater |
| - bank | - hospital |
| - ATM | |

2. Inform your new colleague where these objects are situated. Use the prepositions of movement.



3. Read and dramatizes this dialogue. Work in pair.

A. Could you tell me the way to Derybasivska Street station, please? A bus station,

I mean.

B. Yes, sure, go straight along this road, past the traffic lights and the church.

A. Yes.

B. Then turn to the right and keep straight on until you come more traffic lights.

Turn left there and you'll see the station a little way along on the right-hand side of the road.

A. I see.

B. Is it far?

B. No, not really. It's about 10 minutes' walk from here.

A. Could I get there by bus?

B. Yes. But in that case you must go back a little Way. Keep on this side of the road until you come to the bus-stop. All the buses from their stop pass the station.

B. Thank you very much.

A. You're welcome.

4. Complete the dialogues and dramatize them. Work in pairs.

I

A: Excuse me. I'm new here. Is there ... at the corner of ... street?

B: Yes. Go ...this road until you come to the intersection of It's at the

A: Is it far?

B: No, it will take you aboutminutes to get there.

A: Thanks. You've been very helpful.

B: Good luck.

II

A: I'm lost, do you know where 1)_____ is?

B: Yes. Turn left here, follow that street 2)_____. The bank is in the shopping center. You can't miss it.

A: I don't get it. Could you repeat it again, please?

B: Turn left at this intersection. Follow that road for about one mile the bank is in

3) _____

A: So I turn left at this intersection not the next one?

B: That's right.

A: Thanks.

III

A: Can you tell me where 1) _____ is?

B: Sure. Turn right here. Go about 2) _____ then turn left. That is ... Street. Go down there and you will see it on the left side of the street.

A: I'm sorry, I'm lost. Could you repeat that.

B: Turn right. Go down this road four blocks and 3) _____ at the intersection of ... Street. Walk down and the bakery is 4) _____ of the street.

A: Thanks, I've got it now.

B: If you can't find it just ask someone.

A: Thanks you've been a big help

PROJECT WORK

1. Using a city map describe the location of the famous objects (sights, factories, construction, parks etc.) in each part of the city. Describe the shortest way how to get there. Then describe the path to the object without naming it. Your platoon mates should guess what kind of object you are talking about.



2. Make up a dialogue between a tourist and a policeman. Use the following expressions.

- I'm lost. Can you help me find the Hotel?

- I'm looking for the ... Consulate / Embassy.

Comforting a tourist in distress

Please stay calm. I am going to help you.

We will do everything we can.

I'll give you a map of the city.

Try not to panic.

I can give you a ride to the hospital.

Don't worry; everything is going to be okay.

3. Think of the questions you could ask in the following situations.

1. You are not sure what bus will take you to the center of the city.
2. You are a stranger in the city and don't have a place to stay.
3. You are a stranger in the city and got lost while sightseeing, but you remember the name of the hotel you are staying at.
4. You are travelling by train and have an hour stop in one of the cities. You have never been to this city before.
5. You want to post some letters but don't know where the post office is.
6. You are hungry. You want to find out where you could have dinner.
7. Your visit to the city is over. You are leaving for your home town and want to find out how to get to the railway station from your hotel.

WRITING

1. Prepare a scheme and written explanation how to get to one of the sights in Odesa. Use places from Vocabulary exercise 3 and Speaking exercise 1.

PART II ACTIVE DUTY

UNIT 3 ON DUTY

WARM UP

1. To whom would citizens turn in time of need?
2. How do Ukrainians expect police to respond to calls for assistance?
3. What are the main functions of the police?
4. What are the most important functions of the police to your mind?
5. In what cases do most of people deal with the police?
6. How are our opinions about the police formed?

VOCABULARY

1. Match two colons to specify Duties of a police officer.

- | | |
|---|---|
| 1. Protect | a. interviews |
| 2. Respond to | b. in court |
| 3. Conduct | c. investigations / patrol activities |
| 4. Conduct | d. life and property |
| 5. Prepare written reports and
field notes | e. a police car under emergency
of conditions day or night |
| 6. Arrest and process | f. bad weather |
| 7. Testify | g. calls for police service |
| 8. Emergency duties required during | h. criminals |
| 9. Operate | i. in community |
| 10. Command emergency personnel | j. traffic and/or criminal
investigations |
| 11. Take an active role | k. criminal and traffic investigations |
| 12. Initiate | l. at accident emergencies and
disasters |

2. Study the names of police departments and their workers. Choose sentences where underlined part fits the description and change the underlined part if it doesn't.

1. Traffic section gives out tickers for moving violations.
2. Field operations officers work in administration.
3. K-9 team relies on dogs.
4. Explosive device disposal monitored the protest.
5. Records provides officers with weapons.
6. Narcotics section arrested several drug dealers.
7. SWAT's main responsibility is patrol.
8. New hires should report to Personnel and Training.
9. Call IT about Internet problems.
10. Report cars driving illegally to Forensics.
11. Criminal investigation unit deals with criminal cases.
12. Crime prevention unit officers patrol on horseback or camelback.
13. Property and Crime Scene unit locates, evaluates, and collects fingerprints, and photographs injuries of victims and suspects.
14. Mounted police unit deals with people who have taken someone hostage.
15. Crisis negotiations unit seeks to reduce the risk of crimes happening.
16. Harbor / marine patrol unit provides technical assistance in detection and investigations of crime wherein the computer is the target or the means used.
17. Cybercrime unit are police officers who patrol in water craft.

3. Match phrases with their Ukrainian equivalent. Use phrases in your own sentences. For each of the phrases about duties choose a police department responsible.

- | | |
|---|---|
| 1. a conduct threatening one's
life and/or property | a. конституційна гарантія свободи
слова та право збиратися мирно |
| 2. a constitutional guarantees
of free speech and assembly | b. поведінка, яка загрожує
життю та (або) майну |

3. a feeling of security	с. поліцейське патрулювання
4. policing	d. відчуття безпеки (захищеності)
5. a call for assistance	е. рух пішоходів та транспортних засобів
6. a victim of a crime	f. прохання про допомогу
7. a movement of people and vehicles	g. накопичений досвід поліцейського патрулювання
8. a legacy of policing	h. особистий досвід
9. popular representations	i. популярні уявлення
10. a personal experience	j. жертва злочину
1. to respond to calls	a. бути під загрозою фізичного насильства
2. to prevent crimes	b. піклуватися про когось
3. to assist and protect victims	с. вирішувати проблеми
4. to be in danger of physical harm	d. створити почуття захищеності
5. to assist physically disabled	е. попереджувати злочини
6. to care for smb.	f. реагувати на виклики
7. to resolve conflicts	g. визначати проблеми
8. to identify problems	h. мати справу зі скаргами громадян
9. to create a feeling of security	i. допомагати та захищати потерпілих
10. to handle citizens' complaints	j. допомагати інвалідам
11. to solve crime-related problems	11. вирішувати проблеми, пов'язані з правопорушеннями

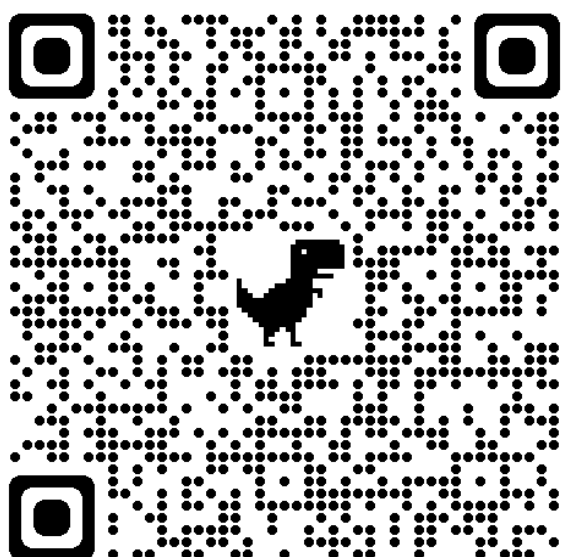
4. Choose words from the following list to fill in the gaps in the text. Place them in the correct order. Think about verbs and abstract nouns where possible for each of the noun and make a table, follow the example below and mind the stress.

arrestee **detainee** **convict** **suspect**
accused **defendant** **chargee**

When a criminal is caught by the police he is first (a)(n) _____, then (a)(an) _____, after that (a)(an) _____, probably both the _____ and the _____. when he is in court, after sentencing he is a frequently (a)(an) _____!

Noun (person)	Noun	Verb
an arrestee	an arrest	to arrest

5. Follow the link in the QR-code and learn names for pieces of police uniform and equipment. Then look at the picture and label the equipment. Find an object which is not an equipment, why is it there in the picture?



READING

1. Read the text ‘Ranks of Ukrainian Police’ and match the phrases with their Ukrainian equivalent. Learn the ranks and list them in correct order.

The rank and file complement is staffed on the agreement basis with the males who have already undergone the service in the army and other people who are in reserve of the military forces of Ukraine (except retired officers) and in case of

necessity with females. These categories are conferred the ranks of: private, junior sergeant, sergeant, master sergeant of police, ensign and senior ensign. The positions of medium-level, senior and higher commanding complement of police are staffed with specialist who have higher or special secondary training and meet the requirements of the police service.

The medium level commanding personnel is staffed with the junior commanding personnel who have secondary or higher education, practical experience in law enforcement agencies.

The last category of personnel are conferred the ranks: junior lieutenant, lieutenant, senior lieutenant, captain; to the senior commanding staff - those of major, lieutenant colonel, colonel of police; to the highest commanding staff - major-general of police, lieutenant-general of police. Training of the personnel is done in the following way: primary professional training is done at the primary professional schools of training during 6 months with conferring the profession of a policeman. Professional educational training of junior police staff is done at the police colleges during 3 years with conferring qualifications according to police agencies activities.

- | | |
|--|--|
| 1. to be retired | a. збройні сили України |
| 2. to confer the rank | b. початкова професійна підготовка |
| 3. medium level (senior, higher) commanding complement | c. середній (старший, вищий) командний склад |
| 4. military forces of Ukraine | d. бути у відставці |
| 5. primary professional training | e. присвоювати звання |
| 6. to undergo the service | f. бути в запасі |
| 7. be in reserve | g. рядовий поліції |
| 8. private | h. пройти службу в армії |
| 9. meet the requirements of the police service | i. навчання особового складу |
| 10. training of the personnel | g. відповідати вимогам для служби в поліції |

2.1. Read the text and fill in the gaps with the appropriate words, two words are extra.

bobbies jacket checks shirts scarf uniform
buttons badge tie skirts trousers socks
radios hats guns boots clothes

Until some 15 years ago the police in Britain wore a formal jacket with silver _____ and trousers with a sharp crease. Nowadays they wear a more sporty dark blue _____. It consists of a dark blue _____, dark blue _____, a black _____, black _____ and a helmet, but the uniform isn't the same everywhere. There are forty-three police forces in Britain. Each one has a different uniform and a different _____ on the helmet. The City of London police have a badge which is 120 years old.

The Metropolitan Police – the police force in London - was founded in 1829 by Robert Peel. English policemen are also referred as _____, after the founder of the police force. The typical bobby helmet is still worn to this day.

Modern transport needs modern _____, and motorcycle police have white helmets. The mounted police – the ones who ride horses – usually wear flat blue _____. Policewomen are different too. They wear a bowler style hats with black-and-white _____ (a Sillitoe Tartan) and a white top. Their jackets and _____ are dark blue and their _____ are white.

Nowadays, the British police all carry _____ and sometimes they have _____ when they are outside certain buildings or when they are looking after important visitors. Normally, however, the police in Britain don't have guns.

2.2. Answer the questions about the British police.

1. Is the British police uniform the same everywhere?
2. How old is the City of London police badge?
3. There are forty-three police forces in Britain, aren't there?
4. What do British policewomen wear?

5. In what cases do the British police wear guns?

2.3. Mark the statements True (T), False (F), Not Stated (NS).

1. British policemen have a badge on the helmet.
2. From the 1990s, officers often carry mobile phones in addition to their personal radios.
3. English policemen are called Freddie after the founder of the police force in London.
4. The policewomen don't wear dark blue skirts.
5. The mounted police investigate the murder only.

3. Read the text about Atlanta police force and answer the questions below choosing the best alternative a, b, c, or d. Mind the underlined slang. Retell the text and tell the class about reasons of the situation described in it.

It was a widely respected police-force, an award-winning police force. Murders were solved, speeding autos were apprehended, drunks and transients were dealt with, order was maintained. In the 1950s, the secret of exposing wrongdoers lay not primarily in the retrieval of microscopic evidence from a crime scene (although the FBI was making rapid strides in matching bullets to gun types and Detective W.K. Perry solved a rape case in 1957 by matching pubic hairs and underwear fibres). The emphasis was on knowing about people's characters – the ability to spot a “bad apple”, to recognise suspicious behaviour, to make out an alibi as “not holding water” and the ability to break a suspect under interrogation and pressure.

Good, upstanding moral character radiated from the top- from Mayor Hartsfield and from Chief of Police Jenkins and from all the clean-cut, straight-arrow, square-shouldered police officers on the force – white and black- because the force had been integrated under Hartsfield and Jenkins since 1948.

Social deviants in the community stuck out like the proverbial “sore thumb”, especially in Atlanta. Here, the city's civilized acknowledgment of the Supreme Court's ruling on integration was being implemented at the highest levels. Elsewhere

in the South, mayors, police chief, city councillors were cutting themselves loose from the rule of law. While long lines of social misfits followed their example. Community leaders ignored the federal courts and the directives from Washington – it was like opening the doors of the insane asylum! Klan-robed trash paraded through the streets, they bribed and accepted bribes from public officials and knew themselves to be untouchable. But in Atlanta, the names of the trouble-makers were known, appeared on the police chief's desk and the police patrols were instructed to drive slowly through certain areas looking for trouble.

1. The Atlanta police force was
 - a) corrupt and inefficient
 - b) racist and intolerant
 - c) competent and capable
 - d) linked to the Ku Klux Klan
2. Police investigative work in Atlanta relied very much on
 - a) forensic accuracy
 - b) lucky “breaks”
 - c) FBI –provided data
 - d) basic psychology and experience
3. Social deviants (potential lawbreakers) in Atlanta were
 - a) concealed by the police
 - b) kept under surveillance
 - c) allowed to cause trouble without fear of punishment
 - d) discouraged by the Klan and other white supremacist groups.
4. The situation in Atlanta was
 - a) quite different from other cities in the South
 - b) much less tolerant than other places
 - c) about the same as most cities in the Southern states
 - d) extremely tense with Klan leaders in control
5. The City leaders and officials in Atlanta
 - a) were known for their corrupt practices
 - b) had a high moral code
 - c) rejected Washington's directives
 - d) were in the pay of the Ku Klux Klan

LISTENING

1. Follow the link <https://www.youtube.com/watch?v=5kCp0WBPP8o> **and watch a video.** Separate police forces, bobbies, day/night shift, safety vest, a gun, equipment, a baton, a gas spray, handcuffs, patrol, respond to emergencies. **Discuss the video with your partner and answer the questions.**

1. How many police officers and police forces are there in the UK?
2. Name one of the big police forces.
3. How many police officers are there in London?
4. How old are British police forces?
5. How do people call British policemen? Why?
6. How many officers does Thames Valley police have?
7. When does Marcus work? Say his working hours on a day shift and on a night shift. How many hours a week does he work?
8. What does he wear to work in the summer/winter?
9. Does he wear a gun? Name other equipment he carries.
10. How does he patrol?
11. Is his work difficult?

2. Follow the link <https://www.youtube.com/watch?v=wRNaJvUx4GQ> **and listen to the audio. Write down important details about the crime.**

3. Follow the link <https://www.youtube.com/watch?v=jERxN45lSYI> **and listen to a 4-Year-Old's 911 Call to save his mom's life. Work in groups to discuss the video and come up with a scheme how a dispatch must deal with such cases.**

SPEAKING

1. Work in four groups and use abbreviations below to classify the following actions. Sometimes more than one answer is possible. Be ready to prove your answers and explain new terms to class.

Investigating Officer (IO)	Victim (V)	Witness (W)
Offender (O)	Prosecution (P)	Court (C)

Group 1. to detect a crime, to report a crime, to commit a crime, to catch a criminal, to arrest a suspect, to interrogate, to make a confession, to break the law, to put an APB (all-points bulletin) on a criminal, to take into custody, to browse a mug-shot book, to gather evidence, to prosecute, to send to prison, to handcuff a suspect, to commit to trial, to send to court, to take a statement, to give a statement, to release on parole, to release on probation, to plead guilty.

Group 2. to charge, to execute a search warrant, to press charges, to drop charges, to issue a warrant, to be on call, to perpetrate a crime, to conduct a crime scene examination, to report a duty, to follow a lead, to shadow a suspect, to apprehend a criminal, to be served with a subpoena, to admit an offence, to perform a ballistics match, to resort to the polygraph, to conceal facts, to combat crime, to conduct an interview, to exercise their right to silence, to elicit information from a suspect, to deny involvement, to establish the identity of a suspect.

Group 3. to withhold information, to request legal advice, to locate a crime, to check an alibi, to do fingerprint match, to handle exhibits and evidence, to obtain a confession, to record an interview, to prove an offence, to caution a suspect, to conspire with, to view an identification parade, to accuse, to carry out an intimate search, to detain a suspect, to witness an offence, to have the power to stop and search, to be assigned to a case, to be put on a case.

Group 4. to question a suspect, to pass sentence, to be under subpoena, to do a positive ID on somebody, to violate the law, to find guilty on all counts, to find guilty as charged, to bring charges against, to invalidate a confession, to dismiss a case, to hear a case, to disclose evidence, to arrest in anticipation of violent behaviour, to

reach a verdict, to return a verdict, to sign a restraining order, to institute criminal proceedings, to testify, to arrest on suspicion of murder.

2. Work in pairs and answer the questions. As an alternative make a competition with your partner and answer any ten questions from the list. The first one finished is the winner.

1. Do you have any friends or family that work in the police force?
2. How many different kinds of police are there in Ukraine? What are they?
3. Have you ever been to a police station? Why did you go there?
4. Have you ever had to call the police? Why did you call them?
5. What are some dangerous situations that the police are confronted with?
6. Do police in Ukraine carry guns? Do you think they should?
7. In what area of the police force would you like to work?
8. What skills does a detective need to be good at solving crimes?
9. What do you think is the worst task that the police have to do?
10. What countries do you think have the best and the worst police?
11. How would Ukraine be different if there was no police at all?
12. What things do police officers usually carry when they are on patrol?
13. What is the number to call for police in Ukraine?
14. Have you ever been stopped by the police? For what reasons?
15. Have you ever physically stopped a criminal in the process of committing a crime?
16. What kind of training does a person need to do to join the police?
17. Have you ever seen a lot of police in one place? Why were they there?
18. What would you do if you saw a burglar in your house?
19. How would you react if a police officer told you to stop and put your hands up?
20. How would you verbally stop a criminal in the process of committing a crime?
21. Do police in Ukraine use horses or other animals for their work? Why?
22. If you could change one thing about the police, what would it be?
23. Have you ever asked a police officer for directions?

24. Have you ever given directions to a tourist?
25. Have you ever thought of changing a police uniform?

3. Work in pairs and come out with the list of questions a dispatch must ask during the emergency call to send the police. Make a dialogue of your own. Use the list of topics below for help:

emergency	life threatening	stolen	lost	trapped
kidnapped	sick	dead	robbed	murdered
fainted	accident	alcohol/drugs	injured	suicide

PROJECT WORK

1. Make a list of ammunition a policeman is wearing in Ukraine and differentiate it according to police units. Compare equipment used in Ukraine with the one in another country. State advantages and disadvantages of standard police uniform and equipment in different countries and/or units.

2. Work in groups and make a diagram comparing duties of police officers from different units. You may choose Ukraine only or compare our country with another one.

3. Police is not the only one emergency service in Ukraine. Take your time with the Word Search and find words from the list below on the Emergency topic. Differentiate the words according to types of Emergency services and complete the list with related words. Think about five reasons to call each of the emergency service.

first aid	hospital	siren	stretcher	casualty	accident	injury	fi
re engine	ambulance	paramedic	smoke	flames	water	axe	ho
se	rescue	firefighter	sergeant	constable	radio	helmet	handc
uffs	arrest	protect	law	emergency	crime	investigate	police c
	ar	police station	police officer				

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

WRITING

1. Write an essay on one of the topics below:

- A day of a policeman.
- What 'being on duty' really means?
- Police all over the world.
- A role of police in society.
- The police unit I'm planning to work in future.
- Advantages and disadvantages of working in a police unit of your choice.

2. You are a trainee in one of the police departments. Write a report to your supervisor on one of the topics:

My first day at work. / Equipment used during the day. / Today's shift.

UNIT 4 COMMUNITY POLICING

WARM UP

1. Living in community means that you have to obey certain rules and procedures. Match the warnings and notices with their meanings or real situations.

Sorry, no vacancies	Stop	Be aware of pickpockets
Out of order	Sold out	Please, queue other side
Mind the step	Keep right	Do not lean on the window
Do not disturb	No smoking	Keep off the grass

1. In the window of B&B, means the house is full.
2. Stay on the side and continue on the right side (in airports, etc.).
3. Be careful not to hit the step and fall.
4. Be careful, there are people who steal things from your pocket or bag without you knowing.
5. Wait in a line on the other side of this notice (in a bank or post office).
6. For a machine that stopped working (washing machine, etc.).
7. You can't smoke in this place.
8. Be careful, you should not put your head out of the window.
9. You should not walk on the grass.
10. Outside a cinema or theatre, there are no tickets left.
11. Don't go in there.
12. Don't knock on the door (on the door of the room in a hotel).

VOCABULARY

1. Match different types of antisocial behaviour with their definitions.

- | | |
|-------------------------|---|
| 1. Vandalising property | a. illegal leaving of things in the streets out of the bins |
| 2. Dumping rubbish | b. to paint something over the wall |
| 3. Abandoned vehicle | c. being very loud |
| 4. Spraying graffiti | d. destruction of or damage to public or private property |
| 5. Making noise | e. frightening and make people lose |

confidence

6. Starting a fire

f. useless cars which are illegally dumped

7. Intimidating / threatening people

g. selling illegal substances

8. Dealing drugs

h. to set fire to something that it keeps
burning

2.1. Complete the word-building table with appropriate word connected with professional duties of Police Community Support Officer. Translate the words above and pay attention to differences in meaning for some of them.

Verb	Noun	Noun (person)
To warn	.....	-
.....	provision	.....
To prevent	.....	-
.....	offence	.....
.....	.....	Co-ordinator
To suspect	.....	.....
.....	arrest	.....
.....	.....	interviewer
issue	.....	.....
.....	confiscation	.....
.....	.....	dealer

2.2. Look through the phrases and decide what a Police Community Support Officer can or can't do. Make sentences with the phrases.

- warn police about suspicious actions/behaviour;
- provide uniformed presence on the streets;
- prevent a crime;
- offend a criminal;
- co-ordinate crime prevention activities;
- interview suspects;
- arrest people;
- issue warnings and fines;
- confiscate weapons;
- deal with minor offences.

3. Choose the right words to complete the sentences about "Social contestation".

1. The demonstrators held a ____ near the town hall.
A rally B manifestation C strike
2. ____ is the activity of giving out leaflets in a public space.
A Leafleting B Tracting C Demonstrating
3. People stood on the pavement to watch the workers ____.
A defile B parade C movement
4. Tensions built up and the unrest erupted in a ____.
A contest B barricade C riot
5. The workers ____ on strike to protest against a decrease of their wages.
A walked B spoke C went
6. Governments don't always want to listen to ____.
A parties B protestors C trade unions
7. ____ is sometimes used for riot control.
A Referendum B Vote C Tear gas
8. Rebels ____ the government and set up their own.
A broke B overthrew C left
9. ____ is a method of the workers' movement used to try to prevent lockout.
A Leafleting B Voting C Occupation of factories
10. A ____ is a war among organised groups within the same country.
A revolt B civil war C strike

READING

1.1. Read the text and pay attention to the marked words. Use them in sentences of your own.

Critics say large numbers of officers **contribute to** tensions on football match days and Police say they use the minimum resources necessary to **avoid disorder**. The BBC asked forces across the UK for information about the costs of policing matches, as well as the numbers of officers deployed.

Amanda Jacks, a worker at The Football Supporters' Federation, said high numbers of officers did not match the "few individuals within crowds of thousands" who **posed a risk**. "A high concentration of police definitely **has an impact on** fans. Everybody has to **take responsibility for** their own actions but how supporters are policed and stewarded plays into the dynamic on match days," she said. "If there is a police escort or line around away fans, they are creating a point that will heighten tensions between two sets of fans".

The number of officers sent to matches ranged from zero to a maximum of 587 when Middlesbrough visited Sunderland - an officer for every 50 spectators. The most expensive policing operation in England was Sheffield Wednesday against Sheffield United at Hillsborough, which cost £203,000.

Dr Geoff Pearson, an expert in policing and crowd behaviour said "All crowd science shows positive engagement with fans and police **cuts down on disorder**. One of the **disadvantages of** large numbers of police is that you are going to be cancelling officers' rest days. That's problematic for communities and the officer may not be in the best mood to deal with football banter."

Walton Wilkins, a member of a football hooligan group linked to Birmingham City for around 20 years, said there was less **violence** at games now than in the 1980s and the game had changed. "With the amount of CCTV they can use and drones too, the **threat** is not as great," he added. "The potential for **banning orders** lasting years and prison sentences mean hooliganism is just not worth it."

Police **assess risk** on a match, taking into account all the available information, and since the recent terrorist attacks also reviewed **policing plans** for all events across the UK, with the **safety and security of the public**.

1.2. Answer the questions about the text and then express your point of view on the topic.

1. What do critics say about a large number of police officers in a stadium during a football match?

2. What do fans say about a large number of police officers in a stadium during a football match?
3. What do police say themselves about a large number of forces in a stadium during a football match?
4. What are the advantages and disadvantages of a large number of forces in a stadium during a football match?
5. How did the level of violence change compared to 1980s?
6. What is the maximum cost of providing a police support during a football match?

2. Read the text and choose a correct answer A, B, C or D.

Americans love their pets, and more and more businesses are adopting pet-friendly (1) ____ to win over customers. But mixing animals and food in grocery stores is still a no-no. Most local and state health department codes prohibit animals in (2) ____ places where food is sold, served or consumed. Check the laws in your city or state to make sure you're in (3) ____ .

Federal law (4) ____ service animals from the rules (5) ____ dogs in grocery stores, but as a business owner, you're limited in the things you can do to (6) ____ that the dog is a service animal. If you (7) ____ to someone with a service dog, you could face a lawsuit for violating tenets of the Americans With Disabilities Act.

Some stores turn a blind eye to (8) ____ , either because they're reluctant to upset customers, or they can't determine if the family pet is in fact a service dog. Federal law states that stores must allow service dogs, no (9) ____ the local rules regarding other pets. People who use service dogs aren't required to carry any sort of license or certificate to (10) ____ that the dog is a service dog.

1	A steps	B actions	C policies	D laws
2	A private	B public	C common	D social
3	A accordance	B obedience	C observance	D compliance

4	A exempts	B excuses	C frees	D delete
5	A permitting	B prohibiting	C restraining	D prescribing
6	A verify	B confirm	C prove	D test
7	A withdraw	B gain	C dismiss	D deny
8	A crimes	B violations	C damage	D violence
9	A question	B issue	C case	D matter
10	A prove	B defend	C substantiate	D support

3.1. Read the text and fill in the gaps with the appropriate article - a/an/the or zero.

_____ Turkish riot police have fired tear gas and water cannons to disperse about 3,000 demonstrators who tried to enter _____ park adjacent to Istanbul's Taksim Square, _____ heart of recent protests against _____ government of Prime Minister.

_____ Taksim Solidarity Platform, made up of _____ combination of political groups, had called for _____ march on Saturday to enter _____ sealed off Gezi park, but _____ governor of Istanbul warned that any such gathering would be confronted by _____ police.

"_____ Parks are not places for protests. They must serve as _____ place of calm and tranquility for all people," Istanbul governor said.

_____ protesters, however, attempted to enter _____ park and were stopped by _____ police. Protests over proposed redevelopment of _____ park had snowballed into massive protests that swept _____ nation last month.

Meanwhile, _____ amateur video showing two men armed with machetes attacking protesters who were fleeing from _____ tear gas has emerged hours after _____ police intervention.

One of _____ men was seen kicking _____ woman on her back while holding _____ machete in his hand. _____ video has since gone viral and Istanbul governor said _____ two men had been arrested.

“Our police will continue to do its duty with carefulness and rigour against such attacks,” _____ governor wrote on Twitter, as security forces were criticised for not intervening to prevent _____ machete-wielding attackers.

Protesters on Saturday were seen holding up _____ copies of _____ recent court order which cancelled _____ redevelopment plan for _____ park. Authorities can appeal against _____ court ruling, which was considered _____ victory for the protesters and _____ blow to Prime Minister.

Four people were killed and about 7,500 wounded in _____ police crackdown on _____ protests that _____ park redevelopment triggered, according to _____ Turkish Medical Association.

3.2. Match the words from the text to their correct definition.

1	Diprise		a situation develops more and more quickly as it continues	A
2	Adjacent		support by one person or group of people for another because they share feelings, opinions, aims, etc.	B
3	Solidarity		To leave a place very quickly especially if afraid of danger	C
4	Confront		Caused a particular reaction or development, especially a bad one	D
5	Proposed		Being careful and paying great attention to detail	E
6	Snowball		To hold something, ready to use it as a weapon or a tool	F
7	Fleeing		Next to or near something	G
8	Triggered		A formal request to a court or somebody in authority	H

			to change a decision or a judgement	
9	Rigour		Severe (very strong and strict) action taken to restrict the activities of criminals or of people opposed to their government	I
10	Gone viral		Injured / hurt by a weapon	J
11	Wielding		Suggested a plan, an idea, etc.	K
12	Appeal		to move apart and go away in different directions; to make somebody/something do this	L
13	Wounded		To face somebody so that they cannot avoid seeing and hearing you, especially in an unfriendly or dangerous situation	M
14	Crackdown		Spreading very quickly and being shared between many people worldwide	N

4.1. Read the text about school pupils going on strike for climate change.

On Friday February 15th, school pupils around Britain downed their pens and left their classrooms. They took to the streets in protest. They marched and carried placards. The slogans on the placards told their message: Stop Climate Change. The global movement ‘Strike4Climate Change’ was inspired by a Swedish school girl, Greta Thunberg. Aged fifteen, Greta went on strike every Friday.

A UN panel had published a report, warning that Humanity had just twelve years to stop the destruction caused by global warming: rising seas, food shortages, floods and forest fires. Greta was shocked by how terrible that is. She was disgusted by the lack of effort from politicians in particular and adults in general. She took a stand! She left her classroom and protested outside the Swedish parliament. Her demonstration attracted a lot of media attention. Copycat strikes have taken place from Australia to Europe. Now it has reached Britain. Some head teachers were angry, but some gave their support. Another walkout is taking place on March 14th.

‘This needs to be a priority’ said Jake Smith, aged 14. ‘Adults need to act now, or there will be no clean, safe world for us. Our future will be lost.’

4.2. Answer the questions below and comment on the matter. Express your opinion on strikes.

1. When was the strike?
2. Who took part?
3. Why did the pupils go on strike?
4. Who inspired the walkouts?
5. Which report horrified Greta?
6. What will be the consequences of climate change?
7. Where did Greta go to protest?
8. Where have similar strikes taken place?
9. How did head teachers react?
10. When is the next walkout?
11. What should climate change be, according to Jake Smith?

4.3. Below is a selection of letters, sent to the Times newspaper as a reaction to the event described in the previous text. Read them and insert the correct name on the line.

Mr Geraint Evans

Ha! I haven't stopped laughing since I heard about the school strikes last week. My granddaughter joined it. A group of them – noisy thirteen year olds - went to the town centre, waving their placards and shouting their slogans. They had a great day out. Who wouldn't prefer a fun day out to Science and History lessons? But it is disgraceful! In my day, we would have got the cane, and jolly well right, too. Kids of that age haven't got their own opinions. It's all those Leftie liberal teachers telling them what to do. The world has got some problems, OK, but it's not going to be helped by screaming school kids.

Miss Saima Khan

Hats off to those students who went on strike! Good for them, they have shown that they care. It's a scandal that politicians do not care about climate change. All they care about is keeping their own jobs. When will they do something to protect us? Like stopping the top polluters? They could limit CO2 emissions from factories,

subsidise electric cars and stop supermarkets from using all that plastic packaging, for a start! So, the kids missed double maths or whatever! It's no big deal. What matters is the future of this planet and I, for one, applaud those brave children! No change, no future!

Mrs J. Booth

I have got some sympathy for the pupils. They are worried about their future. They see the older people just burying their heads in the sand about the ecological problems. However, I would have more respect if they looked at their own actions first! They all get lifts from their parents to school. Why don't they walk? They've got their mobile phones and their tablets on charge the whole time. They are quite happy to fly off on holidays abroad. And they buy new clothes all the time. Do they always recycle their plastic stuff? Do they refuse plastic straws? I do! They should change their own behaviour before protesting!

-
1. ____ agrees with the strikers.
 2. ____ laughed about it all.
 3. ____ sympathises to a certain extent.
 4. ____ criticises young people for their hypocrisy.
 5. ____ blames teachers.
 6. ____ wants politicians to act now.
 7. ____ thinks kids haven't got their own opinions.
 8. ____ believes the kids just wanted a fun day out.
 9. ____ asks some questions that students need to consider.
 10. ____ is an elderly man.
 11. ____ believes that politicians only care about themselves.
 12. ____ always recycles.
 13. ____ thinks that if kids miss a few lessons, it doesn't matter.
 14. ____ ends the letter with a slogan.

LISTENING

1. Listen to the three residents of a Gulbergen estate in Stockholm talking about problems of their community and answer the questions below.

1. In which order are the residents speaking?

Karin (housewife) - , Salma (student) - , Steward (pensioner) - .

2. Who:

- can't sleep at night;
- has a problem with harassment;
- is worried about drugs;
- is afraid of young people;
- is afraid of dogs.

2.1. European cities such as Rome and Bruges have decided to impose restrictions on tourism to prevent overcrowding and make life easier for the local residents. Match the vocabulary mentioned in the interview with its meaning. Check your answers at the end of the audio.

respect	a plan or aim to achieve something
clampdown (or crackdown)	do something bad or inappropriate
misbehave	treat something or someone with care
objective	turning something into an artificial, not real, commercial environment
disneyfication	to restrict, to limit
to cap	officially trying to stop or limit people doing something

2.2. Fill in the gaps in the script with up to four words.

Rob More and more of us are travelling to explore the world – many of us have more leisure time, and the ____ has become relatively cheaper.

Sam But here lies the problem – the places we’re visiting are becoming more ____, sometimes spoiling the atmosphere and the beauty – the things we came to see in the first place!

Rob This is why we’re going to be discussing how some cities around the world are ____ the tourists who visit.

Sam Lots of people are visiting – and ____ and tourists have differing attitudes towards the way they ____ these beautiful and historic sites.

Rob Well, the authorities in the city fear that some tourists are showing disrespect to the city and have introduced ____ certain behaviour.

Sam So, the new rules are to ____, I’m sure not all visitors misbehave.

Rob Not any more, Sam! These new laws have ____ this with the objective of improving the life for the Romans.

Sam Other laws introduced in Rome include giving out ____ to people who ____ and to those who attach ‘love padlocks’ to historic monuments.

Rob Well, let’s talk about another historic old city – Bruges in Belgium. The old and narrow streets are often ____ – so restrictions have been introduced there too.

SPEAKING

1. Work in pairs or small groups. Answer the questions about antisocial behaviour and prove your point.

1. How do you understand a term ‘antisocial behaviour’?
2. What is the most threatening antisocial behaviour?
3. Is it possible for members of community, police officers and local authorities to work together?
4. What type of antisocial behaviour is typical for your region?
5. What punishment is used in Ukraine for different types of antisocial behaviour?
6. What kind of problems can tourists bring to community?

7. What are the typical problems in your region tourists may deal with?
8. What is the difference between crime and offence? Which of the two categories will you choose for different types of antisocial behaviour?
9. What police units usually deal with antisocial behaviour?
10. How will you deal with an angry / violent / scared / lost / intoxicated / injured tourist?

2. Work in pairs or small groups. Answer the questions about civil disorder and prove your point.

1. How do you understand 'civil disorder'?
2. What is the difference between a demonstration, protest, riot and strike?
3. What police units deal with civil disorder?
4. What is the special equipment of police when dealing with civil disorder?
5. Think about an example of a strike. How did police deal with it?
6. Think about an example of a demonstration / riot. How did police deal with it?
7. How does police operate during football matches?
8. How does police operate during open-air mass cultural events?
9. How does police operate during indoors mass cultural events?
10. What type of crimes may be committed during mass cultural events?

3. Work in small groups. Act out the following situations.

1. A policeman stops an aggressive football fan.
2. A policeman detains a drunken participant of a music festival.
3. Police units co-operate in order to stop a demonstration.
4. A policeman helps an injured person in a mass event.
5. A policeman stops a group of people vandalising a building.
6. Two policemen discuss advantages and disadvantages of their new protective equipment.
7. A tourist got lost in a criminally active area.
8. A group of teenagers are making noise.

9. A teenager is spraying graffiti on a wall.

10. A group of homeless people started a fire in an abandoned house.

PROJECT WORK

1. As you are investigating the topic of hooliganism you will come across words related to the topic. Use the graphic organizer to note down the definitions, find out the differences between terms and look for other related terms.

Hooligan	
Troublemaker	
Ultras	
Fan	
Gang	
Crew	
Firm	
Patriotism	
Racism	
Aggression	
Policing	
Working class	

2. Work in pairs and research specific examples of hooliganism. These can also include historical examples. Find three different sources (articles, websites, books, etc.) for each event/match that you investigate. Use the graphic organizer below and discuss your research in class.

Match between...

Causes of violent behaviour

Reaction of police

Reaction of football clubs / players

Reaction of the media

3. Choose an area in your city / village. Analyse places there which can cause trouble and provide a solution to possible dangerous situations / problems. Use a graphic organiser of your choice and make a presentation.

4. Find information about Community police programmes around the world and analyse their efficiency as well as possibility of their implementation in Ukraine.

5. Individually or in small groups think about acts of Community policing which may be implemented in your area. Share your ideas with the whole class. Additionally, think about Community policing acts during holidays (Christmas, Knowledge day etc.). Work out a way for Community and Police to operate together.

WRITING

1. Think about the topics below and write an essay on one of them.

1. The social background of football hooligans.
2. The reason why people engage in violence.
3. The changes of community policing during COVID-19 quarantine.
4. Problems of a community you live in.
5. Current situation with community oriented policing.

2. Write a police report on one of the following topics:

1. Detention of a teenager for anti-social behaviour.
2. Suppression and detention of a group of aggressive drunken people during a mass event.
3. Detention of a person for intimidating people and racial harassment.
4. Suppression of a crowd during a demonstration / strike.
5. List of policeman's actions during a riot.

UNIT 5 ON THE ROAD

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?

VOCABULARY

1. Here are some of the things you will find in most big towns. Match them with their meanings on the right:

1. car parks	a an area with lots of banks and company offices
2. factories	b areas outside the centre of town where people live
3. shopping centres	c places to leave many cars
4. cars suburbs	d places with many shops, either indoors or outdoors
5. a commercial centre	e dirty air because of smoke and petrol fumes
6. libraries	f buildings where you make/manufacture things
7. pollution	g places to go at night, e-g. bars, restaurants, cinemas, theatres, discos
8. night-life	h places where you can borrow books

2. Organize the words in the box into three groups: things that you usually find in towns (in your country), things you usually find in the country, and things you often find in both town and country.

factories	car parks	villages	shopping centres	gates	libraries	traffic	tractors
woods	pollution	Town Hall	valleys	night-life	footpaths	suburbs	

Town

Country

Town and Country

3. Read and learn important words and phrases. Pay attention to differences in meaning. Use them in sentences of your own. Choose ten objects from the list and make a map of your district.

- **pedestrian crossing** - where people can cross the road
- **motorway** AmEng - freeway or expressway
- **taxis** AmEng - cab use the road
- **traffic lights**
- **pedestrians** use the pavement AmEng - sidewalk
- **speed limit**
- **petrol station, gas station**
- **get in the car**
- **to fasten your seat belt**
- **to overtake** - pass the other car on the outside lane when it was going very slowly
- **road signs**
- **bridge**
- **junctions**
- **a bend in the road**

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.

Oxford Street is one of Europe's busiest shopping areas.

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 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 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 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.

Over on the side of the expressway, he saw an enormous sedan, up against a stone wall.

motorway British English, **highway** American English 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 a road for fast traffic that goes between states.

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

toll road 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 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.

READING

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.

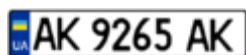
In 1993, the left-hand side of the plate was modified with the addition of the national flag over the country code "UA".

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 left-hand 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: A, B, E, I, K, M, H, O, P, C, T, X). 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



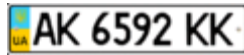
2015 Regular plate



2015 Public transport plate



2015 Three-line motorcycle plate



2015 Two-line optimized plate



2004 Regular plate



2004 Public transport plate



2004 Two-line optimized plate



2004 Three-line motorcycle 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 plate codes



Map of registration codes

2004 prefix	2013 prefix	Region
AA	KA	 Kyiv city
AB	KB	 Vinnytsia Oblast
AC	KC	 Volyn Oblast
AE	KE	 Dnipropetrovsk Oblast
AH	KH	 Donetsk Oblast
AI	KI	 Kyiv Oblast
AK	KK	 Autonomous Republic of Crimea
AM	KM	 Zhytomyr Oblast
AO	KO	 Zakarpattia Oblast
AP	KP	 Zaporizhia Oblast
AT	KT	 Ivano-Frankivsk Oblast
AX	KX	 Kharkiv Oblast

BA	HA	 Kirovohrad Oblast
BB	HB	 Luhansk Oblast
BC	HC	 Lviv Oblast
BE	HE	 Mykolaiv Oblast
BH	HH	 Odesa Oblast
BI	HI	 Poltava Oblast
BK	HK	 Rivne Oblast
BM	HM	 Sumy Oblast
BO	HO	 Ternopil Oblast
BP	HP	omitted because of BP can be read as Verkhovna Rada
BT	HT	 Kherson Oblast
BX	HX	 Khmelnytskyi Oblast
CA	IA	 Cherkasy Oblast
CB	IB	 Chernihiv Oblast
CC	IC	omitted because of Cyrillic "CC" can be read as SS (Schutzstaffel)
CE	IE	 Chernivtsi Oblast
CH	IH	 Sevastopol city
II		Nationwide

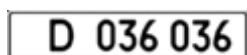
Diplomatic plates

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|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|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



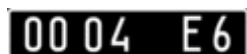
Former diplomatic plate (Still valid)



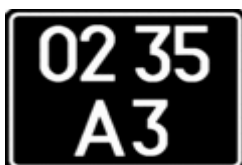
Former companies and media

Military and police plates

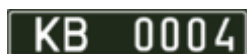
Military plates were white-on-black, while police plates were white-on-blue. Volunteer military organization plates were colored white-on-dark green.



Military template plate



Sized military plate



Volunteer military organisations plate



2004 Police plate



2015 Police plate

Temporary series

Currently three main temporary plate types exists:

1) Dealers issues trade plate with non-regional prefix in interval T0-T9. There three shapes of this 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 this 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.



2004 Temporary series



2004 Temporary series



2015 Temporary series



2015 Temporary series

2.1. What emergency signals do you know? Read the text and check your ideas.

We are used to having many forms of communication at our fingertips: mobile phones, email, instant messaging. But imact. a situation in which you are alone in the

wilderness, hoping to be rescued, with no way of calling for help. Here are some tips on how to communicate with your potential rescuers.

A. SOS

SOS is the best-known international distress signal. It is popularly believed to stand for 'Save Our Souls', but in fact the letters were chosen because they are easily transmitted and understood in Morse Code: three dashes followed by three dots, followed by three dashes (---...---). The signal can also be transmitted both visually and audibly. If you don't have a torch, you could use rocks or branches to spell out the code on the ground.

B. Smoke signals

During the hours of darkness, fires are the most effective method of signalling. Three fires in a triangle are an international distress signal which pilots and rescue workers everywhere will understand. If you are in a jungle or forest, find a clearing, otherwise the fires will not be visible from very great distances. A burning tree is another way of attracting attention. During the day, fires are also a good way of signalling, provided that they are producing a lot of smoke. Think about what colour the smoke should be in order to stand out against the background. Adding green vegetation to the fire produces white smoke; adding rubber (for example, an old tyre) or oil produces black smoke.

C. Mirror signals

On a sunny day, the most effective method of signalling is a mirror. In fact, pilots have reported seeing mirror flashes up to 160 kilometres away. If you do not have a mirror, any shiny metal surface may work. Aim the mirror by holding up one finger of your other hand in line with the aircraft. If you can hear an aircraft but can't see it because of clouds, shine the mirror in the direction of the noise. Be careful not to shine the mirror at the aircraft's cockpit for more than a few seconds, as it might temporarily blind the pilot. And if you are in a war zone, do not flash the mirror rapidly or the pilot may mistake the signal for gunfire and avoid the area - or worse, return fire!

D. Long range ground-to-air signals

Once you have been seen by an aircraft, it may be necessary to exchange vital information. The person on the ground can create symbols by any means possible - leaves, branches, marks on the snow. They must be visible from the air. This usually means at least three metres long and a metre wide. A single line means “serious injury. doctor required”, while two capital Ls mean “all is well”. If you have a large area of cloth, such as a sail or life-raft cover, you can fold it into various patterns to give information. Folding one corner means “we need fuel, but our plane is flyable”. Folding two corners means “we need warm clothing”

E. Body signals and pilot's replies

When the aircraft is close enough for the pilot to see you clearly, use body movements to convey a message. Raising both hands above your head means “pick us up” if you keep them still, or “do not attempt to land here” if you move your hands to the side in an arc. If the pilot has seen and understood your signal, he or she will make the aircraft rock from side to side so the wings go up and down. If, however, the message has been seen but not understood, the aircraft will fly in a clockwise circle overhead. For obvious reasons, there is no signal which means “message not seen!”

2.2. For questions 1-10 choose from the sections A-E from the text. The sections may be chosen more than once.

Which section mentions a signal which.....

1. should be in a different colour according to the situation?
2. can potentially be seen from very great distances?
3. can only be used when an aircraft is very near?
4. is the best one to use after sunset?
5. is sometimes mistakenly thought to represent a series of words?
6. could be mistaken for an attack by the person sending it?
7. could be made with a large piece of material?
8. may be effective even if the sky is not clear?
9. does not require any special equipment or materials?

10. can be used to request delivery of specific items?

2.3. In pairs, discuss the best way of making emergency signals in these different places.

- a rainforest
- a desert
- a mountain range
- a grassy plain
- a road

LISTENING

1. Listen to four conversations between law enforcement agents and drivers.

Complete the table.

	Conversation 1	Conversation 2	Conversation 3	Conversation 4
Where are they?	on a motorway	at a b__c__	on a motorway	on a motorway
What's the problem?				

2. Listen and complete these sentences from the conversations.

Conversation 1

1. Can I see your _____ and _____, please?
2. Do you _____ for children are compulsory in this country madam?

Conversation 2

3. You must _____ at all times.
4. It's illegal to _____.

Conversation 3

5. The _____ isn't working, sir.
6. Can you _____ the car, please?

Conversation 4

7. I _____ you for dangerous driving.

3. Listen and write the vehicle registration plates.

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

SPEAKING

1. Work in pairs. Say what drivers must do or mustn't do on the road. Are the rules the same for different countries? Provide examples.

Drivers / drive / on the right-hand side of the road.

You / drive / when you are drinking alcohol.

Small children/ sit / in the front seat / of the car.

Vehicles / have / child seats / for small children.

Motorcycle drivers / and passengers / wear helmets.

You / drive at more than 50 km per hour on this road.

You / use a mobile phone when you are driving.

2. Imagine you are lost in a remote place and need to signal for help to passing aircraft. Explain what items might be useful?

3. Learn the NATO phonetic alphabet below. Practice saying plate numbers from Reading exercise 1 using it.

NATO Phonetic Alphabet

A	Alpha	N	November
B	Bravo	O	Oscar
C	Charlie	P	Papa
D	Delta	Q	Quebec
E	Echo	R	Romeo
F	Foxtrot	S	Sierra
G	Golf	T	Tango
H	Hotel	U	Uniform
I	India	V	Victor
J	Juliett	W	Whiskey
K	Kilo	X	X-ray
L	Lima	Y	Yankee
M	Mike	Z	Zulu

PROJECT WORK

1. Follow the link <https://ua.carplates.app/en> and using the search by plate number, get complete information about the car.
2. Work in groups. Analyse car plates from different countries and find similarities and differences. Compare them with Ukrainian ones.

WRITING

1. Write a conversation between a police officer and a driver. Work in pairs and read your dialogues.
 2. Write a report about a road incident of your choice.
-


UNIT 6 ID-CHECK

WARM UP

1. Discuss the questions with your partner.

1. What are acceptable forms of identification?
2. What forms of identification are not accepted?
3. What if a person does not have an acceptable form of ID?
4. What if the identification document expires tomorrow (or next month)?

2. Information/security items that may appear on documentation. Match the words (1 - 18) with the definitions (a - r)

word	meaning
1. bar code	a. markings of a person's thumb or finger tip 
2. date of birth (DOB)	b. date when documentation was created
3. date of issue	c. date when the ID holder was born: day/month/year: 23/05/1970 (23rd May 1970) month/day/year: 05/23/1970 (23rd May 1970) year/month/day: 1970/05/23 (23rd May 1970)
4. eye colour	d. single, married, divorced (no longer married), separated, common law wife, common law husband
5. fingerprint	e. a series of thick and thin black lines that holds computerized information
6. height	f. a laser photograph which makes a picture or image

	look life-like
7. hologram	g. how tall a person is in centimeters or feet and inches
8. magnetic stripe	h. citizenship (native citizen, immigrant, landed immigrant, permanent resident, refugee)
9. maiden name	i. recent picture of ID holder
10. marital status	g. blue, brown, green, black, grey
11. national status	k. a long black stripe found on the back of a card that can be swiped into a computer for information
12. photograph	l. a woman's surname before marriage
13. place of birth	m. number that can be entered into government systems to find information about a person
14. profession	n. hand-written name of ID holder
15. serial number or PIN (Personal Identification Number)	o. city, country where ID holder was born
16. sex	p. the last date when an ID document can be used
17. signature	q. current job (doctor, teacher, retired)
18. valid until, expiry date	r. M (male), F (female)

VOCABULARY

1. During the Enter-on-Duty orientation process, an applicant must present two acceptable forms of identification. One ID must be any of the items from the list of *primary forms of identification*. The other ID must be from the list of *secondary form of identification*. What are these documents? Look through the list of documents and give an answer.

Types of ID.

- Passport
- Government-issued Photo ID card
- Driving licence/Driver's license
- Birth certificate
- Permanent residence card
- Social security card
- Medical/Health card
- Voter registration card

Valid Forms of ID

State driver's license (including state-issued temporary or provisional licenses with photos)

State-issued identification card

Military-issued identification card

Valid foreign-issued passport (showing country of origin)

Permanent Resident Alien Card

Non-Immigrant Visa (F-1, F-2, F-3 Visas)

Certificate of Naturalization

The following documents are not sufficient to verify identity:

Social Security card

Birth certificate

Bank card (even if it includes the cardholder's photo)

Employer ID

University ID

Voter registration card

Utility bill

Expired form of ID

Vehicle documents for the trailer

Health insurance card

Certificate of vaccination for this animal

Veterinarian's confirmation

Vehicle documents for this trailer

2. Test your knowledge and understanding. Make a list of expressions in order.

1. Passport control on the road.

2. Check of personal data/ questioning of a person.

3. Checking an expired document.

This is an identity check.

Please show me:

- your passport
- your ID card
- your driver's license (Am) driving licence (Br)
- your car documents
- your children's travelling documents
- your insurance documents
- Do you speak Ukrainian/ German /Russian/?
- Please, speak slowly
- What's your name/first name/ patronymic (middle name)?
- What's your last name/ surname?
- What's your nationality?
- Where do you live?
- Where are you from?
- What's your address?

- When were you born? / What's your date of birth / DOB/
- Where were you born?
- Are you married /single /divorced?
- What's your profession?
- Where do you work?
- What's the purpose of your visit to Ukraine?
- Are you a tourist?
- Are you here on business or on holiday?
- When did you arrive to....?
- How long are you going to stay in...?
- Your residence permit has expired.
- You have to report to the Aliens' Department.
- This is an expired passport.
- This is an invalid passport.
- This is a forged passport.
- It is an altered passport
- Drive to the roadside, please
 - right/ left
 - parking space
- Stay in your car
- Open the side window
- Switch on/off the indoor light
- Put your hands on steering wheel
- Calm down /be quiet
- Get out of/ in car
- Answer my questions
- Sign, please
- You'll take your passport back in a minute
- Nobody is allowed to leave to the car/ coach
- Your personal data must be verified

- You're not allowed to continue driving
- Everything is alright you can continue
- Your travel documents don't entitle you to enter Ukrainian
- Please, show me the confirmation about the loss of your document
- We ask you to stay for awhile to clear up the circumstances.
- You have to claim your documents at your embassy

3. If a person does not have any of the above valid forms of identification, what document can he/she provide? Make up a dialogue.

4. Look at these document and say all indicated information in English.



5. Fill in the blanks.

1. _____ ?

- 1.04.91

2. _____ ?

- From modern metropolis in north Texas, Dallas.

3. _____ ?

- Transit of crew members of foreign vessels stationed in Ukrainian ports.

4. _____ ?

- Seafarers Identity Document (SID)

5. _____ ?

- In a dormitory for sailors.

6. _____ ?

- Neither acquaintances nor friends are here.

7. _____ ?

- I can stay in dormitory for 5 days more.

6. Match the words (1- 9) with their definition (A – I). Learn the words given in the table. Fill in the gaps in the exercise.

word	meaning
1. ID fraud	a. to put a real stop to
2. counterfeit	b. real, true
3. illegal immigrants	c. stealing someone else's identity for personal use (or sale)
4. crack down on	d. lying about one's identity
5. authentic	e. fake, not real

6. identity theft	f. people who do not have government permission to live or work in a country
7. underground	g. not getting caught by police or the authorities
8. getting away with	h. disagreement surrounding an issue
9. controversy	i. not publicly known, usually illegal

Today, 1) ... is a major concern for police around the world. Many young people use 2) ... ID to access adult venues, such as concerts and nightclubs. As police find new ways to 3) ... fake ID (e.g. searching the Internet for 4) ... companies), new technology is created to help make fraudulent ID look 5) ... ID cards with security measures, such as magnetic strips and barcodes, help to prevent people from 6) ... fake ID. However, an even greater problem for police is the concern of 7) Some thieves make a profession out of stealing wallets, purses, or personal mail in order to sell new identities to criminals or 8) There is great 9) ... over whether or not all countries should opt for national ID cards. Some people do not think that the police should have access to such personal information, while others think it would help to prevent crime and illegal immigration.

READING

1. Read the information and fill in the blanks with the correct words and phrases.

- a) magnetic stripes b) embedded c) sizes d) credit card
e) barcode f) crowd control g) cardholder data

PVC cards

Commonly referred to as plastic cards, PVC cards come in a variety of 1) , thicknesses and colors. The most standard size is called CR80 - which is the size of your 2) (3.375" x 2.125") . PVC cards can also include additional features such as 3) for multifunctional badges.

Proximity cards

"Prox" cards have an 4) ... antenna that stores the 5) This data can be read when the proximity card is passed within range of a reader. Mainly used for access control applications, proximity cards are also chosen in environments where 6) is a factor.

Pre-printed cards

This option is ideal for membership cards, loyalty cards, or other ID cards where only a name, ID number or 7) ... might be added onsite.

2.1. Carefully read this information on Calculating the allowed duration of stay on the territory of Ukraine, choose an expressions that you can say to a foreigner. Start your sentences with the words : - You are prohibited / forbidden - You are allowed /authorized

The duration of stay for foreigners who are nationals of the states subject to visa-based entry regime and stateless persons is restricted by the visa validity period. It means that a foreigner or stateless person may stay temporarily on the territory of Ukraine within the period allowed by the visa but no longer than the last day of visa validity period.

National of the states with visa-free entry regime may stay temporarily on the territory of Ukraine for up to 90 days during any 180 day period, unless other duration is provided for by international agreements Ukraine is party to.

During the stay on the territory of Ukraine, the calculation of the allowed duration of foreigner's stay is performed by SMS officials by counting 180 days back from the day of control (the day on which legality of foreigner's stay on the territory of Ukraine needs to be determined). A foreigner does not breach the indicated

duration if within this 180-day period he/she has stayed on the territory of Ukraine for no longer than 90 days.

2.2. Mark the statement as true (T) or false (F).

1. Duration of stay for foreigners on the territory of Ukraine is unlimited.
2. Visa for stateless citizens is not required in Ukraine.
3. National of the states with visa-free entry regime may stay temporarily on the territory of Ukraine.
4. Calculation of the allowed duration of foreigner's stay is performed by State migration service of Ukraine
5. As foreigner I don't need to confirm the legality of my stay on the territory of Ukraine.
6. As a foreigner, I do not violate the law of staying on the territory of Ukraine for a year and a half.

3. Read the text and tell the individual:

- **What documents are required to identify an individual in our country?**
- **Is it obligatory to have identity documents at all times?**

It is important to keep in mind that every country requires different documentation that proves someone's identification (ID). In many countries such as Greece and Spain a national ID card is compulsory. Citizens are expected to have these cards on them at all times. However, in other countries ID cards are not required. Police and officials in these countries often use another system to identify people, such as asking for two pieces of ID.

Many countries, including Australia, New Zealand, Canada, the United Kingdom, and the United States, have no national identification cards. Since many people do have driving permits, they are often accepted as proof of identity.

Asia. A Hong Kong Driving Licence carries the same number as the holder's ID card, but has no photograph. As such, it is not a legal document for proof of age for purchase of alcohol. Upon control, both must be presented.

The **Saudi Arabian government** requires all drivers to carry an ID card in addition to a driving permit and present them whenever requested. Expatriates may be requested to present their visas as well.

In Japan, South Korea, and Singapore, driving permit cards are widely used as identification.

Europe. Many European countries require drivers to produce their permit on demand when driving. Some European countries require adults to carry proof of identity at all times, but a driving permit is not valid for identification in every

European country. In the United Kingdom most drivers are not required to carry their "Driving licence". A driver may be required by a constable or vehicle examiner to produce this, but may provide it at a specified police station within seven days; the police issue a form for this purpose.

In **Denmark, Finland, Norway, Spain and Sweden**, the driving permit number is listed along with the bearer's national identification number. Banks and public authorities use the same number for customer databases, making the permit fully useful for identification purposes.

North America. In Canada and the United States, driving permits are issued by the provinces (or territories) and states, respectively and do not look the same nationwide. They are also used as a de facto or government-issued identification document for the holder.

LISTENING

1. Listen to the text ‘Common ways to identify fraudulent IDs.’ Fill in the gaps.

- | | | | |
|----------------------|-------------------------|-------------|-------------------|
| a) upgraded | b) correct information | c) ID fraud | d) verify |
| e) compare | f) thumb | g) obtain | h) duplicate card |
| i) spelling mistakes | g) standing in front of | k) deceit | l) upgraded |

There are three basic types of **(1)** ____ ____: Borrowed, Fake, and Altered. Modern and enhanced security features have changed the way that ID fraud occurs.

Borrowed IDs are by far the most common method of ID fraud, followed by Fake IDs, and more rarely Altered IDs.

Here are some suggestions for spotting the borrowed ID:

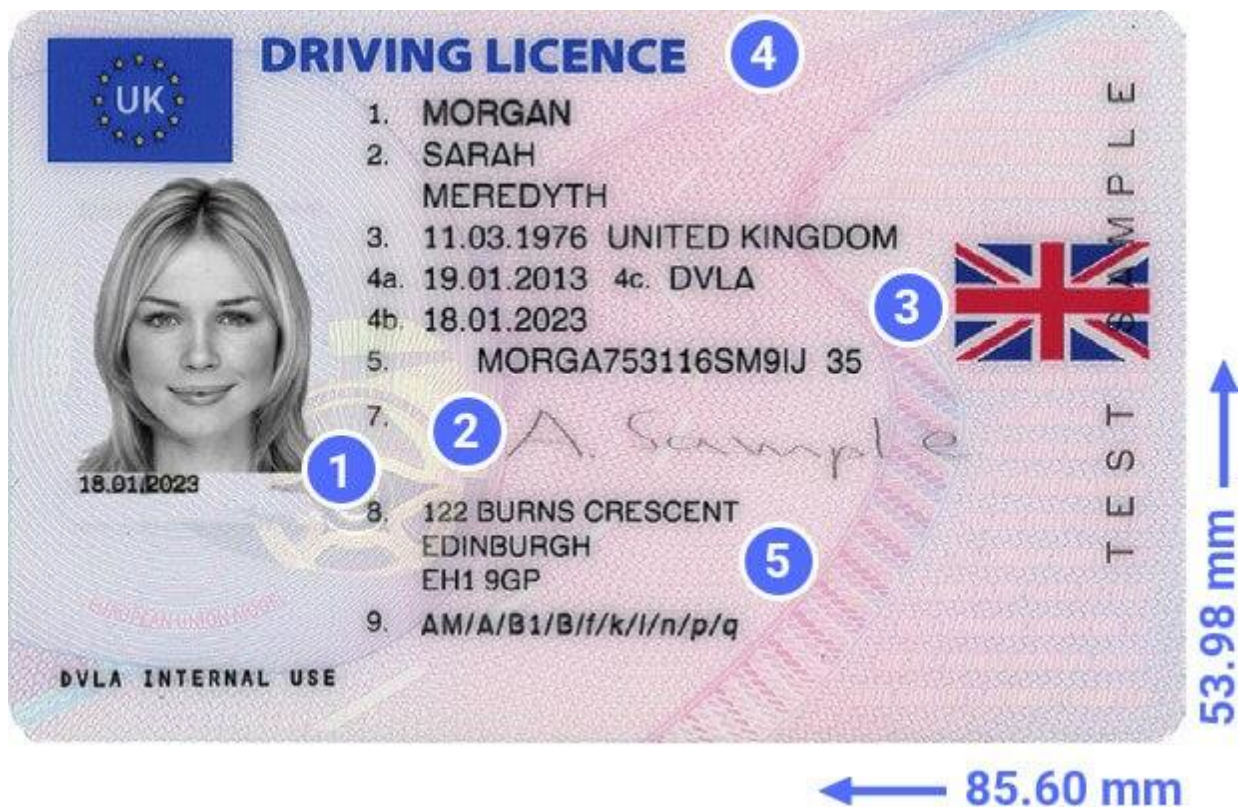
- Compare the photograph on the ID with the person **(2)** you and question discrepancies.
- Review and **(3)** ... other physical descriptors like height and weight.
- Look for signs of **(4)**, such as stamp.
- Watch for expired cards.
- Ask the cardholder to **(5)** ... personal data on the card.
- **(6)** ... a signature and compare it to the one on the card.
- Purposely mispronounce their name or to see if the cardholder instinctively gives the **(7)**
- Look for signs of **(8)**

Does the cardholder avoid eye contact, exhibit unusual hesitation when answering, behave nervously, attempt to intimidate, or do their eyes track upwards (as if to recall or make something up)?

Unfortunately, as technology is growing, fraudsters have also **(9)** ... themselves.

1. ID must have a digitally printed photograph of the holder with a holographic overlay.
2. No signature or incorrect signature.
3. Fake IDs usually have **(10)** and incorrect flag images.
4. Feel the surface of the ID card by running your **(11)** ... over the card. Fake IDs are often bumpy.
5. Most fake IDs have plain backgrounds.
6. You might find the information listed in the wrong place.
7. Check out if the licence contains all the security features.

2. Label the license 1- 9 (e.g 1. - identity photo, signature 3. – DoB etc.) and ask questions to verify the information in points 1-5.



3. Listen to Article 358. Criminal Code of Ukraine.

Forgery of documents, stamps, seals or letterheads, and sale or use of forged documents.

1. Forgery of an identification card or any other document issued or certified by an enterprise, institution, organization, individual entrepreneur, private notary, auditor or any other person authorized to issue or certify such documents, or any document that grants any rights or discharges from any obligations, for the purpose of using it by the forger or any other person, or sale of any such document, and also making of forged stamps, seals or letterheads of enterprises, institutions or organizations of any type of ownership, and any other official stamps, seals and letterheads for the same purpose, and sale of the same, - shall be punishable by a fine up to 70 tax-free minimum incomes, or arrest for a term up to six months, or restraint of liberty for a term up to three years.

2. Any such actions as provided for by paragraph 1 of this Article, if repeated, or committed by a group of persons upon their prior conspiracy, - shall

be punishable by restraint of liberty for a term up to five years, or imprisonment for the same term.

3. The use of a knowingly forged document, - shall be punishable by a fine up to 50 tax-free minimum incomes, or arrest for a term up to six months, or restraint of liberty for a term up to two years.

4. Listen to the text and give an answer for the following questions.

1. What is the punishment for the forged seal?
2. What is the punishment for repeated forged stamp?
3. What is the penalty for using knowingly forged seal?

5. Listen to the text of Art.358 CC of Ukraine and the check (+) the I - punishment, II - documents mentioned in the text of the article:

I

- a) life imprisoned
- b) capital punishment
- c) community service
- d) house arrest
- e) custodial sentence
- f) suspended sentence

II

- a) an identification card
- b) any document that grants any rights or discharges from any obligations
- c) letterheads
- d) wills
- e) title deed
- f) utility bill

SPEAKING

1. Read these 4 statements and answer, please: is it lawful or unlawful? Prove your answer.

1. The police by demanding to know his identity and searching his backpack after he refused to produce identity documents.
2. Legal checks of people not under suspicion of wrongdoing could not be conducted based on a person's origin, skin color or religion.
3. Sometimes court's ruling is not in accordance with the understanding of how police work in a democratic, constitutional state.
4. Police have authority to check people's identity and residency status based on their appearance to fight illegal immigration and criminality.

2. You must check the documents of a foreigner who is suspected of committing a crime. Make up a dialogue. Work in pairs.

- 2.1. Checking the ID you suspect a foreigner of forged document. Make up a dialogue. Work in pairs.
- 2.2. You need to identify a foreigner whose documents were stolen. Make up a dialogue. Work in pairs.
- 2.3. Ask someone to follow you to the police station to clear up the identification.

PROJECT WORK

1. Prepare a list of identity documents in Germany, Poland, Moldova, Georgia.

2. Write all the synonyms for the words. Fill in the table.

legal	illegal
allowed	forbidden

4. Label all information you see at this document.

ÉIRE / IRELAND / IRLANDE
PAS / PASSPORT / PASSEPORT

An tAontas Eorpach
European Union



SAGHAS / TYPE / TYPE **TIR / COUNTRY / PAYS**
IP **IRL**

SLOINNE / SURNAME / NOM
O'SULLIVAN

TÚSAINM (NEACHA) / FORENAME(S) / PRÉNOM(S)
LAUREN

NAISIÚNTACHT / NATIONALITY / NATIONALITÉ
ÉIREANNACH/IRISH

DATA BREITHE / DATE OF BIRTH / DATE DE NAISSANCE
04 BEA/MAY 1988

GRÉAS / SEX / SEXE **ÁIT BHREITHE / PLACE OF BIRTH / LIEU DE NAISSANCE**
F **BAILE ÁTHA CLIATH/DUBLIN**

DATA EISIÚNA / DATE OF ISSUE / DATE DE DÉLIVRANCE **AS FEIDHM / DATE OF EXPIRY / DATE D'EXPIRATION**
10 MFÓ/SEP 2013 **09 MFÓ/SEP 2023**

ÚDARÁS / AUTHORITY / AUTORITÉ
Oifig na bPasanna,
Baile Átha Cliath
Passport Office, Dublin

SINIU / SIGNATURE / SIGNATURE
X *Lauren O'Sullivan*

SPECIMEN



UNIT 7 DESCRIPTION OF WANTED

WARM UP

1. Answer the questions about yourself.

- What do you look like?
- What kind of hair have you got?
- What colour eyes have you got?
- Are you happy with your appearance? Why? Why not?

2. Look at the picture and answer the questions.

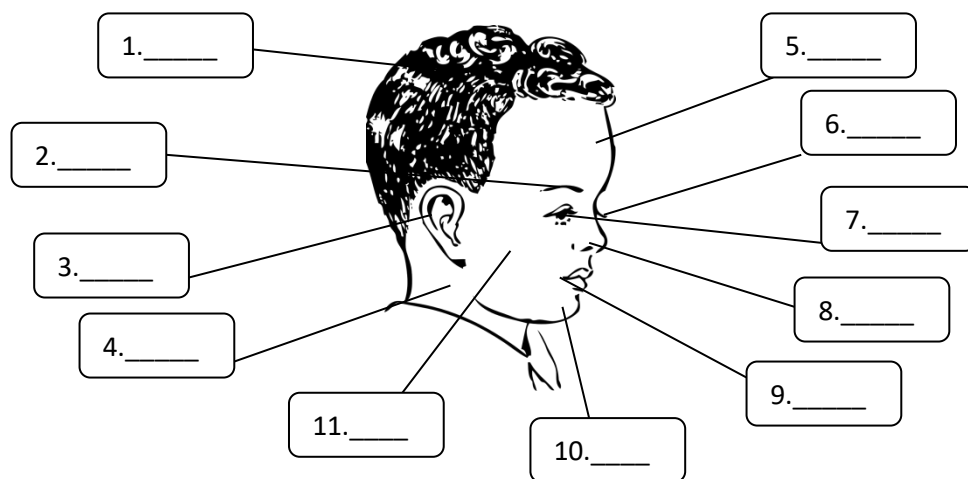


1. Who do you think the person depicted above is?
2. If you think he is a criminal, with what event may he have been connected?
3. Where do you think he comes from?
4. Can you describe him and help police give him a slap on the wrist?

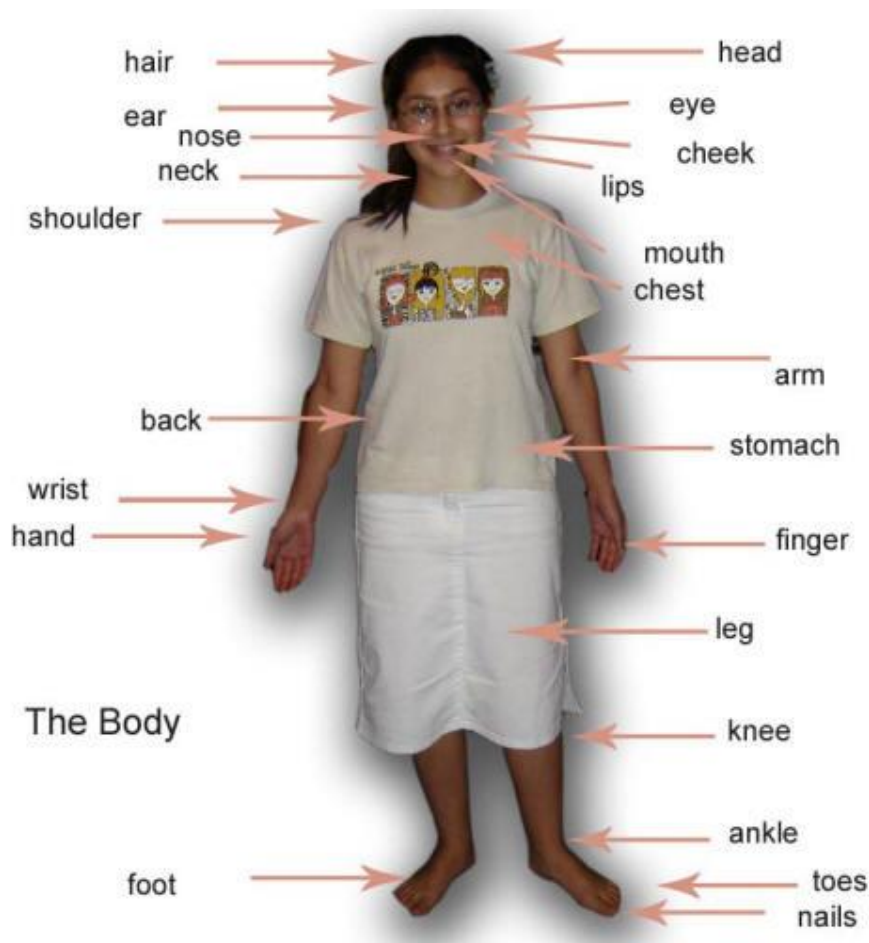
VOCABULARY

1. Match the following words with the appropriate parts of a head.

Nose	lips	mouth	eye	ear	hair	forehead
	chin	brow	eyelashes		cheek	



2. Look at the body parts and memorize them.



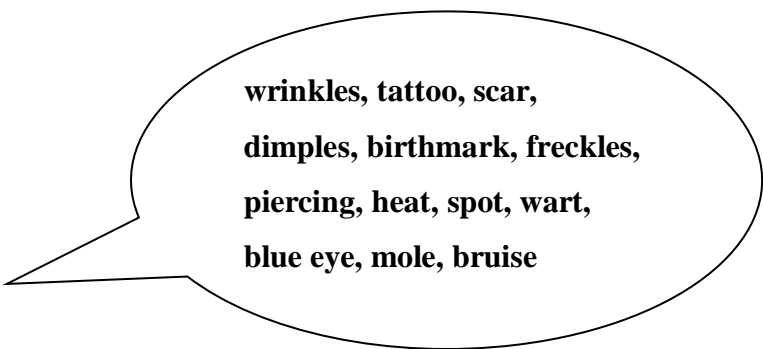
3. Read and pay attention to the words in bold. Try to guess their meaning without dictionary.

- To describe someone's **height**, you can say they are **tall** or **short**. Tall people are higher than short people. Someone who is thin and tall can be called **lanky**.

To say someone is short and also small, you can say they are **petite**. If you're talking about a child, they might be **pint-sized**.

- Someone who weighs more than average can be **curvy**, **well-built**, **full-bodied** or **heavy**. (Curvy is usually only used to describe women.) You might also say someone has some **meat on their bones**. This is a casual way of saying they are **overweight**, and it might seem rude to someone sensitive. The opposite of overweight can be **thin**, **slim** or **skinny**.
- **Light**, **yellowish** hair can be described as **blonde**. But you can also call a person who has that kind of hair a blonde. (This means blonde can be used as a noun or an adjective.) A person with dark hair can be called a **brunette**. Someone with red hair can be called a **redhead**.
- Besides what color someone's hair is, you also can say they are **short-haired** or **long-haired**. You can say they have **curly**, **straight** or **wavy** hair. If someone has no hair at all on their head, they are **bald**.
- Men sometimes have hair on their faces. Hair that covers the chin and cheeks is called a **beard**. When there's hair only above the lips it's a **moustache**. A beard that's only on the chin can be called a **goatee**. None of these are adjectives. They are all nouns. To describe someone with facial hair, you would say, "He has a beard/moustache."

Personal signs:



wrinkles, tattoo, scar,
dimples, birthmark, freckles,
piercing, heat, spot, wart,
blue eye, mole, bruise

4.1. Think about the members of your class. Try to describe one of them so accurately that all the others in the class would identify that person from your description. The following checklist may be of help to you - but do not mention his/her name.

When giving physical descriptions, the two most common verbs to use are BE and HAVE, however, they are quite specific. We use **BE** for: height, weight, skin colour. We use **HAVE** for: hair (length), hair (style), hair (colour) and facial features.

a) Full name, including any alias/ nickname

age: he/she is 20 years old; he is 20 years of age; he is aged 20; he is a 20 year old youth; he is in his twenties/ early 20s/ late 20s; he is about/ approximately 20.

age group: school age / young/ middle aged/ old.

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

b) Appearance

Height: tall/ short/ medium height/ average height

Build: fat/ heavy/ medium/ slim/ thin/ slightly built/ well built

Colour (ethnic origin): Caucasian or white European/ dark European/ Asian/ Afro-Caribbean /Latin-American

Complexion: fresh/ ruddy/ pale/ pimply/ uses cosmetics

Hair: length/type- short/ long/ curly/ wavy/ bald/ colour- dark/brown/blond/grey/dyed.

He has got dark hair/ he is dark haired

Hair on face (facial hair): beard/ moustache/ dark chin/stubble

Eyes – colour of the eyes:

He has got blue eyes/ he is blue eyed

c) Distinctive (distinguishing) marks: birth marks/ moles/ warts/ scars/ tattoos/ deformity, other identifying marks.

d) Characteristics and habits: drinking/ smoking/ known associates

e) Dress (clothing): smart/ casual/ sporting/ scruffy/ vagrant. Items of clothing.

If you want to combine hair characteristics together in the same sentence, then the structure is: Length + Style + Colour + Hair

Examples: Michael has short curly black hair./ Mary has long wavy brown hair.

4.2. Describe your partner giving maximum details about his/her appearance.

Examples: Chris is medium height./ Tanya has blonde hair./ Albert is overweight./ Donna has curly hair and is tanned./ Patrick has a long beard and he also has a black eye right now./ Tony is tall and has medium length hair.

5. Fill in the gaps using the words below.

Beautiful	handsome	old	young	
tall	short	fat	slim	thin
blond hair	ginger hair	dark hair		

1. _____ is the opposite of short. 2. If you eat lots of junk food, you will get _____. 3. _____ people are below average height. 4. _____ is the opposite of old. 5. You are _____ when you are 50 or 60 years old. 6. _____ is the opposite of fat. 7. A good-looking woman is _____. 8. _____ is similar to thin. 9. You have _____ if your hair is a yellow colour. 10. A good-looking man is _____.

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

- | | |
|---------------------|---|
| 1. moustache | a. the physical appearance of a person's skin |
| 2. height | b. having no hair at all on the head |
| 3. bold | c. the measurement of how tall a person is |
| 4. complexion | d. having light colored skin |
| 5. distinctive mark | e. hair growth above someone's upper lip |
| 6. pale | f. when someone is a normal size and shape |

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

dress facial hair build tattoo

1. Mr. Han looks different since he grew _____.
2. The usual _____ for the occasion is suit and tie.
3. The bank security officer described a _____ the suspect had on his left arm.
4. The woman had a slender _____.

8. Put into the right column an inappropriate word.

ankle	facial hair	shin	leg
heavy	foot	heel	sole
pupil	eyelids	bald	eyelashes
hand	palm	finger	blond
cheek	chin	toe	face
eyebrows	thumb	moustache	beard
stocky	stout	slim	wrist
knee	short	straight	curly
fair	brunette	temple	dark
elbow	eye	forearm	arm

READING

1.1. Discuss these questions. Pay attention to the words in bold.

1. What **features** do you use to describe people?
2. What are some features that make **suspects** easy to recognize?

1.2. Read the wanted poster. Then mark the statements as true or false.

1. The suspect broke into the house and stole money.
2. The suspect has no distinctive marks.
3. The suspect had a moustache during the robbery.



George Collins is wanted for armed robbery. Collins robbed a bank in New York and fled with \$500 000.

Description:

Age: 35

Height: 172 cm

Weight: 85 k

Build: Average

Hair: Bold

Eyes: dark brown

Complexion: Pale

Sex: Male

Distinctive marks: Nazi tattoo in the middle of forehead

Remarks: Collins was wearing at the time of robbery blue jeans, red sweatshirt and a blue baseball cap. At the time of robber Collins didn't have facial hair. He may have grown a moustache and a beard since then to hide his identity. Contact NYPD if you have any information regarding George Collins whereabouts.

2.1. Read the text 'What Type of Criminal Are You? 19th-Century Doctors Claimed to Know by Your Face.'

Can you tell who a criminal is just by looking at them? No you can't, but the idea appeared in the late 19th century. Early criminologists in the U.S. and Europe seriously debated whether criminals have certain identifying facial features making them different from non-criminals. Is it possible to identify a "born criminal"?

This idea first struck Cesare Lombroso, the so-called "father of criminology," in the early 1870s. While examining the dead body of Giuseppe Villella, a man who'd gone to prison for theft and arson, the Italian professor made what he considered a great discovery: Villella had an indentation on the back of his skull that Lombroso thought resembled those found on ape skulls.

He went further and included into a "born criminal" features the enormous jaws, high cheek bones and unusually big hands as they are the trait of apes.

Previously, many Enlightenment thinkers believed humans made choices about breaking the law of their own free will. But Lombroso theorized that a good portion of criminals have an inborn criminality that is difficult for them to resist. Followers of this new school of thought placed an emphasis on removing “born criminals” from society rather than seeking to reform them. Though the specific premise that physical features correspond to criminality has been debunked.

What Lombroso was doing was trying to explain a person’s personality and behavior based on his skull and facial features. White men before him had used these pseudoscience to advance racist theories, and now Lombroso was using them to develop the field of “criminal anthropology.”

Lombroso also relied on racist stereotypes. Oblique eyelids, a Mongolian characteristic and the projection of the lower face and jaws found in negroes were some of the features he singled out as indicative of criminality. Lombroso also laid out what types of facial features he thought corresponded to specific kinds of crime.

For example, according to his theory thieves are notable for their expressive faces and physical dexterity, small wandering eyes that are often oblique in form, thick and close eyebrows, squashed noses, thin beards and hair, and sloping foreheads. Rapists often have jug ears. Rapists, however, nearly always have sparkling eyes, delicate features, and swollen lips and eyelids. Most of them are frail or with delicate built.

2.2. Explain your understanding of the words below.

identifying facial features

oblique in form

enormous jaws

thick and close eyebrows

high cheek bones

delicate features

small wandering eyes

2.3. Say whether the sentences true or false. Correct the false ones and find the proof in the text for the truthful ones.

1. Cesare Lombroso was called the “father of criminology” in the end of 19th century.
2. While examining one criminal in prison he made a discovery about the theory of inborn criminality on the basis of human built.
3. The scientist compared the human features to the features of wild animals while trying to prove his theory.
4. Lombroso strongly resisted racist stereotypes.
5. Lambroso said that thieves are notable for their small hands.
6. According to scientist’s theory rapist tend to have delicate features.

3.1. Read the text ‘Operation Granger’.

Detectives investigating a series of serious indecent assaults in Havant and Hayling Island know that at least two were carried out by the same man.

And the methods used in the other incidents- between December 1999 and July 2000- suggest that he could also have been responsible for at least three others.

A major inquiry team has been set up to investigate the assaults, and DNA evidence has shown there is a positive link between two of the attacks – on a 51-year-old woman between Havant and Emsworth and on a 13- year- old girl in a Hayling Island church yard.

Detectives are especially keen to find the perpetrator before he strikes again because his attacks are becoming progressively more violent and showing signs of more planning.

In the most recent attack – on Friday, July 7, 2000, at 7.50pm – a 15- year-old girl was cycling home north along the disused Hayling Billy railway line, now a public footpath. As she reached West Lane she heard someone on the path behind her. Thinking it was a jogger or walker she made way for them to pass, but instead she was grabbed from behind by a man.

The attacker threatened to kill her if she struggled and tried to drag her into the bushes at the side of the footpath. But the girl managed to fight her way free and screamed for help, frightening the man off.

The terrified girl was then able to cycle to a petrol station and phoned the police. She has been able to describe the man who attacked her as follows:

- White
- Clean shaven
- 5ft 7ins tall
- Short grey to fair hair
- Physically weak
- Wearing a black woollen hat
- Long sleeved dark coloured top and jogging bottoms
- Gloves

She has also helped detectives piece together a CD-fit image of the attacker.

This attack bears all the hallmarks of at least four other incidents since December 1999 – and another reported prowler incident could also have been the work of this man. Based on the victims' statements, the composite description of the man responsible for their ordeals is that he is:

- Aged 35 to 55 years
- 5ft 5 in to 5ft 8in tall
- Slim to slight build
- Described by all the victims as physically weak
- Reasonably deep voice
- Smelled very strongly of cigarettes
- In four out of the five attacks he wore gloves

In the May attack, -the only one in daylight – he wore a dark blue sweatshirt or, possibly a blue jacket with side pockets, and pale blue or possibly white trousers or jeans. Police officers want to hear from anyone who recognises the description.

3.2. Decide which statements are true and which are false.

1. Detectives are investigating a series of indecent exposure cases.
2. DNA evidence has shown there is no positive link between two of the attacks.
3. A 15-year-old girl was cycling home
4. She was grabbed by the hand.
5. The attacker dragged her into the bushes at the side of the footpath.
6. The victim drove off to a petrol station and phoned the medical services.
7. The girl described the man as being black, short but strong, wearing light coloured clothes.
8. The suspect is known as a heavy cigar smoker.
9. The same attacker may also be responsible for at least three other attacks.
10. Police launched a nationwide hunt for the man who carried out the assaults.

3.3. Work in groups or with a partner and discuss the following issues.

- Motive for the attack.
- Known description.
- Expected description.
- Follow-up investigation.
- Chances of the attacker being caught.
- Punishment for such offences under the criminal code.

LISTENING

1.1. Follow the link and listen to a dialogue. Choose one answer to the questions below.

<https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/describing-people>.

- | | |
|---|----------------------|
| 1. Aurelia is asking about Hannah's ... | c. friend. |
| a. boyfriend. | 2. Jem, has ... |
| b. brother. | a. long, brown hair. |

- b. a girlfriend.
 - c. a twin sister.
3. Hannah has ...
- a. one brother.
 - b. two brothers.
- c. a brother and a sister.
4. Alex and Jem ...
- a. look different.
 - b. look the same.
 - c. have the same hair but different eyes.


1.2. Circle the best word to complete these sentences.

1. Aurelia is asking about Hannah's boyfriend / brother / friend .
2. Hannah's brother, Jem, has long, brown hair / a girlfriend / a twin sister .
3. Hannah has one brother / two brothers / a brother and a sister .
4. Alex and Jem look different / look the same / have the same hair but different eyes .


2. Follow the link <https://zappenglish.com/english-listening-describing-appearance> and listen to the audios about people answering the reporter's questions on appearance. Discuss the audios and answer the questions yourself.

SPEAKING


1. Look at the pictures and work in pairs. Study the words and place them into correct places within 3 texts. Practice describing the pictures.



Pedro Sombrero



Pete Baldy



Sen Cypress

Help the police to catch these criminals! Complete their descriptions using the words from the list below:

Chubby gold tooth moustache face double chin hat black-rimmed glasses sleeveless shirt head baseball cap goatee beard
mean look

1. Pedro Sombrero is the boss of the Mexican Mafia. Pedro has a Everyone can see it when he laughs. He wears a His is fat and he has a huge He always wears a sombrero
2. Pete Baldy is a computer hacker. The police wants him for hacking into the Pentagon's web server. Peter shaves his every two days. That's why his nickname is Baldy. He wears He always wears a
3. Sen Cypress is a drug pusher in Los Angeles. He wears a white sideways. He wears a moustache and a He has huge eyes and a His nose is small.

2. Guess which one is described. Then make your own full descriptions of the people. Use the vocabulary below.

straight wavy chubby spiky moustache boots bracelet
bald tattoos brows creepy mole wrinkles potato nose necklace
 He is quite chubby with massive fat chin. He is wearing long pants and a T-shirt.
 He has 2 front teeth. He is about 15 years old.



3. Role-play. Imagine that you are a victim of the robbery and you want to make a photo fit of the offender. Your partner is an investigator, who tries to ask as much detailed information as possible. **Describe one student of your group without pointing at him. The investigator should find out who you are describing.**

PROJECT WORK

1. Draw a person according to description.

His nose was rather big.

Her eyebrows meet in the centre.

He wears spectacles for reading.

Every time when he talks he strokes his nose.

He often uses the phrase “....”.

His face is covered with spots.

She regularly uses cosmetics.

He walks with a walking stick.

He has extremely high cheekbones.

2. Work in groups. Think about a person everyone in your class knows and start describing him/her. Everyone should guess who you are describing.

3. Describe in detail a celebrity while your partner is making a sketch. He/she should guess the person by description. Then swap.

WRITING

1. Make a description of a wanted criminal Nanna Jenkins (Big Mummy Brenda) looking at the photo. Make up the rest of information.

Physical description:

Height:

Weight

Eyes

Hair

Distinguishing features:

Last seen:

Further information:

Wanted for:

Reward amount:



2. Write a report to a superior paying close attention to the description of a criminal.

UNIT 8 UNDER ARREST. POLICE INTERROGATION

SITUATION 1

1. Learn the new vocabulary.

в даний момент	currently
бути розташованим	to be located
приблизно	approximately
номерний знак	plate number
знайомий	acquaintance
обігнати	overtake
заднє колесо	rear wheel
продовжувати шлях	continue the route
пріріву	to be missing
парусиновий сумка	canvas bag
за запитом, на прохання	at request
адміністратор	receptionist
одразу після	right after
ключі від службової квартири	service apartment keys
готівкові	in cash
звернути (приділити) увагу	to pay attention
середня статура	average build
залисини по лінії волосся	receding hairline
залисини	bald spot
рвані джинси	ripped jean
розпізнавальний знак	identifying mark
горизонтальний шрам	horizontal scar
вертикальний шрам	vertical scar
етнічна приналежність	ethnicity

2. Read and translate the text paying attention to the unknown words from the previous exercise.

My name is Jack Malches, I'm 22 years old. I'm a UK citizen and am posted to the embassy, work as a driver there.

I'm **currently** on a vacation which I decided to spend in Odessa. Here I stay in a "Kursant" hotel, which **is located** at Sabansky lane, 4.

On October 16th, 2020, **approximately** at 2 pm, I was driving the UK embassy car (Mercedes G-Wagen, **plate number** DP 183-75) on Kanatnaya street towards the Kulikovo pole, Palladium hotel, where stays my **acquaintance** Patrick O'Hardy.

While I was on a Bazarnaya street corner a black BMW **overtook** my car. I don't remember the plate number but it ended with 13.

A front-seat passenger opened a window and waved at me. When I stopped this man got out of a car, went around my car and stopped next to the left **rear wheel** of my car, said something a few times then waved at me from behind my car.

When I got out of a car and walked around I didn't see anything wrong with the wheel.

I didn't notice how and when the BMW left.

So I got back into the car, **continued the route** to the Kulikovo pole, and when I got to the Palladium hotel and got out of a car I found out my bag that was in the front seat **was missing**. It was a black **canvas bag**, without any lettering, approximately 20x30cm.

At my request, the receptionist showed me where's the closest police station where I got to **right after**. There was my passport of a UK citizen, Visa and MasterCard cards, my **service apartment keys**, and approximately 1800 UH **in cash** in my bag.

There were 3 people in that car, I **paid attention** only to the one who got out of it and waved at me: he was about 35-40 years old, **average build**, about 175cm tall, short dark hair with a **receding hairline**, and **bald spots**, no **mustache**. He

was wearing a green t-shirt that says “ABIBAS”, big white letters, blue **ripped jeans**, don’t remember his shoes. He had an **identifying mark** - a **horizontal scar**, about 2cm long, like the Harrison Ford’s one. I can’t remember anything else. The man seemed Caucasian (one of the Caucasian mountains **ethnicities**).

3. Check if the statements are true or false, correct false ones.

1. His name is Jack Mulches.
2. He works as a receptionist in the embassy.
3. He is currently on holidays.
4. His friend stays in Palladium hotel.
5. A black BMW ran into his car.
6. A man got into his car.
7. Nothing happened to his rear wheel.
8. His bag that was in the back seat was missing.
9. There was approximately 1800 USD in cash in his bag.
10. The man from the BMW didn’t have a lot of hair on his head.
11. The man from the BMW was of middle age.
12. He had an identifying mark - a vertical scar.

4. Fill in the gaps.

I’m _____ years old. I’m a _____ citizen and am posted to the _____, work as a _____ there.

I stay in a “Kursant” hotel, which is _____ at Sabansky lane, 4.

When I was driving one day a black BMW _____ my car. I don’t remember the _____ but it ended with 13.

A _____ passenger opened a window and _____ at me. When I stopped this man got out of a car, went _____ my car and stopped next to the left _____ wheel of my car.

When I got out of a car and walked _____ I didn’t see anything _____ with the wheel.

Then I found out my bag was _____. It was a black _____ bag, without any lettering, approximately 20x30cm.

At my _____, the receptionist showed me where's the _____ police station where I got to _____ after.

I paid _____ only to the one who got out of the car and _____ at me: he was about 35-40 years old, _____ build, about 175cm tall, short dark hair with a _____ hairline, and _____ spots, no mustache. He was wearing a green t-_____, blue _____ jeans. He had an _____ mark - a horizontal _____. The man seemed Caucasian (one of the Caucasian mountains _____).

Mind the proper preposition and remember them

get in (into) *a car*

сесть в машину

get out of *a car*

выйти из машины

get on *a bus / a train / a plane*

сесть в автобус / поезд / самолет

get off *a bus / a train / a plane*

выйти из автобуса / поезда / самолет

Put in got in / out of / on / off

1. She _____ the car and drove away.
2. A car stopped and a man _____.
3. They _____ the bus outside the hotel and _____ in Cross Street.
4. She _____ the car, shut the door and went into the shop.
5. I _____ the bus and walked to my house from the bus-stop.
6. I made a stupid mistake. I _____ the wrong train.
7. You _____ the wrong bus, that is why you did not find the place.
8. They _____ the plane at Heathrow Airport.
9. The sailor _____ the ship at the port of embarkation.
10. He _____ the car and rushed to work.

5. Answer the questions below.

1. What nationality was Jack?
2. What was his position?
3. Was he on a business trip?
4. Where did he stay?
5. Where was Jack driving?
6. What was the plate number of the embassy Mercedes?
7. Was Jack stopped by the police?
8. Who opened the car window and waved at him?
9. Why did Jack get out of the car and go around?
10. What did he realize when he got to the Palladium hotel?
11. What did the receptionist show him?
12. What was there in Jack's bag?
13. What did Jack pay attention to?
14. What did the man from the BMW look like?

6. Fill in the missing lines in the dialogue between Jack and the law enforcement officer.

The police officer: ...

Jack: My name is Jack Malches, and I'm 22 years old.

The police officer: ...

Jack: I'm a UK citizen and I work as a driver in the embassy.

The police officer: ...

Jack: I am here on vocation.

The police officer: ...

Jack: I stay in a "Kursant" hotel, which is located at Sabansky lane, 4.

The police officer: ...

Jack: I was driving down Kanatnaya street towards Palladium hotel, to visit Patrick O'Hardy, my acquaintance.

The police officer: ...

Jack: Yes, it did. A black BMW overtook my car.

The police officer: ...

Jack: No, I don't. I don't remember the plate number but it ended with 13.

The police officer: ...

Jack: He opened a window and waved at me.

The police officer: ...

Jack: Yes, I did. I stopped and got out of the car.

The police officer: ...

Jack: No, he didn't get into my car. At least, I didn't notice it. I thought there was something wrong with the left rear wheel.

The police officer: ...

Jack: No, I didn't see anything wrong with the wheel.

The police officer: ...

Jack: No, I didn't notice how and when the BMW left.

The police officer: ...

Jack: I found out my bag was missing when I got to the Palladium hotel

The police officer: ...

Jack: It was a black canvas bag, without any lettering, approximately 20x30cm.

The police officer: ...

Jack: It was in the front seat of my car.

The police officer: ...

Jack: There were my passport of a UK citizen, Visa and MasterCard cards, my service apartment keys, and approximately 1800 UH in cash in my bag.

The police officer: ...

Jack: There were 3 people in that car.

The police officer: ...

Jack: I paid attention only to the one who got out of it and waved at me.

The police officer: ...

Jack: He was about 35-40 years old, average build, about 175cm tall, short dark hair with a receding hairline, and bald spots, no mustache. He was wearing a green

t-shirt that says “ABIBAS”, big white letters, blue ripped jeans, don’t remember his shoes.

The police officer: ...

Jack: Yes, he did. He had an identifying mark - a horizontal scar, about 2cm long, like the Harrison Ford’s one.

The police officer: ...

Jack: No, I am afraid, I can’t remember anything else.

The police officer: ...

Jack: The man seemed Caucasian.

The police officer:

Jack: Yes, everything is written according to my words. Everything is absolutely correct.

The police officer: ...

Jack: Shall I sign the protocol at the bottom line?

The police officer: ...

7. Retell the text and express your opinion on the following issues.

1. Is it an ordinary situation that happened to Jack Malches? Why?
2. Should Jack Malches stop when a stranger waved at him from a car window?
3. Should Jack Malches get out of the car? Why was it dangerous?
4. What should Jack Malches pay attention to?
5. What main mistakes did Jack Malches make in that situation?

8. Choose the right words to complete the sentences.

1. She doesn’t take public transport because it isn’t _____.

A. responsible	B. reliable	C. available
----------------	-------------	--------------

2. Law enforcement officers wear bullet-proof _____.

A. suits	B. jackets	C. vests
----------	------------	----------

3. He used _____ to take the outlaw to the police station.

A. headphones	B. handcuffs	C. pins
4. Police officers have to work _____ shifts very often.		
A. night	B. midnight	C. noon
5. The police put the _____ into a custody.		
A. victim	B. witness	C. offender
6. The man was arrested for _____.		
A. assist	B. assault	C. assessment
7. His partner went to the club to take the witness _____.		
A. statement	B. essay	C. letter
8. The door _____ met them at the entrance.		
A. mess	B. staff	C.
9. Law enforcement officers maintain _____ order.		
A. public	B. governmental	C. community
10. The police _____ life and property		
A. check	B. control	C. protect

9. Match the words to their meanings and translate them into your language.

1. to investigate	a. to dress of a distinctive design or fashion worn by members of a particular group
2. to work shifts	b. to fill in too many documents
3. to wear uniform	c. to be engaged in one's regular work
4. pepper spray	d. to keep (someone) in official custody, typically for questioning about a crime
5. to search	e. a case of leather or similar material into which a pistol fits and which attaches to a belt
6. to detain	f. an aerosol spray containing oils derived from cayenne pepper, irritant to the eyes and respiratory passages
7. to be on duty	g. to discover and examine the facts, to

	establish the truth
8. gun holster	h. zones, which are far away from cities and places where most people live
9. to do much paper work	i. to try to find something by looking or otherwise seeking carefully and thoroughly
10. remote area	j. to work at different times on different days

10. Discuss the problems in pairs or in a group.

1. Why the law enforcement officers' job is interesting?
2. Why the law enforcement officers' job is dangerous?
3. What is necessary to pay attention to while investigating cases?
4. Why is team work very important in the work of the police?
5. Why is preventive work with people extremely necessary in the work of law enforcement officers?

SITUATION 2

1. Learn the new vocabulary.

суддя	judge
система правосуддя	justice system
тривалість	duration
інтернатура	internship
бути розташованим в	to be located in
в даний момент	currently
головним чином	mostly
проводити зустріч	to hold a meeting
суддя апеляційного суду	appellate court judge
з'ясувати	to find out
ящики і шафи	drawers and cabinets
загубитися	to be lost

тепер, на даний момент	for now
нещодавно	lately
за винятком, крім	except for
рознощик води	water delivery guy
позавчора	the day before yesterday
тривога, сигналізація	alarm
встановити сигналізацію	to set the alarm
голове керівництво	chief management
крадіжка зі зломом	burglary
слідчий	investigator

2. Read and translate the text paying attention to the unknown words from the previous exercise.

Catherine Smith, 22 years old, Canadian citizen, intern at Association of Canadian **judges** “Canadian **justice system** to help Ukraine”.

I have been working at this association as an intern for about a month, the total **duration** of my **internship** is 3 months.

I came to Ukraine with a Canadian parliamentary mission and I’ve been here in Odesa, since the beginning of October. Our association office **is located** at 72, Kanatnaya street.

I’m **currently** working alone at the office because our managers are **holding** consultative **meetings** with **appellate court judges** in Nikolaevskaya and Khersonskaya regions’.

My duty is **mostly** corresponding with our association head office which is in Kyiv. In the morning, 16th of October when I came to work I **found out** that someone was in our office at night.

Many papers and other things were on the floor, **drawers and cabinets** were opened. I also **found out** that our consultant’s, William’s, iPad **had been lost**. **For now**, I can’t say anything else.

Lately, no one has been coming to the office **except for** the **water delivery guy** whose name is Pavel. Usually, he comes once a week without calling. He was the one who came **the day before yesterday** and saw that I was the only person in our office. I didn't talk to him, because Pavel didn't know English and I didn't speak Russian or Ukrainian.

There's an **alarm** at the office, I **set it** every evening. I think that's it. I also have called the **chief management** of the association.

3. Check if the statements are true or false, correct false ones.

1. Catherine Smith, 22 years old, is living in Canada now.
2. She has been working at the association for three months.
3. Her association office is located in Odesa.
4. She is working alone because the managers are on vacation.
5. Her job is to write e-mails and to talk to the association head office.
6. She saw that someone had broken into the office at night.
7. She realized that her iPad was missing.
8. The water delivery guy arrives every week in the office.
9. She always speaks with Paul about life.
10. They don't have a special person to set the alarm.

4. Fill in the gaps.

Catherine Smith, 22 years old, Canadian citizen, _____ at Association of Canadian _____ "Canadian _____ system to help Ukraine".

I came to Ukraine with a Canadian _____ mission and I've been here in Odesa, _____ the beginning of October. Our association _____ is located at 72, Kanatnaya street.

I'm _____ working alone at the office because our managers are holding consultative _____ with appellate court _____ in Nikolaevskaya and Khersonskaya regions'.

In the morning, 16th of October when I came to work I _____ out that someone was in our office at night.

Many papers and other things were on the floor, _____ and cabinets were opened.

Lately, no one has been coming to the office _____ the water delivery guy whose name is Pavel. Usually, he comes once a week without _____. He was the one who came the day _____ yesterday and saw that I was the _____ person in our office.

There's an _____ at the office, I _____ it every evening. I think that's it. I also have called the chief _____ of the association.

5. Answer the questions.

1. What is Catherine Smith?
2. What is the total duration of my internship?
3. How long has she been in Odesa?
4. Why is she currently working alone?
5. What is her duty?
6. What did she find out when she came to work?
7. How did she know that someone was in the office at night?
8. Whose iPad was lost?
9. Who has been coming to the office lately?
10. How often does the water delivery guy come to the office?
11. Who sets the alarm at the office?
12. Whom did Catherine also call?

6. Fill in the missing lines in the dialogue between Catherine and the law enforcement officer.

The police officer: ...

Catherine: My name is Catherine Smith, and I am 22 years old.

The police officer: ...

Catherine: I am an intern at Association of Canadian judges “Canadian justice system to help Ukraine”.

The police officer: ...

Catherine: Our association office is located at 72, Kanatnaya street.

The police officer: ...

Catherine: No, I was alone at the office.

The police officer: ...

Catherine: Because our managers are holding consultative meetings with appellate court judges in Nikolaevskaya and Khersonskaya regions’.

The police officer: ...

Catherine: The burglary happened at night on the 16th of October.

The police officer: ...

Catherine: Many papers and other things were on the floor, drawers and cabinets were opened.

The police officer: ...

Catherine: Yes, our consultant’s, William’s, iPad had been lost.

The police officer: ...

Catherine: No, no one has been coming to the office except for the water delivery guy.

The police officer: ...

Catherine: He comes once a week.

The police officer: ...

Catherine: No, he comes without calling.

The police officer: ...

Catherine: He came the day before yesterday and saw that I was the only person in our office.

The police officer: ...

Catherine: I never talk to him, because he doesn’t understand English.

The police officer: ...

Catherine: Yes, there’s an alarm at the office.

The police officer: ...

Catherine: I set it every evening.

The police officer: ...

Catherine: Of course, I set it on the 15th of October.

The police officer: ...

Catherine: Yes, I called the chief management of the association.

The police officer: ...

7. Retell the text and express your opinion on the following issues.

1. Did Catherine Smith act correctly in that situation?
2. What was strange in that burglary?
3. Could the burglary be prevented?
4. Whom do you suspect in the burglary?
5. How would you investigate the case?

8. Make up a dialogue between the investigator and the suspect according to the text.

9. Watch the video on topic and choose the right words to complete the sentences.

1. The lady and the young man came to the _____.

A. law enforcement officer	B. investigator	C. judge
----------------------------	-----------------	----------

2. They have been _____.

A. served	B. interviewed	C. robbed
-----------	----------------	-----------

3. Their money was in the _____.

A. backpack	B. bag	C. case
-------------	--------	---------

4. The robbers went to the _____.

A. shop	B. beach	C. park
---------	----------	---------

5. There were _____ robbers.

A. 3	B. 2	C. 4
------	------	------

6. One of the robbers was _____ nationality.

A. Asian	B. Caucasian	C. Polish
----------	--------------	-----------

7. The victims are _____.

A. Ukrainian	B. English	C. German
--------------	------------	-----------

8. One of the robbers was wearing a _____.

A. T-shirt	B. suit	C. jacket
------------	---------	-----------

9. Another robber had _____ hair.

A. dark	B. fair	C. black
---------	---------	----------

10. They had _____.

A. a distinctive feature	B. no distinctive feature
--------------------------	---------------------------

10. Match the words to their meanings and translate them into your language.

1. robbery	a. entering a building by damaging a door or window, usually in order to steal
2. fingerprints	b. strategies and measures that seek to reduce the risk of crimes occurring
3. theft	c. illegal entry of a building with intent to commit a crime, especially theft
4. break-in	d. the state of being free from danger or threat
5. to escape	e. the action of stealing goods from a shop while pretending to be a customer
6. a security alarm	f. a person who helps another commit a crime.
7. security	g. the mark that is made by pressing the tip of a finger on a surface
8. crime prevention	h. to break free from confinement or control
9. burglary	i. a peephole, especially one in a door for observing callers before opening
10. shoplifting	j. a system designed to detect intrusion, such as

	unauthorized entry, into a building or some areas.
11. accomplice	k. unlawful taking of property from another by force or threat of force
12. a spyhole	l. the action of stealing

11. Discuss the problems in pairs or in a group.

1. Are crimes against property often in your city?
2. How do people usually protect from these crimes?
3. What preventive measures can protect people from crimes against property to your mind?
4. Are the police in your city effective as for the crimes against property?
5. Have you ever been robbed? If yes, what did you do and was the criminal arrested?
6. What can be improved in your opinion concerning crimes against property in your country?

SITUATION 3

1. Learn the new vocabulary.

студент по обміну	exchange student
в даний час	currently
ділити, частка	to share
знімати, орендувати	to rent
студент-докторант	doctorate student
ділити плату за оренду навпіл	to split the rent into halves
бути розташованим	to be located
точно	exactly
точно, обов'язково	for sure
з'ясувати, дізнатися	to find out
крадіжка зі зломом	burglary

догори ногами	upside down
що стосується	as for
бракувати, прірва	to be missing
оскільки, з тих пір як	since
підозрювати в	suspect of smth.
залучати в	involve in smth.
залучення, причетність до	involvement in smth.
кримінальне право	criminal law
цивільне право	civil law
покарання	punishment
правила дорожнього руху	traffic rules
транспортний засіб, колісна техніка	vehicle

2. Read and translate the text paying attention to the unknown words from the previous exercise

Rachel Johnson, 22 years old, student of New York State University, arrived to Ukraine as an **exchange student**.

I am **currently** studying at Polytechnic University. **Share** a **rented** apartment with the **doctorate student** of the same university, Elisaveta Antonova. We **split the rent in halves**. Our apartment **is located** at 8G Shevchenko Avenue, apartment 13. Elisaveta went recently to her hometown, Kherson, to visit her parents and **currently** stays there. I don't know her address, only her phone number, she left in October 14th. I don't know **exactly** who knew that she left because I didn't talk about it to anyone. Her boyfriend Andrey knew **for sure**.

I **found out** about the **burglary** when I came back from classes. Everything in our two room apartment was turned **upside down**, I didn't find Elisaveta's laptop. Can't tell **exactly** about her things. **As for** my stuff, my camera Cannon-100 and Samsung laptop **are missing**. **Since** I don't know Ukrainian I called to the head of my department, Antonina Pavlyuchenko and asked her to call the police. I don't **suspect** anyone of **involvement in burglary**

3. Check if the statements are true or false, correct false ones.

1. Rachel Johnson was a doctorate student.
2. She studied in the USA.
3. Now she is a student of Economical University.
4. She rented a flat alone.
5. Her flat number is unlucky.
6. Her friend's name is Elizabeth.
7. Rachel didn't know her parents' address.
8. Rachel talked to Andrew about it.
9. When Rachel came from the University all her things were in order.
10. Only Elisaveta's laptop was missing.
11. She couldn't call the police.
12. She has no idea who could be a burglar.

4. Find the similar sentences from the text.

1. Rachel Johnson was quite young.
2. She came to study in Ukraine according to a special program.
3. She rented a room together with her University mate.
4. The girls pay the equal amount of money for the flat.
5. The address of their room is 8G Shevchenko Avenue.
6. Elisaveta was living with her family at that time in another town.
7. Elisaveta didn't tell her if she had informed somebody about her leaving.
8. Her boyfriend must have known about it.
9. When Rachel arrived home all the things were in great disorder.
10. She didn't see Elisaveta's notebook.
11. Her camera and her notebook also disappeared.
12. She had no idea who could break into their flat.

5. Answer the questions.

1. Why did Rachel come to Ukraine?

2. Where did she live?
3. Who did she share the apartment with?
4. How did the girls pay the rent?
5. Who was Elisaveta visiting?
6. Did Rachel tell anybody that Elisaveta had left?
7. Who could know it for sure?
8. What did Rachel find out when she came back from her classes?
9. Was there a mess in the room?
10. What was missing?
11. Why couldn't she call the police?
12. Whom did she suspect in the burglary?

6. Fill in the missing lines in the dialogue between Rachel and the law enforcement officer.

The police officer: ...

Rachel: My name is Rachel Johnson and I am 22 years old.

The police officer: ...

Rachel: Yes, I am an exchange student.

The police officer: ...

Rachel: I am currently studying at Polytechnic University.

The police officer: ...

Rachel: I live with Elisaveta Antonova and we share a n apartment.

The police officer: ...

Rachel: Our apartment is located at 8G Shevchenko Avenue, apartment 13.

The police officer: ...

Rachel: Elisaveta has been away since October 14th.

The police officer: ...

Rachel: I came back from classes approximately at 6 p.m.

The police officer: ...

Rachel: The door was not open wide but the lock was broken.

The police officer: ...

Rachel: I personally didn't tell anybody that Elisaveta had left.

The police officer: ...

Rachel: I don't know if Elisaveta told anybody but

The police officer: ...

Rachel: His name is Andrew.

The police officer: ...

Rachel: Everything in our two room apartment was turned upside down.

The police officer: ...

Rachel: Yes, Elisaveta's laptop, my camera Cannon-100 and Samsung laptop were missing.

The police officer: ...

Rachel: no, I can't suspect anybody. I have no idea who could break into our apartment.

The police officer: ...

Rachel: Yes, there is a video-camera at the entrance of the building, but unfortunately there is none in our apartment.

The police officer: ...

Rachel: Yes, you can call Elisaveta, I've got her telephone number.

The police officer: ...

Rachel: No, I don't have Andrew's telephone number.

The police officer: ...

Rachel: Yes, I think I can recognize him in the video record.

7. Retell the text and express your opinion on the following issues.

1. What was very strange about this burglar?
2. What attracts thieves when they rob apartments?
3. What do burglars usually steal from the apartments?
4. What would you do to find the burglar in this situation? Draw your plan of actions.

5. Could Andrew in your opinion be a thief?

8. Make up a possible dialogue between the investigator and Andrew.

9. Watch the video and choose the right words to complete the sentences.

1. The man in the video is a _____

A. taxi-driver	B. truck-driver	C. driver
----------------	-----------------	-----------

2. There are _____ policemen.

A. 2	B. 3	C. 1
------	------	------

3. The man is ordered to _____ the car.

A. get into	B. get out of	C. get off
-------------	---------------	------------

4. The man has got a _____ in his hand.

A. rifle	B. knife	C. gun
----------	----------	--------

5. The policeman orders him to _____ the weapon.

A. get	B. throw	C. drop
--------	----------	---------

6. The man is ordered to turn _____.

A. back	B. over	C. around
---------	---------	-----------

7. The man puts his hands _____.

A. up	B. down	C. to the sides
-------	---------	-----------------

8. The driver breaks the _____ rules.

A. criminal	B. civil	C. traffic
-------------	----------	------------

10. Match the orders to their meanings and translate them into your language.

Hands up!	Quickly exit the vehicle!
Don't move!	Throw the weapon on the ground immediately and step aside!
Drop the knife!	Stop doing anything and stay still!
Sit down!	Start going ahead immediately!
Get out the car!	Get into a "hands behind back" pose

Stand up!	Lie immediately and turn your face to the ground!
Turn around!	Immediately become still!
Put your hands behind your back!	Immediately move so as to face in the opposite direction!
Stop!	Throw the knife on the ground immediately and step aside!
Drop the weapon!	Take a seat!
Lie face down on the ground!	Raise the hands above the level of the shoulders!
Walk!	Rise to your feet immediately!

11. Discuss the problems in pairs or in a group.

1. What is the punishment for driving a car drunk? Should the punishment be more serious?
2. Search the Internet and find out what the punishment is for driving a car drunk in different countries. Where is the punishment the most serious?
3. Why is it dangerous to use a mobile phone while driving a car? Can you use a mobile telephone while driving in your country? If not, what is the punishment for that?
4. In many countries, there are video cameras on the roads and they help to track traffic-rules breakers.
5. What can we do to make our roads safer?

LISTENING

1.1. Listen to the Tracks 1, 2, 3, 4 and tell what it is about. Then fill in the table.

Track	Type of crime	Place, time	Information about suspect, victim, witness	Evidence	Detailed information

№ 1					
№ 2					
№ 3					
№ 4					

1.2. Listen for the Tracks 1, 2, 3, 4 and role-play an interview of a suspect, witness and victim.

2.1. Watch Video 3 and tell what it is about. Then retell it using the following words:

Interpol, briefing, detention, rights, dangerous criminal, detailed information, pistol, bag.

2.2. Role-play the video.

SPEAKING

1. Read the information about rights of a suspect in Ukraine (Додаток 1). Tell your partner what rights a suspect has when he is arrested.

UNIT 9 CRIME SCENE INVESTIGATION

WARM UP

1. Answer the questions.

1. What kind of results can be expected from the crime scene investigation process?
2. What are the limitation of the crime scene investigation process?
3. What are the steps of crime scene investigation?
4. What is the purpose of a crime scene investigation?
5. How to become a Crime Scene Investigator?

2. Write words under the pictures. Classify the vocabulary into categories:

People / Verbs / objects.

a culprit.

a police officer.

to solve.

to threaten.

to blackmail.

to arrest.

handcuffs.

a witness to shoot.

a private eye.

a suspect.

to stab.

to be guilty.

a fingerprint.

to investigate.

a photofit picture.

an investigator.

a murderer.

to question.

to suspect.



a).....



b)



c) to look for clues =



d).....



e).....



f).....



g)



h)



i).....



j).....



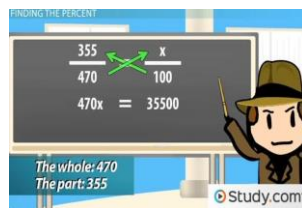
k)



l).....



m).....



n).....



o)



p)



q).....



r).....



s).....



t).....

VOCABYLARY

1. Look through the list of the vocabulary on topic. Use words and phrases in sentences of your own.

crime scene (CS) – місце події

crime-scene investigation (CSI) (scene survey) – огляд місця події

crime scene team – слідчо-оперативна бригада

police tape – поліцейська стрічка

forensic specialist (crime-scene guy) – криміналіст

forensic lab – криміналістична лабораторія

examining body – огляд тіла

crime scene sketch – схема місця події

chain of custody – порядок передачі та огляду речових доказів

to cordon off the crime scene / to secure the crime scene – огородити місце події

to process a crime scene – оглянути місце події

to question the witnesses – опитати свідків

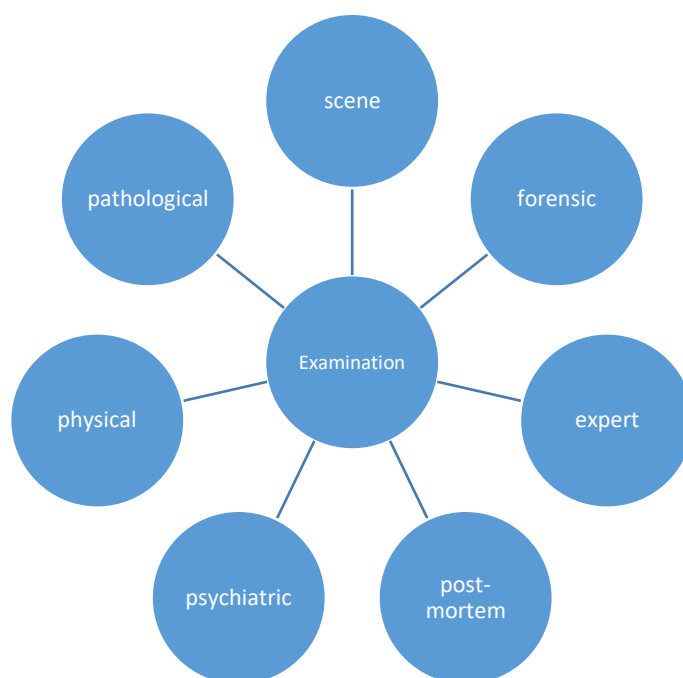
to scan the scene – сканувати місце злочину

to search for evidences – шукати речові докази

2. Match words with their definitions.

1. corpse	a. data presented to a court or jury in proof of the facts in issue and which may include the testimony of witnesses, records, documents, or objects.
2. witness	b. deoxyribonucleic acid, is the hereditary material in humans and almost all other organisms
3. evidence	c. a dead body, usually of a human being
4. DNA	d. the act or process of examining a crime, problem, statement, etc. carefully, especially to discover the truth
5. investigation	e. a weapon from which a shot is discharged by gunpowder
6. fingerprint	f. an individual who, being present, personally sees or perceives a thing
7. firearm	g. the overall layout of a location and the relationship of evidentiary items to the surroundings.
8. sketch	h. the impression of a fingertip on any surface

3. Compose the word-combinations and translate them into Ukrainian. Provide examples for each of them.



4. Complete the following sentences, translating the wordcombinations in brackets.

1. Criminal and (відбитки пальців) records are among the most important aids in fighting (злочини).
2. Scientists (проводити експертизу) items submitted by investigating police officers and give scientific assistance and advice at (місце злочину).
3. The Forensic Science Service provides production of a (фоторобот), using up-to-date technology.
4. (Метод ДНК) is a revolutionary scientific testing process which can positively identify an individual.
5. Scientists analyse substances of various kinds as well as (сліди фарби), glass and other materials.
6. The kind of work undertaken by (лабораторія судової експертизи) includes analysis for alcohol in (кров) and urine, (зразки) in drinkdriving cases, analysis for heroin, cocaine and other (наркотики).

READING

1.1. Read and translate the text. Note the rule of 7 S's of CSI. Explain each of the categories.

A crime scene is any physical scene, anywhere, that may provide potential evidence to an investigator. It may include a person's body, any type of building, vehicles, places in the open air or objects found at those locations. "Crime scene examination" therefore refers to an examination where forensic or scientific techniques are used to preserve and gather physical evidence of a crime

A very simple action that investigators in any country can take is to make sure their staff are aware of the need to secure a crime scene. Investigators should do all they can to ensure that scenes (including the victims as well as the locations and the evidence at that location) are not interfered with, and to allow adequate time to strategize the "forensic examination". Interference – leading to "forensic contamination" – can be avoided by simple measures

- Controlling access to scenes
- Covering scenes
- Keeping records of everyone who has had access to a scene
- Taking fingerprints and DNA samples from staff before they are allowed to get to a scene
- Providing guidance in the packaging of recovered material, to prevent deterioration or contamination.

There are various types of search methods employed by the investigating officers and the forensic scientists at the scene of crime. The searching methods mainly depends on:

- type of Crime (Rape, murder, burglary, theft, etc.)
- nature of Crime (Homicide, suicide, or accident)
- size of the crime scene (macroscopic or microscopic)
- location of the crime scene (indoor, outdoor, combination of indoor or outdoor, or any remote area like underwater, desert, etc.)
- complexity of the crime scene

Scenes are not only limited to a location, but can be any person, place, or object associated with the criminal behaviors that occurred.

Note the rule of 7 S's of CSI:

7 S's of CSI

1. Securing the Scene
2. Separating the Witnesses
3. Scanning the Scene
4. Seeing the Scene
5. Sketching the Scene
6. Searching for Evidence
7. Securing and Collecting the Evidence



1.2. Form questions to match the following answers.

1. Photographs of serious road accidents are, as a general rule, taken by Traffic Officers.
2. Because every step leaves an impression, footmarks can be found at every crime scene.
3. Marks evidence occurs whenever two surfaces come into firm contact.
4. Prints can be left by anything which contaminates the fingers such as blood and grease.
5. The value of fingerprints in establishing absolute identity has been recognized since the early part of last century.

2. Read the text 'Search methods' and take notes.

Before deciding the search method, all the investigators and the forensic experts must follow the general guidelines (check list) to observe the crime scene after due recording:

1. Are the doors and windows locked or unlocked? Open or shut?
2. Are there signs of forced entry, such as tool marks or broken locks?

3. Is the house or the crime scene is in good order? If not, does it look like there was a struggle or was the victim just messy?

4. Is there mail/post/suicidal note/threatening note/ etc. lying around? Has it been opened? Or where it is located?

5. Is the kitchen in good order? Is there any partially eaten food? Is the table set? If so, for how many people?

6. Are there signs of a party, such as empty glasses or bottles or full ashtrays?

7. If there are full ashtrays, what brands of cigarettes are present?

8. Is there anything that seems out of place? Is there a couch blocking a doorway?

9. Is there trash in the trash cans? Is there anything out of the ordinary in the trash? Is the trash in the right chronological order? If not, someone might have been looking for something in the victim's trash.

10. Are the bathroom towels wet? Are the bathroom towels missing? Are there any signs of a cleanup?

11. If the crime is a shooting, how many shots were fired? The CSI will try to locate the gun, each bullet, each shell casing and each bullet hole.

12. If the crime is a stabbing, is a knife obviously missing from victim's kitchen? If so, the crime may not have been premeditated.

13. Are there any shoe prints or any other footwear marks on the floor or in the area immediately outside the building?

14. Are there any tire marks in the driveway or in the area around the building?

15. Is there any blood splatter on floors, walls or ceilings?

Irrespective of the type of crime scene, the investigator has to decide the appropriate method immediately, without delay, so as to collect the evidences in the intact form as far as possible. Following are the basic search methods, usually commissioned on the crime scene:

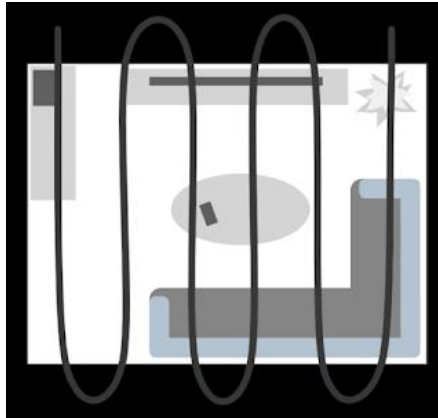
1. Zonal Method
2. Strip Method
3. Line Search
4. Grid Method
5. Spiral Method (Outward Spiral & Inward Spiral)
6. Wheel Search Method
7. Random Search

Zonal Method: In this method the crime scene is virtually divided into different zones. The number of zones depends upon the size and complexity of the crime scene. This method can be applicable to both indoor and outdoor crime scenes. Different people will be employed in individual zones, and will search their zones thoroughly for the evidences normally as well as using different techniques (UV/IR/Video). After searching in their own zones, the zones will be exchanged to check the accuracy and double check for any missing items. This method cannot be applicable on very squeezed and complex crime scenes like elevators, lift shafts, or stairs.

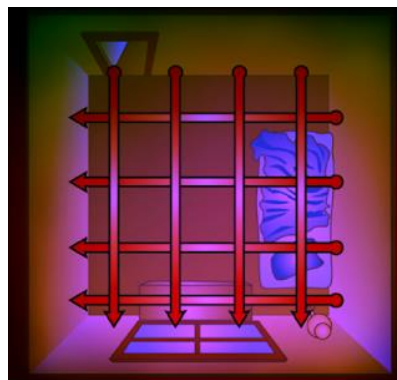


Strip or Parallel Method: In this method the virtual strips or line are being imagined to walk through on the crime scene and look for the evidences. The method is well suited for the crime scene like class rooms, where rows are present already, each row can be considered as a strip. Also, minimum number of the personals are required for this method. One person will start the walk through from one corner of the strip and will move towards the other looking for the evidences.

The walk through should be slow and thorough. If two persons are employed, then each of them can start from two different points and continuing to the different ends to double check the search.



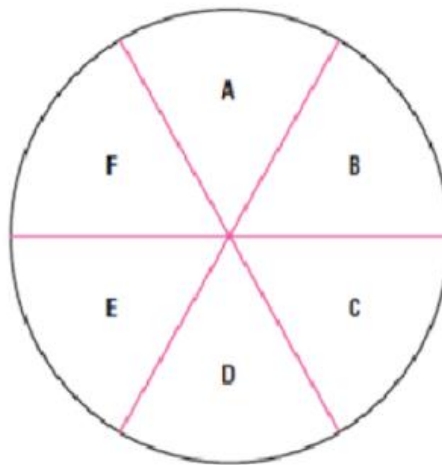
Grid Method (two parallel strip): It is just like the strip method; the only difference is that two strips are considered to form a grid. Again, only two people can do the searching walking through on separate strips and then will switch their strips for the more accuracy. It is a good method for large indoors and outdoors crime scenes.



Spiral Method: This is well suited for larger indoor and outdoor crime scene with less obstacles (like furniture etc.). The searcher will start either from the center of the room (outward) or from the periphery (inward) search as show in the images below. Also, two investigators can search together, one moving from the center towards the periphery and other one vice versa.



Wheel Search Method: This method is only applicable to the larger outdoor scenes like fields, desert, or other such open areas. It is like the zonal method; however, the wheel is divided into various zones depending upon the size of the crime scene. Different individuals will be employed in separate zones and then switching their zone for more accuracy. The investigators or the searchers can begin from the epicenter moving towards their zones to complete the search, and then returning back to the epicenter for the discussion or collection procedures.



Random Search Method: This is the most common method employed by the investigators, because of the feasibility at any location. No above-mentioned ruled to be followed for this method. It is also advisable to consider this method on complex crime scenes.

3.1. A key part in modern criminal investigation is played by DNA testing. The UK Forensic Science Service (FSS) knows everything about it. **Read the text to find out more information.**

These are two frequently Asked Questions.

Q: Can a DNA profile ever be exclusive to one person?

A: Apart from the case of genetically identical twins, the DNA contained in every person's cells is different from that contained by any other person. The FSS looks at eleven information sites using the current DNA profiling technique.

Q: What is the best reference sample to submit – a blood sample, a buccal scrape or hair sample?

A: DNA can be extracted from any cells that contain a structure called the nucleus. This is where the DNA resides within the cell. Nucleated cells are found in (white) blood cells, buccal (cheek) cells, spermatozoa, vaginal cells, hair root sheath cells and body tissue cells. The choice of the appropriate reference sample depends on the case. The DNA unit would prefer to receive blood samples because of the ease of processing. Alternative samples such as buccal scrapes (as used for the National DNA Database) or hair samples (pulled) may be taken. The Police and Criminal Evidence Act (PACE) gives the Police powers to take buccal scrapes of hair roots (non-intimate samples), by force, in certain circumstances and with the authority of a very senior police officer.

3.2. Put together the parts of the sentences to get true information about SALIVA stains.

1. DNA in saliva can be analyzed from a variety of places	a. is very variable.
2. The DNA is NOT present in the liquid saliva	b. for example, swabs from the body, drinking vessels, masks, cigarette butts, envelopes and stamps.

3. There are occasions when DNA may be recovered from drinking vessels or straws or even food	c. while a well-chewed cigar butt would have many.
4. It is impossible to predict the quantity	d. so all items should be stored frozen or submitted to the laboratory as soon as possible.
5. For this reason the success rate of DNA profiling on saliva	e. of any mouth cells in any saliva sample or stain.
6. A partially smoked cigarette may have few cells present	f. but currently this is rare.
7. DNA in mouth cells is very prone to degradation due to high numbers of bacteria in the mouth	g. but in mouth (buccal) cells which are shed (released) into the saliva.

LISTENING

1. Follow the link <https://www.youtube.com/watch?v=9hdT8PgT19w&t=245s> **and watch the video. Tell the class what changed forensic science.**

2. Watch the video <https://www.youtube.com/watch?v=YjAc4ynPq4o> **to revise the vocabulary on topic. Tell the class what was the video about.**

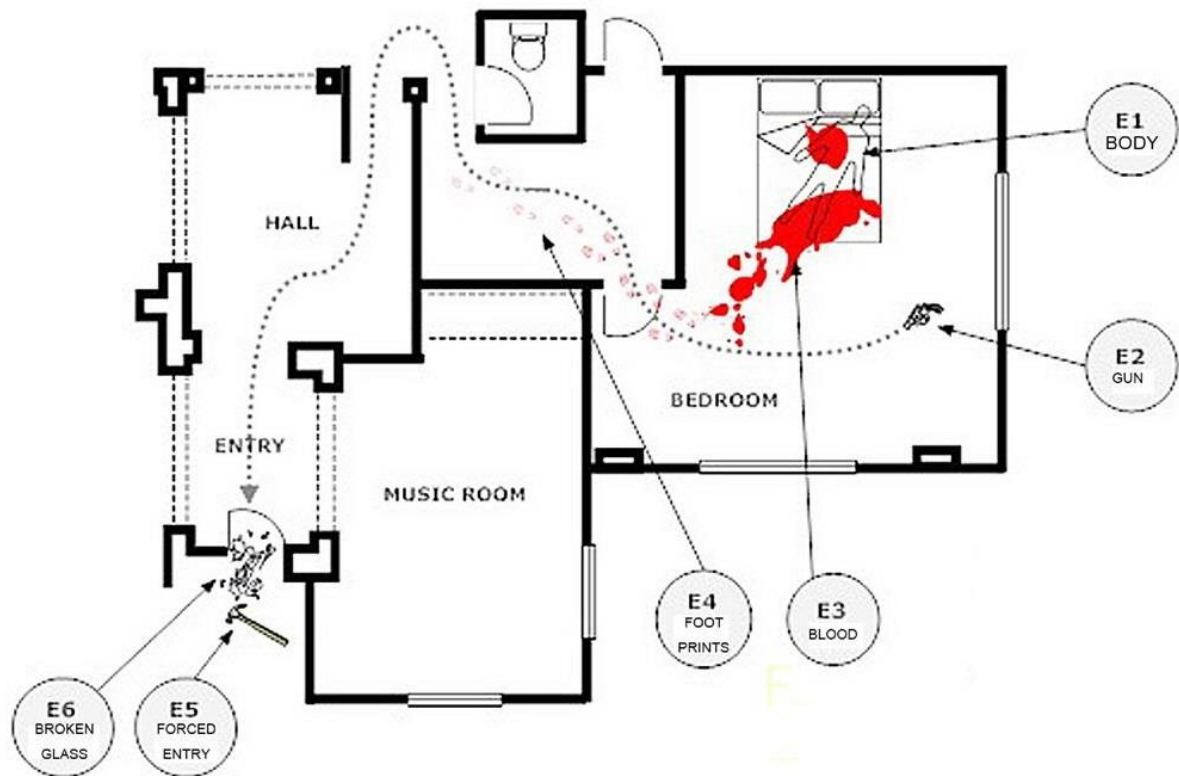
SPEAKING

1. Follow the links to learn about miniature murder scenes that show how detectives in the USA have been studying homicides for recent 70 years. Discuss it with your partner.

https://www.washingtonpost.com/lifestyle/magazine/these-miniature-murder-scenes-have-shown-detectives-how-to-study-homicides-for-70-years/2017/09/13/6037b9c4-812a-11e7-902a-2a9f2d808496_story.html

2. Work in pairs. Look at the scheme and describe the crime scene. The questions below will help you.

CRIME SCENE – PARTNER 1



1. Can you describe the house? (small/large, how many rooms, etc.)
2. What path did the murderer take through the house?
3. Which rooms did he / she walk through?
4. Where was the body found? What position was it in?
5. Where was the gun (murder weapon) found?
6. Where was the blood found?
7. Where were the murderer's foot prints found?
8. Where was the forced entry made?
9. Where was the broken glass found?

3. Team work. Form 2 groups and say what type of crime has happened on the picture. Prove your point.



4. A CSI must be prepared to operate in any working conditions. Look at the list and discuss it with your partner. Compare them to work in other law enforcement units.

- Long shifts, on call, day or night, on holidays and on weekends.
- Anywhere a crime has occurred, including areas that may be unsafe and/or unsanitary.
- While wearing protective clothing, eyewear, gloves and other safety equipment.
- Carrying heavy equipment.
- In every type of environment, from cramped basements to dense brush to a knee-deep murky pond.
- In all types of weather.
- With body parts, bodily fluids and remains in every state of decomposition.
- Around offensive smells and emotionally disturbing sights.
- With the latest technology – and to continually learn new technologies and methodologies.
- Carefully and methodically, even when under severe time pressures.

- With a wide range of people, including law enforcement, lab personnel and attorneys.

PROJECT WORK

1. Sketch your own crime scene, ask your partner to describe it.

2. CSIs spend most of their time in the field, working at crime scenes. Analyze each statement and provide examples, samples, techniques, tools and devices.

The CSI's job is to:

- Secure the crime scene
- Take detailed measurements
- Sketch and diagram the scene
- Take photographs
- Document evidence taken from the scene (location, nature, etc.)
- Package and label evidence for transfer to the lab
- Attend and photograph autopsies
- Write a report detailing evidence collection procedures and conclusions
- Testify to their findings in court
- Maintain equipment and restock portable evidence collection kits

3. Roleplay. Imagine you at a crime scene. Describe your actions step by step. Use active vocabulary of the Unit.

WRITING

1. Write down the classification of physical evidence valuable for investigation that can be collected at a crime scene.

- biological evidence (e.g., blood, body fluids, hair and other tissues)
- latent print evidence (e.g., fingerprints, palm prints, foot prints)
- footwear and tire track evidence
- trace evidence, (fibers, soil, vegetation, glass fragments)

- digital evidence (cell phone records, Internet logs, email messages)
- tool and tool mark evidence
- drug evidence
- firearm evidence

2. Write a report to your superior about the results of the crime scene investigation.

3. Write an essay on the development of crime scene investigation throughout the years.

4. Write an essay presenting your ideas how to improve the process of crime scene investigation.

PART III CRIME

UNIT 10 TYPES OF CRIME

WARM UP

1. Discuss the questions with your partner.

1. What is crime?
2. Which do you think are the most serious crimes and which are the more minor offences?
3. Are any of the crimes serious problems in your country?
4. Tell us examples of criminals from the news, books, TV or films.
5. What types of crime do you know?
6. Have you or has anyone you know ever been scammed?

VOCABULARY

1. Match the crimes on the left with their examples on the right.

1. Terrorism	A Motorist kills a pedestrian after an evening's drinking.
2. Theft	B A husband kills his wife after finding she has been unfaithful.
3. Arson	C Two groups of rival football supporters start a battle and are all arrested.
4. Shoplifting	D A group of men kill five customers in a pub by leaving a bomb there.
5. Murder	E A group of young men take a woman's handbag after threatening to attack her in a dark street.
6. Mugging	F A motorist parks in a no-parking area and obstructs the traffic so that an ambulance can't get past.
7. Rape	G A group of boys break all the windows in a telephone box and damage the telephone.
8. Vandalism	H An office worker helps himself to pens and paper from his office for his own personal use.

9. Football violence	I A man attacks a girl in a park and has sex with her against her will.
10. Manslaughter	J Well-off housewife takes a bottle of perfume from a department store.
11. Illegal parking	K A woman sells heroin to young people in the street.

2. Match the English and Ukrainian equivalents.

- | | |
|-----------------------------|----------------------------------|
| 1. common law | a) зрада |
| 2. dead to the disruption | b) суд |
| 3. treason | c) загальне право |
| 4. riot | d) призводити до руйнування |
| 5. court | e) порушення громадського спокою |
| 6. lead to the disadvantage | f) шкодити |
| 7. offence | g) зґвалтування |
| 8. rape | h) здійснити крадіжку |
| 9. to commit a larceny | i) злочин |

3. Give the Ukrainian definitions of the following words and expressions. Use them in sentences of your own.

Crime, to commit a crime, to lead to, common law, disruption, to be classified, treason, abduction, stealing, forgery, robbery, perjury, to prevent, abuse, to be concerned with a judge, homicide.

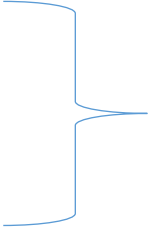
4. Complete the following sentences. Use one of the following words.

offences law crimes felony

1. Indictable ... are those which are usually tried before a judge and a jury.
2. A ... is a serious crime.

3. All other... were regarded as misdemeanors.
4. The English common ... subdivides crimes into treasons, felonies and misdemeanors.

5. Translate the following word-combinations into Ukrainian. Make up sentences using these word-combinations.

to commit		a crime
to prevent		
to investigate		
to deal with		

6.1. Translate sentences into Ukrainian. Give an example for each of the cases.

- to commit a crime or an offence: to do something illegal
- to accuse someone of a crime: to say someone is guilty
- to charge someone with (murder): to bring someone to court
- to plead guilty or not guilty; to swear in court that one is guilty or otherwise
- to defend/prosecute someone in court: to argue for or against someone in a trial
- to pass verdict on an accused person: to decide whether they are guilty or not
- to sentence someone to a punishment: what the judge does after a verdict of guilty
- to acquit an accused person of a charge: to decide in court that someone is not guilty (the opposite of to convict: someone)
- to fine someone a sum of money: to punish someone by making them pay
- to send someone to prison: to punish someone by putting them in prison
- to release someone from prison/jail: to set someone free after a prison sentence
- to be tried: to have a case judged in court

6.2. Fill in the gaps with the verbs given above.

1. One of the two accused men _____ at yesterday's trial.

2. Although his lawyer _____ him very 'well' he was still found guilty by the jury.
3. The judge _____ him to two years in prison.
4. He'll probably _____ after eighteen months.
5. The other accused man was luckier. He _____ and left the courtroom smiling broadly.

READING

1.1. Read the text 'Classification of crimes' and answer the questions below.

The word «crime» covers all those acts an individual may commit which may lead to the disruption or to the disadvantage of an organized society.

Crimes may be classified in a number of ways. According to the English common law crimes are subdivided into treasons, felonies and misdemeanors.

Treasons are those crimes which involve an attempt to overthrow the monarch or to destroy the power of the state. They are regarded as the most serious of all crimes.

Felony is a serious crime but not as serious as treason. Commission, of a felony involves the automatic loss of the guilty person's land and goods in addition to the punishment handed out by the court. The other crimes are regarded as **misdemeanors** and are generally of a less serious nature.

Crimes can also be subdivided into indictable and nonindictable offences. **Indictable** offences are those which are usually tried before a judge and a jury. The jury is responsible for determining the facts and the judge — for administering the law. As for **nonindictable** offences, which are usually known as: summary offences, the trial takes place in a Magistrates' Court without jury. Traffic offences of various kinds make up a very large part of the summary offences.

The indictable or more serious crimes may be subdivided into six categories:

1. The most serious of them cover **offences against society or state**. Those offences which were regarded as treason under the old common law classification belong to this category. The typical examples are treason, riot and sedition.

2. **Abuses and obstructions of public authority.** These are those offences which would rather prevent an organized society from functioning properly than lead to its distinction. The examples are **extortion, bribery and perjury**.
3. **Offences which can lead to the public's injury.** These include offences against morality and offences which create public nuisance.
4. **Offences against a person.** The examples of these include homicide, assault, rape, abduction and libel.
5. **Offences against property.** The examples are stealing, robbery, forgery and burglary.
6. The sixth group covers a variety of **offences** such as those connected **with motor vehicles driving**.

1. What does the word "crime" mean?
2. In what way can the crimes be subdivided?
3. What is treason?
4. What are non-indictable and indictable crimes?
5. What is the classification of indictable crimes?

1.2. Fill in the gaps with the proper form of the verbs ROB or STEAL.

1. Last night an armed gang _____ the post office.
2. They _____ \$2000.
3. My handbag _____ at the theatre yesterday.
4. Every year a large number of banks _____.
5. Jane _____ of the opportunity to stand for president.

2.1. Read the article ‘Memories on trial’ and find two examples of false memories.

“In ID parades, forty percent of witnesses
identified the police’s suspect.
In forty percent of cases no identification
was made. In twenty percent of cases they
pointed to a volunteer ”

Even in these days of DNA tests and other forensic techniques, witness testimony still plays an important part in court cases. But how reliable are our memories? Maybe we know less than we think...

Most of us have some recollection of the 2005 terrorist attacks in London. It could well be a mental image of a red doubled-decker bus in Tavistock Square with its roof ripped off by the force of explosion. That’s not surprising given a number of photographs of the damaged bus that were carried in newspapers in the days after the attack.

But what about CCTV footage? Do you remember seeing a video of the bus exploding? What can you see in that video?

Well, the truth is, you shouldn’t be able to see anything in your mind’s eye because such CCTV footage simply doesn’t exist. But don’t worry. If it only took a suggestion that you may have seen a video of explosion to create an image in your mind, you’re not alone. In fact, forty percent of people claimed to have seen this nonexistent footage. Some even went on to describe what happened in vivid detail.

Many of us think we have a good memory. After all, it’s got us through occasional exams. But some studies clearly demonstrate how easily influenced our memory is. “Facts” from the past can become confused in our minds. And it can simply be the fact that we’ve been asked about something, such as a nonexistent video clip, that can alter our memory.

In many cases, an unreliable memory is not a problem. It just means we forget to send a birthday card on time or a story we tell at a party is not one hundred

percent accurate. But sometimes the contents of our memories can have huge consequences – putting people behind bars or even, in the USA.

An American study calculated that in ninety-five percent of felony cases – the more serious crimes – witness evidence (in other words people's memories) was only evidence heard in court. In the UK, despite DNA and other forensic evidence being used more regularly, witness memories are still a vital part of court proceedings.

Even before the case gets to court, a few false memories can get an investigation off to a bad start. In the sniper attacks they took place in the Washington DC area in 2002, witness reported seeing white van or truck fleeing several of the crime scenes. A white vehicle may have been seen near one of the first shootings and the media began repeating this. When they were caught, the sniper suspects were actually driving a blue car. It seems many witness memories had been altered by the media reports.

ID parade (identity parade) means a group of people, including who is believed to have committed a crime, who are shown to a witness to find out if the witness recognizes that person.

2.2. Read the article again. Are statements true or false?

1. In court, evidence from a witness is not important if there are other kinds of evidence.
2. Forty percent of people in one study were able to give a full description of the film of the bus exploding in Tavistock Square.
3. A poor memory doesn't usually matter in day-to-day life, according to the article.
4. In 2008, in the USA almost all major criminal cases depend entirely on witness evidence.
5. The rumour about the white van was started by one witness.
6. One in five witnesses makes a mistake in ID parades.

3.1. Read the example letter of complaint and answer the questions.

1. What type of crime happened to the author?
2. Who is the letter to?
3. Why is the writer complaining?
4. What does she want to achieve?

La Grande Travel agency

3452 La Grande Avenue

Hartwood, 0976

To whom it may concern:

I am writing with regard to the misuse of a personal photograph of myself and two of my friends on your website.

The photograph in question is one I posted on my personal blog several months ago, and it involves my friends and I celebrating the end of the examination period at university. Several days ago I was shocked to discover that my photo had been used in an online advertisement for your study abroad programme. This is both unfair and illegal as you have been using the photograph without my permission, and as you are advertising a product with it, you are in fact using it for personal again.

I have taken up this matter with my lawyer who has advised me to contact you in writing. She has also indicated what further steps must be taken should you fail to respond promptly and appropriately.

To resolve this matter, I request that you remove the photograph without delay. In addition, I ask that you issue a statement of your policy regarding use of images that are not your property.

Please contact me within one week of the date of this letter to confirm that these steps have been taken. If you need to reach me by telephone, my number is 0485328900

Thank you for your prompt attention to this matter.

Yours faithfully,
Charlene Jones

3.2. Put the parts of a letter of complaint into order.

- a. explain what you can done so far
- b. give a time frame for action and a way to contacting you
- c. state the overall reason for writing in one sentence
- d. write a polite closing comment
- e. ask for a specific action from the person/company you are writing to
- f. give additional detail about the reason for writing

3.3. Find the formal phrases in the letter that match the informal phrases below.

1. get in touch soon to let me know that you've done something
2. to put things right, I want you to....
3. I'm writing about
4. with best wishes
5. thanks for dealing with this problem quickly
6. I've already discussed the problem

3.4. Discuss in what circumstances would you write a letter of complaint or make an official complaint? Have you ever done this? What happened?

LISTENING

1.1. Read the text 'Surveillance Technologies to prevent committing a crime'.

You are being watched. Surveillance technologies: keeping us safe or an invasion of privacy?

A **CCTV camera** helps crime prevention. Potential criminals know their actions might be filmed and this acts as a deterrent to crime.

Number plate recognition enables the authorities to follow our movements wherever we drive and store the information indefinitely.

Microchips on credit cards make it easy to monitor and record information about our habits and movements.

User-data monitoring on TVs and other appliances sends data to manufactures and businesses.

Mobile phone tracking can keep track of any individual's location.

Facial recognition technology can identify any individuals. Software then accesses data about the person via social networking websites.

1.2. Answer the questions below.

1. How many of these surveillance technologies are you aware of?
2. How many are common where you live or where you are now?
3. How does surveillance make you feel? Why?
4. How might each surveillance technologies be used in a good or a bad way?
5. Do these surveillance technologies keep us safe? Or is it an invasion of privacy?

1.3. Match meaning with the underlined phrases from task 1.

1. an official group, e.g. government or the police
2. to watch or to follow
3. to keep data (on a computer) for future use
4. getting information about someone's private life in a way they don't like
5. to say/ find out who someone is.
6. stopping people from doing something illegal
7. to obtain information
8. a situation in which there is a lot of observation, filming or recording people.

1.4. Listen to the conversation (man's and woman's opinions). Fill in the gaps.

- A:** Have you read this article?
- B:** Oh yeah, yeah, I did have a look.
- A:** This is really shocking. There's gonna be _____ for anyone.
- B:** What you mean like C, the CCTV camera bit?
- A:** Yeah, yeah, yeah, yeah, exactly that.
- B:** Well, I'm glad they're there actually.
- A:** Why?
- B:** Well, not long ago a friend of mine, he was, um, he was _____, and, um, they got the guy because of, um, _____, they captured his image and, um, all the people who did it were arrested.
- A:** OK ...
- B:** So I think it's, I think it's a good thing in the end.
- A:** Well it's good if it's used for that, but don't you feel nervous about the fact that whatever you do, wherever you go, whatever you're doing, someone is _____ what you're doing?
- B:** But I haven't got anything to hide so it's not really a problem.
- A:** Anyway, that's not the point though, is it? It's an _____.
- B:** Look, I think statistically more crimes are solved because of CCTV than not.
- A:** Right, what about that, that, look – this one on page two – CCTV _____. Did you see that bit there at the bottom?
- B:** Yeah, I didn't really get that bit.
- A:** Right, so basically, just imagine you're walking down the road and a camera, a CCTV camera, takes your picture, yeah. And then a computer programme can then find your name, all your _____, based on recognising your face. So where you shop, where you live, what you, what you like, what you buy, who your friends are. And there's nothing you can do about it.
- B:** That can only be a good thing, 'cos it's gonna catch criminals, isn't it? And if you've got nothing to worry about, then you know it's never really gonna _____
- A:** If it's for that, yeah, I get your point. But ...

B: If you haven't done anything wrong.

A: No, no, absolutely, but ...

B: _____, though, is, um, is the way that marketing, marketing companies can target you, um, because of microchips in, in food packaging and stuff, so people get an idea of, of your shopping habits. I don't want to be sent adverts from companies that I don't know.

A: But we're being sent stuff all the time anyway, from companies, that we don't know. I wouldn't mind being sent adverts from, you know, uh, companies that I don't know if it's something that I want to buy.

B: Yeah. It's a little confusing really, the way I, I feel about the whole thing, because you know, on the one hand I'm, I'm, _____, uh, using the technology to, you know, catch criminals or whatever. I mean serious criminals. But then, on the other hand, I occasionally, er, drive, a little bit over the, _____.

A: Right, OK.

B: Occasionally. And you know I, I've been, er, given quite a few fines over the years because my number plate gets recognised and, er, I, er, you know, I think more money should be spent elsewhere to be honest.

A: I take your point, but I do actually think, although I'm really anti the amount of kind of, you know, filming and, and information they have – when it comes to speeding, I do actually think that's quite sensible that they, that they can _____

1.5. Discuss types of surveillance technologies.

1.6. Complete both columns of the table. Which man or woman do you agree with more?

	Technology	Woman	Man
1	CCTV camera		
2	Facial recognition technology		
3	Microchips on products		
4	Number plate recognition		

SPEAKING

1. Read these newspaper headlines. Then work in pairs and decide what crimes have been committed. What punishment (if any) would be fair?

A fine community service a life sentence
 the death penalty a prison sentence a caution

- Hungry student steals bread and biscuits from bakery
- Man steals TV from old couple's home
- Speeding driver kills family of three
- Bank robber escapes with thousands

2. Discuss in small groups your understanding of justice. Use guiding questions for help. Your time-limit is 10 minutes.

- What is your understanding of justice?
- What are your ethical considerations of justice?
- From your perspective, what is justice trying to achieve?

3. In small groups read a victim impact statement and reflect about an adequate response regarding justice for the victim. Discuss the following guiding questions. Your time-limit is 20 minutes.

- How did the crime make the victim feel? How did it affect the victim emotionally?

- What do you think are the needs of the victim?
- Reflect critically about a legal (criminal justice) and a non-legal response to the victim.
- How do you think a satisfying experience of justice might look to the victim?
- Imagine a response to crime that would best meet the needs of the victim.

4. Take roles and act out a dialogue between a policeman and a person who is reporting a crime.

A policeman	A person
ask person's name/address/telephone number	give name/address/telephone number
ask what has happened	say name the crime
ask when/where/how it occurred	say when/where/how it occurred
ask for description of theft things (if they are)	describe stolen things (if they are)
ask for description of a wrongdoer	describe an offender (if you have seen him/her)

Use the following phrases in your dialogue.

- Can I help you?
- Could you help me, please!
- Is the offender armed and dangerous?
- Crime scene.
- Don't worry! Could you describe something, please?
- The crime took place in ... at ... o'clock.
- Can you tell me exactly what happened?
- Did anyone witness the crime?
- I'll just take some details.

PROJECT WORK

1. Look at the pictures and make up a story. Then present it.

CRIME STORY

Create your own crime story based on the pictures and using the words below:



sketch, break into, steal, kill, escape, catch,
investigate, suspect, arrest

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2. Round table activity. What are the ways to prevent the crimes below?

Present the problem. Give your suggestion and predict the result.

- environmental crime?
- racial incidents?
- domestic abuse?
- bullying at school?

3. Work in small groups and discuss the crime prevention topics below. Make a report or a small presentation on one of the topics.

1. The importance of law enforcement organizations in preventing crime.
2. Reducing teenage delinquency rates and crime in today's society.
3. Effective crime prevention techniques.
4. Parental education and its effects on reducing criminal activities.
5. Education and its role in crime commitment and prevention.
6. Early child education and its role in reducing adolescent crime.
7. The effects of local watches in preventing crime.
8. Encouraging social awareness to reduce criminal activities.
9. Mental health and its correlation with criminal activity.
10. Creating economic opportunities is a synonym to preventing criminal activities.

WRITING

1. Read a letter from exercise 3 READING section again. Write a letter of complaint (approx. 150 words), choose one of the situations.

1. Your neighbours / new burglar alarm / alarm gone off three times / neighbours away / tried to talk to them / too busy
2. Recently you park the car / thought it was legal / returned / parking fine / no parking sign behind tree

2. Write an essay / report about a crime (100-150 words)

- give a description of the crime (what happened)
- include what one witness said
- say what the investigators think.

3. Write a report on the current state of investigation of one of the crime types.

UNIT 11 CRIME AND PUNISHMENT

WARM UP

1. Read the idioms and try to guess their meanings. Explain your idea.

1. When I was 13, I **got caught red handed** spraying graffiti on the local elementary school.
2. No matter who you are, you must respect the law. **Justice is blind!**
3. Police are trying **to crack down on** drug-dealers in the city.
4. After the felon **served his time**, he was released from prison.



Did you know that the symbol of justice is Goddess of justice Themis*? Why do you think she was chosen to represent Justice?



Can you solve this rebus puzzle?



3 = f

2. Read the following definitions of a “crime”. Say which one to your opinion describes it best.

1. Commission of an act forbidden by law.
2. Deviant behaviour that violates prevailing norms.
3. Illegal activity in general.
4. A bad, immoral or dishonorable act.
5. Offence that is committed against individuals or groups of individuals with criminal intent.
6. The breach of rules or laws.

3. What kinds of crimes do you know? What is the difference between *felony*, *misdemeanor* and *offence*? **Fill in the gaps in the definitions with one of these words, translate them and give examples of each category of crime.**

A ... is an act that people consider to be shocking and unacceptable. It is a less serious crime in nature.

A ... is a very serious crime punishable by death or confinement in a state prison.

A ... is a violation of local laws or of rules of accepted public conduct and behaviour.

VOCABULARY

1. Translate the following word combinations. Use them to fill in the gaps in the following sentences.

Atrocious crime	Crime instrument	Criminal career
Grave crime	Crime rate	Criminal conspiracy
In the course of crime	Pattern of crime	To confess to a crime
Incentive for crime	To solve a crime	To investigate a crime
To commit a crime	A crime of passion	To convict of a crime
To be tried for a crime	To acquit of a crime	To plead guilty/not guilty
To be wanted for	The scene of the crime	The scene of the crime
To be on trial/ stand the trial	To charge somebody with a crime	

1. NATO aviation and its commanders committed today an _____ crime over the civilian population in Nis, by bombarding its center with cluster of bombs.
2. The Crime Stoppers programs worldwide _____ over a half a million crimes and recovered over 3 billion dollars worth of stolen property and drugs.
3. The FBI uses a number of federal statutes to _____ computer crimes.
4. He _____ the lesser crime of possessing a forged bond, rather than actually forging it.
5. He _____ the crimes of murder and kidnapping.

6. He _____ the murder.
7. He was arrested and _____ the murder.
8. He _____ a serious driving offence.
9. If you want any sort of family life a _____ would destroy it.
10. In many cases the Internet can be considered to be an _____ of computer crimes and also environment of various illegal activities.
11. The jury _____ her of theft.
12. No weapon was found at _____.
13. She killed her husband's lover in a _____.
20. The woman _____ to murdering her husband and got the lesser sentence from the judge.

2.1. Match the two halves of these crime-related collocations.

1. to admit
 2. to be given
 3. to escape
 4. [the police] arrived
 5. to appeal
 6. to brandish
- in a getaway car
stealing something
at the scene
for witnesses (to something)
a sawn-off shotgun
a three month prison sentence

2.2. Rewrite these sentences using a collocation from exercise 2.1. Make grammatical changes where necessary.

1. The police want to speak to people who saw the accident.
2. The masked man held a knife.
3. The robbers left by car.
4. An ambulance soon arrived at the place the accident happened.
5. My neighbour has been sent to prison for 5 years.
6. The prisoner said that he had broken into the victim's house.

3. Test yourself and revise the vocabulary from previous units. Fill in the gaps.

judge prosecute arrested innocent suspect sentenced
charged witnessed trial verdict convicted testified
guilt victim

1. Police have _____ a suspect in the murder of a local convenience store owner.
2. The police are looking for people who may have _____ a traffic accident which occurred yesterday at Douglas and Yates.
3. He is the main _____ in the murder of his wife.
4. He is on _____ for the murder of his business partner.
5. The judge will hand down his _____ tomorrow morning at 10:00.
6. David Milgard, Donald Marshall, and Guy-Paul Morin were three _____ men who spent years in prison in Canada for murders they didn't commit.
7. The police decided not to _____ because they didn't have enough evidence.
8. He was _____ of the murder of his business partner, and sentenced to 10 years in prison.

9. During the trial, the woman _____ that her husband was asleep in bed at the time the murder occurred.
10. He was _____ to death for the murder of his wife and children.
11. The _____ sentenced the murderer to life in prison.
12. In our court system, a person is presumed to be innocent unless _____ is proven beyond all reasonable doubt.
13. The _____ sat down and cried after the man hit her.
14. Police have _____ him with theft after he was found in possession of a stolen car.

4. Match the punishments with the respective definitions.

1. corporal punishment	A. A sum of money exacted as a penalty by a court of law or other authority.
2. capital punishment	B. The most severe of all sentences: that of death. Also known as the death penalty
3. house arrest	C. A place for long-term imprisonment for a crime.
4. jail	D. A release from prison, before a sentence is finished, that depends on the person 'keeping clean' and doing what he or she is supposed to do while out. If the person fails to meet the conditions, the rest of the sentence must be served.
5. suspended sentence	E. The state of being kept as a prisoner in one's own house, rather than in a prison.
6. parole	F. Physical punishment, such as flogging or beating.
7. community service	G. The sentencing of a criminal to a period of time during which they will be deprived of their freedom
8. imprisonment	H. A sentence (usually 'jail time') that the judge allows the convicted person to avoid serving (e.g. if the person continues on good behaviour, completes community

	service, etc.)
9. prison	I. A kind of punishment given out as part of a sentence, which means that instead of jailing a person convicted of a crime, a judge will order that the person reports to an officer regularly and according to a set schedule.
10. probation	J. A place of confinement for time periods longer than those usual for a police station lock-up and shorter than those usual for a prison.
11. prison cell	K. Unpaid work, intended to be of social use, that an offender is required to do instead of going to prison.
12. fine	L. A special place where a convicted person serves his sentence.

READING

1.1. Read and fill in the spaces. Write a headline for each story. Use no more than five words for each one.

Choose From:	destroyed smashed regretted crossing
-------------------------	---

a. _____

Police are appealing for witnesses to a robbery which took place Monday afternoon in Fenbury. Two masked men broke into Statham Jewelers. One robber brandished a sawn-off shotgun, while an accomplice 1 display cases, stealing rings and necklaces. Police believe that the robbers escaped in a getaway car driven by a third gang member.

b. _____

A fire at Fenbury Warehouse is being treated as arson, according to a police spokesperson. The fire broke out at around 5 am and quickly engulfed the whole building. By the time the fire brigade arrived at the scene, almost the entire

2. The robbers got away on foot.
3. Police think the warehouse fire was an accident.
4. The fire spread through the building quickly.
5. The car that hit Monica Parsons was going very fast.
6. She can remember the incident clearly.
7. A man has gone to prison for three months for stealing.
8. He says he will steal again in the future.

2.1. Read the text ‘History of punishment’. Try to guess the meaning of the following words from the context. Pay attention to the italicized words.

vindictive superstition savagery

In a primitive society punishment was left to the individuals wronged and was vindictive or retributive: in quantity and quality it would bear no special relation to the character or *gravity of the offense*. In Babylonian times there was an idea of proportionate punishment or a principle “an eye for an eye”. In ancient times *superstitious believes* in *omens*, *ghosts* and *witchcraft* were very common. Superstitions had a great impact on people’s lives. It was quite easy to blame almost any misfortune on somebody else, and sometimes elderly women were the target of being accused of all kinds of witchcraft. “Witches” were frequently *executed*. *Trial by ordeal* is a judicial practice by which the guilt or innocence of the accused was determined by *subjecting* them *to* atrocious, usually physically challenging dangerous experience. The term ordeal has the meaning of “judgment or verdict”. In some cases the accused were *considered innocent* if they *survived* the test or if their injuries healed. In others, only death was considered proof of innocence. If the accused died they were often presumed to have gone punishment. In medieval Europe trial by ordeal was considered a procedure based on the idea that God would help the innocent by *performing a miracle*.

With the passage of time the attitude of society towards the *excesses* or *misuse* of the justice and criminal law gradually changed. The courts and the

people themselves started to rebel against all the savagery. As to the people, the last public execution in England took place in 1868, in front of Newgate Prison. The condemned man was Michael Barrett, an Irish rebel sentenced for being an accomplice in a bomb attack. The crowd sympathized with Barrett and was so hostile towards the hangman that the execution almost caused a riot. From that time onwards all executions were held inside the prisons. It was not until 1969 that the death penalty for murder was finally abolished. For hundreds of years the Tower of London was regarded as the premier prison in the land.

The development of civilization has resulted in a huge change in both the theory and method of punishment. With the growth of law, the state took over the punitive function and developed the mechanism of justice for the maintenance of public order. From that time such punishment as lynching became illegal. In the eighteenth century the humanitarian movement began to promote the dignity of the individual and to emphasize rationality and responsibility. The result was the reduction of punishment both in quantity and in severity, the improvement of the prison system, and the first attempts to study the psychology of crime with a view to their improvement.

Later law breakers were considered a product of social evolution and couldn't be regarded the only ones solely responsible for their disposition to offences. Crime was treated as a disease. Punishment, therefore, can be justified only if it protects the society, works out as a deterrent or when it aims at the moral regeneration of a criminal.

2.2. Give translation to the following words.

1) condemned; 2) witchcraft; 3) blame on; 4) execute; 5) accuse of smth; 6) proof of innocence; 7) excess the justice; 8) to rebel against all the savagery; 9) imprisonment; 10) abolish death penalty; 11) deterrent.

2.3. Express agreement or disagreement with the following statements.

1. A judicial practice by which the guilt or innocence of the accused is determined is a verdict.
2. Trial by ordeal meant severe experience for the accused.
3. There were a lot of theories confirming the effectiveness of trial by ordeal.
4. The result of progress was the improvement of the prison system.
5. The last public execution took place in 1968 in France.

2.4. Finish the sentences according to the text

1. In a primitive society punishment
2. Gradually there arose the idea of proportionate punishment
3. In medieval Europe the guilt or innocence of the accused
4. With the passage of time the attitude of society towards
5. Furthermore in 1969 the death penalty for murder
6. The progress of civilization has resulted in... .
7. The favoured type of punishment was
8. The result of the humanitarian movement was
9. Later law breakers were considered
10. Justification of punishment aims at

2.5. Make nouns out of given verbs using suffixes –ment or –tion. Translate them.

Rehabilitate, treat, impose, accuse, punish, violate, develop, convict, imprison, amend, implement, legislate, execute, restrict, probate, infringe, incarcerate, encourage, define, assassinate, prevent.

-tion	-ment

3.1. Read the text 'Types of punishment' paying attention to the italicized words.

There are several kinds of punishment available to the courts. Crimes are punished according to their seriousness. More serious crimes (felonies) are given more severe (harsher) penalties. Declaring a sentence a judge should take into account the following: prior criminal record, the age of the offender and other circumstances surrounding the crime, including cooperation with law enforcement officers, the extent of damage to victims, whether a weapon was used in the crime, the age of the victims.

There are several types of punishment:

- a fine
- term of imprisonment (time in jail or prison)
- probation or parole
- community service

For criminal offences FINES are used when the offence is not a very serious one and when the *offender* has not been in trouble with the law before. For more serious crimes the usual punishment is IMPRISONMENT. The length of *sentences* varies from a few days to a lifetime. However, a *life sentence* may allow the prisoner to be released after a suitably long period if a *parole board* agrees that his detention no longer serves a purpose. In some countries, such as the Netherlands, *living conditions* in prison are fairly good because it is felt that deprivation of liberty is punishment in itself and should not be so harsh. In other countries, conditions are very bad. Perhaps because of an *increase in crime* or because of more and longer sentences of imprisonment, some *prison cells* have to accommodate far more people than they were built to hold. Britain and the United States are trying to solve the shortage of space by allowing private companies to open prisons.

PROBATION is the suspension of jail time. An offender on probation is ordered to follow certain conditions set forth by the court, often under the

supervision of a probation officer. Offenders are ordinarily required to refrain from subsequent possession of firearms, and may be ordered to remain employed, live at a directed place, obey the orders of the probation officer. Offenders on probation might be fitted with an electronic tag (or monitor), which signals their whereabouts to officials. Also, offenders have been ordered to submit to repeated alcohol/drug testing or to participate in alcohol/drug or psychological treatment, or to perform community service work.

PAROLE is the supervised release of prisoners before the completion of their sentence in prison. They may be returned to prison if they violate the conditions of their parole. Conditions of parole often include things such as obeying the law, avoiding contact with the parolee's victims, obtaining employment, and maintaining required contacts with a parole officer.

Parole should not be confused with probation, as parole is serving the remainder of a sentence outside of prison, where probation is given instead of a prison sentence and as such, tends to place more rigid obligations upon the individual serving the term.

CORPORAL PUNISHMENT is a form of physical punishment that involves the deliberate infliction of pain as retribution for an offence, or for the purpose of disciplining or reforming a wrongdoer. This kind of punishment is still employed in Malaysia, Singapore, Pakistan, Zambia and Zimbabwe. Courts may sentence offenders to be caned or whipped.

COMMUNITY SERVICE requires the offender to do a certain amount of unpaid work usually for a social institution such as a hospital.

3.2. Find in the text equivalents to the following phrases that refer to...

1. Any illegal wrongdoings
2. More serious punishment
3. Age of a criminal
4. When you go to prison for life

5. When a judge announces his decision
6. When you are let free from prison earlier
7. To get a milder (less severe) punishment than prison sentence
8. Increase in crime
9. A person that suffered from a crime
10. A person under 18
11. To have a special electronic device for a wrongdoer

3.3. Answer the questions.

1. What does punishment for a crime depend on?
2. Which kinds of punishment do you know?
3. What does a judge take into account in declaring a sentence?
4. In what cases are fines used for criminal offences?
5. How does the length of sentences vary?
6. In what way are Britain and the USA trying to solve the shortage of space in prisons?
7. What is the main idea of probation?
8. What is a parole?
9. What does community service require?

4. Read the text 'Purposes of punishment' and give headlines to every paragraph using the following words in the box.

rehabilitation	retribution	deterrence
----------------	-------------	------------

1. The purpose of punishment means that the sentence should be designed to deter people from committing offences for fear of the consequences. These days, more and more sentences are designed to ensure that the offender is aware of the harm he has done. Steps are also taken in appropriate cases to ensure that the offender understands the full effect of the harm he has caused, and apologizes to

the victim for it.

2. The purpose means that the sentence should, wherever possible, take into account the personal circumstances of the defendant. A large number of offenders need treatment rather than punishment. Many offenders who are mentally ill, or who are addicted to alcohol or dangerous drugs, are not sent to prison, but are ordered to receive treatment in hospitals or drug rehabilitation centers. Punishment may be designed to reform and rehabilitate the wrongdoer so that they will not commit the offense again. This kind of punishment should not be confused with deterrence, the goal here is to change the offender's attitude to what they have done, and make them realize that their behaviour was wrong.

3. The purpose means that the punishment should in some way pay the offender back for the harm he has done. Firstly, this will give satisfaction to the victim. Some would like to punish the offender themselves in an act of vengeance, but they must not do this. A victim of crime must never "take the law into his own hands"*. If that were acceptable there would be even more violence and public disorder. Secondly, it is the way in which the public shows disapproval for the crime and the offender who committed it.

LISTENING

1. Play the following videos. The task for each of them is the same.

- Take some notes and summarize the information.

- Answer the questions:

1. What was the case about? What was the crime committed?
2. Who was the offender?
3. What was the verdict?
4. Does the punishment fit the crime?

1.1. Five teens charged for murder for throwing rocks
<https://youtu.be/OpEii452UIk>

1.2. Animal abuse <https://youtu.be/QaXHgVOJzt0>

1.3. Drunk driving <https://youtu.be/0nUmh8LR3Ec>

SPEAKING

1. Discuss with the partner. What are the similarities between these words and expressions connected to crime?

- capital punishment/ corporal punishment
- civil case/ criminal case
- crime/ misdemeanor
- drug trafficking/ drug dealing
- graffiti/ vandalism/ arson
- judge/ magistrate
- libel/ slander
- mugging/ assault
- murder/ manslaughter
- pick pocketing/ bag snatching/ mugging
- piracy/ forgery
- reckless driving/ drunk driving/ joy riding / jay walking
- shoplifting/ burglary
- smuggling/ drug trafficking

2. Ask your partner(s) these follow-up questions.

Crime

- Do you think crime is common in your country?
- What kinds of crime happen near where you live?
- How you think crime rates have changed in the last 25 years?
- Which countries are seen as having high/low rates of crime?

Punishment

- What kinds of penalties does the law have for criminals?

- Do you think criminals are punished strongly enough?
- What do you think of community service as a punishment for crime?

In Addition

- Have you ever been a victim of petty crime, such as pickpocketing? What did you do?
- Do you feel safe when you walk in a street at night?
- Are you worried about 'new crimes' such as Internet-related fraud?
- What do you think are the main causes of crime?

3. Take in turns to read out one of the cases. The group must decide on sentences for each case in turn. You can criticize someone's decision giving your reasons.

Case 1. Dave and Trevor are in the pub drinking. Trevor thinks Dave is looking at his girlfriend and starts a fight. They go outside and Dave draws a knife. In the fight which follows, Dave stabs Trevor. Trevor loses a lot of blood and is taken to hospital where he is told he needs a blood transfusion. However, Trevor refuses because his religion does not allow blood transfusions. As a result, he later dies.

What crime should Dave be charged with?

What sentence should he get?

Case 2. Molly Deaking is driving her car along the road in the country at 60 kph. Suddenly, a dog runs out in front of her. She brakes hard to avoid it. Terry Davey is driving his Mercedes behind her. He crashes into the back of her car doing extensive damage to both vehicles.

Who is to blame for the accident?

What penalties should that person get?

Case 3. Mrs. Elstree, 60, is paralyzed from the neck downwards after an accident. She has been in this state for over a year. One day she is found dead in bed. She has been given an overdose of sleeping pills. Her daughter admits to giving them to

her and says her mother asked her to help her die. Nurses at the hospital confirm that Mrs. Elstree said on a number of occasions that she wanted to end her life. She had no property and left very little money in her will.

Is the daughter guilty of murder?

What sentence should she get?

Case 4. Mr. Sayeed is an immigrant who has lived here for three years. He is from a strict Muslim country where many crimes carry the death penalty. He has no criminal record and runs a successful small business. He has a 20-year-old daughter who has a local boyfriend. One day Mr. Sayeed discovers that his daughter and the boyfriend have slept together. He immediately kills them both. In court he pleads that his family name has been dishonoured and that in his country sex before marriage is always punished by death. This turns out to be true.

What sentence should he get?

Case 5. Tony Martin is drunk and driving his car home after a party. He knocks Mike Smith off his bicycle. Mike suffers cuts and bruises and his bicycle is destroyed. Martin does not stop, but Mike remembers his license number and reports the case to the police. The police go to Martin's house but there is no one at home.

They visit his house again in the morning and find some slight damage to Martin's car but Martin denies all knowledge of the accident. The police decide there is nothing they can do. The next day Mike goes to Martin's house to ask him for compensation but Martin, who is large and aggressive, threatens to beat him up. The following week Mike goes to Martin's house again and sets his car on fire. Martin calls the police and Mike is arrested.

What should happen to Mike?

Case 6. Farmer Palmer, 67, lives alone in an isolated house in the countryside. Late one night he hears a noise in his hall, so he gets his gun and goes to

investigate. (He has a license for his gun which he uses to shoot birds and small animals on his farm.) He sees somebody standing in the dark and shouts to him to stand still. The person starts to run away and Palmer fires his gun and seriously injures him. The intruder is a 22-year-old man. He later claims he was lost in the dark and looking for a place to sleep. It is revealed in court that he has a previous conviction for breaking and entering.

What sentences should be given?

Case 7. Terry Davey meets Samantha Goodyear in a pub. They are attracted to each other and talk together for some hours. He buys her a lot of drinks, which she willingly accepts. At the end of the evening he offers to drive her home in his car. On the way he suggests staying at his place rather than hers as it is nearer. She agrees. They go inside his flat and have another drink. They watch a movie and kiss and cuddle. At this stage, Samantha tells Terry that she does not want to make love to him as she doesn't know him very well. Terry says that is fine but later, he forces Samantha to make love to him. She asks him to stop but he refuses. She is afraid but stays in the flat until he is asleep and then leaves and reports him to the police for rape.

What should happen to Terry?

PROJECT WORK

1. What do you know about the following notorious criminals? Did they get any punishment? Make a presentation about one of them.

Cain

Lee Harvey Oswald

Marcus Junius Brutus

Gaius Longinus Cassius

Guy Fawkes

Alessandro Cagliostro

Jack the Ripper

Bonnie and Clyde

Mata Hari

Alphonse Capone

2. Robbery is a burning issue nowadays. Everybody can be the victim of robbers. How to protect yourself? How to prevent the robbery? You are a member of the team working at the poster. **Advertise the ways of preventing robbery.**

WRITING

1. You are invited to participate in the round-table discussion “Criminality – Inborn or Acquired?” **Prepare an essay on your pros or cons on the origins of criminality.**

2. Write an essay on one of the topics.

- Should a serial killer be given another opportunity to live through forgiveness?
- The most effective means of punishment for underage involved in crime.
- What are the alternatives to punishment for committed crimes?
- Outlawed penalties - were they effective?
- Is capital punishment ethical?

UNIT 12 CRIMES AGAINST PERSON. ABUSE

WARM UP

1. Discuss the questions with your partner. Ask follow-up questions.

Crimes against person

- Do you think crimes against person are common in your country?
- What kinds of crimes against person commonly happen in the country you live in?
- How you think crimes against person rates have changed in the last 25 years?
- Which countries are seen as having high/low rates of crime? Compare your country with any other one?

Punishment

- What kinds of penalties does the law have for criminals?
- Do you think criminals are punished strongly enough?

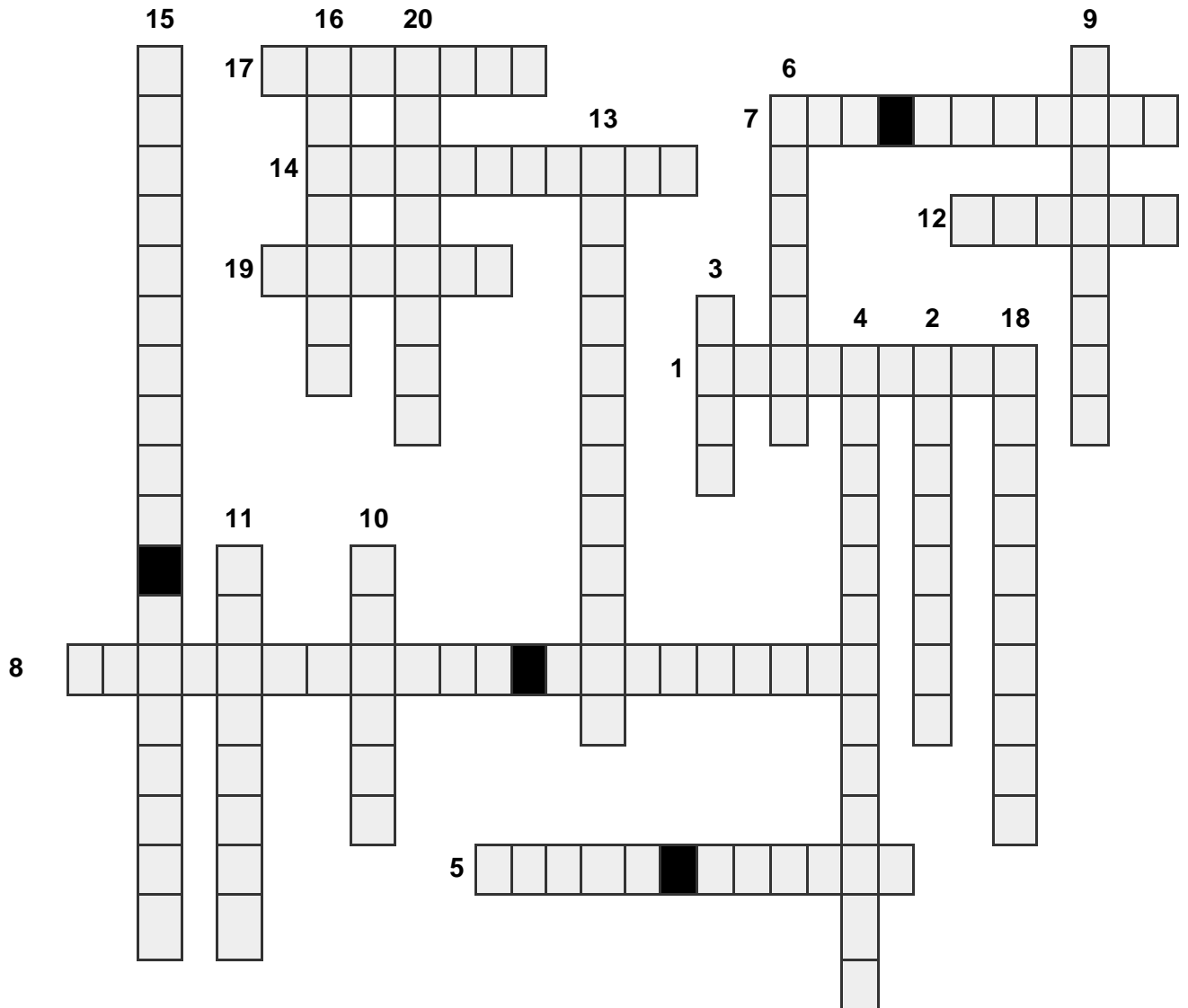
In Addition

- Have you ever been a victim of petty crime, such as pickpocketing? What did you do?
- Do you feel safe when you walk in a street at night?
- What do you think are the main causes of crime?

VOCABULARY

1. Test your knowledge of some common information relating to the topic in Reading Section with the crossword puzzle.

1. The act of making a person go somewhere, especially using threats and violence.
2. Damage to someone's body in an accident or attack.
3. Physical or other injury or damage.
4. Facts or events that make a situation the way it is.
5. A medical problem in which someone's heart suddenly stops working correctly, sometimes causing death.



6. The act of intentionally killing yourself.

7. Include rape, criminal sexual acts, sexual abuse, aggravated sexual abuse, forcible touching, and sexual misconduct.

8. A killing without evil or criminal intent, for which there can be no blame, such as self-defense to protect oneself or to protect another, or the shooting by a law enforcement officer in fulfilling his/her duties.

9. Not allowed by law.

10. Any object used in fighting or war, such as a gun, bomb, knife, etc.

11. A fact or level of quality that you use when making a choice or decision.

12. To try to hurt or defeat using violence.

13. To frighten or threaten someone, usually in order to persuade them to do something that you want them to do.
14. The fact that you are unable to do something because you do not have the ability or you are too weak.
15. A serious, violent attack on someone.
16. The action of taking something by force or with legal authority.
17. An attack.
18. A failure to be careful enough in something you do, especially in a job where your actions affect other people.
19. The crime of intentionally killing someone.
20. Something bad that happens that is not intended and that causes injury or damage.

2. Order the letters to make words for crimes against persons paying attention to the words of the topic in Reading Section.

1. ibadcnuto abduction
2. nimiotnaidni _____
3. ieenglgnec _____
4. miiehdoc _____
5. tasasul _____
6. euzsire _____
7. mvtcii _____
8. duiisec _____
9. xse ssofefen _____
10. ipipkagnd _____

3.1. Complete the story about one of the most notorious serial killer with the appropriate words.

John Wayne Gacy _____ with committing 33 murders. Gacy was later **executed** by lethal injection. To most of his suburban Chicago neighbors,

John Wayne Gacy was a friendly man who threw popular block parties, volunteered in local Democratic politics and often ___as a clown at local children's parties. But Gacy, who had already ___ **a stint in prison** for sexually assaulting a teenaged boy, was hiding a ___ secret right beneath his neighbors' unseeing eyes.

In 1978, when a 15-year-old boy who had last been seen with Gacy went missing, police ___ **a search warrant** for Gacy's house. There they found a class ring and clothing belonging to several young men previously reported missing. In a 4-foot crawl space beneath the house, where a penetrating odor was present, they ___ to find the **decomposing bodies** of 29 boys and teenagers that Gacy had raped and murdered. Gacy's ex-wife had ___ about the odor for years, but Gacy had chalked it up to moisture-causing mildew. Law enforcement also came ___ criticism, as the family members of several of the **victims** had previously ___ to Gacy as a possible **suspect**. In addition to the bodies found at his house, Gacy admitted to killing several **additional** men, disposing of their bodies in a nearby lake. His attempts at presenting an insanity **defense** failed, and he was ___on 33 counts of murder and executed by **lethal** ___in 1994.

A.	was punished	B.	was charged	C.	accused	D.	missed
A.	was played	B.	acted	C.	seen	D.	performed
A.	served	B.	had	C.	sat	D.	serving
A.	smart	B.	horrific	C.	horror	D.	mysterious
A.	investigated	B.	witnessed	C.	interrogated	D.	obtained
A.	were shocked	B.	was astonished	C.	were thrilled	D.	were stunned
A.	said	B.	told	C.	complained	D.	seen
A.	on	B.	under	C.	up	D.	about
A.	argued	B.	stressed	C.	told	D.	pointed

A.	charged	B.	prisoned	C.	convicted	D.	punished
A.	accident	B.	injection	C.	medicine	D.	drugs

3.2. Look at the words in bold words and phrases and try to work out their meaning.

3.3. Choose ten words or phrases from the text. Check their meaning and pronunciation and learn them.

READING

1.1. Read the text ‘Crimes against persons’. Pay attention to the technical terms.

Murder is the willful killing of one human being by another. As a general rule, any death due to injuries received in a fight, argument, quarrel, assault, or commission of a crime is counted as a Murder. The definition of Murder excludes the following situations: deaths caused by negligence, suicide, or accident; justifiable homicides; and attempts to murder or assaults to murder, which are counted as Aggravated Assaults.

It is important to note that Murders are counted based on the specific circumstances of the incidents, not on the criminal charges filed as a result of those incidents. For instance, situations where a victim dies of a heart attack as the result of a robbery or witnessing a crime do not meet the criteria for inclusion in the Murder classification.

Aggravated Assault. Aggravated Assault is the unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. Aggravated Assault is usually accompanied by the use of a weapon or by other means likely to produce death or great bodily harm. An attempted Aggravated Assault that involves the display of—or threat to use—a gun, knife, or other weapon is included in this crime category, because serious personal injury would likely result if the assault were completed.

Forcible Sex Offenses. Forcible sex offense is any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his/her temporary or permanent mental or physical incapacity.

Non-Forcible Sex Offenses. Non-forcible sex offense is the unlawful, non-forcible sexual intercourse. This includes incest, where persons are related to each other and statutory rape where the victim is under the statutory age of consent.

Kidnapping/Abduction Kidnapping or abduction is the unlawful seizure, transportation and/or detention of a person against his/her will or a minor without the consent of a legal guardian or parent.

Simple assault is the unlawful physical attack by one person upon another where no weapons are involved and the victim does not have severe bodily injury.

Intimidation. Intimidation is to unlawfully place another person in reasonable fear of bodily harm through words or conduct but without displaying a weapon or attacking the victim.

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

- Murder is the unwillful killing of one human being by another.
- The definition of murder also includes deaths caused by negligence, suicide, or accident.
- Aggravated Assault is usually accompanied by the use of a weapon or by other means likely to produce death.
- Forcible sex offense is any sexual act directed against another person, forcibly and/or against.
- Kidnapping is a lawful seizure, transportation and/or detention of a person.
- Non-forcible sex offense doesn't include incest.
- Simple assault is the unlawful physical attack by one person upon another where no weapons are involved.
- Murders are not counted based on the specific circumstances of the incidents.

1.3. Make up word combinations by matching 1-10 to a-j.

- | | |
|----------------|----------------|
| 1. to produce | a. seizure |
| 2. physical | b. a weapon |
| 3. sexual | c. of consent |
| 4. unlawful | d. homicides |
| 5. reasonable | e. intercourse |
| 6. displaying | f. assault |
| 7. age | g. of a crime |
| 8. justifiable | h. incapacity |
| 9. aggravated | i. fear |
| 10. commission | j. death |

1.4. Match the beginning of the phrase with its appropriate end based on the text.

- | | |
|---------------------------------------|-----------------------------------|
| 1. willful killing of | a. aggravated bodily injury |
| 2. sexual act directed against | b. a legal guardian or parent |
| 3. based on the specific | c. the use of a weapon |
| 4. to meet the criteria for inclusion | d. age of consent |
| 5. to be accompanied by | e. another person |
| 6. the victim is incapable | f. in the Murder classification |
| 7. to be under the statutory | g. of giving consent |
| 8. a victim dies of | h. one human being |
| 9. without the consent of | i. a heart attack |
| 10. inflicting severe or | j. circumstances of the incidents |

2. Read the article and complete the gaps with A - E.

A. His hand grabbed my arm so fiercely that it became instantly clear that his intentions had never been to get me home safely.

B. When we got to the steps that led up to my house, he politely asked if he could pop inside for a glass of water because he was feeling unwell.

- C. The next day I locked myself in my room, only leaving to shower away the reminders of the night before.
- D. As I was leaving the club, a guy also at the social said he lived near me and offered to walk me home.
- E. "Why would you let me in if you didn't want something to happen?"

When Hannah Price was sexually assaulted as a student, she felt unable to report it. She has since discovered she is far from alone - and that sexual assault may be far more common on campus than official figures suggest.

It was the first social event of that academic year at the University of Bristol and it had been a fun night. It was everyone's favorite time of term - lectures had not properly begun and deadlines were still far from our minds. I drank, laughed and danced until I was ready for sleep. 1.___ Walking home alone, late at night, in the dark was something I actively tried to avoid, so I gladly accepted his offer. We'd only met a few weeks before, so conversation was light - we chatted about the night and what to expect in the new term.

2.___. Maybe this is when I should have heard alarm bells, but even as I was pouring the drink in my kitchen nothing struck me as amiss. With his first demand to go to my room, came my first rebuff - my first spoken "No." To this day, it still strikes me how a charming disguise can so quickly disperse, and turn into aggression. Despite my refusal to go to my bedroom, and my repeated attempts to get him to leave, he was relentless:3.___. The more I said I wasn't interested, the more forceful he became. I lost count of how many times I said "No". And then suddenly there was someone physically stronger than me, refusing to leave until he got what he wanted. 4.___

It is a strange feeling, being so paralysed by fear in your own living room. In that moment, I realised saying "No" wasn't going to be enough.

5.___ I lay there overwhelmed with disgust, self-blame and guilt.

3. Read the text and complete it with one of the answers from the box.

In 1991, Jaycee Dugard, only 11 years old, _____ outside of her home in South Lake Tahoe, California. Her stepfather witnessed her _____ and immediately contacted the authorities, but Jaycee could not be located. She had been transported almost 200 miles away to the town of Antioch, where she _____ prisoner by a convicted rapist named Phillip Garrido and his wife, Nancy. For the next 18 years, Dugard would be their prisoner and would _____ bearing two children by Garrido.

Like Mitchell, Garrido felt he had religious _____ for his actions. "The Creator has given me the ability to speak in the tongue of angels in order to provide a wake-up call that will in time include the _____ of the whole world," he wrote. While distributing fliers related to his new church, God's Desire, on the University of California campus at Berkeley, campus police _____ him to register his organization. They soon discovered Garrido's criminal _____, which led them to Jaycee's _____.

Dugard would reunite with her family and attempt to _____ her life, establishing the JAYC Foundation to help trauma victims. In 2011, she published the memoir *A Stolen Life*, a wrenching account of her years of _____, and followed in 2016 with *Freedom: My Book of Firsts*.

A.	was robbed	B.	was kidnapped	C.	was assaulted	D.	was detected
A.	disappear	B.	escaping	C.	abduction	D.	run away
A.	was held	B.	was hold	C.	was put	D.	held
A.	terminate	B.	finish	C.	end up	D.	end
A.	excuse	B.	feelings	C.	option	D.	justification
A.	salvation	B.	protection	C.	help	D.	sake
A.	forbade	B.	argued	C.	warned	D.	asked
A.	life	B.	record	C.	experience	D.	activities
A.	death	B.	survival	C.	rescue	D.	existence

A.	explain	B.	protect	C.	save	D.	reclaim
A.	torture	B.	captivity	C.	imprisonment	D.	punishment

4.1. Before reading the text, discuss with a partner what domestic violence really entails. Who commits it and why? Who are the victims and how can it be eradicated?

There is still a lot of confusion and misunderstanding about domestic violence – what it is, who suffers from it, who commits it and why. Violence or abuse suffered by women in their home which is carried out by their partner, ex-partner or anyone they are living with is known as domestic violence. Victims of domestic violence are usually women, but this is not always the case.

Women experience domestic violence regardless of their social group, class, age, race, disability, sexuality and lifestyle. Violence and abuse can begin at any time – in the first year or after years of marriage or living together.

Domestic violence can take a number of forms such as physical assault, sexual abuse, rape, and threats. In addition, it may include mental and verbal abuse and humiliation.

Women experiencing domestic violence tend to play down rather than exaggerate the violence. For some, the decision to seek help, to leave the abuser, or get the abuser to leave is quickly and easily made. For many, the decision will be long and painful as they try to make the relationship work and stop the violence. Women who leave often return to their partners hoping for an improvement in the relationship or because of financial or social pressures.

Men who are abusive to women do not necessarily abuse children, but it can happen. Children will react in different ways to being brought up in a home with a violent person. They may be affected by the tension or by witnessing arguments and assaults. They may feel that they are to blame, or feel insecure, alone, frightened or confused.

Domestic violence is a crime which the police now deal with as a very serious matter. Most forces have specially trained and experienced officers that can arrange medical aid, transport and a safe place for the victims.

There are several organizations that can give practical and emotional support to the victims. Refuges provide safe emergency and temporary accommodation, advice, information, support and a range of other services for women and children escaping violence.

Women's Aid is a key support agency for women and children experiencing domestic violence and runs a domestic violence helpline. Their services are confidential and completely free. The Samaritans offer confidential emotional support 24 hours a day by phone, face-to-face or by letter. There are over 200 branches in the UK and Eire staffed by trained volunteers.

4.2. Based on the text match a line in A with a word in B and a line in C

A	B	C
There is still a lot of confusion and misunderstanding	About	all the changes and upheavals.
Women experience domestic violence	Because of	they have left the relationship.
Victims of domestic violence are usually women	After	women and children experiencing domestic violence.
Domestic violence can take a number of forms	regardless of	a very serious matter.
Victims should seek legal advice from a solicitor	despite	domestic violence.
Women who experience domestic violence feel	for	this is not always the case.
Women do have legal rights in relation to their children	as	their social group, class, age, race, disability, sexuality and

		lifestyle.
Women's Aid is a key support agency	such as	what their partners say.
The police now deal with domestic violence	that	physical assault, sexual abuse, rape and threat.
Women often experience depression and anxiety	but	they are concerned about their children.
This may happen	if	they are to blame.

4.3. Fill in the blanks with one of the following adverbs.

completely directly effectively aggressively often x2
necessarily specially financially physically sexually
emotionally in fear alone in silence sympathetically

1. Nobody has the right to assault anybody, or
2. Women don't have to suffer or live
3. The police will deal with the victims
4. The victims' inquiry will be confidential.
5. The police is committed to improving the service offered to victims of domestic violence.
6. It is not easy for the victims to accept that someone they love and have trusted can behave so towards them.
7. Children are affected by the tension or by witnessing arguments and assaults.
8. Men who are abusive to women do not abuse children, but it can happen.
9. Most police forces have trained and experienced officers to deal with domestic violence.
10. Abused womenwonder how they will manage if they leave home.
11. Whatever abused women decide, they don't have to suffer

12. Domestic violence victims can contact Victim Support offices or ask the police to put them in contact with their local group.

LISTENING

1.1. Listen to a crime story. Answer the questions.

- Where were the burglaries taking place?
- What did he steal?
- What did Cooper do apart from stealing?
- What did he do if he found people at home?
- How was he caught?
- Where did the police find him?

1.2. Listen again and complete the extracts with the missing words. How is the structure different after *he is thought* and after *it is thought*?

- a. ...he is thought ____ ____ ____ between 50 and 100 burglaries in the area.
- b. It is believed ____ ____ ____ mainly interested in finding drugs.
- c. Cooper is also said ____ ____ ____ himself at home in the houses.
- d. ...it is thought ____ ____ ____ ____ to know someone there.

2. Listen to an interview with an ex-burglar. What reason does he give for each answer? What tips can you learn from what he says to protect yourself from being burgled?

Of all tips for keeping safe at home and in the street, which one do you think is the most useful? Why?

3.1. Listen to five people talking about different crimes and write speaker 1-5 next to each sentence.

- 1. The victim was congratulated by local people. _____
- 2. The victim was hurt during the incident. _____
- 3. The victim was lucky because the police saw the incident. _____

4. The victim and other people were too surprised to react. ____
5. The victim covered on of the stolen belongings. ____
6. The victim has experienced the same crime more than once ____

3.2. Listen again and mark the sentences true or false.

1. Speaker 1 was walking to work when the accident happened.
2. Speaker 2 takes precautions to avoid having things stolen.
3. Speaker 3 was robbed because he/she was not paying attention.
4. Speaker 4 was alone when the incident happened.
5. Speaker 5 was shopping when he/she witnessed a crime.

4. Listen to the text. Fill in the gaps.

This was something that _____ to a friend of mine. It was quite late, about half past eleven, and he was walking home from work. While he was going _____ the park, this guy came up to him and told him to give him all his money, which he did. Then the _____ asked him for his mobile phone, but my friend refused to give it to him, so the guy got out a knife and _____ him with it. By the time my friend got to hospital he was bleeding very _____, and later the doctors told him he'd been really lucky. It just shows it's better not to try to be brave if something like that happens to you.

I don't know why, but I always seem to have my _____ stolen when I'm abroad. I guess it because I'm speaking English and I _____ look like a tourist, or something. The last time, I was in a very touristy street in the centre of the town, but luckily I wasn't _____ much in my wallet, just a few coins. I've got so used to it now that I always take my _____ documents out of my wallet and leave them in the hotel. That way, if I'm _____, I only lose a bit of money.

I did something really stupid once. I was travelling home by _____ and I was really tired, so I _____ asleep. Unfortunately, I left my bag with all my things in it on the _____, and I didn't notice when someone took it. I realized what had happened when I woke up and as soon as the train _____ in the station I went straight to the

police. Amazingly, the police found my bag, but of course my ____, my phone. and my MP3 player were ____ missing. I can't believe I was so stupid!

My mum was on holiday once with a group of friends. They were walking back to their villa when a ____ tried to grab one of the women's bags. But she didn't let go and started _____. The other women started screaming too and all of them started hitting him. He ____ ____ without the bag and the group went into a café where the people had seen what had happened and all ____ them. After that, they decided to get a taxi back to the villa.

I was sitting in a coffee shop once when I saw someone take one of the other ____ bags. The thief was with a friend on a motorbike. The two of them ____ ____ outside the café together and then one of them ____ ____ and ran inside. He grabbed the first bag he came across and then ran back ____ of the door again. He jumped onto the back of the motorbike and the two of them ____ _____. It happened so fast that nobody had a chance to react.

SPEAKING

1.1. Read Part 1 of an American short story. Answer the questions with the partner.

1. Where does Susan want Stan to take her? To do what?
2. Why is Stan surprised?
3. What had happened to Susan the previous week?
4. Why does the writer say about Susan "she was right, of course, except about "hard-earned" part"?

LAZY SUSAN

By Nancy Pickard

"I want you to teach me how to shoot a gun," Susan Carpenter said to her husband at breakfast.

"You want me to do what?" Stan Carpenter stared at her, a piece of toast in his hand. "Take me to a shooting range." Susan placed a couple of mushrooms and a

fried egg carefully onto her bread to make a sandwich. It seemed a silly waste of effort to eat only one thing at a time. Her husband's surprise turned to delight.

'I think that's a wonderful idea!'

Ever since she'd been robbed the week before on a dark night in the parking lot of the Mulberry Street Shopping Center, Stan had been telling her to learn how to protect herself, preferably with a gun.

'Are you serious about this? You've always hated guns.'

'Well, it looks like you win, dear.'

'We'll go to a range tonight,' Stan promised. Susan had been more angry than scared when she was robbed that night. He hadn't hurt her much, just a light knock on the head with his gun before he took her purse. It was only a little injury added to the greater insult. She was so angry about it!

'Fifty dollars!' she said incredulously to the nice police officer. 'One minute I had fifty dollars in my purse and the next minute I had nothing. Fifty hard-earned dollars gone, just gone! I have to work hours to earn that much money, and he comes along and takes it just like that!'

She was right, of course, except about the 'hard-earned' part. That was a bit of an exaggeration. True, she did have a job as a receptionist in a sales office, but she didn't exactly work hard for her money. Oh, she was at work for eight hours every day, and she smiled at all the customers, and her bosses liked her, most people liked her. But there was more work that didn't get done than did. As she was always saying to her friends, 'Oh, well, you know me ... "Lazy Susan".'

1.2. Now read Part 2 and answer the question with a partner.

How does it feel?' said Stan.

'It feels OK,' said Susan. Actually, the little gun was surprisingly pleasant to hold. She lifted it and aimed it as Stan had instructed her, felt angry all over again at the thought of the robbery, and pulled the trigger.

'That's very good!' Stan shouted.

She'd never heard him shout before, but it was the only way of communicating at the Target Shooting Range. She wanted to point the gun at her mouth and blow the smoke away like John Wayne, but she didn't.

'Good evening, ladies.' The expert in self-defense stood beside a screen, and began by saying, 'The victim of a mugging usually looks like this . . .' A colored picture appeared on the screen. It was of a little old lady who was carrying a shopping bag in one hand and a purse in the other. 'She'll make it easy for the mugger to grab, push and run. He won't usually choose a victim who looks as if she might fight back.'

Another picture appeared on the screen — a younger woman, who looked strong, and whose hands were empty.

'If you want to avoid being mugged, walk confidently! Keep your head up. Pull your shoulders back. Let your arms swing, and don't carry a lot of packages. Carry your handbag under your arm, or hold it tightly with both hands. Look as if you know where you're going, even if you don't. Make that mugger think you're tough! Any questions?'

'Is there any way to recognize a mugger?' asked Susan. 'Sure.' The instructor smiled. 'He's the one in the dark clothes, hiding in the bushes.' Everyone but Susan laughed.

This was the third evening she had come. The first evening they had learned to scream loudly and to run fast. The second evening they had learned how keys and nail scissors could be used as weapons. Now they had learned 'Who Is A Likely Mugging Victim?'

All the ladies who went home later held their heads high and didn't walk near any bushes. Stan was amazed at how strong and confident Susan seemed after only three weeks of self-defense training. 'I've never seen you work so hard at anything,' he said.

'Well, some things are worth working hard at,' she said. 'And I'm still angry about being robbed!'

1. Where are Susan and Stan at the beginning of Part 2?
2. How does Susan feel about shooting?
3. According to the instructor, who is the typical victim of a mugging?
4. What kind of person does a mugger avoid?
5. How does the instructor recommend they should walk in order to look tough and confident?
6. How does the instructor say they can recognize a mugger?
7. What did he teach them in the previous two classes?
8. What surprises Stan about Susan?



'Yes, dear.' She smiled. 'I probably can.'

1.3. Read Part 3. Answer the questions with a partner.

The shops were closed when the last **movie-goers** came out into the large, dark, Mulberry Street Shopping Center parking-lot. It had been a Superman film. After two and a half hours of watching him bend iron and jump over tall buildings, Susan felt ready for anything.

Stan would not have **approved** of her going to the movies alone, of course, especially not back to the 'scene of the crime'. But he was away, and now she knew a thing or two about looking after herself.

A dark group of bushes stood between her and her car. She walked confidently through them, then turned and bent down a little to look carefully behind her. She saw the man before He noticed her. Everything she had learned about self-defense **went through her mind**: she examined his walk, the look on his shadowed face, and the object in his hands. She thought of those hours she'd had to work to earn fifty dollars, and of the **so-and-so** who had stolen it from her so easily. She took from her pocket the little gun that Stan had taught her to use. Then, just as the man stepped past the bushes, she jumped behind him so he couldn't see her.

1. What effect did watching Superman have on Susan?
2. How did Susan feel about going to the cinema alone this time?
3. What did she think about when she saw the man?
4. Look at the **words and phrases in bold** and try to work out their meaning from the context.
5. What do you think is going to happen next?

1.4. Read the end of the story. In pairs, discuss what you think happened, and what Susan is going to do in the future. Do you like the way the story ended? Did it end the way you expected?

She put the gun against his head.

'I don't want to hurt you,' Susan said in her confident new voice, which sounded lower than normal. 'I just want your money.'

The little old man dropped his shopping bag beside one leg of Susan's trousers.

'There's been another mugging at the shopping center!' Stan folded back the local newspaper. The edges touched his fried egg. 'That just proves what I've said. You should never go there alone at night. You won't, will you, Susan?'

'You're getting egg on your trousers, dear.' 'What? Oh! It's all over the floor, too.'

'Don't worry about it,' said Susan. 'I'll clean it up. I have lots of extra time now.'

Stan smiled a little nervously. He was glad she had stopped doing that low-paying job at the sales office, but he was afraid his lovely but lazy Susan might not try very hard to find another job. 'You'll have time to train for something better,' he said, hopefully. 'I'm sure you can find an easier way to make money.' Lazily, Susan stirred her coffee.

'Yes, dear.' She smiled. 'I probably can.'

2. Work in pairs. Let another pair choose seven questions from the list below for your pair to answer. You will get 10 minutes to discuss everything and come to one conclusion concerning every question. Share your conclusions with the class.

- Is crime a serious problem where you live?
- What kinds of crimes happen often?
- Do the police do a good job in your country?
- How do you feel when you see a police officer?
- Are some people naturally bad or does their upbringing and environment lead them to commit crimes? How much should we blame society and how much should we blame the person?
- How can stores stop shoplifters?
- At what age are we fully responsible for our actions? What is the youngest age that a criminal should be punished as an adult?
- How do you feel about drunk driving? What is the proper punishment for someone who drinks alcohol and drives?
- Have you ever seen a crime being committed? What did you see?
- If a person acts in self-defense and accidentally hurts someone, should they be punished?
- Is carrying a gun a good way to stay safe?
- What does 'crime doesn't pay' mean? Do you agree?

- Does your country have the death penalty? What do you think about this kind of punishment?
- Has someone ever stolen from you? What did they take? How did you feel?
- How can we reduce crime - with harsher punishments or better education?
- Is the goal of prison to punish or to rehabilitate? Can people change?
- Is there any illegal behavior in your country that you think should be legal?
- Is there legal behavior in your country that you think should be made illegal?
- Do rich people get away with crimes? Is the system unfair?
- Do you enjoy television shows about crime and the police? Which ones are good?
- Is the overall crime rate increasing or decreasing where you live?
- Do you think the world will be safer or more dangerous in the future?

PROJECT WORK

1. As in all large cities, crime can be a problem in Kyiv and other Ukrainian cities. Western visitors, especially short-term visitors such as tourists and students, are potential targets. Most street crime is non-violent. **Make at least five of common sense security precautions for foreigners living or traveling in Ukraine, for example:** *Avoid wearing conspicuous and expensive jewelry. Limit the amount of money, the number of credit cards, and other important documents (U.S. driver's license, checkbooks, etc.) that you carry.*

2. **Work in groups and discuss the main provisions of the Criminal Code of Ukraine. What chapters, articles would you like to change to make it more effective in practice? Why?**

3. **Choose a topic from the following and make a project about crimes of domestic violence and associated punishments giving as many details as possible and using charts, pictures and photographs:**

- Watch the news to find out which crimes are reported and how many of them relate to domestic violence in a week
- Retell a case of domestic violence that you know or have heard of, either recently or in the past
- Is punishment for domestic violence effective or should it be changed?
- Conduct a survey on how people feel about domestic violence (Is it ever necessary ... acceptable ... not a case for concern?)
- Responsibility in the case of domestic violence
- The role of the police in preventing, detecting and solving Domestic Violence cases.

WRITING

1. Prepare a narrative description of a crime scene.

A crime scene investigation should provide detailed documentation of the condition of the scene and a collection of evidentiary items that can be analyzed to assist the investigation. Consider what should be present at a scene (victim's purse or vehicle) and is not observed and what is out of place (ski mask).

- represent scene in a "general to specific" scheme;
- consider situational factors: lights on/off, heat on/off, newspaper on driveway/in house, drapes pulled, open or shut;
- biological evidence (e.g., blood, body fluids, hair and other tissues) • latent print evidence (e.g., fingerprints, palm prints, foot prints) • footwear and tire track evidence • trace evidence (e.g., fibers, soil, vegetation, glass fragments) • digital evidence (e.g., cell phone records, Internet logs, email messages) • tool and tool mark evidence • drug evidence • firearm evidence.

2. Write a report to the head of a police department about one of the following cases you are currently investigating:

- shooter in school killed 11 schoolmates
- a young girl murdered by her boyfriend

- shoplifter stole a wallet and tried to escape
- a kidnapped child was found in the other city

3. Write an essay on one of the following topics:

- the most common crimes against persons in Ukraine;
- the effectiveness of penalties for the criminals in Ukraine;
- Criminal Code of Ukraine. Chapters, articles that are urgently needed to improve;
- The European Union country with a high/low rate of crime against a person;
- Measures that could make your community safer.

UNIT 13 CRIMES AGAINST PROPERTY

WARM UP

1. In pairs, answer and discuss these questions.

- What can you do to prevent being a victim of crime?
- Do you think that people feel safer when they see a lot of police officers in the streets?
- What would you do if you suspected that someone was breaking into your house at night?
- What kinds of property crimes do you know?
- How to define larceny/theft?
- How larceny differs from burglary and robbery?
- What the two major categories of larceny are?
- What the common types of larceny/theft are?
- How to define shoplifting, pocket picking and motor theft?

VOCABULARY

1. Match each word or expression on the left with the correct translation on the right.

1. burglary	a. шахрайство
2. larceny	b. викрадення транспортного засобу
3. theft	c. повітряне піратство
4. motor vehicle theft	d. підробка
5. arson	e. вандалізм
6. shoplifting	f. нічна крадіжка із зломом
7. vandalism	g. кишенькова крадіжка
8. pick pocketing	h. крадіжка, злодійство
9. hijacking	i. підпал
10. embezzlement	j. розтрата, привласнення

11. fraud	k. крадіжка у магазині
12. forgery	l. крадіжка

2. Complete the chart with the appropriate words.

Crime	Criminal	Verb
Arson	...	to set fire to (a building, etc)
Burglary	Burglar	to ... a house
Joyriding	...	to go joyriding
...	mugger	to mug someone
shoplifting	...	to shoplift
robbery	robber	to ... someone / a place, a person, a bank, shop,etc.
...	thief	to steal money, an object
vandalism	vandal	to ... something
forgery	...	to forge smb.'s signature, document,etc.
blackmail	blackmailer	to ...

3. Choose the correct answer A, B or C, to complete both sentences in each pair.

- The arsonist ____ fire to a school on Monday.
a) did b) set c) put
- A detective interviews witnesses and _____ evidence.
a) collects b) makes c) watches
- The judge decided that both men were _____ and sentenced them to three years in prison.
a) guilty b) innocent c) free

4. Three teenagers were arrested for dealing_____ in the nightclub.
a) medicine b) items c) drugs
5. Lena's grandmother was _____ on the train.
a) stolen b) robbed c) mugged
6. A _____ was arrested today after a house was burgled on Vine Street.
a) man b) thief c) suspect

4. Complete the sentences with the correct form of the words in capitals.

1. The _____ tried to hide the DVD under his coat, but a police officer saw him.

SHOPLIFT

2. Tom faced total_____ when Fern told all their friends about his lies.

HUMILIATE

3. The _____ got a four-year sentence for setting fire to the department store.

ARSON

4. The offenders were planning to_____ the museum. **ROB**

5. If you have ever downloaded music illegally, you have committed online _____. **PIRATE**

The painting was a very clever _____. **FORGE**

5. Choose the correct options.

1. Police say last week's fire at the Sunset Cinema was *arson* / *arsonist*.
2. My life as a drug *dealer* / *dealing*' read our amazing interview with an ex-criminal.
3. DVD *piracy*/ *pirate* falls as more people download films legally online.
4. Film star tells her terrible secret: "I was a celebrity *shoplifter* / *shoplifting*".
5. Police question students after *thieves* / *thefts* steal exam papers from city school.
6. The thief *robbed* / *stole* my wallet.

6. Complete the words in the sentences. Some letters are given.

Example: Police have arrested three suspects in the murder case but they don't have a lot of evidence yet.

1. Last night a man was *m*____*d* outside his home. Police say the dead man was a drug dealer.
2. *V*____*s* sprayed graffiti and broke windows at a shopping centre on Friday evening.
3. Police are currently interviewing two *w*____*s* who saw the thief when he was leaving the jewellery store.
4. The arsonist had set *f*____*e* to the car while the owners were away on holiday.
5. *S*____*g* is a real problem. Our chain of stores loses thousands of euros every year.

7. Name the crimes described in the situations below.

1. A woman was caught leaving the shop with four bottles of perfume in her bag.
2. Two armed men attacked security guards as they were delivering money to a bank.
3. The secretary threatened to send Mr. Baxter's wife the photographs unless he paid her twenty thousand pounds.
4. Somebody broke into our house when we were away on holiday and took our TV.
5. The police claim that the fire which destroyed a factory last night was started deliberately.
6. The man, armed with a knife and a hand grenade, forced the pilot of the 737 to fly to Madrid.

READING

1.1. Read the text 'Crimes Against Property' and answer the questions below.

Property crime is a category of crime, usually involving private property, that includes burglary, larceny, theft, motor vehicle theft, arson, shoplifting, and

vandalism. Property crime is a crime to obtain money, property, or some other benefit. This may involve force, or the threat of force, in cases like robbery or extortion. Since these crimes are committed in order to enrich the perpetrator they are considered property crimes. Crimes against property are divided into two groups: destroyed property and stolen property. When property is destroyed, it could be called arson or vandalism. Example of the act of stealing property is robbery or embezzlement.

Property crimes are high-volume crimes, with cash, electronics (e.g. televisions), power tools, cameras, and jewelry often targeted. "Hot products" tend to be items that are concealable, removable, available, valuable, and enjoyable, with an ease of "disposal" being the most important characteristic.

Burglary is a property crime that involves breaking and entering into a commercial establishment or a home with the purpose of committing some sort of crime inside, such as stealing. According to a 1999 poll, up to 50% of burglaries are not reported, and this is due to its incredibly low solvability rate. Burglaries tend to occur the most in late summer and are most likely to happen during the day, when the odds are good that no one will be home.

An example of burglary would be if an individual broke a window and climbed through it. Then, the person stole a few lamps and a television, left back out the window and ran away with the items.

Larceny is the unlawful taking of another person's property with the intention to deprive the owner of it. If the stolen object is above a large value, then it is considered a felony and is called a grand theft. A petty theft is stealing an object with small value which would pass as a misdemeanor. If a person has a lost item in possession, and a reasonable method exists for finding the owner, they must return it or it would be considered larceny. For example, if one finds a wallet with an ID in it, it is their duty to find a method to return it to the owner. Shoplifting and attempted shoplifting fall under this category.

Theft is a property crime that involves taking the property or services of another person without the other person giving consent. Theft can be done without

the other person's knowledge, by tricking the other person, or by threatening or intimidating them. The items taken can be tangible, such as vehicles, clothing, tools or other items. Theft can also be of services, such as having a homeowner pay someone to snow blow their driveway in the winter and the person never completing the job.

Shoplifting is one type of theft and involves taking items from a retail store without paying for the items. One example of shoplifting might be if an individual goes into a dressing room at a store pretending to try on clothes. That individual then hides the new clothes that he has not yet paid for under the current clothes that he is wearing and tries to leave the store without paying for them.

Motor vehicle theft is a common form of property crime, often perpetrated by youths for joyriding. About 15-20% of motor vehicle thefts are committed for their auto parts or with an intent of re-selling them on the black market. Crime prevention and target-hardening measures, such as car alarms and ignition locks, have been effective deterrents against motor vehicle theft, as have been practices such as etching VINs on car parts.

Arson is defined as the willful and malicious burning or charring of property. There are many types of arson crimes, including setting fire to one's property with fraudulent intent-like when someone burns their house to collect insurance money. While the majority of arson crimes involve damage to buildings, arson can also be committed by a person who sets fire to forest land or a boat. Arson statutes typically classify arson as a felony due to the potential to cause injuries or death.

Vandalism is a broad category crime that is used to describe a variety of behaviors. Generally, it includes any willful behavior aimed at destroying, altering, or defacing property belonging to another, which can include:

- Spray painting another's property with the purpose of defacing;
- "Egging" someone's car or house;
- Keying (or scratching) paint off of someone's car;
- Breaking someone's windows;

- Defacing public property with graffiti and other forms of "art";
- Slashing someone's tires;
- Defacing park benches;
- Altering or knocking down street signs; and
- Kicking and damaging someone's property with your hands or feet.

Pickpocketing is a form of larceny that involves the stealing of money or other valuables from the person or a victim's pocket without them noticing the theft at the time. It may involve considerable dexterity and a knack for misdirection. A thief who works in this manner is known as a pickpocket.

-
1. What are the main categories of crimes against property?
 2. What are three examples of crimes against property?
 3. What is the legal definition of burglary? What is an example of burglary?
 4. What crimes are considered larceny? What does it mean to be charged with larceny?
 5. What is considered shoplifting? Is shoplifting a serious crime?
 6. What is the definition of theft in law?
 7. What is the difference between theft and shoplifting?
 8. What is the legal definition of motor vehicle theft?
 9. What does arson mean?
 10. What is vandalism and examples?
 11. What's the meaning of pickpocketing? What is the punishment for pickpocketing?
 12. Which type of property crime is most common?

1.2. Match the beginning of the phrase with its appropriate end based on the text.

1. category of crime, involving	a) and climbed through it
2. examples of the act of	b) youths for joyriding

3. the purpose of committing some	c) for the items
4. an individual broke a window	d) an object with small value
5. a petty theft is stealing	e) private property
6. without paying	f) sort of crime
7. often perpetrated by	g) on the black market
8. an intent of re-selling them	h) stealing property
9. effective deterrents against	i) house to collect insurance money
10. when someone burns their	j) at destroying
11. willful behavior aimed	k) motor vehicle theft

1.3. Use the words in the box to complete the text.

arson	burglary	computer crime	embezzlement	extortion	forgery
theft	mugging	receiving stolen property	robbery	shoplifting	
taking a vehicle without consent	vandalism				

a) ... is the willful and malicious burning of another person's property, whether owned by the accused or not. If any property is burned with the intent to defraud an insurance company this is usually a separate crime.

b) ... also known as malicious mischief, is the willful destruction of, or damage to, the property of another. It includes such things as smashing telephone kiosks, breaking windows, ripping down fences, flooding basements and breaking car aerials.

c) ... is the unlawful taking of property of another with intent to steal it permanently. This crime also includes keeping lost property when a reasonable method exists for finding the owner, or if you keep property delivered to you by mistake..

d) ... is a form of theft (or larceny in US). It is the crime of taking items from a store without paying or intending to pay for them.

- e) ... is the unlawful taking of property or money by someone to whom it was entrusted. IN UK it is a form of theft.
- f) ... is the unlawful taking of property from a person's immediate possession by force or intimidation, generally in banks, trains etc. In fact, it involves two criminal intentions: theft of property and actual or potential physical harm to the victim.
- g) ..., popularly called blackmail, is the use of threats to obtain the property of another. Its statutes generally cover threats to do future physical harm, destroy property or injure someone's character or reputation.
- h) ..., originally defined as breaking and entering the dwelling of another during the night with intent to commit a felony (commit theft –UK), now includes the unauthorized entry into any structure with the intent to commit a crime, regardless of the time of day.
- i) ... is a crime in which a person falsely makes or alters a writing or document with intent to defraud. It can also mean altering or erasing part of a previously signed document.
- j) ... is a crime of receiving or buying property that you know or have reason to believe is stolen. Knowledge that the property is stolen may be implied by the circumstances.
- k) ... is committed when a person takes, operates, or removes a motor vehicle without consent of the owner, including *joy-riding*. A passenger in a stolen car may also be guilty if that person had reason to believe the car was being used without permission.
- l) ... can be broadly defined as the unauthorized access to someone else's computer system. Most of the time, such action is designed to steal government or trade secrets and sell them to business rivals or foreign governments.
- m) ... is attacking and violently robbing a person out of doors (e.g. in a park, in a car park or in the street).

2. Read and translate the article ‘Property crime statistics and facts in the USA’. Work in pairs and research property crime statistics of Ukraine for each bullet point.

You are more likely to be a victim of property crime than any other type of crime. Prevention is the key to reducing your risk of victimization.

- Property crime makes up 85% of all crime in the US.
- In 2018, a property crime occurred every 4.4 seconds in the US.
- Approximately 21 property crimes were reported per 1,000 people in 2019.
- There were around 7 million property crimes reported in 2019 - that's 4% fewer than in 2018 and 24% fewer than in 2010.
- 18% of Americans reported a personal experience with property crime in 2020, and 42% think a property crime could happen to them.
- Package theft is the number one property crime concern across the US.
- \$13.3 billion worth of property was reported stolen in 2019, and 28.9% was recovered - an increase of 11% from 2015.
- Burglaries account for 16% of all property crimes and \$3 billion worth (19%) of all property crime losses in 2019.
- The average loss per burglary was nearly \$2,700 in 2019.
- Larceny-theft accounted for 73% of all property crimes and almost \$6 billion in losses.
- The average loss per larceny-theft is just over \$1100 per incident.
- Motor vehicle thefts are the most costly property crime, accounting for more than \$6 billion in losses, with the average loss per victim landing around \$8,800.
- Only 17.2% of all property crime offenses were cleared by law enforcement in 2019.

3.1. Read and translate the text ‘Burglary a threat to mental health’.

A new study shows that experiencing a burglary is a serious threat to people's mental health. The survey is from the British charity Victim Support and the home security company ADT. Researchers interviewed 1,000 people who had been

burgled. They found that a quarter of them suffered from anxiety or forms of depression, while a further 25 per cent felt saddened by the thought they could no longer protect their home and family. The researchers said that feelings of insecurity set in for many people after a burglary. They reported that 37 per cent of burglary victims suddenly became afraid of being mugged in the streets, something they had not feared before being burgled.

Professor Paula Nicolson from the British Psychological Society warned that people and the police underestimate how serious a crime burglary is. Many people fail to realize it can leave victims traumatized. She said: "Burglary is frequently seen as a minor crime – one that may be resolved and forgotten by the victim. However psychologically and emotionally the experience of being burgled is likely to have a severe emotional outcome for many victims who were, up to then, leading ordinary lives." She added the undue trauma resulted for some people in "the compulsion to move house, depression, anxiety, sleeplessness and even marital breakdown".

3.2. Mark the sentences true or false.

- a) The study is from a U.K. prison service.
- b) Over 10,000 people took part in the study.
- c) A quarter of participants were sad they could not protect their home.
- d) Over a quarter of those burgled are now afraid of street crime.
- e) A professor thought police should view burglary being more seriously.
- f) The professor said most people though burglary was a serious crime.
- g) The professor said most people forget the experience of being burgled.
- h) Some burglaries result in the break-up of marriages.

3.3. Match the words from the text with their synonyms.

1. serious	a. miscalculate
2. forms	b. consequence

3. insecurity	c. attacked
4. mugged	d. understand
5. feared	e. grave
6. underestimate	f. worried about
7. realize	g. marriage
8. resolved	h. types
9. outcome	i. cleared up
10. marital	j. defenselessness

3.4. Match the beginning of the phrase with its appropriate end based on the text.

1. home	a. suffered from anxiety
2. a quarter of them	b. emotional outcome
3. feelings of	c. security company
4. afraid of being	d. before being burgled
5. something they had not feared	e. people traumatized
6. police underestimate how serious	f. ordinary lives
7. people fail to realize it can leave	g. mugged in the streets
8. likely to have a severe	h. a crime burglary is
9. leading	i. breakdown
10. marital	j. insecurity

4.1. Read the text ‘Preventing car theft’.

Technological advancements mean criminals can now intercept the signal from the key fob that is used to open modern vehicles and start the ignition. They can do this from by your home, replicate the signal and steal the vehicle in a matter of minutes.

- Do not leave your key fob next to your front door or window.
- Store keys in an RFID box to stop a signal being emitted.

- Park vehicle in a secure area to deter criminals targeting your vehicle.

Another way that criminals exploit the key fob is during the process of locking the vehicle. As you lock your car, criminals can intercept and block the “lock signal” sent by the key fob to the vehicle, leaving it unlocked. The criminal can then easily steal the contents inside the vehicle, or the vehicle itself.

- Be aware of suspicious people around you while you lock your car.
- Check the doors are locked before leaving the car.
- And let’s not forget the obvious for all vehicles (yes, many people do...)
- Always lock your vehicle and don’t leave it unattended with the engine running
- Use all protection you have on the vehicle and display their labels visibly.
- Never mark your car keys with your name and address (in case you lose the keys).
- Do not keep registration papers in your vehicle; this makes it difficult for the thief to sell it on the black market.
- Do not keep valuables or a GPS visible in the car.

Carjacking

Carjacking is a major issue in certain regions of the world. This involves an attack on a driver with the aim of robbing the person, stealing the car, or both.

- Check the back seat or hatch for intruders before getting into your car.
- Once inside the car, lock all doors and, if possible, leave windows up until you have reached your destination.
- Remain alert and check that you are not being followed and that there are no suspicious vehicles and/or people following you, or loitering around your home.
- Be careful if you witness a minor accident or if someone tries to wave you down: it may be simulated as a distraction. If you suspect something is wrong, do not get out of the car, and open the window only slightly to speak. Drive away if you feel threatened.

- Do not resist if you are attacked. Whatever the value of your car, it is not worth your life.

What to do if your vehicle is stolen

- In the event that you see someone stealing your car, do not try to stop him physically. Instead, make as much noise as possible and call the police.
- Report the theft as soon as possible. Stolen vehicles are often used to commit other offences (bank robberies, murders, etc.).
- Never accept any attempt at blackmail or "business offers" from criminals in order to regain your vehicle. Inform the police in case of any contact with criminals.
- Be prepared: Always have the following information about your vehicle ready: year, make/model, license plate, Vehicle Identification Number (VIN), colour, any distinguishing features, radio number and GPS number.
- Keep note of distinguishing marks such as scratches and dents. Mark accessories.

4.2. Are the statements true or false?

1. Store keys in a pocket to stop a signal being emitted.
2. Park vehicle in front of your house to deter criminals targeting your vehicle.
3. The criminal can then easily steal the contents inside the vehicle.
4. Always leave your vehicle unattended with the engine running.
5. Mark your car keys with your name and address (in case you lose the keys).
6. Do not keep registration papers in your vehicle.
7. Keep a GPS visible in the car.
8. Carjacking is an attack on a driver with the aim of robbing the person stealing the car, or both.
9. If you suspect something is wrong, get out of the car.
10. The value of your car is worth your life.
11. If your vehicle is stolen don't disturb the police!

4.3. Choose the correct words to complete these sentences.

1. The criminal can easily *steal/ target/ deter* the contents inside the vehicle.
2. Be aware of *suspicious / innocent/ guilty* people around you while you lock your car
3. Check the doors are *locked/ opened/ unlocked* before leaving the car.
4. Report the *theft/ burglary/ robbery* as soon as possible.
5. Inform the police in case of any contact with *criminals/ deterrent/ intruders*.

LISTENING

1. Follow the link and listen to the dialogue. Complete the crime report form using the information from the dialogue. Write one word and/or a number for each answer. <https://ieltstrainingonline.com/practice-cambridge-ielts-14-listening-test-01-with-answer-and-transcript/>

CRIME REPORT FORM	
Type of crime:	theft
<u>Personal information</u>	
<i>Example</i>	
Name :	Louise ... <i>Taylor</i> ...
Nationality:	(1)
Date of birth:	14 December 1977
Occupation:	interior designer
Reason for visit:	business (to buy antique (2).....)
Length of stay:	two months
Current address:	(3) Apartments (No 15)
<u>Details of theft</u>	
Items stolen:	– a wallet containing approximately (4) £ – a (5)
Date of theft:	(6)

<u>Possible time and place of theft</u>	
Location:	outside the (7)..... at about 4 pm
Details of suspect:	– some boys asked for the (8)..... then ran off – one had a T-shirt with a picture of a tiger – he was about 12, slim build with (9)..... hair
<u>Crime reference number allocated</u>	
(10).....	

2.1. Follow the link and listen to the article “Stealing food is not a crime, says Italian court”. <https://breakingnewsenglish.com/1605/160507-food-theft-a.html>

2.2. Read the headline. Guess if a-h below are true or false.

- The court in the article is Italy's highest court of appeal.
- The man who stole the food was from Milan.
- The man was given a \$1,000 fine.
- The court said it wasn't a crime because it was a small amount.
- People hope the case will put a focus on homelessness in Italy.
- A judge said no one would be arrested for stealing food.
- A lawyer suggested more people might be let off for stealing food.
- An Italian newspaper disagreed with the court's decision.

2.3. Guess the answers. Listen to check.

- | | |
|---|--|
| 1) An Italian court has ruled that food theft brought about by hunger _____ | 2) sentenced to six months in jail for stealing cheese and a _____ |
| a. is not illegally | a. sausage worthy \$4.50 |
| b. is not a legal | b. sausage worth \$4.50 |
| c. is not illegal | c. sausage worse \$4.50 |
| d. is non illegal | d. sausages worth \$4.50 |

- 3) Mr Ostriakov was also fined \$115 by _____
- the trials court
 - the trial court
 - the trialed court
 - the trail court
- 4) appealed for a reduction in that fine and were surprised when the whole _____
- conviction was quashed
 - conviction was squashed
 - conviction was coshed
 - conviction was quacked
- 5) because he stole a small amount of food _____
- out for desperation
 - in for desperation
 - outer desperation
 - out of desperation
- 6) Many people hope Mr Ostriakov's case will highlight the _____
- intent of poverty
 - content of poverty
 - next tent of poverty
 - extent of poverty
- 7) other hungry people who are arrested for shoplifting will _____
- not be conviction
 - not be convicted
 - not been convicted
 - not be convicts
- 8) People should not be punished if, forced by need, they steal small _____
- quantity of food
 - quantities of food
 - quantities off food
 - quantities of feed
- 9) in order to meet the basic requirement of _____
- feed in themselves
 - feeding themselves
 - feeding in themselves
 - feeds in themselves
- 10) The court's decision reminds us all that in a civilized country, no one should be allowed _____
- to die of hunger
 - to die for hunger
 - to die from hunger
 - to die off hunger

2.4. Listen and fill in the gaps.

An Italian court has ruled that food (1) _____ by hunger is not illegal. Italy's highest court of appeal, the Supreme Court of Cassation, (2) _____ conviction of a homeless Ukrainian man, Roman

Ostriakov, who was sentenced to six months (3) _____ cheese and a sausage worth \$4.50. Mr Ostriakov was also fined \$115 by the trial court. His lawyers (4) _____ for a reduction in that fine and were surprised when the whole conviction was quashed. The court said Mr Ostriakov taking the food, "does not (5) _____" because he stole a small amount of food out of desperation. The court of appeal ruled that stealing (6) _____ food to stave off hunger is not a crime.

Many people hope Mr Ostriakov's case will (7) _____ of poverty and homelessness in Italy. They also (8) _____ may mean other hungry people who are arrested for shoplifting will not be convicted. Criminal lawyer Maurizio Bellacosa said the Ostriakov case, "is a new principle, and it might lead to a more (9) _____ of the state of necessity linked (10) _____". The court ruled in a statement that: "People should not be punished if, forced by need, they steal small quantities of food in order to meet the (11) _____ of feeding themselves." Italy's La Stampa newspaper said: "The court's decision reminds us all that in a civilized country, no one should be allowed (12) _____."

2.5. Answer the comprehension questions.

1. How high was the court that made the decision?
2. Where was the man who stole the food from?
3. How much was the food he stole worth?
4. How much was the man initially fined by the court?
5. What did the court say the man stole the food out of?
6. What do people hope the case will highlight in Italy?
7. For which crime might people not be convicted?
8. What is Maurizio Bellacosa's job?
9. What was the basic requirement for people mentioned in the article?
10. What is the name of the newspaper that spoke about the case?

3.1. Follow the link and listen to the article “Micro-Crime”

<https://breakingnewsenglish.com/1610/161026-micro-crime-11.html>

3.2. Read the headline. Guess if a-h below are true or false.

1. A report says there is a wave of micro crime in Britain.
2. Researchers were not surprised by their findings.
3. The report says three in four British people are hiding a criminal past.
4. The most common micro crime in Britain is related to tax.
5. The middle class commits more micro crimes than the working class.
6. Women commit more micro crimes than men.
7. The second most common micro crime was not paying for shopping bags.
8. Lying about your age to get a better deal is not a micro crime.

3.3 Guess the answers. Listen to check.

- | | |
|---|---|
| 1) a British market research company
says there is a "_____ crime" | b. except that
c. excerpt that
d. expert that |
| a. weave of micro
b. waiver of micro
c. wave of micro
d. waft of micro | 4) people are 'micro-criminals' –
having [done] at least one very
_____ crime |
| 2) Researchers from the organization
YouGov said they were shocked ____ | a. minor or 'micro'
b. miner or 'micro'
c. manor or 'micro'
d. mine are or 'micro' |
| a. by them findings
b. by their finding
c. buy their findings
d. by their findings | 5) paying someone cash for services,
knowing that the person will ____ it |
| 3) a data analyst at YouGov, said:
"Looking around you, you probably
wouldn't _____." | a. not pays tax on
b. not pay tax on
c. not paid tax on
d. not payee tax on |
| a. expect that | |

6) YouGov says that men and middle-class people were the most _____ these

- a. likely to commits
- b. likely to commit
- c. likely to committed
- d. likely to committee

7) while the figure was closer to 70 per cent for _____ people

- a. working-class
- b. walking-class
- c. weakling-class
- d. walk-in-class

8) The second-most commonly committed crime was illegally downloading _____ shows

- a. or steaming TV
- b. or stream in TV
- c. or storming TV
- d. or stealing TV

9) Slightly fewer than 30 per cent of people said they _____

- a. had doing this
- b. had done these
- c. had done this
- d. have done this

10) lying about your age to get _____

- a. a better deal
- b. a better stea
- c. a better teal
- d. a better doll

3.4. Listen and fill in the gaps.

A new report from a British market (1) _____ says there is a "wave of micro crime" in the country. Researchers from the organization YouGov said they were (2) _____ findings. Matthew Smith, a data analyst at YouGov, said: "Looking around you, you probably wouldn't (3) _____ in every four people you see are [hiding] a criminal past. Yet that's exactly what (4) _____ new research... [shows] that as many as 74 per cent of British people are 'micro-criminals' – having [done] (5) _____ very minor or 'micro' crime."

The most common crime confessed to by the British public is paying someone cash for services, knowing that the person (6) _____ on it. YouGov says that men and (7) _____ were the most likely to commit these micro crimes. Researchers say 77 per cent of men and 71 per cent of (8) _____ micro crimes. About 80 per cent of middle-class people admitted to committing micro crimes while the (9) _____ to 70 per cent for working-class people. The second-most commonly committed crime was (10) _____ or streaming TV shows, movies or music. Slightly fewer than 30 per cent of people (11) _____ done this. Other micro crimes included not paying for plastic bags in supermarkets, lying (12) _____ to get a better deal, and eating things in a supermarket without paying.

3.5. Answer the comprehension questions below.

1. What kind of company made the report?
2. How did the researchers feel about their findings?
3. What did the researchers say three in four British people were hiding?
4. How many micro crimes have 74% of British people done?
5. What will some people not pay when they get cash?
6. Which class of people was most likely to commit micro crimes?
7. What percentage of women committed micro crimes?

8. What is the second most common micro crime?
9. What percentage of people had illegally downloaded things?
10. What did people lie about to get a better deal?

SPEAKING

1. Agree or disagree with the following statements.

1. Burglary is the crime of breaking into a dwelling by night with the intent to commit a serious crime such as murder.
2. Robbery is a commission of theft without violence.
3. Robbery doesn't involve the application of force in order to commit the theft.
4. The essence of burglary is normally the entry into a building with a peaceful intent.
5. Fraud is a method of legally getting money or property from someone, often by using clever and complicated methods.
6. Robbery is the practice of hypnotizing people in the street.
7. Entry with the intent to commit a crime is merely a trespass.
8. Robbery involves many participants and precise planning to steal things from a bank.

2. Read the following statements. In pairs answer the questions and discuss them.

a) Many crimes are often related to the consumption of alcohol. Some people think that the best way to reduce the crime rate is to ban alcohol.

- Do you think this is an effective measure against crime?
- What other solutions can you suggest?

b) Some people think that the government should be responsible for crime prevention, while others believe that it is the responsibility of the individual to protect themselves.

- Discuss both sides and give your opinion.

- c) Some people think that poverty is the reason behind most crimes.
- Do you agree or disagree?
- d) The crime rate nowadays is decreasing compared to the past due to advance technology which can prevent and solve crime.
- Do you agree or disagree?
- e) Many criminals commit further crimes as soon as they released from prison.
- What do you think are the causes of this?
 - What possible solutions can you suggest?
- f) In some societies, the number of crimes committed by teenagers is growing. Some people think that regardless of age, teenagers who commit major crimes should receive adult punishment.
- To what extent do you agree?
- g) Some countries are struggling with an increase in the rate of crime. Many people think that having more police on the streets is the only way to reduce crime.
- To what extent do you agree?
- h) It is often thought that the increase in juvenile crime can be attributed to violence in the media.
- Do you agree that this is the main cause of juvenile crime?
 - What solutions can you offer to deal with this situation?

3.1. Read the case of the teenagers and the store owner from the human rights and express your opinion according to the text.

Mr. Zimmerman, who is white, has owned Smart Clothing, a clothing store in an urban area, for over twenty years. The city's population used to be about 80 percent white, and most of Smart Clothing's customers were also white. Crime- and in particular, shoplifting-used to be very low, but the rate has risen in recent years. During this time more African Americans and Hispanics have moved into the city, and they have become the store's principal customers.

Over the past year, Mr. Zimmerman increased security in the store and even began to search some suspicious-looking customers. He put up a highly visible sign for people to see as they entered the store:

"Due to an increase in shoplifting, all customers must agree to be subject to random searches as requested by the security guard. We apologize for the inconvenience, but reducing the incidence of shoplifting will result in lower prices for our law-abiding customers and enable us to stay in business. "

During the past year, over 200 customers have been searched because they were viewed as suspicious. In 50 cases, unpaid for goods were discovered. In 40 of these 50 cases, the arrested shoplifters were teenagers, and 90 percent of them were either African American or Hispanic. Because of the high percentage of teen and minority shoplifters, Mr. Zimmerman has instructed his security guards to "pay particular attention to these types of people." Consequently, the guards watch minority teens very closely, walking behind them while they are in the store, and search them more often than white teens or adults.

These events have upset many African American and Hispanic teens and some of their parents. The parents believe the teens' human rights have been violated. Mr. Zimmerman says he is just trying to protect his own human rights and those of his other customers. He says the increase in shoplifting has reduced his profits and that he may have to close the store if shoplifting continues at the same rate.

3.2. Answer the following questions.

1. What human rights might the teenagers claim are being violated by the searches?
2. What human rights might Mr. Zimmerman claim are being violated by the shoplifting?
3. Whose human rights are more important in this situation?

4. Role-play a meeting between Mr. Zimmerman, his security guards, and the teens. What other options might Mr. Zimmerman have for addressing the problem of shoplifting in his store?

4. Discuss the following questions.

1. Why do young people sometimes commit acts of vandalism?
2. What, if anything, can be done to reduce vandalism?
3. Should parents be criminally responsible for willful damage caused by their children? Why or why not? If you saw two youths throwing rocks through the windows of a school at night, would you report the youths to the police? Why or why not?
4. Suppose you saw two friends throwing rocks through the windows of a neighbor's home. Would you report your friends to the police? Why or why not?
5. Why do you think people shoplift? List the reasons.
6. What could be done to address each of the reasons for shoplifting you listed? Which would be most effective? Why?
7. If you saw a stranger shoplifting in a store, what would you do? Would your answer be different if you knew the person? If the person were a good friend of yours?
8. A famous movie star is caught shoplifting thousands of dollars worth of merchandise from an upscale women's clothing store. It is her first offense. What penalty should she receive? Would the penalty you recommend be different if she were not famous?

5. A Role Play. Express your opinion.

Role A – Stronger locks

You think stronger locks is the best defence against burglary. Tell the others three reasons why. Tell them why their things are not so good. Also, tell the others which is the least effective of these (and why): a neighbourhood watch scheme, better policing or web cams in the house.

Role B – Neighbourhood watch

You think a neighbourhood watch scheme is the best defence against burglary. Tell the others three reasons why. Tell them why their things are not so good. Also, tell the others which is the least effective of these (and why): stronger locks, better policing or web cams in the house.

Role C – Better policing

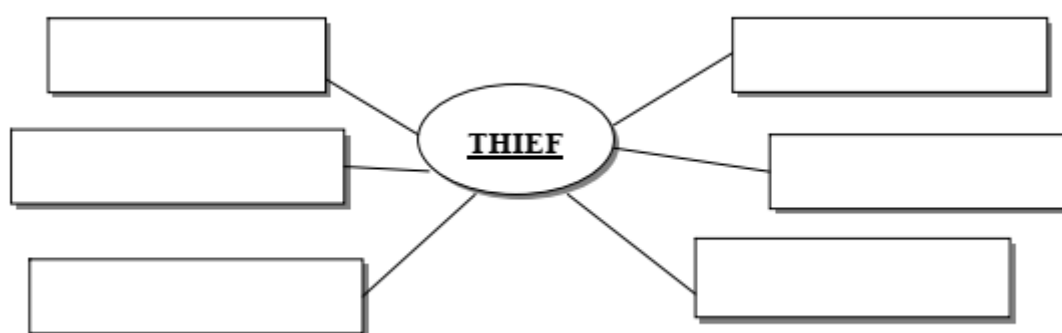
You think better policing is the best defence against burglary. Tell the others three reasons why. Tell them why their things are not so good. Also, tell the others which is the least effective of these (and why): a neighbourhood watch scheme, stronger locks or web cams in the house.

Role D – Web cams in the house

You think web cams in the house is the best defence against burglary. Tell the others three reasons why. Tell them why their things are not so good. Also, tell the others which is the least effective of these (and why): a neighbourhood watch scheme, better policing or stronger locks.

PROJECT WORK

1. “Thief” is a very general term. Write more specific names for a thief in each space. Give the definition to each word.



2. Look at the crime statistics in the United States. Prepare a detailed report to the group.

Incidence of property crimes in 20__

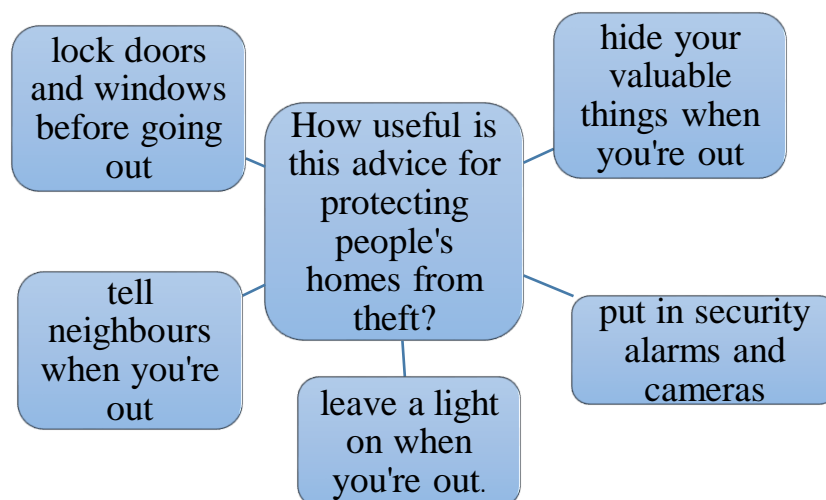
Property crime	# of crimes reported	% of all property crime
Burglary	1,117,696	16.1%
Larceny-theft	5,086,096	73.4%
Motor vehicle theft	721,885	10.4%
TOTAL property crimes	6,925,677	—

3. Look at the diagram below and say what effect each of these factors has on the crime rate and why.



4. Look at the diagram. It shows advice about how people can protect their homes from theft. In pairs, follow these steps. What advice could you give to people who want to protect their home? Prepare a report.

- Talk to each other about how useful this advice is.
- Decide which piece of advice is the most useful.



WRITING

1. Imagine you witnessed a crime. Plan an email to a friend describing the crime. Make notes using the questions below. Write the email.

- What was the crime? (shoplifting / vandalism/ mugging?)
- What did they do? (steal / damage something? Mug someone?)
- Did the offender use a weapon?
- Where did the incident happen?
- When did the incident happen?
- Which direction did the offenders go in when they left?
- How many offenders were there?
- Were they on foot or in a vehicle?
- Describe the offenders (sex, age, height) and vehicle (colour, model, make)?
- What were they wearing?
- Were there any witnesses?
- Did the police catch the criminals?

2. Read the article ‘Graffiti: street art or crime?’ from a news website ‘Newsfocus: daily discussion’. Complete the reader’s comment on the article.

Yesterday five members of a graffiti gang were sentenced to eighteen months in prison for damaging public property. The judge said that the damage had cost the government at least £1 million. The question must be asked about the people who spray graffiti: are they artists or vandals?

Personally, I believe that street art is a form of art. However, it is illegal to paint on public or private property without permission. Local councils spend millions of pounds each year cleaning graffiti and this means that taxes go up.

For this reason, I agree that the gang of graffiti artists should get prison sentences. When the judge sent the graffiti artists to prison, he gave a clear message to other graffiti artists: you think you are expressing yourself, but you are also committing a crime, and what is more, you could go to prison.

Join the daily discussion and tell us what you think in our Readers' comments section below.

daisy345 says: Thank you for your excellent article. I found it interesting because it shows that street art...

When you give your opinion in a piece of writing such as a reader's comment, use linkers to:

- Give an opinion: I think that/ Personally, I believe that ...
- Add further points: In fact/ I also agree that/ I also think that/ However , ...
- Give an opposite opinion: On the other hand, I strongly disagree/ What is more,
- Conclude: Therefore/ So / That's why/ For this reason...

3. Read the titles for discussion articles below. Write two sentences giving your opinion on each one. Use these phrases:

- Personally, I believe that...
- I strongly disagree that...
- That's true. However,
- I also think that ...
- I agree that ...

1. KYIV POST: DAILY DISCUSSION - HACKING ISN'T A REAL CRIME.
2. KYIV POST: DAILY DISCUSSION - PICKPOCKETS SHOULD BE SENT TO PRISON.
3. KYIV POST: DAILY DISCUSSION - EVERYONE DOWNLOADS MUSIC AND FILMS NOW; IT ISN'T A PROBLEM.

4. Write five crime prevention tips for home security.

5. Crime is on the increase. Offer some possible solutions. Use the following phrases in an essay of around 200 words.

It is my firm belief that...	A further advantage of this...
One way to combat crime would be...	On the other hand...
The result of this would be ...	It would certainly be a good idea if ...
Furthermore...	One final suggestion...
Due to the fact that...	

6. Car thieves are very organized and can steal your vehicle in seconds. They will choose an easy target, so make it hard for them! Write useful advice for car owners.

UNIT 14 ALCOHOL- AND DRUG-RELATED CRIMES

WARM UP

1. Discuss the questions with your partner.

1. Is it legal to take drugs in Ukraine, abroad?
2. What is a legal age for drinking in Ukraine, abroad?
3. What are the limits for drunk-driving in Ukraine, abroad?
4. What types of drugs do you know?

2. Do the Drug Quiz. Answer True or False. Then check and discuss your answers in a group.

- | | |
|---|---|
| 1. Cannabis produces physical dependence. | 8. Regular users of amphetamines need to take more and more to get the same effect. |
| 2. Solvent sniffing is not illegal. | 9. LSD does not affect concentration. |
| 3. Injecting can be one of the most dangerous ways of taking drugs. | 10. Ecstasy is not a hallucinogenic drug. |
| 4. Smoking heroin is not harmful. | 11. Using drugs regularly is alright if you can afford it and know your source. |
| 5. Smoking cigarettes speeds up the heart rate. | 12. A drug addict is only an addict if she/he is physically dependent on the drug. |
| 6. It is safe to drink moderately and drive. | |
| 7. Withdrawal from heroin is dangerous. | |

VOCABULARY

1. Match the informal words with their meanings.

- | | |
|---------------------|--|
| 1. addicted, hooked | a. give a person or an animal a drug so that they run faster in a race |
| 2. high | b. no longer using illegal drugs |
| 3. wasted | c. put a small amount of strong alcohol, a drug, or poison |

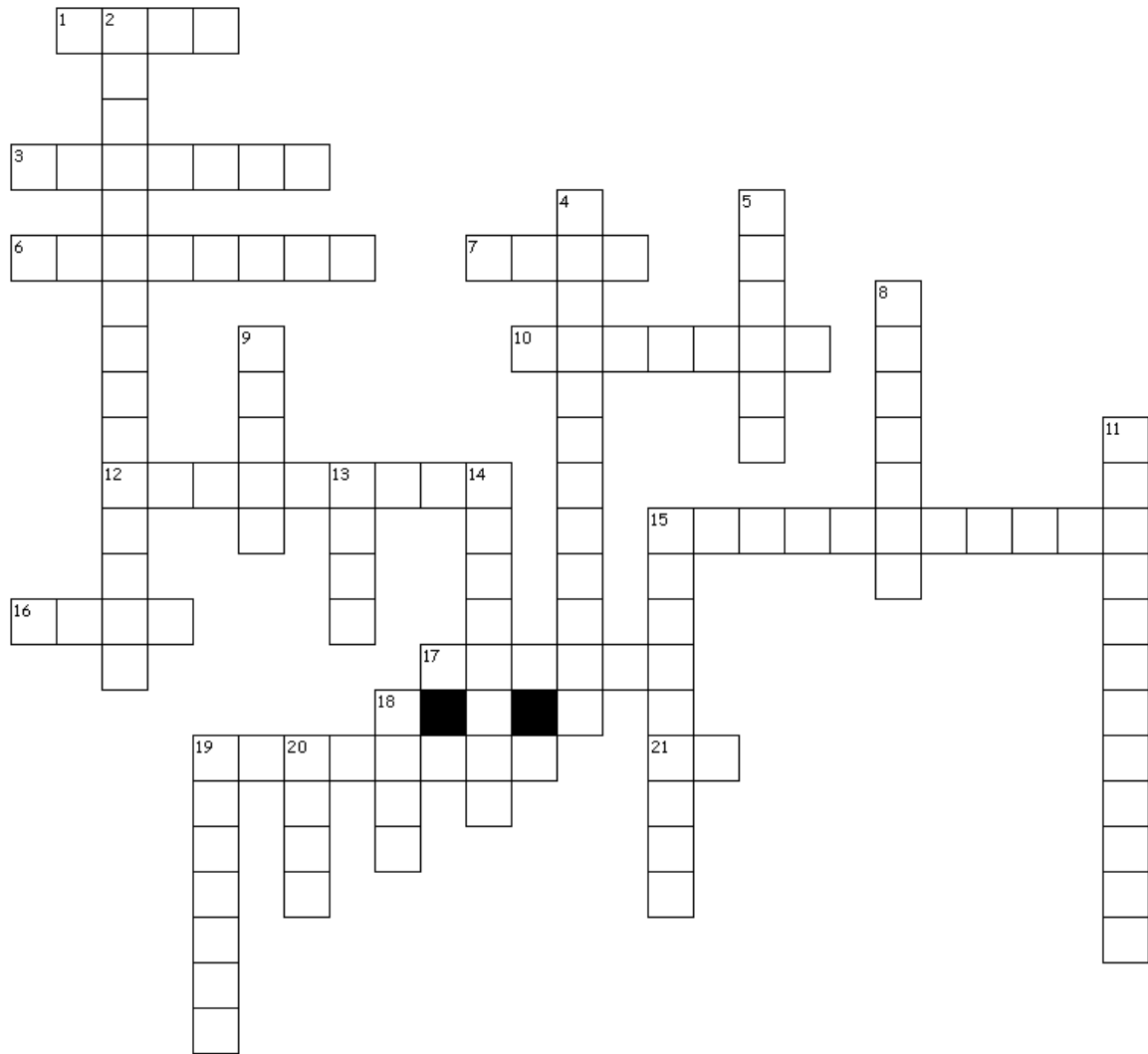
- into a drink or food, sometimes secretly
4. come down d. affected by a drug that makes the user feel happy, excited, or relaxed
5. gone e. breathe an illegal or harmful substance in through your nose
6. dope f. unable to stop taking an illegal or harmful drug
7. jack up, shoot up g. no longer able to behave or think normally, usually because of drugs or alcohol
8. lace, spike h. very drunk or has taken a lot of drugs
9. sniff, snort i. put an illegal drug into your body using a needle
10. clean j. start to feel normal again after a powerful illegal drug has stopped affecting you

2. Complete the word-building table with vocabulary for different types of crimes. Use the words below.

possess trafficking produce production user
supply possessor trafficker use supplier

Verb	Crime	Criminal
	possession	
traffic		
		producer
	use	
	supplying	

3. Test your knowledge of some common information relating to the topic with the crossword puzzle.



Down

2. This is the first stage of addiction
4. This type of drug can cause a person to see or hear things that are not real
5. Marijuana causes damage to your short-term _____
8. Every day 1,200 people die from diseases caused by this
9. All drugs cause damage to this organ

11. These drugs should only be used with your doctor's consent
13. True or False: Most teens do not smoke
14. This is the addictive drug found in tobacco products
15. Consuming alcohol to the point that a person passes out is called alcohol _____
18. This drug can be very damaging to the teeth

19. This drug is a stimulant and comes in the form of a white powder

20. There are ____ stages of addiction

Across

1. This is a slang word for marijuana

3. This drug is considered an athletic performance enhancer

6. This slang name for Ecstasy has the same name as a candy

7. Chewing tobacco can cause this type of cancer

10. Underage use of this drug leads to about 5,000 deaths in the United States each year

12. This occurs when a person cannot stop using a substance

15. Smoking is the #1 _____ cause of death in the USA

16. A small glass of alcohol is called this

17. This is the #1 reason why teens misuse drugs

19. This is a mild stimulant drug found in coffee

21. One way to refuse to use drugs is to "Just say ____"

4. Complete the table with the words describing the effects of drugs and alcohol on person.

slurred

lost

impaired

slurring

uncoordinated

slow

losing

impairing

Effect	Description
Slurred speech	He's ____ his words. His speech is ____ .
Loss of co-ordination	He is ____ his co-ordination. He has ____ his co-ordination. His movements are ____ .
Slow reaction	His reactions are very ____ .
Impaired judgement	His judgment is ____ . Alcohol is ____ his ability to drive.

READING

1. Read the text and fill in the gaps. Then listen and check your answers.

Uruguay has become the first country in the world to legalize the marijuana trade, from the drug's (1) ____ to its distribution. This means it is the only nation where

the government has total (2) ____ of the commercialization of marijuana (also (3) ____ as cannabis). Uruguay's President Jose Mujica said his goal is to try and disrupt the activities of drug (4) ____ and possibly put them out of business (5) ____.

He hopes that his legalization, together with the (6) ____ monitoring of marijuana sales by the state, will reduce dependence on the drug and drug-(7) ____ crime. Mr Mujica said he was well aware that the new legislation was "an experiment," which had no (8) ____ of being successful.

The legalization has fallen (9) ____ of an international treaty on drug control. Uruguay is a signatory to the 1961 Convention on Narcotic Drugs. The Convention (10) ____ the use of cannabis "to medical and scientific purposes". The president of the International Narcotics Control Board, Raymond Yans, said he was "surprised" that Uruguay had "knowingly decided to (11) ____ the universally agreed and internationally (12) ____ legal provisions of the treaty". He warned the move could (13) ____, saying: "It will not protect young people, but rather have the perverse (14) ____ of encouraging early experimentation, (15) ____ the age of first use, and thus contributing to earlier onset of addiction and other (16) ____."

traffickers	guarantee	control	altogether	production
related	known	close	backfire	disorders
limits	endorsed	lowering	break	foul effect

1.1. Answer true or false for the statements below.

- Uruguay is only the second country to legalize the cannabis trade.
- Uruguay's government is trying to put drug traffickers out of business.
- Uruguay's government will carefully check sales of marijuana.
- The president of Uruguay knows his experiment might fail.
- Uruguay did not sign up to a 1961 convention on narcotic drugs.
- The 1961 convention let countries use drugs for medical reasons.
- The head of a world narcotics organization liked Uruguay's idea.
- The organization's boss said younger people will be turned off drugs.

1.2. Answer comprehension questions about the text.

- How many countries had legalized the marijuana trade before Uruguay?
- What does Uruguay have total control of?
- What does the president of Uruguay want to disrupt?
- What does he hope the new legislation will reduce?
- What is the president well aware of?
- What has Uruguay's legislation fallen foul of?
- What did the 1961 treaty allow governments to do?
- What was Raymond Yans' reaction to Uruguay's actions?
- What did Mr Yans warn could happen to the legislation?
- Who did Mr Yans say the legislation would not protect?

1.3. Match the words from the text with their synonyms.

- | | |
|----------------|------------------|
| 1. legalize | a. business |
| 2. trade | b. contrary |
| 3. total | c. upset |
| 4. disrupt | d. assurance |
| 5. guarantee | e. law |
| 6. legislation | f. restricts |
| 7. limits | g. decriminalize |
| 8. purposes | h. backed |
| 9. endorsed | i. complete |
| 10. perverse | j. grounds |

1.4. Match the beginning of the phrase with its appropriate end based on the text. Several options are possible.

- | | |
|---|----------------------------|
| 1. legalize the | a. was an experiment |
| 2. total control of the commercialization | b. could backfire |
| 3. try and disrupt the activities | c. being successful |
| 4. well aware that the new legislation | d. an international treaty |

- | | |
|-----------------------------|------------------------|
| 5. no guarantee of | e. marijuana trade |
| 6. fallen foul of | f. purposes |
| 7. a signatory to the | g. other disorders |
| 8. internationally endorsed | h. of drug traffickers |
| 9. He warned the move | i. of marijuana |
| 10. addiction and | j. 1961 Convention |

2. Read the text and select the best answer A, B, C or D to each question.

In the year 1920, the USA **attempted** an experiment: making the drinking of alcohol a crime. Many people, who felt that the alcohol was the root of all evil, thought that it would bring about a new and happier age. There would be no more need for prisons, they felt and slums would disappear. However, in the end, the new prisons had to be built for all the new crimes created by the new law. 'Prohibition, as the law was called, destroyed respect for the law and led to an increase in organized crime, but it didn't stop people from drinking. On the contrary, drinking increased during the Prohibition period. In the end, the law had to be **reversed**.

1. The author of the passage states that ____ .
 - a. there were fewer prisons in the USA after 1920.
 - b. Prohibition could have stopped people from drinking alcohol, had it been applied affectively.
 - c. Prohibition only increased consumption of alcohol drinks.
 - d. drinking alcohol is the cause of most crime and violence.

2. It is clear from the passage that ____ .
 - a. the law had the opposite effect from what was intended.
 - b. the best way to stop people from doing something is to make a law against it.
 - c. Americans in general like drinking alcohol.

d. Prohibition was the main cause of existing slums in the 1920s.

3. When the law was introduced ____ .

- a. some people were brave enough to fight against it.
- b. there were a lot of people who believed that it would really work.
- c. no one thought that it would stop organized crime groups.
- d. the USA was the leading country in terms of the amount of alcohol consumed.

4. The word ‘**attempt**’ in the passage means ____ .

- a. to try to do something
- b. to try to forget something
- c. to try to stop something
- d. to try to overcome something

5. The word ‘**reversed**’ in the passage means ____ .

- a. similar
- b. to say the same
- c. to go backwards
- d. change to back

3. Read the text and complete it with one of the answers from the box.

Drinking alcohol, taking illicit drugs, or (1) ____ prescription medications like sedatives or opioid pain relievers is never safe. These substances have powerful active chemicals that can harm the developing adolescent brain, pose a high addiction risk, or even lead to (2) ____ . But when mixed with other drugs, the dangers are even greater. Mixing alcohol with other substances is particularly dangerous because alcohol magnifies the effects of many drugs. For example, prescription opioids or sedatives can slow (3) ____ and heart rate. So can many OTC cold or cough medicines. Taking these with alcohol can cause a person’s breathing to slow so much that the person dies. Alcohol also amplifies the impaired

thinking and coordination that occurs with marijuana use. And when (4) ____ with stimulants such as cocaine and methamphetamines, alcohol can dangerously increase a person's heart rate, blood pressure, and body temperature. Prescription opioids (Vicodin, Oxycontin) are extremely powerful drugs that should never be mixed, especially with sedatives or alcohol. More than 30 (5) ____ of opioid overdoses in this country involve combining opioids with sedatives such as Valium or Xanax.

1	A misuse	B misusage	C misusing	D use
2	A death	B died	C dyed	D die
3	A breath	B breathing	C breathe	D breeze
4	A is mixing	B having mixed	C have mixed	D mixed
5	A percent	B percents	C percent's	D percents'

LISTENING

1.1. Listen to the text. Fill in the gaps.

Scientists have discovered that addictions (1) _____. A team from Britain's University of Cambridge found that siblings of drug addicts share the same (2) _____ as their drug-using brothers and sisters. The research team said these abnormal brain structures are linked to poor self-control (3) _____. The researchers suggest that addiction is in some ways a (4) "_____". This may provide important new ways into helping people with problems of self-control when it comes to addictions. The study (5) _____ if drugs changed the "wiring" of the brain or whether the brains of drug addicts (6) _____ from birth.

Lead researcher Dr Karen Ersche told the BBC: "It has (7) _____ not everyone who takes (9) _____." She continued: "It shows that drug addiction is not a (8) _____, it is a disorder of the brain and we need to recognise this. These brothers and sisters who don't have addiction problems, what they can tell us is how they (10) _____, how they manage self-control in their daily life." Dr Ersche and her colleagues studied 50 pairs of siblings — one with a history of drug addiction and one with (11) _____ taking drugs. She compared these with 50 healthy people. She concluded: "We need to find out how these non-addicted siblings were (12) _____ drugs."

1.2. Look at the words below. With your partner, try to recall how they were used in the text. Discuss the text.

discovered	share	poor	ways	comes	birth
long	choice	tell	pairs	healthy	resist

2. Listen to three incidents related to drink and drugs. Answer the questions. Work in pairs and act out the roles. Act out the similar dialogues.

Incident 1

1. Where are the police officers and the young man?
 - a. In the street
 - b. In the night club
 - c. At the police station
2. The young man is ____ .
 - a. unconscious
 - b. unwell
 - c. driving dangerously
3. The young man ____ .
 - a. bought some drugs in the nightclub
 - b. sold some drugs in the nightclub
 - c. is a dealer

Incident 2

1. Where are the police officers and the man?
 - a. By the roadside
 - b. In the bar
 - c. At the police station
2. The police officer stopped the man because he was ____ .
 - a. drinking
 - b. waving from side to side
 - c. unconscious

Incident 3

1. Where are the people?
 - a. In the bar
 - b. At the police station
 - c. In the night club
2. When the police found the girl ____ .
 - a. she was drunk
 - b. they couldn't understand what she said
 - c. she spoke clearly
3. The police think ____ .
 - a. there was a drug in the girl's drink
 - b. the girl bought drugs
 - c. the girl sold drugs

3.1. Watch a movie ‘We’re the Millers’ an answer true or false. Describe the characters.

1. David Miller and Rose Miller are neighbours.
2. Brad Gurdlinger is a drug lord.
3. Pablo Chacon hires David to smuggle marijuana from Mexico.
4. Kenny Miller falls in love with Melissa Fitzgerald.
5. One-Eye is Pablo Chacon’s boss.
6. Kenny Miller and Scottie P are best friends.
7. Don Fitzgerald is a DEA agent.
8. Casey Miller was a student at Harvard University.
9. Rose works as a stripper.
10. The Mexican police officer wants Rose to kiss him.

3.2. Describe the following scenes from the film.



3.3. You were chosen to write a new “We’re the Millers” film. Write the film script for events that take place after the first film.

SPEAKING

1. Read the Drug Attitude Statements and discuss them in a group of 4. Label each statement into 4 categories - Strongly Agree/Agree/Disagree/Strongly Disagree. After chose a role for yourself and explain your point of view from the position of a drug addict, his/her family member or friend, police officer or a random citizen.

- Young people like risks and they find drug taking exciting.
- Young people use drugs mostly because their friends do.
- Customs Officers should prevent drugs from entering the country at our ports and airports.
- The police and courts should be severe on people using drugs illegally.
- Parents shouldn't worry about their son/daughter taking an occasional Ecstasy tablet.
- Drug misuse is a real problem in our society and it is getting worse.
- If adults didn't use so much alcohol and tobacco young people wouldn't take drugs.
- Young people take drugs as a result of having inadequate parents.
- Drugs are OK; it is the drug subculture that is the problem.
- Cannabis use should be legalized.
- Tobacco and alcohol are 'harmless' drugs.
- The way to stop illegal drugs is to put all the pushers in prison.
- Newspapers and TV sensationalize drugs and fuel people's curiosity.
- The only drugs we need worry about are hard drugs.
- Cannabis and ecstasy are just the modern version of tobacco and alcohol.
- Drug users have only themselves to blame if they get sick.

2. Read the statements and facts about alcohol and tobacco. Decide if they are True or False and prove your point.

- More kids and teens have tried alcohol than have tried cigarettes.
- Alcohol is more addictive than tobacco.

- Alcohol and tobacco are drugs.
- Forty per cent of deaths from motor vehicle accidents are caused by alcohol.
- Fifty-five thousand people in Canada die every year because of tobacco and alcohol use.
- Tobacco and alcohol companies in Ukraine are allowed to advertise in magazines and Internet but are not allowed to advertise on TV.
- Alcohol companies are allowed to openly sponsor sports and art events, but tobacco companies are not.
- Both tobacco and alcohol companies need to attract new customers in order to survive.
- In general, alcohol and tobacco advertising has greater impact on teenagers than adults.

3. Work in groups. Read the profile cards and develop a life story to match the profile given. Make sure you include a recent criminal offence. Present your story to the class and answer questions of other groups. Make whole class suggestions how the described person could be helped to break the addiction and what legal punishment can be considered for the criminal offence.

- Mary is in her thirties; she is married and has three young children. She is addicted to smoking.
- Julie is 25 and is a heroin addict. Her boyfriend is also an addict.
- Mark owns his own business, which is doing very well. He is married and has two young children. He is an alcoholic.
- John is 15. He is a drug addict for 2 years and he has recently started dealing drugs for his schoolmates.
- Trish is 20 and spends a lot of time in the arcade, where she particularly likes the fruit machines. She has started stealing in shops.
- Mick is a man in his 30s. He always has cough medicine beside his bed, because he feels he cannot sleep without it.

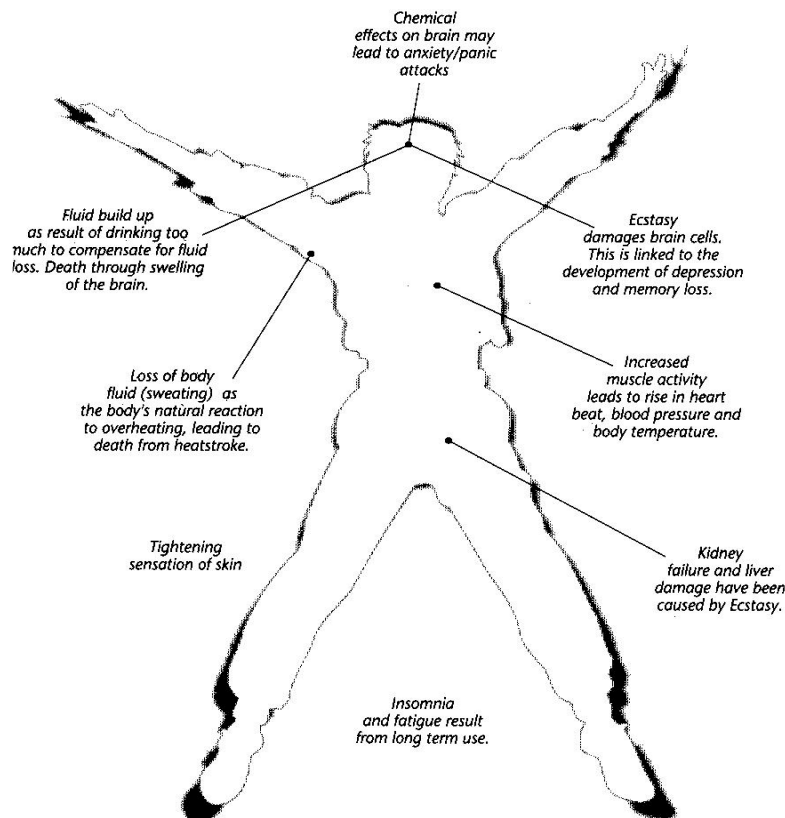
- Emma is in her 40s. She is divorced with teenage tweens. She takes ecstasy several times a week to relax.
- Mister T is a leader of a drug syndicate. He is responsible for all the supplies of amphetamine in the city.

PROJECT WORK

1. Prepare a list of slang terms for different types of drugs and terms related to them. Fill in the table.

DRUG	SLANG TERMS
LSD	Acid, Micro Dots (small acid pills), Trips, Tabs (small squares of paper on which there is a drop of acid).
Frequent LSD user	Acid Head
Amphetamines	
Cannabis	
Cocaine	
Ecstasy	
Heroin	

2. Analyze the drug diagram on some effects of ecstasy. Prepare charts on any chosen drug/alcohol/tobacco. Work individually or in pairs. Compare the results of your brainstorm with other students if you have chosen the same type of a drug/alcohol/tobacco and effects on a person's body if you have chosen differently.



3. Work in groups and discuss how drugs and alcohol affect person's behavior, driving, health in general? Chose a drug or alcohol and analyze it based on the following criteria: effects on user; how taken; dangers. Make a table and present it to the whole class. Use the following card as an example.

Cocaine		
How taken	Effects on user	Dangers
White powder; Sniffed; Injected into veins	Increased confidence; Feels alert, strong, clever; Reduced hunger; Intense pleasure	Anxiety; Depression; Exhaustion; Health damage (nose, lungs, heart); Death

4. Chose a drug and summarize everything you know about it. Use the card as an example.

Cannabis					
Description	Street name	How taken	Expected effect	Visual effect	Dangers
Grass, resin, oil, Class B	Dope, pot, spacecake, weed, draw, blow	Smoked, swallowed	Relaxation, feeling good	Talkativeness, hallucinating, laughter	Poor short-term memory, cancer, mental illness

5. Analyze legislation of Ukraine and compare it to legislation of any foreign country based on the criteria from the table. Include types of punishment for each of the category given. Present your research in class.

	Possession	Production	Supply	Trafficking
Drugs (different classes)				
Alcohol				
Tobacco				

WRITING

1. You are working in juvenile police department. Prepare a report on one of the following topics:

- influence of drugs / alcohol / tobacco on children and teenagers;
- types of drugs – general overview;
- prevention on taking drugs / drinking alcohol;
- legal consequences of taking drugs / drinking alcohol / smoking;
- how to recognize and help a drug / alcohol addict.

2. Write a report to the head of a police department about one of the following cases you are currently investigating:

- an overdose young adult was found dead in the park;
- a drunk driver caused a traffic incident;
- a drug trafficker was detained;
- a drug production laboratory was discovered;
- a teenager was caught smoking in a public place.

3. Write an essay on one of the following topics:

- drug and alcohol legislation;
- a famous drug dealing / trafficking case;
- legalization of drugs.

UNIT 15 CYBERCRIMES

WARM UP

1. Ask questions starting with the word(s) in brackets. Comment on the ideas.

1. Cybercrime targets or uses a computer, a computer network or a networked device. (What...?)
2. Cybercrime is committed by cybercriminals or hackers. (Who.... by?)
3. Some cybercriminals use advanced techniques. (What...?)
4. Some cybercriminals are organized and highly technically skilled. (Why...?)
5. There are some novice hackers. (Are?)
6. Sometimes cybercrime aims to damage computers for reasons other than profit. (What reasons ... for?)
7. There are different types of cybercrime. (Are ...?)
8. Hackers usually steal identity information in order to steal on money. (Why....?)
9. Cyberextortion is demanding money to prevent a threatened attack. (What...?)
10. Cryptojacking is when hackers mine cryptocurrency using resources they do not own. (What resources ...?)

VOCABULARY

1. Look at the list of the most used vocabulary on topic. Memorize words/phrases and explain how you understand each of them.

кіберзлочин	cybercrime
мета / націлитися на	target
мережевий пристрій	networked device
здійснити	commit
хакер / комп'ютерний хуліган	hacker
передовий / просунутий	advanced

кваліфікований	skilled
новачок / початківець	novice
рідко	rarely
пошкодити	damage
вигода / прибуток	profit
з причин, відмінних від	for reasons other than
шахрайство / обман	fraud
підробка особистих даних	identity fraud
крадіжка / злодійство	theft
крадіжка фінансових даних або даних платіжних карт	theft of financial or card payment data
корпоративні дані	corporate data
кібер-вимагання	cyberextortion
вимагати / вимога	demand / demanding
запобігти загрозі нападу	to prevent a threatened attack
вимагач	ransomware
підйом криптовалюта	cryptojacking
добувати криптовалюту	mine cryptocurrency
ресурси / засоби	resources
кібершпіонаж	cyberespionage
отримати доступ до ...	access
дані	data
споживач / покупець	Consumer
приклад	Instance
незаконний	Illegal
втягувати / залучати	Involve
складний	Sophisticated
в / в межах	within
оновлений	updated

захищати

protect

превентивні (профілактичні) заходи (кроки)

preventive steps

стати жертвою чогось

to fall prey to

2. Chose the right word to complete the sentences.

1. There are nearly 400 million _____ of cybercrime each year.

A. victims	B. heroes	C. gamers
------------	-----------	-----------

2. And cybercrime costs consumers \$113 billion _____ year.

A. last	B. per	C. through
---------	--------	------------

3. An attack committed with a view to commit a Cyber Crime can be _____ a Cyber Attack.

A. phoned	B. called	C. asked
-----------	-----------	----------

4. In each instance of the _____ activity, there is one or more computers and/or an Internet connection involved.

A. decent	B. energetic	C. illegal
-----------	--------------	------------

5. An identity is _____ every 3 seconds as a result of cybercrime.

A. stolen	B. found	C. discovered
-----------	----------	---------------

6. Without a sophisticated Internet security package, your Windows PC can become _____ within 4 minutes of connecting to the Internet.

A. injected	B. infected	C. inspected
-------------	-------------	--------------

7. You must have a fully _____ operating system and installed software.

A. updated	B. upset	C. upward
------------	----------	-----------

8. A good security software can _____ your computer.

A. involve	B. defeat	C. protect
------------	-----------	------------

9. Take preventive steps, don't respond to _____ contacts.

A. impolite	B. attentive	C. suspicious
-------------	--------------	---------------

10. There are many people who fell _____ to some cybercrime and yet didn't report the matter.

A. asleep	B. prey	C. in love
------------------	----------------	-------------------

3. Learn the vocabulary below. Make sentences of your own.

вірус	virus
шкідливе ПЗ	malware
заразити	infect
видаляти	delete
не допустити	prevent
надавати	provide
програмне забезпечення	software
заперечення	denial
відмова в обслуговуванні	Denial-of-Service
поширювати	spread
незаконні зображення	illegal images
проводити / управляти	conduct
машини / механізми	machines
через / крізь / с допомогою	throughout
мережа	network
виконувати / виконувати	carry out
роздавати / розподіляти	distribute
розданий-відмова-в-обслуговуванні	Distributed-Denial-of-Service
схожий	similar
компроміс / йти на компроміс	compromise
підписати	sign
закинути (охопити)	cast
злий	malicious
пов'язаний з комп'ютером	computer-related
розглянути можливість	consider
перехопити	intercept

втручатися	interfere
порушення авторських прав	infringing copyright
незаконна азартна гра	illegal gambling
елемент / одиниця / товар	item
перешкода	obstruction

4. Learn the new vocabulary. Work in pairs and make up situations using words and phrases below.

точно	exactly
вважати як	count as
для кількох цілей	for several purposes
красти	steal
завдати шкоди даними	cause damage to data
вимагач	ransomware
атака програм-вимагачів	ransomware attack
уразливий	vulnerable
вразливість	vulnerability
ударяти	hit
заблокувати	lock out
вимагати	demand
викуп у віртуальній валюті	Bitcoin ransom
повернути	regain
доступ	access
по всьому світу	worldwide
оцінювати	estimate
причина	cause
втрата	loss

READING

1.1. Read the text ‘What is cybercrime?’ and translate it paying attention to the marked words from the vocabulary. Use them in sentences of your own.

Cybercrime is criminal activity that either **targets** or uses a computer, a computer network or a **networked device**. Mostly, cybercrime **is committed** by cybercriminals or **hackers** who want to make money. Cybercrime is carried out by individuals or organizations. Some cybercriminals are organized, use **advanced** techniques and are highly technically **skilled**. Others are **novice hackers**. **Rarely**, cybercrime aims to damage computers **for reasons other than profit**. These could be political or personal.

Here are some specific examples of the different types of cybercrime:

- E-mail and Internet **fraud**.
- **Identity fraud** (where personal information is stolen and used).
- **of financial or card payment data**.
- Theft and sale of **corporate data**.
- **Cyberextortion** (**demanding** money **to prevent a threatened attack**).
- **Ransomware** attacks (a type of cyberextortion).
- **Cryptojacking** (where hackers **mine cryptocurrency** using **resources** they do not own).
- **Cyberespionage** (where hackers access government or company **data**).

1.2. Match the words from the text to their correct definition.

1. Ransomware	a. occurs when the person uses your identity to commit fraud or illegally deceive someone
2. Damage	b. connection of computing devices (such as laptops, desktops, smartphones, and tablets) for sharing data
3. Advanced	c. aim, goal, purpose / to select as an object of attack
4. Cybercrime	d. a form of cyber-attack that steals data or intellectual property to gain an advantage over a

	competitive company
5. Hacker	e. the action or crime of stealing
6. Identity fraud	f. digital currency that can be used to buy goods and services
7. Access	g. is criminal activity that either targets or uses a computer
8. Cyberespionage	h. a person who uses computers to gain unauthorized access to data
9. Computer network	i. the means or opportunity to approach or enter a place
10. Cryptocurrency	j. modern and highly developed
11. Theft	k. is a type of malicious software (malware) that threatens to publish or blocks access to data or a computer system
12. Target	l. to break something, spoil it physically, or stop it from working properly

1.3. Discuss the text, answering the following questions.

1. What kind of criminal activity is called cybercrime?
2. Who is cybercrime committed by?
3. Do all cybercrimes aim to damage computers only for reason of profit?
4. What types of cybercrime do you know?
5. Have you ever come across cybercrime? When was it?

2.1. Read the text and choose the correct answer from A, B, C or D.

Cybercrime that targets computers often involves (1) _____ and other types of malware. Cybercriminals may infect computers with viruses and malware to damage (2) _____ or stop them working. They may also use malware to delete or steal data.

Cybercrime that stops users using a machine or network, or prevents a business providing a software service to its (3) _____, is called a Denial-of-Service (DoS) attack.

Cybercrime that uses computers to (4) _____ other crimes may involve using computers or networks to (5) _____ malware, illegal information or illegal images.

Sometimes cybercriminals conduct both categories of cybercrime (6) _____. They may target computers with viruses first. Then, use them to spread malware to other machines or throughout a network.

Cybercriminals may also (7) _____ what is known as a Distributed-Denial-of-Service (DDoS) attack. This is similar to a DoS attack but cybercriminals use numerous compromised computers to carry it out.

The US has signed the “European Convention of Cybercrime”. The convention casts a wide net and there are (8) _____ malicious computer-related crimes which it considers cybercrime. For example:

- Illegally intercepting or stealing data.
- Interfering (9) _____ systems in a way that compromises a network.
- Infringing copyright.
- Illegal gambling.
- Selling illegal items (10) _____.
- Soliciting, producing or possessing child pornography.

1	A bacteria	B illnesses	C viruses	D diseases
2	A devices	B items	C robots	D tools
3	A workers	B friends	C guests	D customers
4	A exempt	B excuse	C commit	D delete
5	A spread	B make	C sell	D buy
6	A at first	B at last	C at once	D at least
7	A go out	B carry	C carry out	D carry on

8	A numerous	B tiny	C gentle	D legal
9	A under	B on	C with	D at
10	A online	B offline	C indoors	D outdoors

2.2. Match the words from the text to their correct definition.

1. Infringing copyright	a. a person who buys goods or services from a shop or business
2. Hardware	b. obstruction of data transmission to and from the device
3. Gambling	c. contrary to or forbidden by law, especially criminal law
4. Selling online	d. the machines, wiring, and other physical components of a computer or other electronic system
5. Malware	e. play games of chance for money; bet
6. Customer	f. a collection of instructions and data that tell a computer how to work
7. Data interception	g. to supply or make available
8. Illegal	h. malicious software, any program or file that is harmful to a computer user
9. Software	i. the act or process of selling goods, products or services via the Internet or mobile app, auction site, etc.
10. Provide	j. any violation of the exclusive rights of the owner

3. Read the text and fill in the gaps with the appropriate article - a/an/the or zero. Ask your own questions on the text.

So, what **exactly counts as** _____ cybercrime? And are there any well-known examples? In this section, we look at _____ **famous** examples of

different types of _____ cybercrime attack used by _____ cybercriminals.
Read on to understand what counts as _____ cybercrime.

Malware attacks

_____ **malware attack** is where _____ computer system or _____ network is infected with _____ computer virus or other type of _____ malware. _____ computer compromised by _____ malware could be used by cybercriminals **for several** _____ **purposes**. These include _____ **stealing** _____ confidential data, using _____ computer to carry out other criminal acts, or **causing** _____ **damage to** _____ **data**.

_____ famous example of _____ malware attack is the WannaCry **ransomware attack**, _____ global cybercrime committed in _____ May 2017. _____ ransomware is _____ type of _____ malware used to extort _____ money by holding _____ victim's data or _____ device to ransom. WannaCry is _____ type of _____ ransomware which targeted _____ **vulnerability** in computers running _____ Microsoft Windows. When the WannaCry ransomware attack **hit**, 230,000 computers were affected across 150 countries. _____ users were **locked out** of their files and sent _____ message **demanding** that they pay _____ **Bitcoin ransom** to **regain** _____ **access**. **Worldwide**, the WannaCry cybercrime is **estimated** to have **caused** \$4 billion in _____ **financial losses**.

4. Read and translate the text 'Phishing' paying attention to the vocabulary.

A **phishing** campaign is when **spam** emails, or other forms of communication, are sent **en masse**, with the **intention** of **tricking recipients** into doing something that **undermines** their **security** or the security of the organization they work for. Phishing campaign messages may **contain** infected **attachments** or links to **malicious sites**. Or they may ask the **receiver** to **respond** with confidential information.

A famous example of a phishing **scam** from 2018 was one which **took place** over the World Cup. The World Cup phishing scam involved emails that were sent to football fans. These spam emails tried to **entice** fans with **fake free trips** to

Moscow, where the World Cup was being hosted. People who opened and **clicked on the links** contained in these emails had their personal data stolen.

Another type of phishing campaign is known as **spear-phishing**. These are targeted phishing campaigns which try **to trick** specific individuals into **jeopardizing** the security of the organization they work for.

Unlike mass phishing campaigns, which are very general in style, spear-phishing messages are typically **crafted** to look like messages from a **trusted source**. For example, they are made **to look like** they have come from the CEO or the IT manager. They may not contain any **visual clues** that they are fake.

фішинг	phishing
спам	spam
в масовому порядку	en masse
намір	intention
обманювати	trick
одержувач	recipient
підірвати	undermine
безпеку	security
містити	contain
вкладення	attachment
шкідливий сайт	malicious site
одержувач	receiver
реагувати	respond
шахрайство	scam
відбуватися	take place
спокушати	entice
фейковий безкоштовна поїздка	fake free trip
бути розміщеним	to be hosted
переходити за посиланнями	to click on the links

цільової фішинг	spear-phishing
обдурити	to trick
наражаючи на небезпеку	jeopardizing
створений	crafted
довіряти	trust
надійне джерело	trusted source
виглядати	to look like
візуальні підказки	visual clues

4.1. Say if the statements are true or false, correct the false ones.

1. A phishing campaign is when spam emails are sent with the intention of strengthening their security or the security of the organization they work for.
2. Phishing campaign messages may contain malware.
3. Hackers may ask the receiver to respond with useful links.
4. The World Cup phishing scam involved emails that were sent to football coaches.
5. The spam emails promised to provide the receivers with journey to Russia.
6. The World Cup was held in Poland.
7. If a person opened the email and clicked on the links, they got money reward.
8. Spear-phishing aims at big companies.
9. Spear-phishing messages are difficult to recognize.
10. Mass phishing campaigns are difficult to recognize.

4.2. Ask questions starting with the word(s) in brackets.

1. Spam emails are sent en masse. (Who to?)
2. A phishing campaign undermines people's security. (What...?)
3. Phishing campaign messages may contain infected attachments. (What...?)
4. A famous example of a phishing scam from 2018 took place over the World Cup. (Where...?)
5. Fake emails were sent to football fans. (Whom ...?)

6. These spam emails tried to entice fans with fake free trips. (What...?)
7. The World Cup was being hosted in Moscow. (Where...?)
8. People opened and clicked on the links contained in these emails. (Why...?)
9. Another type of phishing campaign is known as spear-phishing. (What...?)
10. Spear-phishing messages look like messages from a trusted source. (What...?)

4.3. Discuss in a group if you have ever fallen prey to the phishing and what preventive steps should be taken not to be trapped by false e-mails.

5.1. Read and translate the text ‘Distributed DoS attacks’, paying attention to the new vocabulary.

Distributed DoS attacks (DDoS) are a type of cybercrime attack that cybercriminals use **to bring down** a system or network. Sometimes connected IoT (internet of things) devices are used **to launch DDoS attacks**.

A DDoS attack **overwhelms** a system by using one of the standard communication protocols it uses to spam the system with connection requests. Cybercriminals who are carrying out **cyberextortion** may use **the threat of a DDoS attack to demand money**. **Alternatively**, a DDoS may be used as a **distraction tactic** while other type of cybercrime takes place.

A famous example of this type of attack is the 2017 DDoS attack on the UK National Lottery website. This brought the lottery’s website and mobile app **offline, preventing** UK citizens from playing.

пристойний / гідний	decent
відкривати	to discover
засмучений	upset
спрямований вгору	upward
підозрілий	suspicious

нечемний	impolite
уважний	attentive
стати жертвою чогось	to fall prey to
збити	to bring down
почати атаку	to launch an attack
розтрощити	to overwhelm
кібер-вимагання	cyberextortion
загроза нападу	threat of attack
вимагати грошей	to demand money
в якості альтернативи	alternatively
тактика відволікання	distraction tactic
не в мережі	offline
запобігти від	prevent from

5.2. Complete the dialogue on the text.

- What..... ?
- We are going to speak about Distributed DoS attacks (DDoS).
- What ?
- The cybercriminals use to bring down a system or network.
- What sometimes?
- Sometimes they can use devices connected IoT (internet of things).
- How ?
- A DDoS attack overwhelms a system by using one of the standard communication protocols.
- What with?
- It spams the system with connection requests.
- Why?
- They use the threat of a DDoS attack to demand money.
- Are alternatively?

- Alternatively, a DDoS may be used as a distraction tactic while other type of cybercrime takes place.
- Do you know any ?
- Yes, I do. A famous example of this type of attack is the 2017 DDoS attack on the UK National Lottery website.
- What harm ?
- That DDoS attack brought the lottery's website and mobile app offline, preventing UK citizens from playing.

LISTENING

1.1. Before watching, look through the new vocabulary.

нестримний	rampant
індустрія нерухомості	real estate industry
випадок \ привід	occasion
заощадження життя	life savings
через	due to
страшний	scary
стати жертвою	fall victim to
влаштувати / «обстряпать»	pull off
мережу маршрутизатора	router net
цифрова вудка	digital rod
Адреса електронної пошти	email account
кейлоггінг	keylogging
відслідковувати	track
вішинг / мережеве шахрайство	vishing
прикинутися	to pose as
представник	representative
чутливий матеріал	sensitive material
пароль від аккаунта	account password

карта банкомату

ATM card

пін код

PIN number

пін код карти банкомату

ATM card PIN number

1.2. Watch Video 1 and answer the questions.

1. What industry does the speaker talk about?
2. How much money have some families lost due to cybercrime?
3. What is really scary?
4. Which is the most common way the criminals use?
5. What plays the role of a digital rod?
6. What do hackers try to do?
7. What else do the hackers send?
8. What can you install clicking on fake links?
9. What is vishing?
10. What is sensitive material?

1.3. Tell if the statements are true or false and correct the false ones.

1. People who buy or sell flats and houses come across a lot of cybercrime.
2. Not many families have lost huge amounts of money due to cybercrime.
3. It's never easy to fall victim to cybercriminals.
4. Phishing happens very seldom to people.
5. The criminals use the digital rod.
6. Hackers want your money.
7. If you click on the fake link, the hackers will know what you do in the Internet.
8. You should click on the link to see what hackers are doing.
9. Vishing is the same as phishing.
10. You should never share your sensitive materials with anybody at all.

1.4. Learn the new vocabulary on the topic “How to protect yourself against cybercrime”.

представляти	represent
кращі способи	the best ways
підказки / чайові	tips
своєчасний	up to date
гарантувати	to ensure
вигода	benefit
останні оновлення системи безпеки	the latest security patches
всебічний	comprehensive
Рішення	solution
видалити	to remove
спокій духу / світ в душі	peace of mind
переконатися	to make sure
рівень	level
надійні паролі	strong passwords
вгадати	to guess
записувати	record
шановний	reputable
випадково	randomly
вкладення	attachments
відправник	sender
клацаючи по посиланнях	clicking on links
незнайомий	unfamiliar
уникати	avoid
роздавати	give out
поки що ні	unless
упевнитися	make certain
безпосередньо	directly
класти слухавку	hang up
передзвонити	call back

тримати лінію відкритою	hold the line open
повторно набирати номер	re-dial
прикидатися	to pretend
стежити за / пильнувати	keep an eye on
зіткнутися з	fall foul of
проте	however
зазнати невдачі	to fail
пляма, місце / помітити	spot
запит	query
розслідувати	investigate
шахрайський	fraudulent

1.5. Read and translate the text ‘How to protect yourself against cybercrime’, paying attention to the vocabulary above.

So, now you understand the threat cybercrime **represents**, what are **the best ways** to protect your computer and your personal data? Here are our top **tips**:

Keep software and operating system updated

Keeping your software and operating system **up to date ensures** that you **benefit from the latest security patches** to protect your computer.

Use anti-virus software and keep it updated

Using anti-virus or a **comprehensive** internet security **solution** is a smart way to protect your system from attacks. Anti-virus software allows you to scan, detect and **remove** threats before they become a problem. Having this protection in place helps to protect your computer and your data from cybercrime, giving you **peace of mind**. If you use anti-virus software, **make sure** you keep it updated to get the best **level** of protection.

Use strong passwords

Be sure to use **strong passwords** that people will not **guess** and do not **record** them anywhere. Or use a **reputable** password manager to generate strong passwords **randomly** to make this easier.

Never open attachments in spam emails

A classic way that computers get infected by malware attacks and other forms of cybercrime is via email **attachments** in spam emails. Never open an attachment from a **sender** you do not know.

Do not click on links in spam emails or untrusted websites

Another way people become victims of cybercrime is by **clicking on links** in spam emails or other messages, or **unfamiliar** websites. **Avoid** doing this to stay safe online.

Do not give out personal information unless secure

Never **give out** personal data over the phone or via email **unless** you are completely sure the line or email is secure. **Make certain** that you are speaking to the person you think you are.

Contact companies directly about suspicious requests

If you get asked for data from a company who has called you, **hang up**. **Call** them **back** using the number on their official website to **ensure** you are speaking to them and not a cybercriminal. Ideally, use a different phone because cybercriminals can **hold the line open**. When you think you've **re-dialed**, they can **pretend** to be from the bank or other organization that you think you're speaking to.

Be mindful of which website URLs you visit

Keep an eye on the URLs you are clicking on. Do they look legitimate? Avoid clicking on links with unfamiliar or spammy looking URLs. If your internet security product includes functionality to secure online transactions, ensure it is enabled before carrying out financial transactions online.

Keep an eye on your bank statements

Our tips should help you avoid **falling foul of** cybercrime. **However**, if all else **fails**, **spotting** that you have become a victim of cybercrime quickly is important. Keep an eye on your bank statements and **query** any unfamiliar transactions with the bank. The bank can **investigate** whether they are **fraudulent**. Now you understand the threat of cybercrime, protect yourself from it.

1.6. Complete the dialogues. Make up your own dialogues.

1) - Now you understand the threat cybercrime represents, don't you?

- Yes,
- Are there any ways to protect your computer and your personal data?
- Of course,
- How can you obtain the latest security patches to protect your computer?
- We should ...
- And what about anti-virus software?
- We surely
- And if I have a pirate anti-virus software installed?
- You
- How does anti-virus software work?
- It
- Yes, it can really give me peace of mind. And how can I get the best level of protection with anti-virus software?
- Make sure ...
- Thank you ever so much. You've made it absolutely clear for me.

2) - Let's speak about security of my email account. It doesn't give me peace of mind. I often receive spam letters and it is really annoying.

- It's not only annoying,
- My password? I usually make it easy for me to remember. For example, my date of birth.
- And it is
- Wow, I never thought about it. What passwords should I use then?
- Your password
- Yes, I do. I always check spam letters. Why shouldn't I open them?
- They contain
- I didn't know that. So, my computer might have been infected?
- Unfortunately,

- Yes, I do. If I check spam letters I usually click the links from them to see if there is something important there.
- If you do it, you have a chance
- Oh, dear me! How stupid I was!
- And do you
- No, I never give out personal data over the phone or via email. I'm not as fool as that.

3) - Do you often surf the Internet just to relax?

- Yes, I
- Do you always keep an eye on the URLs you are clicking on?
- Why
- Please, avoid clicking on links with unfamiliar or spammy looking URLs. They may contain viruses.
- I have a strong
- Sometimes anti-virus software is not reliable if you don't keep it updated. And do you ever make online transactions?
- Yes,
- If you make them quite often you must keep an eye on your bank statements.
- Why, what
- The problem is that cybercriminals receive millions and millions of dollars annually from people all over the world.
- As for me I use
- Oh, yes, the site "Privat24" uses two-factor authentication, it must be safe.
- Thanks a lot. You've been very helpful.

1.7. Speak about different ways of protection against cybercrime.

1.8. Choose the right word to complete the sentences from the text "Make use of two-step verification".

1. Many online platforms and commerce sites offer _____ verification for your accounts.

A. three-factor	B. two-factor	C. one-factor
-----------------	---------------	---------------

2. Security now requires not only a username and password but also something that only the _____ owner holds or has access to.

A. wrong	B. proud	C. rightful
----------	----------	-------------

3. Think of the last time you _____ a bank transaction online.

A. made	B. followed	C. wrote
---------	-------------	----------

4. You had _____ to your account not only with a username and password but probably with a one-time pin (OTP) also.

A. to access	B. to avoid	C. to agree
--------------	-------------	-------------

5. This OTP was _____ specifically for use at the time of your logging in.

A. prevented	B. classified	C. generated
--------------	---------------	--------------

6. It _____ within an hour of generation.

A. appeared	B. expired	C. promoted
-------------	------------	-------------

7. This is an example of two-step _____.

A. verification	B. foundation	C. organization
-----------------	---------------	-----------------

8. If someone did have your _____ or password, they would also need the OTP to get access to your data.

A. surname	B. username	C. family name
------------	-------------	----------------

9. Without the access to your _____ phone they couldn't see what the OTP was.

A. corporate	B. line	C. mobile
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10. It is quite difficult for cyber _____ to access your data.

A. friends	B. guests	C. criminals
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2.1. Before watching, learn the new vocabulary.

двухфакторная аутентифікація	two-factor authentication
характерна риса	feature
бути попередженим	to be alerted
отримати доступ	to access
потенційний злодій	would-be thief
випадково згенерований код	randomly generated code
часто	frequently
уникати	to avoid
перевіряти	to verify
підозрілий	suspicious
отримувати	obtain
законний	legitimate
непередбачений	unexpected
тримати	hold
спливати	to pop up
відповідати	to match
припускати	to assume
шахрайський	fraudulent

2.2. Watch the Video 2 and answer the questions.

1. What is the video about?
2. What should you set your email account up with?
3. Which feature will alert would-be thief if he is trying to access your account?
4. What will would-be thief need except your password?
5. Why will not the password be enough for the hacker?
6. How often should you change your password?
7. What kind of passwords should you avoid using?
8. What should you do if you receive an email and you're not sure it's safe?

9. Where can you obtain the legitimate phone number of the company?
10. How can you check if the link is real?

2.3. Tell if the statements are true or false and correct the false ones.

1. You cannot protect yourself from cybercrime.
2. Email accounts are safe from cybercrime.
3. You have to arrange two ways to have access to your email account.
4. Your password is randomly generated and is usually sent to your phone.
5. There is no use to change your password until you forget it.
6. Never make your password easy to guess.
7. Call back the suspicious phone number to see if it works.
8. Only a legitimate company will ask for your password or account information via email or phone call.
9. Never click a small window which pops up when you hold your mouse.
10. The website “Privat24” uses two-factor authentication.

2.4. Read the text ‘Report Cybercrime’ and choose the correct answer from A, B, C or D. Pay attention to the vocabulary below.

To fight cybercrime, you have to report it, **in case** you have (1) _____ prey. There is nothing to feel **ashamed** (2) _____! If an email or phone **takes the aid** of a known or popular service or brand, you should always **alert** the service or brand, that their (3) _____ is being **misused**, so that they can **take appropriate steps** and **at the** (4) _____, alert their other customers **to not fall prey**.

Besides, if a cybercrime **has made you suffer** physical, mental, or financial (5) _____, you can report it to the **concerned department** that every government has nowadays. Each country (6) _____ cybercrime **seriously** and has organizations that work actively **to tackle** the crime and **to bring the criminals to justice**.

In case of spam, phishing, and **social engineering** attacks, you can (7) _____ the communications as a **proof**, but in case of malware attacks which may have **compromised** your (8) _____, you do not know who the criminal is and **hence** you can't progress much in the fight, **on** (9) _____ **own**.

That is why the idea is **to prevent** the crime (10) _____ happening rather than **waking up** after the crime has been committed.

1	A beaten	B written	C given	D fallen
2	A in	B about	C under	D on
3	A name	B face	C house	D bed
4	A least	B best	C worst	D last
5	A growth	B loss	C profit	D pain
6	A makes	B puts	C gives	D takes
7	A keep	B hide	C buy	D sell
8	A office	B department	C system	D workplace
9	A my	B your	C his	D our
10	A without	B about	C from	D above

заявити про кіберзлочин

report cybercrime

в разі

in case

той, хто соромиться

ashamed

скористатися допомогою

take the aid of

тривога / попередити

alert

зловживання

misuse

зробити відповідні кроки

take appropriate steps

принаймні

at the least

стати здобиччю

to fall prey

змусити кого-л. страждати

make smb. suffer

відповідний відділ

concerned department

сприймати що-л. серйозно	to take smth. seriously
впоратися / впоратися	to tackle
залучити злочинців	до to bring the criminals to justice
відповідальності	
в разі чого-л.	in case of smth.
соціальна інженерія	social engineering
доведення	proof
наражати на небезпеку	to compromise
отже	hence
самостійно	on your own
запобігати	to prevent
прокинутися	wake up

2.5. Read and translate the text ‘How Microsoft helps reduce cybercrime’, paying attention to the vocabulary.

Microsoft says that the first step **towards** fighting cybercrime is to use **secure, reliable and honest IT** (Information Technology **spanning** from firmware to operating system to the cloud). While it is true that a well-protected computer would reduce the chances of it getting hacked, it is also true that many computers come with **pre-installed** malware. That is why Microsoft used the word “honest”. You may not believe that many computers have pirated software **installed** on them, and in a way that they give **false positives** so that users believe the software is **genuine**. There are not many methods to detect the fake software (except for **manual forensic methods**) and this software is often **bundled** with malware that sends your information to the cyber criminals who created the fake software.

The Cybercrime page of Microsoft says that in a **sample** they tested, almost **90% of computers** using pirated operating systems or pirated software had the malware pre-installed. That means new Windows PCs were already **infected** and designed to send your personal information to the cyber criminals.

Microsoft has **tapped** the thousands of **spambots** originating from cybercriminals and led them to an **artificial sink or honey pots**, so that computers across the world, especially in the East Asia-Pacific region are safe. According to their study, most of the infected computers are found in countries situated in East Asia and outside Europe. However, they, sitting at Redmond, are **running an analysis** all the while **to counter** whatever type of malware they can detect, and stop them from spreading any **further** to contain the damage.

Using pirated software leaves your computer systems more open to malicious computer viruses, worms and Trojans. DVDs and PCs sold with pirated software are already pre-infected with malware that **facilitates** cybercrime.

зменшувати	reduce
к / у напрямку до	towards
безпечний	secure
надійний	reliable
чесний	honest
охоплювати	span
встановлено / встановлений раніше	pre-installed
встановити	install
помилкові спрацьовування	false positives
справжній	genuine
ручні методи судової експертизи	manual forensic methods
в комплекті	bundled
зразок	sample
заразити	infect
натискати	to tap
спам-бот	spambot
штучна раковина	artificial sink
горщик меду	honey pot

провести аналіз

to run an analysis

протистояти

to counter

далі

further

полегшити

to facilitate

2.6. Match the words from the text to their correct definition.

1. Hacking	a. to make (an action or process) easy or easier
2. Spambots	b. when someone who does not have coronavirus, tests positive for it
3. To facilitate	c. to extend over a large or increasing area
4. To spread	d. to come from a particular place
5. Artificial	e. to do something which has an opposite effect to it or makes it less effective
6. False positives	f. made or produced by human beings
7. To originate	g. to discover or identify the presence or existence of
8. To Bundle	h. activities that seek to compromise digital devices, such as computers, smartphones, tablets, and even entire networks.
9. To detect	i. to include an extra computer program or other product with something that you sell
10. To counter	j. special programs that crawl the Internet for email addresses posted in social networking sites, comments, contact-us pages and elsewhere

3. Watch the Video 3 <https://www.youtube.com/watch?v=inWWhr5tnEA> and answer the questions.

1. Where does Ann often shop?
2. What information does she have saved on the website?
3. Why does she save her personal information on the website?

4. Where is the required information served?
5. What did Ann receive one day?
6. Who gave Ann a special discount voucher according to that email?
7. What was she asked to fill to receive the coupon code?
8. Did giving away her shoppingcart.com account credentials seem fishy to Ann?
9. What did she think it was?
10. Why was she knocked off her feet?
11. How was a substantial amount of money wiped off her account?
12. Did shoppingcart.com account witness unauthorized access from a third party?
13. What is this type of attack called?
14. What is the person who carries this type of attack called?
15. Could Ann have prevented this cyberattack? If yes, how?

4. Watch the Video 4 <https://www.youtube.com/watch?v=inWWhr5tnEA> **and answer the questions.**

1. What technics does cybersecurity involve?
2. Are there multiple ways to implement cybersecurity?
3. What do these ways depend on?
4. What cyberattacks can you be prone to?
5. Which is the most common cyberattack?
6. What kind of attachment could Ann download online?
7. Was Ann's system corrupted by certain malicious viruses?
8. What can be embedded with the attachments?
9. Which kind of cyberattack did Ann experience?
10. Who sends fraudulent emails?
11. Do these fraudulent emails come from a legitimate source?
12. How do hackers install malware or steal sensitive data?
13. What are sensitive data?

14. What is the name of cyberattack when a hacker gains access to the information path between the customer and the website's server?
15. How is communication line between the customer and the website secretly intercepted?
16. Which is one of the easiest ways to hack a system?
17. How can the customer's password be cracked?

5. Watch the Video 5 <https://www.youtube.com/watch?v=inWWhr5tnEA> **and answer the questions.**

1. What did Ann do to prevent future cyberattacks?
2. What did she install first?
3. What is a firewall?
4. What do firewalls filter?
5. What do they safeguard?
6. Are firewalls software or hardware?
7. What did Ann implement secondly?
8. What are honey pots?
9. Whom are honey pots used to attract?
10. Why are these systems made to look vulnerable?
11. Why did Ann decide to use unique alphanumeric password?
12. Did she start to use anti-virus software?
13. Why does Ann start to avoid emails from unknown senders?
14. What kind of password do you use?

6. Watch the Video 6 <https://www.youtube.com/watch?v=inWWhr5tnEA> **and answer the questions.**

1. Are cyberattacks confined only to individuals?
2. Why are cyberattacks carried out in big companies more deadly?
3. What do they result in?
4. What are motives of such attacks?

5. Why do cybercriminals tamper crucial data?
6. Are monetary gains their main target?
7. What do various public sector organizations and large corporation face?
8. What do hackers do in APT?
9. Why do hackers gain access to networks of big companies for a prolonged period?
10. What cyberattacks do companies also witness?
11. Why are networks flooded with traffic?
12. How legitimate service requests are left unattended?
13. What are these cyberattacks called?
14. How is the multiple system used in DDoS attacks?
15. What does the hacker manipulate?
16. What is the name of cyberattack when a hacker manipulates a standard SQL query in a databased driven website?
17. When can hackers view edit and delete tables from databases?
18. Why is a cyberattack a challenge for organizations?
19. How can big companies tackle cyberattacks?
20. Who can identify cyber threats and secure a company's network?

SPEAKING

1. Answer the questions and then express your point of view on the topic.

1. What does cybercrime involve?
2. What do cybercriminals infect computers with?
3. What do cybercriminals use to delete or steal data?
4. What kind of cybercrime is called a Denial-of-Service (DoS) attack?
5. What do cybercriminals use to spread malware, illegal information or illegal images?
6. How can cybercriminals conduct both categories of cybercrime at once?
7. What is a Distributed-Denial-of-Service (DDoS) attack?
8. What do cybercriminals use in Distributed-Denial-of-Service (DDoS) attacks?

9. What does the European Convention of Cybercrime cast?
10. Which numerous malicious computer-related crimes are considered cybercrime?

2. Work in pairs or small groups. Answer the questions about fighting cybercrime in your country.

1. Is there any department in the police that fights cybercrime?
2. What is its name?
3. What do you know about its working methods?
4. Are there any results of its work in the free access in the Internet?
5. What would you do to improve fighting cybercrime in your country and around the world?

3. Work in small groups. Act out the following situations.

1. You receive a suspicious email which stated your eligibility for a special discount voucher from your shopping website. And you are asked to provide your account credentials.
2. The shopping site offers you to save your email ID address and credit card details on the website to enable a faster and hassle-free shopping experience.
3. A substantial amount of money was wiped off your account after you lost your credential card and didn't report it to the police, hoping that you had left your card at home.
4. You are constantly receiving the same email offering free service from the company which you know never provides free service. What should you do?
5. You wanted to watch a new film online and you found some website which asked you to register. You did it, but you couldn't watch the film, as there were many different windows appearing and disappearing but the film was not available. You quitted but in some time your computer was infected with malware.
6. You are an executive manager of a big corporation and you worry about the security of your corporation's network. What should you do?

PROJECT WORK

1. As you are investigating the topic of cybercrime you will come across words related to the topic. Use the table to explain the definitions, look for other related terms and synonyms and provide the examples of the terms.

Spambots	
Legitimate source	
Database driven website	
False positives	
“Remember Password” Feature	
Pirated software	

2. Give the definitions of the following kinds of cybercrime and search the Internet to provide the latest examples of them throughout the world.

Phishing	
Malware attack	
Cyberextortion	
DDoS attack	
Spear-phishing	
Malicious site	
Vishing	

WRITING

1. Write a report about the work of Ukrainian Cyber Police, their methods of work, cooperation with foreign appropriate Police Departments, and their achievements. Use the information from the Internet and other available resources.

UNIT 16 ORGANIZED CRIME

WARM UP

1. Answer the following questions:

1. How do you understand the term 'organized crime'?
2. What is organized crime in its present form characterised by?
3. What problems of the organized crime are of great concern now?
4. Is organized crime a serious problem in Ukraine? Which sphere?
5. What forces are responsible for preventing and combating organized crime?

VOCABULARY

1. Come up with word-families of the words below and write down as many word-combinations as possible. Try words and word-combinations in sentences of your own and don't hesitate to use such adjectives as criminal, regulated, corrupted, legitimate, destructive, financial, organized, etc.

to launder	→	laundry, laundering, launderer
to gamble	→	
to smuggle	→	
to corrupt	→	
to traffic	→	

2. Unscramble the following words and word-combinations.

- | | |
|-----------------------|--------------------------------|
| 1. Cuetriognn | 7. Giabmlng Bsssuine |
| 2. Taickinrgff | 8. Eenmlbeemtzz |
| 3. Terourvn | 9. Puuirst fo Pofrti adn Pewor |
| 4. Meoyrn Linaedrgun | 10. Hiingjakc |
| 5. Coorrunpti | 11. Htaosge Tnaigk |
| 6. Wehti-Coarll Ceimr | 12. Slmingugg |

3. There are some trafficking techniques. Match the first part with the second to identify the techniques.

1. Local contacts	a. commonly paid to various officials or police <u>to procure</u> false documents or at border crossing
2. Direct sale	b. women and children are transported on foot, by motorcycle, minibus, pick-up, in trucks, vans and boats
3. Deceit	c. economic <u>incentives</u> to parents and arrangements which <u>bond</u> children and young women into sex- slavery or other <u>exploitative</u> forms of labour, though details of these <u>debt terms</u> are <u>ill defined</u>
4. Debt bondage	d. traffickers <u>enlist</u> the help of local persons to identify vulnerable families
5. Kidnap	e. women and children are sold to traffickers by parents or other family members
6. Falsification of documents	f. <u>unscrupulous</u> agents deceive parents, <u>lure</u> women and girls with false promises of well-paid work in cities or marriage to rich partners
7. Bribes	g. criminal gangs or middlemen kidnap women and children, forcing them to work against their will, and often selling them to brothels
8. Transportation	h. false documents and passports make it difficult to identify and trace trafficked persons

READING

1. The following definition of trafficking of human beings is widely used. Complete the definition by filling in the blanks with appropriate words.

The illicit and 1_____ movements of persons across national borders, largely from developing countries and some countries with economies in 2_____, with the end goal of 3_____ human beings into sexually or economically oppressive and 4_____ situations for profit of recruiters, traffickers and crime syndicates, as well as other 5_____ activities related to 6_____, such as forced domestic labour, false marriages, clandestine employment and false adoption.

1.a) clandestine	b) human	c) large	d) huge
2.a) bloom	b) transition	c) search	d) future
3.a) asking	b) involving	c) forcing	d) engaging
4.a) odd	b) general	c) supportive	d) exploitative
5.a) illegal	b) interesting	c) legal	d) dangerous
6.a) humanity	b) trafficking	c) migration	d) exploitation

2.1. Read the text and discuss it. Do you think that the date of the crime was chosen on purpose?

In 1929, America was living in the 'Prohibition Era'. During this time, it was illegal to drink or sell alcohol. This situation provided many opportunities for criminals who began providing liquor to thirsty clients. Famous Chicago gangster Al Capone became rich and powerful during this time.

However, Capone had his rivals. Bugs Moran was the head of the North Side Irish gang. He posed a threat to Capone. On February, 14, 1929 Bugs Moran and his gang were assassinated in a garage on the north side of Chicago. Although there was never any proof that Capone was responsible, everyone believes that he ordered the massacre.

On that fateful Valentine's Day, five men entered the garage, two dressed as police officers. They lined up seven members of the gang against the wall and shot them with submachine guns. The crew fired so many bullets (approximately 150)

that the bodies were shredded to pieces. The bodies had around 15 bullets each. One victim had half his head blown off. A barking dog in the garage alerted neighbours who called the police. When the police arrived, they were horrified by the carnage they saw in the garage.

Although the hit was a success, Moran was not killed in the attack. In fact, he had been running late and when he reached the garage, he saw a police car outside. He decided to wait things out in a coffee shop. This saved his life.

The Prohibition laws were repealed in 1933. However, by that time, organized crime had grown strong and well-established in the United States. Law enforcement was never able to eliminate it in the years that followed.

2.2. Read the statements and answer True or False. Prove your point with statements from the text. Then make your own five questions to the text and give them to the class to answer.

1. Capone had a liquor business.
2. Bugs Moran was in the liquor business.
3. Capone was arrested for ordering the massacre.
4. The garage was in Chicago.
5. When Prohibition ended, the mafia disbanded.

2.3. Find the synonym in the text for the words below. Make sentences with them.

- | | |
|---------------|---------------|
| 1. unlawful | 4. auspicious |
| 2. competitor | 5. revoked |
| 3. danger | |

3. Read the text. Choose from A-H the one which best fits each space 1-6. There are two choices you do not need to use.

Many forms of slavery consist of several elements. For example, human trafficking often 1 _____ for travel and a job abroad, using money often borrowed

from the traffickers. Then, the debt contributes to control of the victims. Once they arrive, victims cannot leave 2 _____ their debt.

Anti-slavery International works across all continents to tackle all forms of modern slavery. We work with local partners 3 _____ out of slavery and advocate on highest levels to implement effective anti-slavery laws.

Many people think that slavery happens only overseas, in developing countries. In fact, there are examples that show that no country is free from modern slavery, not even Britain. The National Crime Agency estimates that there are 4 _____ people in modern slavery in the UK.

Modern slavery can affect people of any age, gender or race. However, contrary to a common misconception that everyone 5 _____, some groups of people are much more vulnerable to slavery than others.

People who live in poverty and have limited opportunities for decent work are more vulnerable to accepting deceptive job offers that can turn exploitative. People who are discriminated against on the basis of race, caste, or gender are also more likely to be enslaved. Slavery is also more likely to occur 6 _____ and corruption is rife.

- A until they pay off
- B tens of thousands
- C preventing human trafficking
- D to support people
- E involves advance payment
- F where the rule of law is weaker
- G can be a victim of slavery
- H without fighting

4.1. Read the text about money laundering. Pay attention to the words in bold. What/who do they refer to?

Money laundering is a process of converting funds received from illegal activities into ostensibly clean money that doesn't raise suspicion from banks and

financial institutions. Terrorists, organized criminals and drug smugglers rely extensively on money laundering to maintain cash flow to their illegal activities. Therefore, fighting money laundering is a very effective way to reduce overall crime. Fighting money laundering uncovers financial records that often tie perpetrators to criminal activity. In cases of robbery, embezzlement or larceny, the funds uncovered during money laundering investigations frequently are able to be returned to the victims of the crime. Additionally, taking away criminals' ability to launder money hampers their operation by shutting off **their** cash flow.

In today's regulatory environment, extensive records are kept on just about every significant money transaction. Therefore when trying to uncover the identity of a criminal, few methods are more effective than locating methods of financial transactions in which he was involved. Money laundering investigations center on parsing financial records for inconsistencies or suspicious activity, therefore, **they** often lead an investigator right to the front door of the criminal he is chasing.

Uncovering money laundering is also an effective crime-fighting tool in that it frequently helps restore stolen money or property to its rightful owner. For example, when money that was laundered to cover up embezzlement is discovered, it can usually be traced back to the source of embezzlement. While **this** does not necessarily nullify the original crime, it puts the money in question back in the proper hands and parts it from the perpetrator.

Lastly, money laundering is crucial for a criminal to run a successful operation. The money he makes is not good if he cannot use it to finance his operations and lifestyle. Therefore, attacking that aspect of his operation is one of the most effective ways to take down **the whole thing**.

4.2. Are the statements True or False? Find proof in the text.

1. People with suspicious activities use dirty money to finance their illegal activities.
2. One of the most useful ways to fight money laundering is the control of phone calls.

3. When an amount of laundered money is uncovered, the criminal is merely deprived of it as a punishment.
4. Thanks to the fighting against money laundering, it is possible for the victims of embezzlement to recover their money.

4.3. Work in pairs and think about the question. To what extent could the fight against money laundering contribute to personal security and financial security?

4.4. Find the synonyms of the words and phrases below.

- | | |
|----------------------|----------------------------|
| - global criminality | - analysing |
| - impedes | - fraudulent appropriation |
| - illegal | - criminal |

LISTENING

1. Watch a video about top ten most famous organized crime groups in the world and write out information about each of them according to the table.

Name	Country	Time	Specialization	Distinctive features	Film to watch
------	---------	------	----------------	----------------------	---------------

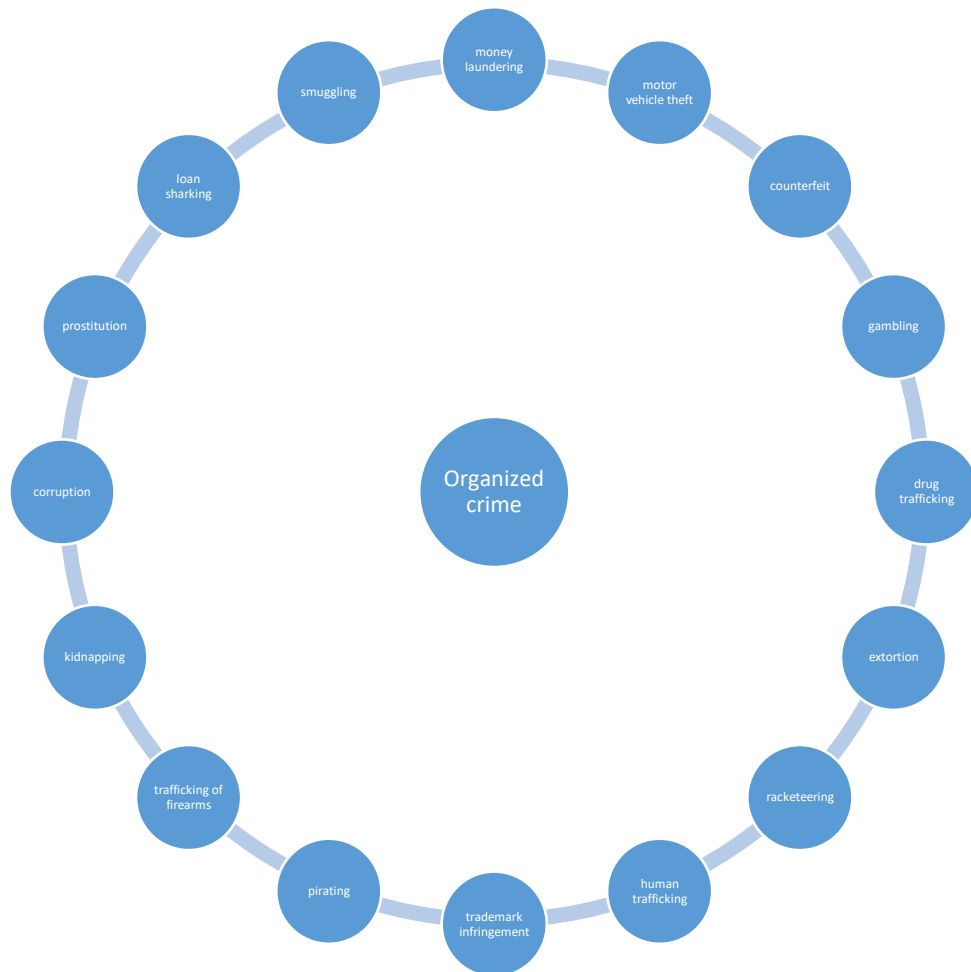
2. Follow the link <https://www.youtube.com/watch?v=zZwt9P0VCcE> and watch a video about a former London gang boss Stephen Gillen and answer the questions below.

1. What was his first experience with death?
2. Why did he become a criminal?
3. How did he compare real world and film world?
4. What was his opinion on connection between criminals and police?
5. What is a role of family in criminal world?
6. What book did he write?
7. Does he enjoy his life? What changed?

3. Listen to the questions from the audio and write them down. Together with your partner try to answer the questions and find additional information on the matter.

SPEAKING

1. There is a list of forms of organized crime. Why are they connected?



1.1. In groups of three discuss the forms spending only two minutes on each.

Answer the obligatory questions below.

- What does the term mean?
- Is this type of crime typical for Ukraine?
- Who are the victims of this type of crime?

1.2. Take three minutes to choose two types of organized crime which are the most dangerous, prove your point.

1.3. Take four minutes to come up with effective ways to combat the types of crime you've chosen.

2. Discuss the statements and answer the questions with your partner.

- Trafficking is increasing rapidly all over the world.
- Trafficking is a cross- border issue with regional and global dimensions.
- Trafficking is closely linked to illegal labour migration.
- Trafficking is a web of hidden, profitable, and expanding trade networks and movements of people, between countries of origin, transit and destination countries.
- What are main elements between drug production and trafficking with extremism and violence?
- Is there any correlation between the repressed minorities and organized crime?
- Are the dynamics of social construction and stereotypization of organized crime similar to those of terrorism?
- Will organized crime in this century expand activities or will it be stopped through international cooperation?
- How can we measure the anti-money laundering through banks or countries?
- How does money laundering affect business?
- Why is money laundering often mentioned along with checking for organized crime and terrorist links?
- How is corruption defined and how is it linked to organized crime?
- What is the purpose of smuggling?
- What should world leaders do to stop smuggling?
- What evidence is needed for embezzlement?

3. Discuss with your partner the following reasons of human trafficking. Tick the illicit purposes in the tables. Discuss your answers with a partner.

Prostitution	Forced marriages	Illegal goods sales development
--------------	------------------	---------------------------------

Illegal sports/fights	Entertainment industry	Mail-order brides/husbands
Domestic work	Forced labour	Illegal adoption of children
Medicine industry	Organ transplants	Drug trafficking
Pornographic activities	Slavery	Ransom
		Real estate operations

4. Make up dialogues on one of the topics:

- interrogation of a member of a criminal syndicate;
- interrogation of a trafficking witness;
- talk with parents of a kidnapped child;
- interrogation of a money launderer;
- interrogation of a victim of forced labour.

PROJECT WORK

1. Work in small groups. Prepare small reports (up to 150 words) on the following characteristics of an organized crime group similar to characteristics of a business corporation:

structure	centralized authority	membership	team work
planning	secrecy	specialization	division of labour
violence	profit goal	monopoly	protection
conspiracy	reserve fund		

2. Work in small groups. You are an organized crime group and your goal is to wreak havoc in the city. Think about your specialization, methods of operation, division of power in your group, etc. (see the previous task for help) and present all the data to the whole class. Their goal is to think about methods of stopping you and shutting your organization down.

3. Prepare information on an organized crime group. Find as much information as possible on its characteristics (see task 1) as well as period of

action and serious / famous crime. Work individually or in pairs, use graphic organizers, photos, articles for illustration.

WRITING

1. Write an essay based on one of the statements below:

- The illegal activities of organized criminal groups affect people's safety and health, weaken economies and reduce trust in public institutions.
- Demand for the illegal services and products offered by organized criminal groups can be reduced through our daily decisions as consumers.
- Organized criminal groups effectively operate online.
- World challenges to global peace and security.

2. Write a report on one of the topics:

- a member of a criminal syndicate was caught;
- a witness saw the moment of weapon trafficking;
- a ransom of a child.

UNIT 17 TERRORISM

WARM UP

1. Discuss the questions with your partner.

- What is terrorism?
- What is the strategy of terrorists?
- What does the effectiveness of the terrorist act lie?
- What are the perspectives of terrorism?
- How do terrorists see themselves?
- Can you give the examples of the most famous incidents

VOCABULARY

1. Study the new words and expressions on the topic “Terrorism”.

Part 1

1. Attack – напад.

- a bomb attack – вибух бомби;
- a nerve gas attack – теракт з використанням нервнопаралітичного газу;
- a suicide bomb attack – вибух, здійснений терористом-смертником;
- to be killed/injured/wounded in a bomb attack – отримати поранення в результаті вибуху бомби;
- to launch an attack – напасти, здійснити теракт;
- to stage an attack – напасти, здійснити теракт;
- to carry out an attack – напасти, здійснити теракт.

2. Bombing – вибух бомби

- a deadly bombing – вибух бомби, яка спричинила численні жертви;
- a suicide bombing – вибух, здійснений терористом-смертником;
- car bombing – вибух автомобіля, начиненого вибухівкою.

3. A bomb - бомба

- a road side bomb – придорожня бомба;
- a timed bomb – бомба з годинниковим механізмом;

- a bomb blasted/detonated/exploded/went off – вибухнула бомба;
- a bomb killed injured/wounded...people – в результаті вибуху бомби загинули / отримали поранення ... людина;
- to plant a bomb – закласти бомбу.

4. An explosive – вибухова речовина, вибухівка

- a powerful explosive – потужна вибухова речовина;
- to defuse an explosive device – знешкодити вибуховий пристрій;
- to set off explosive devices by remote control – привести в дію вибуховий пристрій за допомогою дистанційного керування;
- to wear an explosives belt – мати на собі пояс шахіда.

5. A hostage – заручник

- to hold smb hostage – утримувати кого-небудь в заручниках;
- to hold hostages – утримувати заручників;
- to release hostages – звільнити заручників;
- to take smb hostage – взяти кого-небудь в заручники;
- to take (20) hostages – захопити (20) заручників.

6. A terrorist act – терористична дія

- to carry out/commit/perpetrate terrorist acts – здійснювати теракти;
- to incite/instigate terrorist acts – провокувати теракти;
- to mastermind terrorist acts – готувати теракти;
- to plot terrorist acts – замишляти теракти.

Part 2.

1. a group of armed kidnappers – група озброєних викрадачів;
2. a police raid – поліцейський рейд, операція
3. a training camp – тренувальний табір;
4. an asylum-seeker – біженець, хто просить про надання притулку;
5. an increase in acts of international terrorism – збільшення числа актів міжнародного тероризму;
6. death count – кількість загиблих;

7. in all forms and manifestations – у всіх формах і проявах;
8. in conformity with the relevant provisions of national and international law – згідно з відповідними положеннями національного законодавства і міжнародного права;
9. kidnapping for ransom – викрадення з метою викупу Syn. abduction for ransom;
10. suspected mastermind – підозрюваний організатор;
11. suspected terrorists – передбачувані терористи;
12. the commission of terrorist acts – вчинення терактів;
13. the Interior Minister – міністр внутрішніх справ;
14. the speedy adoption of the pending conventions – якнайшвидше прийняття ще не прийнятих конвенцій;
15. through all lawful means – всіма законними засобами;
16. to blow oneself up – підірвати себе;
17. to blame smb for smth/to blame smth on smb – звинуватити кого-небудь у чому-небудь;
18. to blow up a train - підірвати поїзд Syn. to blast;
19. to bring to justice the perpetrators of the terrorist acts – притягнути до відповідальності осіб, винних у скоєнні терактів;
20. to capture smb/smth – захопити кого-небудь, що-небудь Syn. to seize smb/smth;
21. to cause major damage – викликати значні руйнування;
22. to claim responsibility for the attack – взяти відповідальність за теракт;
23. to combat international terrorism – боротися з міжнародним тероризмом;
24. to consider smth as a matter of priority – розглянути будь-яке питання в першочерговому порядку;
25. to contribute to the efforts to combat terrorism – внести вклад в зусилля по боротьбі з тероризмом;
26. to counter the terrorist threat – протидіяти загрозі тероризму;
27. to demand the release – вимагати звільнення;
28. to deny safe haven – відмовити в притулку;
29. to detonate an explosion – привести в дію вибуховий пристрій;

- 30.to eliminate international terrorism – ліквідувати міжнародний тероризм;
31.to endanger the lives and well-being of individuals – становити небезпеку для життя і добробуту людей;
32.to grant refugee status – надати статус біженця;
33.to hide out in... – ховатися в ...;
34.to hijack a plane – викрасти літак;
35.to hit targets – вразити цілі;
36.to hold smb responsible for smth – покласти відповідальність за що-небудь на кого-небудь;
37.to intensify fight against terrorism – активізувати боротьбу з тероризмом;
38.to promote universal participation in – заохочувати загальну участь;
39.to quash a rebel movement – придушити повстанський рух;
40.to shoot down a plane – збити літак. to bring down a plane;
41.to sign a peace accord – підписати мирну угоду;
42.to stop the rebellion – придушити повстання;
43.to storm a building – взяти штурмом будівлю;
44.to unequivocally condemn all acts of terrorism as unjustifiable –беззастережно засудити всі акти тероризму як не мають виправдання;
45.to unleash a new tide of terror – розв'язати нову хвилю терору;
46.under the auspices of the UN – під егідою ООН.

3. Read and literally translate the following sentences paying special attention to the underlined words:

1. After President Carter agreed to admit the Shah of Iran into the US, Iranian radicals seized the US Embassy in Teheran and took 66 American diplomats hostage. Thirteen hostages were soon released, but the remaining 53 were held until their release on January 20, 1981.

2. A Trans-World Airlines flight was hijacked en route to Rome from Athens by two Lebanese Hezbollah terrorists and forced to fly to Beirut. The eight

crew members and 145 passengers were held hostage for seventeen days, during which one American hostage, a US navy sailor, was murdered. The aircraft was returned to Beirut after Israel released 435 Lebanese and Palestinian hostages.

3. Twelve people were killed, and 5,700 were injured in a Sarin nerve gas attack on a crowded subway station in the centre of Tokyo, Japan. A similar attack occurred nearly simultaneously in the Yokohama subway system. The Aum Shinri-kyu cult was blamed for the attacks.

4. A bomb exploded aboard a Paris subway train as it arrived at the Port Royal station, killing two French nationals, a Moroccan, and a Canadian, and injuring 86 people. Among those injured were one US citizen and a Canadian. No one claimed responsibility for the attack, but Algerian extremists are suspected.

5. Twelve people were injured Sunday in a suicide bombing at the entrance to a Shia mosque in the Pakistani city of Sargodha, police said. The suicide bomber blew himself up when he was stopped by security personnel at the entrance. The blast took place minutes before evening prayers began.

6. Despite some *setbacks*, al Qaeda's core leadership in Pakistan remains the biggest threat to the United States, and the group continues to expand and strengthen worldwide, according to a new State Department report. Last year, al Qaeda's "core in Pakistan remained the most formidable terrorist organization targeting the U.S. homeland," says the report, "Country Reports on Terrorism."

7. Al-Shabaab, the Somali militant group that claimed responsibility for Sunday's deadly attacks in Uganda, is promising to "unleash a new tide of terror," but Uganda's leader has *vowed* to "deal with the authors of this crime and fight back." "This is only the beginning," Al-Shabaab warned Thursday in a statement on the internet.

8. Islamic militants with ties to al Qaeda claimed responsibility Thursday for this week's suicide attack on a television station in Iraq that *killed* at least *six people* and wounded 20 others. The Islamic State of Iraq praised the attack as "a blessed operation and one of a series of the blessed prisoner conquests in order to

defeat the Safavid (Shiite) project and their stooges in Baghdad," in a statement posted to a terrorist website.

9. A terrorist attack apparently aimed at two Jewish centers in Chicago was thwarted when two packages the size of bread boxes containing explosives were intercepted in Europe and the Middle East, counterterrorism officials announced Friday.

10. The Revolutionary Armed Forces of Colombia (FARC) rebels kidnapped a US citizen in Sabaneta. FARC members also killed three people, wounded fourteen, and kidnapped at least 27 others at a roadblock near Bogota. Four US citizens and one Italian were among those kidnapped, as well as the acting president of the National Electoral Council (CNE) and his wife.

4. Complete the story about one of the most notorious serial killer with the appropriate words.

On September 11, 2001, 19 militants associated with the Islamic extremist group al Qaeda _____ four airplanes and carried out suicide _____ against targets in the United States. Two of the planes were flown into the twin towers of the World Trade Center in New York City, a third plane _____ the Pentagon just outside Washington, D.C., and the fourth plane crashed in a field in Shanksville, Pennsylvania. Almost 3,000 people were killed during the 9/11 terrorist attacks, which triggered major U.S. initiatives to _____ terrorism and defined the presidency of George W. Bush. The impact left a gaping, burning hole near the 80th floor of the 110-story skyscraper, instantly _____ hundreds of people and trapping hundreds more in higher floors. The hijackers were Islamic terrorists from Saudi Arabia and several other Arab nations. Reportedly _____ by the al Qaeda terrorist organization of Saudi fugitive Osama bin Laden, they were allegedly acting in retaliation for America's _____ of Israel, its involvement in the Persian Gulf War and its continued _____ presence in the Middle East. Some of the terrorists had lived in the United States for more than a year and had taken flying

lessons at American commercial flight schools. Others had _____ into the country in the months before September 11 and acted as the “muscle” in the operation.

A.	murdered	B.	killed	C.	hijacked	D.	thifted
A.	bombs	B.	attacks	C.	assaults	D.	hits
A.	blast	B.	ruined	C.	destroyed	D.	hit
A.	combat	B.	fight	C.	destroy	D.	cancel
A.	Injuring	B.	killing	C.	wounding	D.	murdering
A.	financed	B.	operated	C.	sponsored	D.	presented
A.	assistance	B.	negligence	C.	denial	D.	support
A.	war	B.	military	C.	rebellion	D.	fighting
A.	come	B.	leave	C.	slipped	D.	entered

5. Find a proper word according to the definition.

Kidnapper bomb order security rebellion
target explosion damage refugee

1. an authoritative command or instruction.
2. the state of being free from danger or threat.
3. physical harm that impairs the value, usefulness, or normal function of something.
4. a person, object, or place selected as the aim of an attack.
5. physical harm that impairs the value, usefulness, or normal function of something.
6. behave in the way specified.
7. an act of armed resistance to an established government or leader.
8. a person who abducts someone and holds them captive, typically to obtain a ransom.

9. a container filled with explosive or incendiary material,
10. a person who has been forced to leave their country in order to escape war, persecution, or natural disaster

READING

1.1. Read the text 'What is terrorism?'

There are so many problems in the modern world, such as global warming, environmental issues, shortage of natural resources, earthquakes, floods and other disasters. But one of the most dangerous of all is terrorism.

It is a huge threat to all mankind. Today we hear more and more news on TV about terrorist attacks. All magazines and newspapers write about this problem. Each year different countries face terrorism. A lot of people suffer from terroristic acts. Some die, some get wounded, others lose their loved ones. In certain countries people are even scared to go to the cinemas, theatres, concerts, supermarkets, and other crowded places.

Under the term "terrorism", we understand the use of violence and intimidation for political or religious goals. Terrorism is a violent strategy used by various people and groups to achieve a certain goal.

The terrorism usually targets at the civilian population and it creates an atmosphere of horror for pressure the government or other representatives of power. There are plenty of things that give birth to terrorism, they include different kinds of fanaticism, racism, political frustration and interests.

In a measure, you may say that terrorism existed in the 19th century as well. Many people identify terrorists as revolutionaries who killed government functionaries. However, it is substantially a phenomenon of the 20th and now the 21st century. When the society became, on the whole, more religious, fundamentalists and secessionists became more active and their technical equipment affects the lives of innocent people all over the globe.

For the second half of the 20th century Israel, Great Britain, and Italy suffered from the terrorism most of all. All the most noticeable actions were performed by Islamic fundamentalists from AL-Qaeda early in the 21st century. The most famous one was the terrorist attack when towers of World Trade Center in New York, USA, were destructed on 11th of September 2001. About 3000 people died that time.

The danger of terrorism has changed our lives. Countries are now gathering information about terrorists on a more worldwide level. But in spite of accepting, extent terrorism is still a serious threat for common people. It is considered to be the pressing problem of our time. Drastic measures should be taken in order to address the situation as peacefully as possible.

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

- Under the term "terrorism" we understand the use of violence and intimidation for political or personal goals.
- The danger of terrorism has changed our lives.
- The terrorism usually targets at the military population.
- Terrorism is still a serious threat for injured people.
- Terrorism is not considered anymore one of the most dangerous disasters.
- The most famous one was the terrorist attack when towers of World Trade Center in London, GB.
- In the 19th century many people identify terrorists as revolutionaries who killed government functionaries.
- Each year different countries face terrorism.

1.3. Match the words from the text with their synonyms.

- | | |
|------------------|-------------|
| 1. worldwide | a. measures |
| 2. identify | b. strategy |
| 3. innocent | c. actions |
| 4. environmental | d. threat |

- | | |
|---------------|------------------|
| 5. noticeable | e. of violence |
| 6. serious | f. people |
| 7. government | g. issues |
| 8. drastic | h. level |
| 9. violent | i. terrorists |
| 10. the use | j. functionaries |

2. Read the article and complete the gaps with A - D.

- A.** In special cases, victims and their families are sent abroad for medical treatment.
- B.** All the department's workers are certified social workers or employees that hold an academic degree in a relevant field.
- C.** Within the first 24 hours, the victims' families are treated and accompanied by social workers from the Ministry of Social Affairs and Social Services.
- D.** Additionally, the NII provides assistance with the arrangements of the funeral, preliminary financial assistance, and psychological treatment and support.

In its 66 year history, Israel has not known a single day free from terrorism and the threat of terrorism isn't theoretical but prevalent and persistent.

Israel is treating victims immediately after the terrorist act. 1____. After 24 hours, the National Insurance Institute of Israel (NII) contacts the victims and their families and, thereafter, provides counseling, training and guidance concerning any problem, whether emotional, social or family-related. The NII also guides the victims and their family members concerning how to exercise their rights and obtain the various services available to them. 2____. In light of past experience, the NII, in cooperation with medical professionals, established a system to diagnose psychological injuries of victims as soon as possible, taking into account the close link between the speed of treatment of psychological injury and the level of damage that remains.

Victims of acts of terrorism are entitled to full reimbursement of expenses for hospitalization and treatment, nursing, medical rehabilitation, medications and medical aid instruments. 3____. Additionally, victims are entitled by law to a long list of benefits and grants, such as, *inter alia*, assistance in housing, grants for therapeutic treatments, grants for acquiring medical equipment for paralyzed people, assistance for acquiring medically-adapted vehicles, an annual allowance for acquiring home equipment, and other grants or tax reductions.

The certified government agency to assist terror victims is the Department for Hostile Action Victims within the NII. 4____. In addition, the NII periodically conducts mandatory internal training for the department's employees. This training focuses on the unique issues that arise with victims of terrorism, such as trauma, coping with grief, anxiety, etc.

3. Read the Additional Protocol to the Council of Europe Convention on the Prevention of Terrorism and complete it with one of the answers from the box.

Article 1 – Purpose. The purpose of this Protocol is to supplement the _____ of the Council of Europe Convention on the Prevention of Terrorism, opened for _____ in Warsaw on 16 May 2005 as regards the criminalization of the acts described in Articles 2 to 6 of this Protocol, thereby enhancing the efforts of Parties in _____ terrorism and its negative effects on the full enjoyment of human rights, in particular the right to life, both by measures to be taken at national _____ and through international co-operation, with due regard to the existing applicable multilateral or bilateral treaties or agreements between the Parties.

Article 2 – Participating in an association or group for the purpose of terrorism.

For the purpose of this Protocol, “_____ in an association or group for the purpose of terrorism” means to participate in the activities of an association or group for the purpose of committing or contributing to the commission of one or more terrorist _____ by the association or the group. Each Party shall adopt such

measures as may be necessary to establish “participating in an association or group for the purpose of terrorism”, as defined in paragraph 1, when _____unlawfully and intentionally, as a criminal offence under its domestic law.

Article 3 – Receiving training for terrorism. For the purpose of this Protocol, “receiving training for terrorism” means to receive instruction, including _____ knowledge or practical skills, from another person in the making or use of explosives, firearms or other weapons or noxious or hazardous _____, or in other specific methods or techniques, for the purpose of carrying out or contributing to the commission of a terrorist offence. Each Party shall _____ such measures as may be necessary to establish “receiving training for terrorism”, as defined in paragraph 1, when committed unlawfully and intentionally, as a criminal offence under its domestic law.

A.	methods	B.	deals	C.	measures	D.	provisions
A.	signature	B.	discussion	C.	sign	D.	talks
A.	reducing	B.	fighting	C.	preventing	D.	combating
A.	stage	B.	level	C.	scope	D.	policy
A.	negotiating	B.	attending	C.	participating	D.	taking
A.	offences	B.	crimes	C.	thefts	D.	attacks
A.	made	B.	committed	C.	done	D.	taken
A.	taking	B.	getting	C.	obtaining	D.	excepting
A.	chemicals	B.	liquids	C.	minerals	D.	substances
A.	take	B.	fulfill	C.	make	D.	adopt

3.3. Match the beginning of the phrase with its appropriate end based on the text.

- | | |
|---------------------------|---------------------------|
| 1. multilateral | a. of a terrorist offence |
| 2. commission | b. co-operation |
| 3. the criminalisation of | c. the efforts |
| 4. to participate | d. measures |
| 5. as defined in | e. the acts |
| 6. international | f. offence |
| 7. enhancing | g. human rights |
| 8. to adopt | h. paragraph 1 |
| 9. criminal | i. or bilateral treaties |
| 10. full enjoyment of | j. in the activities |

LISTENING

1. Watch a video ‘What is definition on terrorism?’ and answer the questions

<https://www.youtube.com/watch?v=c3XzlmwYnXE>

- How many definitions does U.S. government have for a word “terrorist”
 - a. two
 - b. more than twenty
 - c. no definitions
- Terrorism is usually motivated by
 - a. personal beliefs
 - b. misunderstanding
 - c. political, ideological or religious believes
- What is motivation of terrorism?
 - a. political or social ground
 - b. just political ground
 - c. just social ground
- Is mentally ill person can be considered as a terrorist?
 - a. no, he is not
 - b. yes, he is

- c. I'm not sure
- Can the government make the terrorist acts against it's nation?
 - a. yes, it can
 - b. no, it is regarded as acts of oppression or regression
 - c. I didn't hear that

2. Watch a video 'Understanding Terrorism: What causes terrorism?'

<https://www.youtube.com/watch?v=S8lqEkGCLwo> **and mark the sentences true or false**

1. Radical Islamists require violence as a political duty
2. International terrorism began in the 1960s and 1970s
3. Terrorism was often spin-off of protest movements who were not happy with the compromises with the government
4. There is no psychopathology behind the resort to terrorism
5. The terrorist don't usually join the group of like-minded individuals
6. A common identity, a sense of cohesiveness never makes conformity with group norms extremely important
7. It is extremely difficult for people to break away from the group
8. We don't need to take strategies and the cultures of military organs quite seriously
9. Terrorism is a result of strategic thought

3. Watch a video 'Definition, History and Types of Terrorism' and fill the gaps <https://ekuonline.eku.edu/homeland-security/definition-history-and-types-terrorism>

Hello everyone and welcome to week. This week we will discuss the _____ of terrorism and the nature and geography of terrorist _____. It is important to note that terrorism is not new, it has a quite long history, and as we mentioned in week one, still remains difficult _____. Terrorism is more of socially constructed term with multiple definitions and originates from a _____ of

sources and directions. On the other hand it is necessary to develop an operational definition.

Definition of Terrorism. Agencies such as the FBI, the US DOD and the US DOS realize the need to define terrorism. While each definition is _____ different, they do have constant themes. These themes include involving _____ terrorist acts which are motivated by some political or social agenda, terrorists generally _____ non-combatants or _____ and are generally sub-national or clandestine groups. The configuration of terrorist groups is generally _____ on one's environment, relationship with the _____, motivation and/or goals.

History of Terrorism. The history of modern terrorism began with the French revolution and has _____ ever since. The most common causes or roots of terrorism include civilizations or culture clashes, globalization, religion, Israeli-Palestinian conflict, or the Russian _____ of Afghanistan. More personal or individual-based reasons for terrorism are _____, deprivation, negative identity, narcissistic rage, and/or moral _____.

Five Types of Terrorism. You will need to be familiar with the five types of terrorism.

- State-Sponsored terrorism, which consists of terrorist acts on a state or government by a state or government.
- Dissent terrorism, which are terrorist groups which have rebelled against their government.
- Terrorists and the Left and Right, which are groups rooted in political ideology.
- Religious terrorism, which are terrorist groups which are extremely religiously motivated and
- Criminal Terrorism, which are terrorists acts used to aid in crime and criminal profit.

4. Watch any video about events which happened on September 11, 2001 in the USA. What feelings and emotions does this record arise? Discuss it in class and express your position on the matter. Write a short essay on the topic.

SPEAKING

1. Read the Terrorism statements and discuss them in a group of 4. Label each statement into 4 categories - Strongly Agree/Agree/Disagree/Strongly Disagree.

- a terrorist act is generally unlawful;
- it is violent and may be life threatening;
- the violence is politically motivated;
- the direct targets are civilians;
- the direct targets may not be the main targets;
- the main targets may be one or more nation-states, governments, or societies; or a political, ethnic, or religious group, or an industry or commercial operation, within those societies;
- the objective is usually to frighten the main targets;
- there may or may not be a claim of responsibility.
- all terrorist acts are motivated by two things: 1. social and political injustice; 2. belief that violence or its threat will be effective and usher in change.

2. Retell the main idea of the text briefly and answer the questions.

Terrorism is a criminal act that influences an audience beyond the immediate victim. The strategy of terrorists is to commit acts of violence that draws the attention of the local populace, the government, and the world to their cause. The terrorists plan their attack to obtain the greatest publicity, choosing targets that symbolize what they oppose. The effectiveness of the terrorist act lies not in the act itself, but in the public's or government's reaction to the act. For example, in 1972 at the Munich Olympics, the Black September Organization killed 11 Israelis. The

Israelis were the immediate victims. But the true target was the estimated 1 billion people watching the televised event. Those billion people watching were to be introduced to fear - which is terrorism's ultimate goal.

The Black September Organization used the high visibility of the Munich Olympics to publicize its views on the plight of the Palestinian refugees. Similarly, in October 1983, Middle Eastern terrorists bombed the Marine Battalion Landing Team Headquarters at Beirut International Airport. Their immediate victims were the 241 U.S. military personnel who were killed and over 100 others who were wounded. Their true target was the American people and the U.S. Congress. Their one act of violence influenced the United States' decision to withdraw the Marines from Beirut and was therefore considered a terrorist success.

There are three perspectives of terrorism: the terrorist's, the victim's, and the general public's. The phrase "one man's terrorist is another man's freedom fighter" is a view terrorists themselves would gladly accept. Terrorists do not see themselves as evil. They believe they are legitimate combatants, fighting for what they believe in, by whatever means possible to attain their goals. A victim of a terrorist act sees the terrorist as a criminal with no regard for human life. The general public's view though can be the most unstable. The terrorists take great pains to foster a "Robin Hood" image in hope of swaying the general public's point of view toward their cause. This sympathetic view of terrorism has become an integral part of their psychological warfare and has been countered vigorously by governments, the media and other organizations.

- What is the strategy of terrorists?
- What does the effectiveness of the terrorist act lie?
- What are the perspectives of terrorism?
- How do terrorists see themselves?
- What types of tools do terrorists use?
- How are terrorist groups financed?
- How do terrorist groups recruit children?

- How do terrorists exploit the media?
- Can you give the examples of the most famous incidents?
- Can terrorism happen in Ukraine?

3. Divide into 4 groups and discuss what we should do to prevent terrorism.

4. Remember some rules which help you save your and other people's lives and explain the necessity to follow them.

- When you see ownerless things in different places, you must inform the police.
- Don't touch the ownerless things.
- Don't open them.
- Don't move them.
- If you became a hostage, you must obey all terrorists' demands.
- Try to find a safety place.
- Don't look at terrorists' eyes.
- Speak briefly and quietly.
- Don't show unnecessary heroism.

PROJECT WORK

1. Over the years, terrorists have claimed hundreds of innocent lives. Here is a list of Worst Terrorist Attacks in World History. Choose any episode, find as much information as you can and tell it to your classmates in details.

1. Air India Flight 182. Air India Flight 182 was an Indian passenger plane flying from Toronto, Canada to Delhi, India via Montreal and London in 1985. The plane, a Boeing 747-237B, was destroyed with a bomb mid-air at an altitude of 31,000 feet and crashed in Irish airspace in the Atlantic Ocean.

2. 2014 Gamboru Ngala Attack. This attack took place from May 5 to 6, 2014, in the two towns of Gamboru and Ngala in the Borno state of Nigeria.

3. 2016 Karrada Bombing. On July 3, 2016, there was a coordinated attack in Baghdad that led to the deaths of 341 people and injured several hundred more.

4. Beslan School Hostage Crisis. The Beslan School siege begun on September 1, 2004, and lasted for three days.

5. July 2013 Iraq Attacks. The 2013 Iraq attacks took place in the first two weeks of July 2013.

6. Massacre Of Trujillo. The Massacre of Trujillo was a series of murders carried out between 1988 and 1994 in the town of Trujillo, Colombia.

7. Cinema Rex Fire. On August 19, 1978, the Cinemax Red located in Abadan in central west Iran was set on fire killing at least 422 individuals.

8. May 2013 Iraq Attacks. These attacks started on May 15-21, 2013 and in the end led to the death of a total of 500 people.

9. 2007 Yazidi Communities Bombings. These attacks occurred on August 14, 2007 in Iraq, killing an estimated 2,996 people.

10. September 11 Attacks. The September 11th attacks came as a series of four organized terrorist attacks, planned by the Al-Qaeda, targeting the US.

2. Find statements against terrorism according to the plan below, present the in class then discuss in groups and choose the statement which impressed you the most:

- Who is the author of each statement?
- For what audience were the statements written?
- List two things from the statement that you think are important.
- Do you notice any repeated vocabulary words or phrases in your statements?
- What is the tone of each statement?
- Is there anything about these statements that surprises you?

3. Follow the link https://www.huffpost.com/entry/notinmyname-paris-attacks_n_56494ef7e4b045bf3defbf7a and find out about a British campaign against terrorism. **Provide information** about time, place, reasons, participants, aims and effect of the campaign. What statement do you find most powerful? What

are the benefits of using social media to communicate ideas? What are the drawbacks?

In small groups create your own hashtag (or contribute to an existing one) that corrects a misperception or promotes social justice. Come up with several tweets that represent the hashtag. Follow the example:

“We agree with Nelson Mandela that ‘Education is the most powerful weapon which you can use to change the world’ #EducationMatters”.

4. Choose five countries with the highest level of terrorism and compare them according to the level of life, social-political sphere, public safety, crime levels (indicate crimes) etc. Create a database and analyze the reasons why terrorism is common there.

5. Choose five countries which are common targets for terrorists and compare them. Find similarities and present your opinion on why terrorism is common there.

WRITING

1. Prepare an essay on one of the following topics:

- Your country (city) has become a victim of a terrorist attack. What would you do?
- Can terrorism ever be justified?
- Terrorism in the USA and Europe
- The link between terrorism and mental disorder
- Measuring and understanding the impact of terrorism

WRITING BANK

REPORT

Police reports have many different uses, both within the criminal justice system and beyond:

- Identification of Criminals
- Investigative Record
- Court Preparation
- Civil Liability Assessment
- Statistical Analysis

Depending on the type of a report, its structure will vary. You will find below useful tips for writing which you can apply and adapt to any type of a report.

An effective police report is always:

- Factual
- Accurate
- Clear
- Concise
- Complete
- Timely

Field notes

During the preparation phase field notes are of extreme importance. Regardless of how the individual officer decides to take field notes, the following information is a snapshot of the items that should be included in field notes:

	Basic Information	Additional Information
Victims and Witnesses	<ul style="list-style-type: none">• Full name• Age• Date of birth• Race• Sex• Telephone numbers (home, work, cellular)• Address• Email address(es)	<ul style="list-style-type: none">• How to contact by telephone or in person• Best place to contact• Best time to contact• Place of employment (including name and telephone number)
Occurrence	<ul style="list-style-type: none">• Type of crime• Location• Date and time of incident• Was physical evidence handled by officer, suspect, or victim?• Disposition and chain of custody for all evidence• Suspect direction of travel• Type and description of weapons• Threats made with weapons• Direct statements made by suspect• Case number• Assisting officer's actions	<p>All persons involved:</p> <ul style="list-style-type: none">• Informants• Reporting party• Victims• Witnesses• Suspects, if known• Officers• Outside agencies and members of outside agencies• Medical personnel• Members of the media

	(and supplements, if necessary)	
Suspects	<ul style="list-style-type: none"> • Race • Sex • Age • Build • Height • Weight • Eye colour • Hair colour • Hair style • Facial hair • Clothing type • Clothing colour • Clothing style • Name and/or street name, if known • Unusual physical attributes, such as scars, tattoos, a limp, moles, odour, and missing teeth • Can the suspect be identified by the victim or witness? 	<ul style="list-style-type: none"> • Unusual or memorable gestures • Speech peculiarities, such as accents, tone, pitch, or noticeable speech disorder, such as stuttering • Jewellery • Rings (identify which hand and finger) • Necklaces • Earrings • Body piercings • Right or left handed • Which hand was dominant? • Which hand held the weapon? • Which hand opened a door? • Where was a watch worn? • Gang affiliation (if known)
Incident Specific	<ul style="list-style-type: none"> • Scene description and photographs (if available) • Point of entry • Point of exit • Description of property damage • Types and values of property taken • Description of suspect vehicle • Nature and location of evidence collected • Suspect and victim injuries • Unique characteristics of the crime • Anything else not already mentioned that the officer believes is relevant to the case 	

The facts and questions that an officer includes in field notes should typically provide the foundation for an effective police report. An effective police report should always answer the questions who, what, where, when, how, and why. The following table presents examples of the

specific facts and information that can be included in the body of the report to help answer of the six questions.

	Supporting Facts/Information
What	<ul style="list-style-type: none"> • was the crime that was committed? • are the elements of the crime? • were the actions of the suspect before and after the crime? • actually happened? • do the witnesses know about it? • evidence was obtained? • was done with the evidence? • weapons were used? • action did the officers take? • further action should be taken? • knowledge, skill or strength was needed to commit the crime? • other agencies were notified? • other agencies need to be notified?
When	<ul style="list-style-type: none"> • was the crime committed? • was the crime discovered? • were the involved parties notified? • did the involved parties arrive at the scene? • was the victim last seen? • was the suspect last seen? • did officers arrive? • was any arrest made? • did witnesses hear anything unusual? • did the suspect decide to commit the crime?
Where	<ul style="list-style-type: none"> • was the crime committed? • was the crime discovered? • was entry made? • was the exit? • was the weapon obtained that was used to commit the crime? • was the victim found? • was the suspect seen during the crime? • was the suspect last seen? • were the witnesses during the crime? • did the suspect live? • does the suspect currently live? • is the suspect now? • would the suspect likely go? • was the evidence found? • was the evidence stored?
Who	<ul style="list-style-type: none"> • are the involved parties in the incident? (i.e., victim(s), witness(es), suspect(s)) • were the participating officers? • was the complainant? • discovered the crime? • saw or heard anything of importance? • had a motive for committing the crime?

	<ul style="list-style-type: none"> • committed the crime? • had the means to commit the crime? • had access to the crime scene? • searched for, identified and gathered evidence? <p>Also with whom...</p> <ul style="list-style-type: none"> • did the victim associate? • did the suspect associate? • was the victim last seen? • do the witnesses associate? • did the suspect commit the crime? <p>Additional information regarding specific people can include, but not be limited to:</p> <ul style="list-style-type: none"> • phone numbers (home, cellular and work) • addresses (home, work, and email) • age and date of birth • social security number • occupations • physical descriptions as required
How	<ul style="list-style-type: none"> • was the crime committed? (e.g., force, violence, threats, etc.) • did the suspect leave the scene? (e.g., on foot, by car, etc.) • did the suspect obtain the information necessary to commit the crime? • was the crime discovered? • was entry made? (e.g., smashing, breaking, key, etc.) • was the weapon/tool for the crime obtained? • was the weapon/tool used? • was the arrest made? • much damage was done?
Why (if known)	<ul style="list-style-type: none"> • was the crime committed? • was a certain weapon/tool used? • was the crime reported? • was the crime reported late? • were witnesses reluctant to give information? • is the suspect lying? • did the suspect commit the crime when she/he did? • did the suspect commit the crime where she/he did?

The following general content elements are fundamental to an effective report:

- Initial information
- Identification of the crime or incident
- Identification of the involved parties
- Victim/witness/suspect statements
- Crime scene specifics/description
- Property information
- Officer actions/observations

Formatting

When writing a report, follow the layout:

- **Paragraph 1 ‘Background information’:** date, time, people involved, assigned location, etc.
- **Paragraph 2 ‘After arrival’:** What actions did you see? What did the people involved tell you?
- **Paragraph 3 ‘Additional information’:** details if needed.
- **Paragraph 4 ‘Sensory perception of the scene’:** What did you hear? What were the people involved saying? What did you see (injuries, intoxication, evidence, etc.)? What did you smell (alcohol, marihuana, etc.)? What did you touch (hot or cold objects, weather conditions, room temperature)?
- **Paragraph 5 ‘Actions at crime scene’:** approach, detain, separate, interview, witness’s and subject’s version of the events, collect evidence, paperwork, statements, filling official forms.
- **Paragraph 6 ‘After the accident’:** submit evidence, make notifications, other actions.

Regardless of whether a narrative style format or a category format is used for the investigative report, all paragraphs within the report must be clear and easy to understand. When writing an investigative report, the first sentence (lead-in sentence) of each paragraph should clearly state the primary topic or subject of the paragraph. The sentences that follow within the paragraph should present facts, ideas, reasons, or examples that are directly related to the primary topic. The following table presents examples of poorly organized and well organized paragraphs:

Poorly Organized	Well Organized
When we arrived, the husband let us into the house. We were responding to a 9-1-1 call. My partner and I had been dispatched to an incident of domestic violence. A woman called for help to keep her husband from beating her.	My partner and I were dispatched to a domestic violence incident after a woman dialled 9-1-1. The woman called for help because she was afraid her husband would beat her. When we arrived, the husband let us into the house.
Marie Parker said her husband refused to answer the door at first when he heard the man on the other side begin to shout. I took her statement approximately 45 minutes after the assault took place. She was sitting in the family room when her husband went to see who was at the door.	I took Marie Parker’s statement approximately 45 minutes after the assault took place. Parker said she was sitting in the family room when her husband went to see who was at the door. Initially her husband refused to answer the door when he heard the man on the other side begin to shout.

Grammar

An effective report must always exhibit the writer’s command of the English language, and be relatively free of errors in sentence structure, grammar, and other writing mechanics, and the more effective the officer’s command of the written language, the greater the clarity of the written report. Due to the large number of grammatical guidelines in the English language, officers should have a basic understanding of the basic building blocks of sentence structure when writing reports.

Nouns. Nouns are naming words, and could be used to identify people, places, or things.

Proper nouns. Proper nouns refer to specific places persons, or things, and always should begin with a capital letter. When referring to a specific person within a report, officers

should use proper nouns. After the proper noun has been used once, just the last name may be used when referring to the same person.

Pronouns. Pronouns are words that substitutes for a noun or proper noun. There are two types of pronouns primarily used in report writing.

1. First person pronouns are used when referring to the officer writing the reports. Some examples are I/me/mine/my and we/our/ours/us (when riding with a beat partner). First person pronouns can also be used within quotes to refer to the person speaking (Wilson told me, “I ran as fast as I could.”). Officers should always use first person pronouns when referring to themselves, because by doing so, the reader has a clear understanding of the officers’ actions.

2. Third person pronouns refer to the person, place or thing being written about. Examples are he/his/him, it/its and they/their/them. Third person pronouns must always agree and clearly refer to the noun or proper noun that is directly before it.

Tense. Since most investigative reports are written about things that have already happened, the words that are used should clearly indicate the events occurred in the past. This is expressed through the tense of the action words (or verbs) in the report. Tense can be either present or past tense.

1. Present tense verbs express an action currently taking place. For example, the phrase “I am reading this manual” is written in the present tense.

2. Past tense verbs express actions completed in the past. For example, the phrase “I read this manual last week” is written in the past tense.

Voice. The term “voice,” when used to describe a type of verb, refers to whether the verb is active or passive. Reports should be always be written in the active voice, as most readers find sentences written in the active voice easier to follow and understand.

1. Active voice. A verb is in the active voice when the subject of the sentence is the individual or thing that is doing or performing the action. An example would be “I gave the report form to the victim.”

2. Passive voice. A verb is in the passive voice when the subject of the sentence is someone or something other than the performer of the action in the sentence. A common indicator of passive voice is the word “by” in the sentence. An example would be “The victim was given the report form by me.”

Lexis

Reports should be written using simple, common, and concrete language whenever possible. The use of simple language can help keep reports concise and brief, and addresses relevant information quickly and clearly. The following table presents examples of abstract words and phrases, along with more concrete alternatives.

Abstract Words	Concrete Words
A number of ...	Seven...
At a high rate of speed...	75 KMPH...
Appeared intoxicated...	Breath smelled of an alcoholic beverage...
Hostile behaviour...	Repeatedly struck at officers...
Physical confrontation...	Fight...
Verbal altercation...	Argument...
Extensive record...	Six DUI offenses over two years...
Employed...	Used...
Dispute...	Argument...
Inquired...	Asked...
In the vicinity of...	Near...
Articulated...	Said, told...
Hit...	Punched, slapped or clubbed...

Homonyms are words that sound the same, but have different meanings. There are a number of frequently used words that sound alike, but have completely different spellings and meanings. When writing reports, officers should ensure that they are using the correct word for what they are trying to express. The following table identifies the most commonly confused sound-alike words.

Words	Definitions	Examples
Accept	To take with approval, or agree to	I accepted the medal with pride.
Except	To omit or exclude; preposition meaning 'but'	We did everything except interview the witnesses.
Access	An approach, admittance, or route	There is an access road running east to west in front of the drug store.
Excess	Surplus; an amount greater than wanted	The amount of cocaine found was in excess of what had been initially reported.
Advice	Worthy suggestion or information; noun	My sergeant gave me advice on how to handle the situation.
Advise	To give suggestions, data or counsel; verb	My sergeant advised me on how to handle the situation.
Affect	To act upon or produce change or influence; verb	The suspect was affected by the pepper spray.
Effect	Result of cause; belongings; noun	Dilated pupils are a physical effect of the drug. The coroner removed the personal effects from the victim.
Allude	Make reference to	The witness alluded to the suspect's collection of guns.
Elude	To escape or evade	The suspect eluded arrest by going into a store.
Assure	To offer assurances	The officer assured the victim that the batterer would be jailed.
Ensure	To make certain	The officer ensured the suspect was correctly handcuffed.
Insure	To make secure or certain (as with ensure); or to guarantee life or property against risk.	The man insured his house against fire and floods.
Brake	To stop a vehicle	Her car's brakes failed, and she ran into the truck in front of her.
Break	To burglarize a home or other structure; forcibly entering or exiting a house or structure; to damage.	The officer watched the suspect break into the store.
Cite	Refer to an official document or rule as proof; verb	The district attorney cited the penal code.

Site	Place or setting of an event; noun	The officers returned to the site of the crime to gather more evidence.
Sight	Ability to see	The contraband lay on the table in plain sight
Elicit	To draw out or forth; evoke	The officer was able to elicit a confession from the suspect.
Illicit	Something not permitted by law	The suspect had committed an illicit act.
Formally	Something done ceremoniously or in a regular, methodical fashion	The suspect was formally indicted in for the crime.
Formerly	Something that happened in the past	He was formerly a detective.
Hear	To perceive sound	The officers could hear the argument through the door.
Here	Place or location	I asked the victim to come here and answer some questions.
Its	Adjective showing possession	The car lost its rear hubcap when the officer drove over the curb.
It's	Contraction of 'it is' or 'it has'	It's been six years since the officer was hired.
Know	To be cognizant of or be acquainted with	The victim claimed that she did not know the suspect.
No	Negative	The suspect said, "No."
Pain	Strong sense of hurt	The victim screamed in pain after being tasered.
Pane	Window glass set in a frame	The burglar had broken the pane to gain access to the house.
Passed	To move forward or around; to circulate	As we pursued the suspect, we passed four other vehicles on the freeway.
Past	History; ended or accomplished, beyond	The suspect had a number of past convictions
Personal	Belonging to someone	The suspect's personal effects were booked into property.
Personnel	Company's employees	The department had a personnel meeting.
Precede	To go before in time, place or rank	The burglary preceded the rape.
Proceed	To advance, go toward	The burglary then proceeded to the bedroom.
Pride	Self-esteem	The officer took great pride in his work.
Pried	To raise, move, or force with a lever (past tense of pry)	The burglar pried the window open with a screwdriver.

Principal	Chief official; chief actor or perpetrator present at time of crime	Gary Moreno was the principal person involved in the burglary.
Principle	Rule of conduct; law of nature or scientific fact	Police officers are expected to uphold high moral principles.
Quiet	Still or silent	When we arrived at the dispute, the house was quiet.
Quite	To a great degree; completely	The suspect was quite agitated and began sweating.
Scene	Location of an event	The officers secured the crime scene
Seen	Past tense of “to see” (sight)	The suspect was seen running from the house.
Steal	To take without permission	Robbery and theft are forms of stealing.
Steel	Strong alloy of iron	The pipe was made of steel.
Than	Introduces comparative clauses	The suspect was taller than me.
Then	Designates time (next)	The suspects then fled from the bank on foot.
There	At or in that place; to, toward, or into that place	Morez went there after she talked with the officer.
They’re	Short form of ‘they are’	The woman said, “They’re going to shoot him.”
Their	Possession of them, by them	The brothers went by their home on their way to the corner.
Threw	Past tense of “throw”	She threw the vase at her husband.
Through	Motion from side to side or end to end within something	The suspect ran through the mall to evade arrest.
To	Movement toward a place, person, or thing	The victim stated he was going to the grocery store when he was stopped.
Too	Also, besides, in excessive degree	The reporting party stated that the noise was too loud for her to hear the person talking
Two	The number two (2)	The building had two entrances
Waist	Part of the body between the ribs and the hips	The suspect grabbed the victim around the waist and wrestled her to the ground.
Waste	To consume, weaken, or squander	She wasted water by washing her car twice every day.
Weak	Not strong	His use of heroin left him very weak.
Week	Seven days’ duration	The suspect stalked his victim for three weeks.
Your	Belongs to a specific you or a specific person	Young heard Johnson say, “Your dog is on my property again.”

You're	Short form of 'you are'	The officer said you're under arrest.
Wave	To signal	She waved to her neighbor.
Waive	To surrender or relinquish	She waived her Miranda rights.

Proofreading

When proofreading a report, special attention should be devoted to ensure that the following basic questions are answered:

- Are the correct crimes cited in the report?
- Is the information in the proper order?
- Are all crime elements articulated?
- Are the facts of the case correct (based on the officer's field notes)?
- Is the report well organized?
- Is all necessary information included?
- Are things said efficiently or too wordy?
- Are all conclusions supported by facts?
- Are there any gaps in logic?
- Are the names spelled correctly?

A report's effectiveness and an officer's credibility can be damaged by a report with too many mechanical errors. When proofreading the reports they have written, officers should look for:

- Inappropriate use of nouns, pronouns, verbs, etc.
- Vague or confusing language
- Incorrect or inappropriate use of words
- Gaps in logic or narrative flow
- Spelling errors
- Inappropriate punctuation
- Incorrect use of police, fire abbreviations
- Overuse of words, such as "that"

Example of a Report

On January, 1st 2021 at 0410 hrs, I was dispatched to loggerhead island drive in reference to disturbance between the occupants. Upon arrival of OFC HEINS and myself, we met with Vicky B. BRISTAL.

She stated she and her boyfriend John WILSON were at their friend's house party. Earlier that evening they argued about behaviour of a five-year-old daughter from her previous marriage. BRISTAL's boyfriend left the party at 0120 hrs while she stayed until 0240 hrs. Upon BRISTAL's arrival home at 0330 hrs she noticed some of her personal items boxed up and placed by the front door. According to BRISTAL, she attempted to go into their bedroom and get some other belongings but was unable because WILSON had locked the door and would not let her enter. She also stated that she didn't know anything about the state of her child, who was left asleep in the flat.

Upon arrival OFC HEINS and myself attempted to persuade WILSON to unlock the door but he didn't and barricaded the room. WILSON appeared to be under alcohol influence and assaults were heard. The investigation of the scene showed that the child was locked in the same room with WILSON but he refused to release her or provide any information about her condition.

OFC HEINS and myself called 426 Police department for additional enforcement from the special unit. At 0530 hrs the case was transferred to the UTK645 special unit and all the further paperwork on the case will be provided by them.

FORMAL LETTER

In English there are a number of conventions that should be used when formatting a formal or business letter. Furthermore, you try to write as simply and as clearly as possible, and not to make the letter longer than necessary. Remember not to use informal language like contractions. The layout is the following:

Heading

The heading consists of your address (but not your name) and the date. Telephone numbers and email addresses are not usually included here, but they are acceptable. Using block format, the heading goes in the top left-hand corner of the page.

Example:

123 Elm Ave.
Treesville, ON M1N 2P3
November 23, 2008

Inside address

The inside address consists of the name and address of the person to whom you are writing. You should try to address the formal letter to a specific person, but if you do not know his or her name, try to at least include his or her title. This address is usually placed four lines below the heading if a word processor is used or one line below the heading if the letter is handwritten.

Example:

Mr. M. Leaf (name)
Chief of Syrup Production (title)
Old Sticky Pancake Company
456 Maple Lane
Forest, ON 7W8 9Y0

Salutation

Skip one line after the inside address and then type the salutation. Your choice of salutation depends on whether you know the intended recipient of the formal letter. The most usual greeting is *Dear* followed by the person's name and punctuated with a colon. If you don't know whether the person you are addressing is a man or a woman, you may begin with *Dear Sir* or *Madam* followed by a colon. *Ms.* may be used if you don't know the marital status of a woman. Furthermore, if the person has a specific title, such as *Dr.* make sure that you use it.

Body

Skip one line after the salutation and begin the body of the formal letter. This is the main part of the letter. Keep in mind the rules outlined above regarding brevity and coherence. It is best to use short, clear, logical paragraphs to state your business.

The first paragraph of your letter should provide an introduction as to why you are writing so that your reason for contacting the person is obvious from the beginning.

Then, in the **following paragraphs**, provide specific details about your request or the information you are providing.

The last paragraph of your letter should reiterate the reason you are writing and thank the reader for reviewing your request. If appropriate, it should also politely ask for a written response or for the opportunity to arrange a meeting to further discuss your request.

Closing and Signature

This is the end of the letter. Skip one line after the last paragraph of the body of the letter and type the closing. Only the first word of the closing should be capitalized. It is punctuated with a comma. Leave several lines after the closing and type your name. Your actual handwritten signature is to be inserted between these two printed lines, written in ink.

Example:

Yours sincerely,

A handwritten signature in black ink that reads "Ezra Twig". The signature is written in a cursive, slightly slanted style.

Ezra Twig

NB! If you do not know the name of the person, end the letter this way: *Yours faithfully*. If you know the name of the person, end the letter this way: *Yours sincerely*.

Your typed signature marks the end of your letter, and while you can write a postscript (P.S.) containing additional information, it is better to include all pertinent details in the body of the letter itself so nothing is accidentally overlooked. Now that your formal letter has been written, read it through in its entirety to ensure you have communicated your points thoroughly and accurately. Then, it's ready to be sent off to its recipient!

Abbreviations Used in Letter Writing

- asap** as soon as possible
- cc** carbon copy (when you send a copy of a letter to more than one person, you use this abbreviation to let them know)
- enc.** enclosure (when you include other papers with your letter)
- pp** per procurationem (A Latin phrase meaning that you are signing the letter on somebody else's behalf; if they are not there to sign it themselves, etc)
- ps** postscript (when you want to add something after you've finished and signed it)
- pto** please turn over (to make sure that the other person knows the letter continues on the other side of the page)
- RSVP** please reply

A Covering Letter

A covering letter is the one that accompanies your CV when you are applying for a job. Here is a fairly conventional plan for the layout of the paragraphs.

Opening Paragraph. Briefly identify yourself and the position you are applying for. Add how you found out about the vacancy.

Paragraph 2. Give the reasons why you are interested in working for the company and why you wish to be considered for that particular post. State your relevant qualifications and experience, as well as your personal qualities that make you a suitable candidate.

Paragraph 3. Inform them that you have enclosed your current CV and add any further information that you think could help your case.

Closing Paragraph. Give your availability for interview, thank them for their consideration, restate your interest and close the letter.

A Letter of Enquiry

A letter of enquiry is when you are approaching a company speculatively, that is you are making an approach without their having advertised or announced a vacancy.

Opening Paragraph. Introduce yourself briefly and give your reason for writing. Let them know of the kind of position you are seeking, why you are interested and how you heard about them.

Paragraph 2. Show why their company in particular interests you, mention your qualifications and experience along with any further details that might make them interested in seeing you.

Paragraph 3. Refer to your enclosed CV and draw their attention to any particularly important points you would like them to focus on in it.

Closing Paragraph. Thank them, explain your availability for interview and restate your enthusiasm for their company and desire to be considered for posts that might as yet be unavailable.

Example of a Formal Letter

Dear Sir/Madam,

I am writing to apply for the job of Self-defence Instructor, as advertised in Thursday's Courant. This is an ideal job for me given my enthusiasm for sport, my related experience, education and qualifications.

Sport and self-defence training have always been important to me, which is why I chose to take a BTEC Diploma in Sports Science. I obtained distinctions in the Sports Anatomy and Physiology and Sports Injuries modules last year and am confident that I will get similar marks in Exercise Physiology, Mechanics of Sport and Sports Supervision and Management this year. I am a confident user of Microsoft Office and have worked extensively with Fitness Publisher, a program for analysing fitness.

As you can see from my CV, I've taken the opportunity to gain extra qualifications that were on offer at college, which has helped me get part-time work as a pool attendant. I'm called on to provide cover during busy times so am used to working irregular hours at short notice. I've also run a lunchtime self-defence class at college since the start of this year.

I finish college in six weeks and am keen to find a job rather than carry on with further full-time study. I could start any part time work or training sooner as many of my classes are finishing and most of my assignments are done. I look forward to hearing from you.

Yours faithfully,
Michael Lewis

ESSAY

Follow these steps for effective writing:

Read and understand the prompt: Know exactly what is being asked of you. It's a good idea to dissect the prompt into parts.

Plan: Brainstorming and organizing your ideas will make your writing much easier. It's a good idea to make a web of your ideas and supporting details.

Use and cite sources: Do your research. Use quotes and paraphrase from your sources, but never plagiarize.

Write a Draft: Drafts are always a good place to get any of your “strange” ideas out of the way and are often required by professors and instructors.

Make a strong thesis: The thesis (main argument) of the essay is the most important thing you’ll write. Make it a strong point.

Respond to the prompt: Start writing the final draft of your essay.

Proofread: Read your response carefully to make sure that there are no mistakes and that you didn’t miss anything.

The layout of the essay

Introduction Paragraph

- An attention-grabbing "hook"
- A thesis statement
- A preview of the three subtopics you will discuss in the body paragraphs.

First Body Paragraph

- Topic sentence which states the first subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

Second Body Paragraph

- Topic sentence which states the second subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

Third Body Paragraph

- Topic sentence which states the third subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

Concluding Paragraph

- Concluding Transition, Reverse "hook," and restatement of thesis.
- Rephrasing main topic and subtopics.
- Global statement or call to action.

Narrative Essay

A narrative essay gives writers a chance to write about their personal experiences. It is just like a short story; the only difference is it follows a proper structure. . For writing a perfect narration, the writer must include the conventions of storytelling, climax, setting, plot, and ending. It should incorporate the following points:

- Develop a particular viewpoint
- Make and support your claim
- Include precise information
- Use vivid verbs and modifiers
- Add conflict and sequences
- Use dialogue

Persuasive essay

It is a type of essay where a writer chooses a position and convinces the audience about it. Such a particular point of view is supported by strong evidence throughout the body of the essay. It demonstrates why the author’s viewpoint is correct and discusses why the opposing argument is incorrect. The following aspects are required to write a good persuasive essay:

- In-depth research

- Knowledge about the target audience
- A clear understanding of both sides of the issue

Elements of a Persuasive Essay are:

- A clear thesis that establishes your focus.
- An opening paragraph that introduces the chosen topic.
- Body paragraphs that include solid evidence to support the arguments.
- Smooth transitions to connect the ideas.
- Use counter-arguments to summarize and refute the opposing views.
- A conclusion that restates the central argument.

Argumentative essay

It is a genre of essay in which the writer takes a strong stance on an issue to convince the reader and win them over to their ideology. It is similar to a persuasive essay; the only difference is, it is based on logic and evidence. Whereas, a persuasive essay is based on the writer's emotions and personal opinion.

Descriptive essay

It gives a detailed description of the topic and paints a picture with words in the reader's mind. It could be about an object, place, person, emotion, situation, or anything. It seems similar to writing a narrative essay but it is different and presents different points of view. It is used to sharpen the analytical abilities of the students, which is helpful in further education and professional life. It does not involve convincing readers or showing factual information to prove something like an argumentative essay does. Instead, it aims to show all the important details about the chosen subject to make the reader understand the subject easily.

There are five basic elements of a descriptive essay:

- Sensory Details. It involves arousing the emotions of the readers and creating an association with them. They paint a picture of the subject for the reader and engage their senses like sight, touch, smell, and taste.
- Figurative Language. The use of metaphors, similes, adjectives, and adverbs, etc. creates the character sketch of the subject. This sketch helps the readers feel what the writer felt about the subject and helps him visualize the subject.
- Central Theme. The central theme shapes and directs the essay's content and helps organize the details. It should be well defined and focused on a single point.
- Precise Language. The language should emphasize the main theme and aim of the essay, void using vague and ambiguous words.
- Organize your Ideas. An organized structure is an essential element of this essay. Also, the chronology, spatial location, and order play an important role.

Analytical essay

It is defined as a writing piece in which a writer's perspective and analysis of the chosen work is done. This essay requires observing things through a critical lens and can take any form, including a piece of art or nonfiction writing. This essay can be written for a movie, a video, a written piece of work, or a concept, issue, or idea. The writer presents a point of view based on the evidence from the text and personal research. An analytical essay is subjective and based on facts and information related to the chosen topic. The ultimate goal of any analytical essay is to explore the subject matter in detail. It also highlights the gaps in research and available data on the issue. Students usually get this type of essay as their academic assignment in college.

Expository essay

It is a genre of academic writing that discusses a topic in detail. It explains the main topic by providing the information in chronological order. This type of essay aims to provide the reader with all the information that they need to understand a topic easily. An expository essay may seem like a descriptive essay but it is different from it. Similarly, an argumentative essay looks similar but it is not. An argumentative essay is written to present an argument and to prove a certain point of view. Whereas, expository essays are written to provide information, define, and illustrate a certain topic.

There are six types of expository essay:

- **Compare and contrast essay:** It is a type of essay that compares and contrasts two things.
- **Cause and effect essay:** This essay tries to find out the causes of somethings and its effects on something.
- **Process essay:** This essay explains the process of making or doing something.
- **Problem and solution essay:** This essay presents a problem and provides its possible solutions.
- **Classification essay:** In this essay, the topic is divided into categories. The examples, ideas, and characters defined for each category in the form of groups.
- **Definition essay:** This essay defines what the topic exactly means. A definition essay provides clear and specific information about the topic and uses examples to clarify it.

Difference between persuasive essay and the expository essay is the following:

Expository essay	Persuasive essay
Describe and explain the topic in detail with the help of evidence	Define and explain the topic on the basis of a personal point of view
Written to provide details on a specific topic	Written to persuade the reader
Written in the third person	Written in the first person

Example of an Essay

(Fragment)

Scientific American Mind, “True Crimes, False Confessions,” argue that “society should discuss the urgent need to reform practices that contribute to false confessions and to require mandatory videotaping of all interviews and interrogations” (2005, p. 26). After analyzing their argument, I shall argue that, although one might object that Kassin and Gudjonsson focus too heavily on the importance of protecting criminal suspects, they provide a compelling argument that social justice requires such reforms as mandatory video-tapping of police interrogations.

In developing their case for the need to reform interrogation tactics, Kassin and Gudjonsson survey a number of studies regarding the role of confessions in criminal investigations. For example, they are at pains to provide evidence that interrogations are often influenced by a bias on the part of the interrogator. Further concern is found in the fact that Miranda rights, as found

in the American legal system, are insufficient safeguards, given that suspects, especially innocent ones, often waive those rights. Finally, Kassin and Gudjonsson note that aggressive interrogation tactics can often produce false confessions.

What makes these findings most troubling, according to Kassin and Gudjonsson, is the strong correlation between false confession and wrongful conviction. Trial jurors, we are told, are inclined to give disproportionate weight to a confessions, even taking it to outweigh so-called “hard evidence.” As a characteristic example, Kassin and Gudjonsson cite the case of Bruce Godschalk. Even when DNA evidence proved Godschalk could not have been the rapist, the District Attorney of the case refused to release him from prison, stating that “...I trust my detective and his tape-recorded evidence” (Kassin and Gudjonsson, 2005, p. 28). Because of this tendency on the part of jurors and prosecutors, together with the facts listed above regarding the potential for unrestricted interrogations to elicit false confessions, Kassin and Gudjonsson argue for the need to reform police interrogation tactics. [.....]

While I think that this is a reasonable worry to raise given the tenor of Kassin and Gudjonsson’s article, I do not think it ultimately undermines their argument. That is, I think one might reasonably object that they are overly focused on the possibility of false confessions without saying much about the utility of true confessions. However, their specific proposal that interrogations be video-taped does not seem to diminish the ability of police to effectively interrogate suspects and, when possible, to elicit a confession. Indeed, they conclude their essay by citing a study showing that police largely found the practice of video-taping to be quite useful and not to inhibit criminal investigations.

So, even if one thinks that Kassin and Gudjonsson are a bit one-side in focusing on false confessions, ultimately I think these authors provide a compelling argument for the need for such reforms as mandatory video-taping of police interrogations.

GRAMMAR BANK

Articles (Артиклі)

Артиклі це службові слова, які не мають самостійного значення і є особливими визначниками іменників. В українській мові артиклі відсутні. Артиклі не змінюються і є ненаголошеними словами, які вимовляються зі словом, перед якими вони стоять. Артиклі ставляться перед іменником. Якщо перед іменником є прикметник, артикль ставиться перед ним. В англійській мові є два типи артиклів - неозначений артикль (the indefinite article) **a (an)** і означений артикль (the definite article) **the**.

The Indefinite Article (Неозначений артикль)

Неозначений артикль **a** вживається лише перед обчислюваними іменниками в однині, тому що він походить від числівника **one** (один).

Неозначений артикль **a** вживається:

1) якщо перед іменником можна поставити слова: "якийсь", "деякий":

Here is a message for you. – Вам (якесь) повідомлення.

I will give you a cup. – Я дам тобі (яку- небудь) чашку.

2) коли особа або предмет з'являються у контексті вперше:

An offender started fire. – Правопорушник почав стріляти.

3) коли мова іде про людину - одну з ряду однотипних (національність, професія):

He is a lawyer. – Він адвокат.

Коли іменник починається з голосної, то вживається форма неозначеного артикля **an**:

He is an Englishman. That's an orange.

The Definite Article (Означений артикль)

Означений артикль **the** вживається як з іменниками в однині, так і в множині. Означений артикль походить від вказівного займенника **that** (той). Він виконує вказівну функцію. Означений артикль **the** конкретизує предмет, уточнює, що мова іде саме про даний предмет. *Give me the cup. – Дайте мені чашку* (мається на увазі якась конкретна чашка). Означений артикль **the** може вказувати на розмір, колір, форму і т.д. предмета.

The gun is black. – Пістолет чорний.

The policeman is busy. – Поліцейський заклопотаний.

Означений артикль **the** вживається:

1) з назвами океанів, морів, річок, озер, гірських хребтів, пустель: the Nile, the White Sea, the Atlantic Ocean, the Alps, the Sahara.

2) з назвою усієї родини: the Browns

3) з назвами пароплавів, готелів, газет: "The Queen Mary."

4) з назвами чотирьох сторін світу: the North, the West, the East, the South

5) з назвами явищ природи єдиних у своєму роді: the moon, the sun, the earth, the sky,

6) перед порядковими числівниками: the second.

Випадки, коли артикль **the** не вживається:

1) з особовими іменниками (Nick, Mary);

2) з назвами країн (Ukraine, Spain);

3) з назвами міст (London, Paris, Rome);

4) з назвами вулиць (Oxford street);

5) з назвами континентів (South America, Africa);

6) з назвами місяців і днів тижня (March, Sunday),

Pronouns (Займенники)

Personal Pronouns (особові займенники у називному відмінку)

Однина(sing.)

Множина(pl.)

1. I - я

1. We - ми

2. You - ти

2. You - ви

3. She - вона

3. They - вони

He - він

It - вживається для позначення неживих предметів.

Directive Pronouns (вказівні займенники)

Вказівні займенники мають окремі форми для однини – **this** (цей, ця, це), **that** (той, та, то) і множини – **these** (ці) **those** (ті). Займенники **this** і **these** вказують на предмети, які знаходяться ближче до співрозмовника, а займенники **that** і **those** навпаки, далі від співрозмовника. Якщо перед іменником стоїть вказівний займенник, то артикль не вживається. Якщо іменник вживається у множині, то і вказівний займенник вживається у множині. Наприклад:

this cadet - these cadets

that city - those cities

цей курсант - ці курсанти

те місто - ті міста

Possessive Pronouns (присвійні займенники)

Присвійні займенники відповідають на питання *Whose?* (чий) і означають належність до чогось. Вони завжди стоять перед іменником, до якого належать. Артикль у цьому випадку не вживається.

- | | |
|---|--|
| 1. I – <i>my</i> (мій, моя, моє) | 1. <i>We – our</i> (наш, наша, наше) |
| 2. <i>You – your</i> (твій, твоя, твоє) | 2. <i>You – your</i> (ваш, ваша, ваше, ваші) |
| 3. <i>He – his</i> (його) | 3. <i>They – their</i> (їх) |

She – her (її)

It – its (його, її - до неживих предметів)

Наприклад:

my equipment – моє спорядження

your shift – твоя зміна

her car – її автомобіль

their name – їх ім'я

his report – його доповідь

our house – наш будинок

your brother – ваш брат

Plural forms of nouns (Множина іменників)

В англійській мові іменники мають два числа: однину і множину.

1. Множина іменників утворюється за допомогою закінчення *s*:

day – days

день – дні

rule – rules

правило – правила

Після дзвінких приголосних та голосних закінчення *s* читається як [z]:

bag – bags

сумка – сумки

rose – roses

тройнда – тройнди

Після глухих приголосних - як [s]:

book – books

книга – книги

2. Якщо іменник закінчується на - *s*, - *ss*, - *ch*, - *sh*, - *o*, - *x*, то в множині до нього додається закінчення - *es* [iz]:

box – boxes – коробки

hero – heroes – герої

glass – glasses – стакани

bush – bushes – кущі

3. Якщо іменник закінчується на *y*, - *y* змінюється на *i* та додається закінчення *es*, але коли перед *y* стоїть голосний, то ніяких змін не відбувається:

city – cities – міста

boy – boys – хлопці

4. Коли іменник закінчується на - *f*, - (*fe*); то у множині - *f*, - (*fe*) змінюється на *v* і додається закінчення *es*:

leaf – leaves – листя

knife – knives – ножі

5. Іменники, що утворюють множину не за правилами:

1) *man – men* – чоловіки;

2) *woman – women* – жінки;

3) *child – children* – діти;

4) *foot – feet* – ноги;

5) *tooth – teeth* – зуби;

6) *mouse – mice* – миші;

7) *goose – geese* – гуси;

8) *deer – deer* – олені;

9) *sheep – sheep* – вівці;

10) *ox – oxen* – воли.

В англійській мові є ряд іменників, що вживаються тільки в однині:

1) речові: *milk* – молоко, *salt* – сіль, *wine* – вино, *coffee* – кава, *tea* – чай, *gold* – золото, *sugar* – цукор, *bread* – хліб, *meat* – м'ясо, *water* – вода.

2) абстрактні: *love* – кохання, *information* – інформація, *music* – музика.

3) явища природи: *rain* – дощ, *snow* – сніг.

Іменники мають закінчення - *s*, але вживаються не завжди в множині:

mathematics – математика, *physics* – фізика,

economics – економіка, *athletics* – атлетика,

gymnastics – гімнастика, *news* – новини.

Athletics is my favourite sport.

What time is the news on TV?

4) ці іменники закінчуються на - *s*, але можуть вживатися і в множині, і в однині:

means, a means of transport, many means of transport;

series, a television series, two television series;

species, a species of bird, 200 species of bird.

5) деякі іменники в однині вживаються з дієсловами в множині:

government, staff, team, family, audience, committee

We often think of these things as a number of people “they”, not as one thing “it”. So we often use a plural verb:

The government (= they) want to reduce taxes.

The staff (= they) aren't happy with their new working conditions. A singular verb (The government wants ...) is also possible.

6) слово *person* “persons” у множині вживається *people*:

He is a nice person.

They are nice people.

В англійській мові є ряд іменників, що вживаються тільки в множині:

1) trousers, jeans, shorts, pyjamas, tights, scissors, glasses / spectacles.

You can also use “a pair of ...” with these words:

I need some new trousers, or I need a new pair of trousers.

2) the police

The police have arrested Tom.

Are the police well-paid?

3) іноді іменники в множині вживаються з дієсловом у однині:

sum of money, a period of time, a distance etc.:

Five thousand pounds (= it) was stolen in the robbery. (not 'were stolen')

Three years (= it) is a long time to be without a job. (not 'are')

4) ми говоримо “a holiday of three weeks” “але “a three-week holiday”:

Here, three-week is used as an adjective before 'holiday'. When we use “three-weeks” as an adjective, it loses the -s. So we say:

a ten-pound note (not “pounds”)

two 14-year-old girls

a four-week English course

a six- hour journey

You can also say “I’ve got three weeks’ holiday.”

Possessive Case (Присвійний відмінок)

Іменники у присвійному відмінку виражають належність предмета якійсь особі і відповідають на питання (чий?). Вони вживаються в функції означення і займають місце перед означеним іменником. Присвійний відмінок іменників в однині утворюється за допомогою апострофа і закінчення - s, яке вимовляється за тими самими правилами, що й закінчення множини іменників. Наприклад: Peter's car – автомобіль Петра, student's answer – відповідь студента.

Присвійний відмінок іменників у множині утворюється за допомогою тільки апострофа '. Наприклад:

the students' text-books – підручники студентів.

Якщо іменники у множині не мають закінчення - s, то присвійний відмінок утворюється так само, як і в однині ('s).

Наприклад: the children's room – кімната дітей, the men's deeds – вчинки чоловіків.

Numerals (Числівники)

Кількісні

Від 1 до 12

1 one [wʌn]
2 two [tu:]
3 three [θri:]
4 four [fɔ:]
5 five [faɪv]
6 six [sɪks]
7 seven [sevn]
8 eight [eɪt]
9 nine [naɪn]
10 ten [ten]
11 eleven [ɪlevn]
12 twelve [twelv]

Від 13 до 19

13 thirteen [θə:'ti:n]
14 fourteen [fɔ:'ti:n]
15 fifteen ['fɪf 'ti:n]
16 sixteen [sɪks 'ti:n]
17 seventeen ['sevn 'ti:n]
18 eighteen ['eɪ 'ti:n]
19 nineteen [naɪn 'ti:n]

Від 20 до 90 десятки

20 twenty ['twenti]
30 thirty ['θə :ti]
40 forty ['fɔ: ti]
50 fifty ['fɪf ti]
60 sixty ['sɪksti]
70 seventy ['sevnti]
80 eighty ['eɪti]
90 ninety ['nainti]

Від 21 до 99

21 twenty- one

Порядкові

first[fɜ:st]
second ['seknd]
third [θɜ:d]
fourth [fɔ:θ]
fifth [fɪfθ]
sixth [sɪks]
seventh [sevnθ]
eighth [eɪtθ]
ninth [naɪnθ]
tenth [tenθ]
eleventh [ɪ'levnθ]
twelfth [twelfθ]

thirteenth [θɜ:ti:nθ]
fourteenth [fɔ:ti:nθ]
fifteenth [fi:'ti:nθ]
sixteenth [sɪks'ti:nθ]
seventeenth ['sevn'ti:nθ]
eighteenth [eɪ'ti:nθ]
nineteenth [naɪn'ti:nθ]

twentieth ['twentiθ]
thirtieth ['θɜ:tiθ]
fortieth ['fɔ:tiθ]
fiftieth ['fɪfθ]
sixtieth [sɪkstiθ]
seventieth ['sevntiθ]
eightieth [eɪtiθ]
ninetieth [naɪntiθ]

twenty- first

32 thirty- two
 43 forty- three
 54 fifty- four
 65 sixty- five
 76 seventy- six
 87 eighty- seven
 98 ninety- eight
 99 ninety- nine

thirty- second
 forty- third
 fifty- fourth
 sixty- fifth
 seventy- sixth
 eighty- seventh
 ninety- eighth
 ninety- ninth

100 a (one) hundred [hʌndrəd]
 1,000 a (one) thousand [θ aʊzənd]
 1,000,000 a (one) million [mɪljən]
 1,000,000,000 a (one) milliard (амер. a (one) billion)
 1,000,000,000,000 a (one) billion (амер. a (one) trillion)
 1,000,000,000,000,000 a (one) thousand billion(s) (амер. a (one) quadrillion)
 1,000,000,000,000,000,000 a (one) trillion (амер. a (one) quintillion)

Порядкові від 100...

100 a (one) hundredth [hʌndrədθ]
 101 a (one) hundred and first
 102 a (one) hundred and second
 200 two hundredth
 263 two hundred and sixty- third
 1,000 a (one) thousandth [θ aʊzəndθ]
 1,001 a (one) thousand and first
 2,260 two thousand two hundred and sixtieth
 3,000 three thousandth
 100,000 a (one) hundred thousandth
 1,000,000 a (one) millionth
 5,000,000 five millionth
 1,000,000,000 a (one) milliardth (амер. A (one) billionth)
 1,000,000,000,000 a (one) billionth (амер. a (one) trillionth)
 1,000,000,000,000,000 a (one) thousand billionth (амер. a (one) quadrillionth)
 1,000,000,000,000,000,000 a (one) trillionth (амер. a (one) quintillionth)

Читання складних числівників

101 a (one) hundred and one
 152 a (one) hundred and fifty- two
 1,001 a (one) thousand and one
 2,325 two thousand, three hundred and twenty- five
 15,972 fifteen thousand, nine hundred and seventy- two
 234,753 two hundred and thirty- four thousand, seven hundred and fifty- three
 20/83 twenty over eighty- three
 22/7 twenty- two over seven
 1/3 a (one) third, 1/2 – a (one) half, 1/4 – a (one) quarter
 2/3 two thirds
 4/5 four fifths
 8/10 eight tenths
 3/ 462 three over four- six- two
 0.7 point seven, nought (zero, o) point seven (нуль, крапка, сім)
 0.08 point nought eight (nought point o eight – нуль крапка, нуль вісім) (крапка, нуль, вісім)
 0.001 point nought nought one, nought point two oes [ouz] one (нуль, крапка, два нуля, один)
 1.02 one point nought two, one point o [ou] two
 4.25 four point twenty five, four point two five
 15.106 one five point one nought six
 1.75 centimetres one point seven five (seventy five) centimetres

G.B.

1) 3(rd) January 1985 – the third of January nineteen eighty- five
 2) 4(th) May 1985 – the fourth of May nineteen eighty- five 4.5.85 or 4.V.85 or 4/5/85

U.S.

1) January 3, 1985 – January third, nineteen eighty- five
 2) May 4, 1985 – May fourth, nineteen eighty- five 5.4.85 or 5/4/85
 1900 – nineteen hundred
 1905 – nineteen five (nineteen o ['ou] five)
 1945 – nineteen forty- five
 in 1992 – in nineteen ninety- two
 1500 B.C. (before Christ), fifteen hundred B.C. ['bi:si:]
 A.D. ['eidil:] Anno Domini (lat.) нашої ери

G.B.

7:00 – seven o'clock (a.m / p.m.)
 a.m.- ante meridiem (до 12.00)
 p.m. post meridiem (після 12.00)
 8:15 – a quarter past eight (eight fifteen)
 9:45 – a quarter to ten (nine forty- five)
 4:30 – half past four, half four (four thirty, розм. half four.)
 5:10 – ten (minutes) past five (five ten)
 6:25 – twenty- five minutes past six (six twenty- five)
 6:35 – twenty-five minutes to seven (six thirty- five)
 9:57 – three minutes to ten (nine fifty- seven)
 2:03 – three minutes past two (two oh three)

U.S

Натомість past вживається after:

5: 10 – ten after five
 5: 15 – a quarter after five
 9:30 – nine thirty (частіше, ніж half past nine)
of частіше, ніж to
 7:45 – a quarter of eight
 7:55 – five of eight.

У військових документах чи розкладах

07.00, (oh), seven hundred hours	= 7.00 a.m.
10.30, ten thirty	= 10.30 a.m.
12.00, twelve hundred hours	= midday/noon
13.45, thirteen, forty- five	= 1.45 p.m.
15.15, fifteen, fifteen	= 3.15 p.m.
19.00, nineteen hundred hours	= 7.00 p.m.
22.50, twenty- two fifty	= 10.50 p.m.
23.05, twenty- three oh five	= 11.05 p.m.
24.00, twenty- four hundred hours	= midnight

Грошові одиниці Великобританії

1 фунт стерлінгів – one pound sterling (назва банкноти: £ - a pound note).
 5 фунтів стерлінгів – five pounds (£ 5) (назва банкноти: a five pound note)
 10 фунтів стерлінгів – ten pounds (£10) (назва банкноти: a ten pound note)
 20 фунтів стерлінгів – twenty pounds (£20) (назва банкноти: a twenty pound note)
 half penny / half a penny = a half penny = 1/2 p
 a penny = 1 P
 two pence = 2p [tu: pi:] a two penny piece
 ten pence = 10p - ten penny piece
 fifty pence = 50p - a fifty pence piece

Грошові одиниці США

a dollar (назва банкноти: a dollar bill)
 two dollars = \$2 – (назва банкноти: a two dollar bill)
 five dollars = \$5 – (назва банкноти: a five dollar bill)
 twenty dollars = \$20 – (назва банкноти: a twenty dollar bill)
 five hundred dollars = \$500 – (назва банкноти: a five hundred dollar bill)
 five thousand dollars = \$5,000 – (назва банкноти: a five thousand dollar bill)
 ten thousand dollars = \$1 0,000 – (назва банкноти: a ten thousand dollar bill)
 цент

a cent (1/100 \$) = (a cent)
 five cents = (a nickel)
 ten cents = (a dime)
 twenty- five cents = (a quarter)
 half a dollar = (a half- dollar note)
 \$25.04 (twenty- five dollars and four cents)
 \$36.10 (thirty- six dollars and ten cents)
 \$2,750.34 (two thousand seven hundred and fifty dollars and thirty- four cents).

Weights and Measures

1 ounce [auns] = унція = 28,3 гр
 16 ounces [oz] = 1 pound (lb.) - 16 унцій = 1 фунт
 1 pound = 453.59 gram(me)s – 1 фунт = 0,454 кг
 14 pounds = 1 stone (st) - 14 фунтів = 1 стоун = 6,33 кг
 8 stone = 1 hundred weight (cwt) - 8 стоунів = 1 центнер = 50,8 кг (В Великобританії)
 45,36 Кг (В США)
 20 cwt = 1 ton - 20 центнерів = 1 тонна
 2,2 pounds = 1 kilo - 2,2 фунта = 1 кг

1 inch – 1 дюйм = 2,54 см
 1 foot (ft) = 12 inches (in) – 1 фут = 30,48 см
 1 yard (yd) = 3 feet – 1 ярд = 91,1 см

1 mile = 1760 yards - 1 миля = 1,609 км
 У множині inch, mile, yard +- s: one inch - ten inches, one mile - four miles.
але:
 six foot tall = six feet tall
 two foot long = two feet long
 a two- mile walk
 a six- inch ruler
Номери телефонів
 8163 – eight, one, six, three.
 Нуль читається [ou].
 5573 – double five, seven, three
 6377 – six, three, double seven.
 5664 – five, six, six, four.
 01 - 6298495 – oh, one... six, two, nine... eight, four, nine, five.
 room 305 = Room three- oh- five.

Ступені порівняння прикметників

Прикметники в англійській мові змінюються лише за ступенями порівняння. Якісні прикметники в англійській мові мають основну форму (the positive degree), вищий ступінь порівняння (the comparative degree) і найвищий (the superlative degree).

Звичайний ступінь	Вищий ступінь	Найвищий ступінь
Односкладові прикметники: big	- er bigger	- est the biggest
Двоскладові прикметники, що закінчуються на - y, - er, - le, - ow: clever	- er cleverer	- est the cleverest
Двоскладові прикметники з наголосом на другому складі: polite	- er politer	- est the politest
Багатоскладові прикметники (з кількістю складів більше двох), а також двоскладові прикметники з наголосом на першому складі, крім тих, що закінчуються на - y, - er, - le, - ow: difficult famous	more more difficult more famous	most the most difficult the most famous
Деякі прикметники утворюють ступені порівняння від іншого кореня: bad good little many/much	worse better less more	the worst the best the least the most
Прикметники old старий та far далекий мають дві форми вищого й найвищого ступеня: old far	older/elder farther/further	the oldest/eldest the farthest/furthest

Звичайний ступінь може вживатися для вираження **рівної якості** двох предметів/осіб тощо:

February was **as cold as** January.

Звичайний ступінь може вживатися і для вираження **неоднакової міри якості**:

Our garden **is not so big as** yours

Вищий ступінь виражає **більшу міру якості** і вживається при порівнянні двох предметів/осіб тощо:

She **is younger than** his sister Alice.

Найвищий ступінь виражає **найвищу міру якості** при порівнянні кількох предметів/осіб тощо. У реченнях можуть вживатися такі прийменники: of, from, among:

He **is the best** of my friends.

Іменник, перед яким стоїть прикметник у найвищому ступені, вживається з означеним артиклем:

The most difficult thing is to begin.

Preposition (Прийменник)

Prepositions – це службові слова, які служать для вираження відношення одного члена речення до іншого.

Прийменники місця: **on** на; **by** при, коло, біля; **at** біля, за, на; **in** в, у; **under** під; **over** над; **behind** ззаду, за; **above** над, вище; **in front of**, **before** попереду, перед; **near** коло, біля; **between** між; **round**, **around** навкруги, навколо; **among** серед, між, за; **across** через, поперек.

The book is **on** the table.

Come and stand **by** me.

The orchard is **behind** the house.

Прийменники руху: **to** до, в; **into** в; **from** від; **out of** із; **through** через, мимо; **up** угору; **down** униз; **round**, **around** навкруги, навколо; **across** через:

I go **to** the university every day.

They come **from** the institute at three.

The Thames flows **through** London.

Прийменники часу:

at вживається перед значенням часу (години або моменту):

at ten o'clock, at that (the) moment, at that time.

The train arrived **at** two o'clock p.m.

on вживається перед датами і днями тижня: on the fifth of July, on Sunday.

On Sundays our family usually goes to the countryside.

in вживається, коли йдеться про відрізок часу або період, частину дня, місяця, року, пори року: in the morning, in the afternoon, in the evening, in June, in spring, in 1990;

також вживається в значенні через, за, коли вказується, через який час (протягом якого часу) відбуватиметься дія:

in three hours (days, weeks, months, etc.) через три години (дні, тижні, місяці.), to do the translation in two days виконати переклад через два дні.

Summer begins **in** June.

In the evening they do their lessons and recreate.

by до, перед: by nine o'clock:

This translation will have been done **by** five o'clock.

for протягом, на (якщо вказується на певний термін):

You know, I can lend you the book **for** a day.

during протягом, під час:

The pupils do many language exercises **during** the English lessons.

Згадані та інші часто вживані прийменники служать для вираження відношення одного члена речення до іншого:

about про

The teacher told us a story **about** animals.

against проти

Several pupils were **against** the proposal to have an evening party.

by, with

вживаються для вираження відношень, які в українській мові відповідають орудному відмінку;

by вказує на особу або силу, яка виконує дію:

The composition written **by** Tom is good. This machine is driven **by** electricity;

with вказує на інструмент дії:

We see **with** our eyes.

for для

The dictionary is **for** you.

of вживається для вираження відношень, які в українській мові відповідають родовому відмінкові без прийменника:

Kyiv is the capital **of** Ukraine.

The book **of** the pupil is on the table.

on про

He gave a lecture **on** India.

till, until поки, поки не вживаються для визначення часу:

Don't start **till (until)**

I give a word.

to

передає відношення, які в українській мові відповідають давальному відмінкові:
I give lessons of the Ukrainian language **to** my English friend.

without без

(протилежний за значенням прийменникові with):
We cannot read original texts **without** a dictionary.

Verb (Дієслово)

Present Simple дієслів “to be”, “to have”

Дієслово **to be** *бути* широко вживається і як повнозначне дієслово, і як допоміжне, для утворення різних часових форм інших дієслів. У Present Simple воно відмінюється не за загальним правилом:

I	am	We	
He		You	
She		They	
It			
	is		are

В усному мовленні здебільшого вживаються скорочені форми:

I'm [aim]	We're [wia]
He's [hi:z]	You're [jua]
She's [ʃi:z]	They're [ˈðeɪə]
It's [its]	

Питальна й заперечна форми Present Simple дієслова to be утворюються без допоміжного дієслова to do.

У питальній формі дієслово **to be** ставиться перед підметом:

Are you a policeman?	Ви поліцейський?
Is your report ready?	Ваша доповідь готова?

У заперечній формі після дієслова to be ставиться частка **not**:

She is not a victim.	Вона не потерпіла.
You are not hurt.	Ви не постраждали.

В усному мовленні замість **is not** та **are not** вживаються переважно скорочені форми **isn't** та **aren't**. **Am not** скороченої форми не має:

He isn't that cruel.	Він не такий жорстокий.
But you aren't sure.	Але ви ж не певні.

У питально-заперечній формі дієслово **to be** ставиться перед підметом, а частка **not** – після підмета, але частіше тут вживаються скорочені форми **isn't** і **aren't**:

Am I not your boss?	Хіба я не твій керівник?
Aren't you scared?	Невже ти не боїшся?
Isn't he at work?	Хіба його немає на роботі?

Примітка:

Якщо дієслово **to be** входить до складу виразів – питальна й заперечна форми речень з цими виразами в Present Simple утворюються без допомоги дієслова **to do**:

to be born, to be from, to be tired, to be happy, to be at home, to be sorry, to be at work, to be furious, to be late, to be proud of, to be in a hurry, to be afraid of, to be innocent, to be scared, to be hungry, to be interested in smth., to be thirsty, to be present, to be in the red, to be absent, to be right, to be wrong, to be for, to be against, to be mistaken, to be fast, to be slow, to be attentive, to be angry with, to be comfortable, to be rich (expensive), to be ready for, to be over, to be guilty, to be good at smth., to be busy, to be free, to be married, to be single, to be in a good mood, to be famous for smth., to be responsible for smth.

Are you ready for the test?	Is he innocent?
Aren't they against it?	Isn't the film over?
They aren't guilty.	I'm usually not wrong.

Дієслово to have теж вживається і як повнозначне, і як допоміжне. Воно служить для утворення різних часових форм інших дієслів. У Present Simple дієслово **to have** відмінюється так:

I	have	We	
He		You	
She		They	
It			
	has		have

1) Якщо дієслово **to have** входить до складу виразів to have breakfast снідати, to have lunch обідати, to have dinner вечеряти, to have tea пити чай, to have a rest відпочивати, to have a walk прогулюватися та ін., питальна й заперечна форми речень з цими виразами в Present Simple утворюються за допомогою дієслова **to do**:

What time do you have lunch?	О котрій годині ви обідаєте?
I do not have a walk home.	Я не йду пішки додому.

2) Питальна й заперечна форми дієслова **to have** у Present Simple утворюються за допомогою дієслів **do, does**:

Does he have anything to eat?	У нього є щось поїсти?
Do you have a gun?	У вас є пістолет?

Present Simple (Теперешній неозначений час)

Present Simple – одна з часових форм дієслова, що вживається для вираження дії, яка відбувається в теперішньому часі. Теперішній час передбачає не лише момент мовлення, а й більш тривалий проміжок часу, що включає момент мовлення. Дія, що відбувається в момент мовлення, порівняно рідко позначається формою Present Simple. Для вираження такої дії в англійській мові є інша форма теперішнього часу.

Стверджувальна форма дієслова в Present Indefinite в усіх особах однини й множини, крім третьої особи однини, збігається з інфінітивом (неозначеною формою дієслова) без частки to:

I work.	Я працюю
We work.	Ми працюємо.
You work.	Ви працюєте. (Ти працюєш.)
They work.	Вони працюють.

У третій особі однини в Present Simple до інфінітива (без частки to) додається закінчення - s або - es:

to run <i>бігати</i>	- he runs
to help <i>допомагати</i>	- he helps
to teach <i>навчати</i>	- he teaches

Більшість дієслів у третій особі однини мають закінчення - s. Закінчення - es додається у таких випадках:

а) якщо основа дієслова закінчується на - s, - ss, - sh, - ch, - x, - o

to dress <i>одягатися</i>	- dresses
to wash <i>умиватися</i>	- washes
to teach <i>навчати</i>	- teaches
to watch <i>спостерігати</i>	- watches
to mix <i>змішувати</i>	- mixes
to go <i>їти</i>	- goes [gouz]
to do <i>робити</i>	- does [d^z]

б) якщо основа дієслова закінчується на -y, а перед - y приголосний, при цьому перед - es буква y змінюється на i:

to study <i>вивчати</i>	- studies
to cry <i>кричати</i>	- cries

Але: Якщо перед - y стоїть голосна, то до дієслова додається лише закінчення - s:

to play <i>грати</i>	- plays
to stay <i>залишатися</i>	- stays

Закінчення третьої особи однини в Present Simple вимовляється:

[s] - після глухих приголосних звуків, крім [s]

He works [wɜ:ks].	Він працює.
She writes [raɪts].	Вона пише.
It helps [helps].	Це допомагає.

[z] - після дзвінких приголосних, крім [z, ʒ, dʒ] і після голосних:

She reads [ri:dz].	Вона читає.
He sees [si:z].	Він бачить.
The bird sings [si'gz].	Пташка співає.

[ɪz] - після свистячих і шиплячих звуків, які звуться сибілянтами:

He dresses [dresɪz].	Він одягається.
She washes ['woʃɪz].	Вона вмивається.
The sun rises ['raɪzɪz].	Сонце сходить.
The weather changes.	Погода змінюється.

Питальна форма Present Simple утворюється з допоміжного дієслова to do в Present Simple та інфінітива основного дієслова без частки to. Допоміжне дієслово ставиться перед підметом:

Do I work?	Do we work?
Does he work?	Do you work?
Does she work?	Do they work?
Do you live here in the city?	Ви живете тут у місті?
What does she say?	Що вона каже?

Примітки.

1. Якщо підмет має одне або кілька означень, що стоять перед ним, допоміжне дієслово в питальній формі ставиться перед усією групою підмета (підметом з означеннями):

Does your younger sister go to University? Твоя молодша сестра ходить до університету?

2. Питальні речення, в яких питальне слово виконує роль підмета або означення до підмета, мають будову розповідного речення. Допоміжне дієслово to do у цьому разі не вживається:

Who goes there?	Хто йде туди?
Whose brother goes there?	Чий брат іде туди?

Заперечна форма Present Simple утворюється з допоміжного дієслова to do в Present Simple, заперечної частки not та інфінітива основного дієслова без частки to:

I	} does not work.	We	} do not work.
He			
She			
It			

В усному мовленні замість do not і does not звичайно вживаються скорочені форми don't і doesn't:

I don't believe you.	Я вам не вірю.
He doesn't remember me.	Він не пам'ятає мене.

У питально-заперечній формі частка not ставиться після підмета:

Do you not understand him?	Хіба ви не розумієте його?
----------------------------	----------------------------

Звичайно у питально-заперечних реченнях вживаються скорочені форми don't і doesn't, які ставляться перед підметом:

Don't you know any rules?	Ви не знаєте ніяких правил?
Doesn't your son go to university?	Хіба ваш син не ходить до університету?
Why don't you write?	Чому ви не пишете?

Допоміжне дієслово to do у стверджувальній формі Present Simple вживається також для підсилення висловлюваної думки. У цьому разі воно стоїть між підметом та інфінітивом основного дієслова без частки to:

I do know that.	Я дійсно знаю це.
He does work there.	Він таки працює там.

Вживання Present Simple

Present Simple вживається для вираження *повторюваної або постійної дії стосовно теперішнього часу*:

He comes here every day.	Він приходить сюди кожен день.
She goes to university.	Вона ходить до університету.
He drives a car.	Він водить машину.
He goes to see his sister every day.	Він ходить до своєї сестри щодня.
She lives in Kyiv with her mother.	Вона живе у Києві з матір'ю.

Present Simple вживається для вираження дії, яка характеризує підмет постійно або протягом теперішнього періоду часу:

You shoot very well.	Ви стріляєте дуже добре.
He speaks English fluently.	Він вільно розмовляє англійською мовою.
He cooks really badly.	Він готує справді погано.

Present Simple вживається для вираження дії або стану, які не обмежені якимись часовими рамками і відбуваються незалежно від волі людини:

Sugar dissolves in water.	Цукор розчиняється у воді.
Copper conducts electricity better than other metals.	Мідь проводить електрику краще, ніж інші метали.

Present Simple вживається для вираження дії, яка відбувається *в момент мовлення*:

а) з дієсловами, що не вживаються у формі Continuous: **to see, to know, to hear, to feel, to like, to hate, to love, to understand**:

I don't see anything.	Я нічого не бачу.
I don't understand it.	Я не розумію цього.

б) якщо той, хто говорить, лише констатує факт, а не передає дію як процес, що триває:

Here she comes.	Ось вона йде.
Why does she walk so slowly?	Чому вона йде так повільно?

Present Simple вживається для вираження майбутньої дії в підрядних реченнях часу та умови, які вводяться сполучниками **when** коли; **after** після того як; **before** перш ніж, перед тим як; **till, until** поки; **as soon as** як тільки; **if** якщо; **unless** якщо не та ін.:

I'll be here till you come .	Я буду тут, поки ти прийдеш.
Wait until I get my bag.	Почекай, поки я дістану сумку.
If you come , I will give you this book.	Якщо ви прийдете, я дам вам цю книжку.

Present Simple вживається для вираження запланованої майбутньої дії (здебільшого з дієсловами, що означають рух: **to go** йти, їхати; **to come** приходити, прибувати; **to leave** від'їжджати; **to start** вирушати; **to arrive** прибувати та ін.). У таких реченнях звичайно вживаються обставинні слова, що вказують на час дії. У відповідних українських реченнях вживається теперішній час:

I leave Kyiv tomorrow.	Завтра я виїжджаю з Києва.
Our plane arrives in time.	Наш літак прибуває вчасно.
When does the policeman come?	Коли прийде поліцейський?

Present Simple вживається у зв'язній розповіді для вираження дії або ряду послдовних дій у минулому. Таке вживання Present Simple поживає розповідь, події ніби відбуваються в момент мовлення:

All of a sudden, one evening **comes** little Emily from her work and him with her.
Раптом одного вечора приходять Емілія з роботи і він з нею.

Past Simple дієслів "to be", "to have"

Дієслово *to be* відмінюється не за загальним правилом. Дієслово *to be* в Past Simple має дві форми: **was** для першої і третьої осіб однини і **were** для інших осіб:

I was	We were
You were	You were
He, She, It was	They were

Для утворення *питальної* і *заперечної* форми Past Simple дієслова *to be* допоміжне дієслово to do не вживається.

У *питальній* формі дієслово *to be* ставиться перед підметом:

Were you guilty?	Ви були винні?
Was she mistaken?	Вона помилялася?

У **заперечній** формі після was/were вживається частка not:

I was not responsible for this document.

They were not in a good mood.

У **питально – заперечній** формі was/were ставиться перед підметом, а частка not – після підмета:

Was he not angry with her?

Were we not afraid of a burglar?

В усному мовленні замість was not, were not у заперечних і питально – заперечних реченнях вживаються скорочені форми *wasn't, weren't*:

I wasn't disappointed.

We weren't glad to hear that.

Дієслово to have в Past Simple має форму **had**

I had problems with police before.

He had an insurance policy.

They had an alibi.

Питальна форма дієслова утворюється з допоміжним дієсловом **to do (did)**:

Did you have an exam yesterday?

Заперечна форма, як правило, утворюється з допоміжним дієсловом **to do**:

She didn't have a solicitor.

We didn't have remorse.

Примітка:

Якщо дієслово to have входить до складу виразів to have breakfast, lunch, dinner, supper - снідати, обідати, вечеряти: і т.п., питальна і заперечна форми його в Past Simple, як і в Present Simple, утворюються з допоміжним дієсловом to do:

Did you have breakfast? – No, I didn't. I didn't have lunch as well.

Past Simple (Минулий неозначений час)

Past Simple - часова форма дієслова, яка виражає дію, що відбулася або відбувалася в минулому. За способом утворення Past Simple дієслова в англійській мові поділяються на *правильні* й *неправильні*.

Past Simple правильних дієслів (regular verbs)

Past Simple правильних дієслів утворюється додаванням, до інфінітива без частки to закінчення -ed, яке вимовляється так:

[t] - після глухих приголосних, **крім t**:

to pick *вибирати* - picked [pɪkt]

to search *обишукувати* - searched [sɜ:tʃt]

[d] - після дзвінких приголосних, **крім d**, та після голосних

to detain *затримувати* - detained [dɪ'teɪnd]

to prove - *доказувати* - proved [pru:vd]

to answer - *відповісти* - answered ['a:nsəd]

[ɪd] - після **t, d, te, de**:

to scoot *втікати* - scooted [sku:tɪd]

to detect *виявляти* - detected [dɪ'tektɪd]

to decide *вирішувати* - decided [dɪ'saɪdɪd]

to hate *ненавидіти* - hated ['heɪtɪd]

Дієслова в Past Simple не змінюються за особами й числами - мають однакову форму в усіх особах однини й множини:

I translated.

We translated.

You translated.

You translated.

She (He, It) translated.

They translated.

Правила правопису правильних дієслів в Past Simple:

а) якщо інфінітив закінчується *буквою* - e, то в Past Simple перед закінченням -ed вона не пишеться:

I to live *жити* - lived

б) якщо інфінітив закінчується *буквою* - y, якій передує приголосна, то перед закінченням -ed у змінюється на i:

to carry *нести* - carried

to cry *кричати* - cried

в) якщо інфінітив закінчується *буквою* - u, якій передує голосна, то зміна не відбувається:

to obey *коритися* - obeyed

to play *грати* - played

г) якщо інфінітив закінчується однією приголосною буквою, якій передує короткий голосний звук, то кінцева приголосна перед - ed подвоюється:

to stop *зупинятися* - stopped

to travel *подорожувати* - travelled

д) якщо останній склад наголошений і не має дифтонга, то кінцева буква **g** подвоюється:

to pre'fer *віддавати перевагу* - preferred

to o'ccur *траплятися* - occurred

to con'fer *присвоювати, радитись* - conferred

Past Simple неправильних дієслів (irregular verbs).

Past Simple неправильних дієслів утворюється по-різному, здебільшого чергуванням голосних і приголосних кореня:

to take *брати* - took
to spend *витрачати* - spent
to think *думати* - thought

Існують і інші способи утворення Past Simple та Participle II неправильних дієслів. Усі три форми неправильних дієслів слід завчити і запам'ятати, що дієслова в Past Simple не змінюються - мають однакову форму:

I caught	We caught
You caught	You caught
He (She, It) caught	They caught

Питальна форма Past Simple правильних і неправильних дієслів утворюється з допоміжного дієслова to do в Past Simple (**did**) та **інфінітива основного дієслова без частки to**. Допоміжне дієслово ставиться перед підметом (групою підмета):

Did you sign the report yesterday?
Did you go home ?
When did you come?

Заперечна форма Past Simple утворюється з допоміжного дієслова to do в Past Simple (**did**), заперечної частки **not** та інфінітива основного дієслова без частки to (**did not ask**). В усному мовленні замість **did not** вживається скорочена форма **didn't**:

He did not do it .
We didn't ring him up a day before yesterday.

У **питально-заперечній формі Past Simple** допоміжне дієслово **did** ставиться перед підметом, а частка **not** після нього, скорочена форма **didn't** ставиться перед підметом:

Why did you not write a letter to your parents?
Why didn't you write a letter to your parents?
Didn't you think about it yesterday?

Допоміжне дієслово **did** вживається також у стверджувальній формі Past Simple для підсилення висловлюваної думки. У цьому разі форма **did**, на яку падає сильний наголос, ставиться між підметом та інфінітивом основного дієслова.

I did want to catch a criminal.

Вживання Past Simple

1. Past Simple вживається для вираження дії, яка відбулася (одноразово) чи відбувалася (постійно) в минулому в зазначений час, для того щоб констатувати, що дія відбулася в минулому. Час виконання дії може бути вказаний або не вказаний, так як важливо, що дія відбулася. Для уточнення часу з дієсловом в Past Simple часто вживаються обставини часу: yesterday - учора, the day before yesterday - позавчора, last time - минулого разу, last week (month, Monday, summer, year) - минулого тижня (місяця, понеділка, літа, року), two days (years) ago - два дні (роки) тому назад, in 1991 - в 1991 і т. д.

We saw him yesterday.
He met her two years ago.
The bus was 15 minutes late.

2. Past Indefinite вживається для вираження ряду послідовних дій у минулому:

Yesterday I came home very late, had some coffee in the kitchen and decided to phone my parents.

3. Past Indefinite вживається для вираження дії у минулому:

He spent a lot of money on his friends every weekend.

They saw us every day.

Для вираження дії у минулому вживається також конструкція **would** з інфінітивом і **used** з інфінітивом

Their son would to come to our place on Sunday.

He used to be a lawyer just like his father.

Future Simple (Майбутній неозначений час)

Future Simple - часова форма дієслова, що виражає дію, яка відбудеться або відбуватиметься в майбутньому.

Future Simple утворюється з допоміжних дієслів **will** та інфінітива основного дієслова без частки to.

Допоміжне дієслово **will** вживається для усіх осіб в однині і множині:

I	We
He	You will work
She will work	They
It	

I will come again soon.

Your father **will be** back in a moment.

Я скоро знову прийду.

Ваш батько вмить повернеться.

В усному мовленні переважно вживаються скорочена форма **won't** [wount] замість **will not**:

I won't go there.

Я не піду туди.

She won't go to work.

Вона не піде на роботу.

Future Simple вживається для вираження одноразової, постійної або повторюваної дії в майбутньому:

I'll go over with you tomorrow.

Я поїду з тобою завтра.

I'll always come back.

Я завжди повертатимусь.

He'll work at the police station
next year.

Наступного року він працюватиме у поліції.

У підрядних реченнях часу й умови майбутній час в англійській мові не вживається. Для вираження майбутньої дії в таких реченнях замість Future Simple вживається Present Simple:

I'll be here till you come.

Я буду тут, поки ти прийдеш.

I'll give it to him when
he **comes** back.

Я дам це йому, коли він повернеться.

Present Continuous (Теперішній тривалий час)

Present Continuous утворюється з допоміжного дієслова **to be** в Present Simple та дієприкметника теперішнього часу (**Present Participle**) основного дієслова.

Present Participle утворюється додаванням закінчення - **ing** до інфінітива основного дієслова без частки **to**:

read + ing - reading

work + ing - working

У дужках подано скорочені форми, що вживаються в усному мовленні.

I am working (I'm working).

We are working (We're working).

He is working (He's working).

You are working (You're working).

She is working (She's working).

They are working (They're working).

It is working (It's working).

У питальній формі допоміжне дієслово ставиться перед підметом

Are the boys **spraying** graffiti?

Хлопці розпилюють графіті зараз?

Is she **working** in the office?

Вона зараз працює в офісі?

What are you **doing**?

Що ви робите?

У заперечній формі після допоміжного дієслова вживається частка **not**:

The girls **are not working**.

Дівчата зараз не працюють.

У питально-заперечних реченнях допоміжне дієслово ставиться перед підметом, а частка **not** – після підмета:

Am I **not** right?

В усному мовленні замість **is not** і **are not** вживаються здебільшого скорочені форми **isn't** і **aren't**:

She **isn't listening**.

Вона зараз не слухає

They **aren't listening**.

Вони зараз не слухають

Why **aren't** you **working**?

Чому ви зараз не працюєте?

Вживання Present Continuous

Present Continuous вживається для вираження дії, що відбувається в момент мовлення:

Why **are** you crying?

Чому ти плачеш?

You **are not listening** to me.

Ти не слухаєш мене.

Present Continuous вживається для вираження тривалої дії, що відбувається в певний період теперішнього часу, хоч і не обов'язково в момент мовлення.

"What **are** you **doing** here?"

"Що ви тут робите?"

"I'm **making a report**".

"Я роблю доповідь".

Present Continuous вживається для вираження тривалої дії, що відбувається одночасно з іншою дією, яка відноситься до теперішнього часу:

I am only stressed when **I am working**.

Я турбуюсь лише тоді, коли працюю.

What does he do when he's **not reading**?

Чим він займається, коли не читає?

Present Continuous (як і Present Simple) вживається для вираження запланованої майбутньої дії, особливо з дієсловами, що означають рух: **to go** *йти*, **to come** *приходити*; **to leave** *від'їжджати*; **to arrive** *прибувати*, **to start** *вирушати* та ін. У цьому разі обов'язково вживаються обставини часу:

We're flying to London in the morning.

Вранці ми відлітаємо до Лондона.

When are you coming back?

Коли ви повернетесь?

Is he coming tonight?

Він прийде сьогодні ввечері?

Дієслово **to go** у Present Continuous з інфінітивом іншого дієслова означає намір виконати дію в найближчому майбутньому або надає їй відтінку обов'язковості, неминучості виконання дії, позначеної інфінітивом:

I am going to speak.

Я буду говорити.

He **is going to be** a policeman.

Він збирається бути поліцейським.

Past Continuous (Минулий тривалий час)

Past Continuous утворюється з допоміжного дієслова **to be** в Past Simple та дієприкметника теперішнього часу (Participle I) основного дієслова:

I was working	We were working
She was working	You were working
He was working	They were working
It was working	

У *питальній формі* допоміжне дієслово ставиться перед підметом:

What were you telling him?	Що ви йому <i>говорили</i> ?
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У *заперечній формі* після допоміжного дієслова вживається частка **not**:

I was <i>not</i> working in the evening.	Я <i>не працював</i> увечері.
--	-------------------------------

Past Continuous вживається для вираження дії, що відбувалась (тривала) в певний момент у минулому. На час дії вказують також обставинні слова типу at 2 o'clock, at midnight, at that moment, at 5 o'clock, або підрядні речення з дієсловом - присудком у Past Simple, а також для дії, що тривала протягом якогось періоду часу в минулому:

He was working at his English	Він працював над англійською мовою в той час.
at that time.	

Carrie was sitting by the window when he came in.	Керрі сиділа біля вікна, коли він увійшов.
---	--

In spring of the year 1881 he was visiting his old schoolfellow.	Навесні 1881 року він <i>гостював</i> у свого старого шкільного товариша.
--	---

У підрядних додаткових реченнях, якщо дієслово - присудок головного речення вжито у минулому часі, Past Continuous часто вживається з дієсловами, що означають рух (to go, to come), для позначення дії, яка була майбутньою стосовно минулого:

She said she was coming to see you after supper.	Вона сказала, що прийде до вас після вечері.
--	--

Future Continuous (Майбутній тривалий час)

Future Continuous утворюється з допоміжного дієслова **to be** в Future Simple та дієприкметника теперішнього часу (Participle I) основного дієслова:

I will be working	We will be working
He will be working	You will be working
She will be working	They will be working
It will be working	

У *питальній формі* допоміжне слово **will** ставиться перед підметом:

Will they be working?

У *заперечній формі* після допоміжного дієслова **will** вживається заперечна частка **not**:

They **will not be working**.

Future Continuous вживається для вираження тривалої дії, що відбуватиметься в якийсь момент або період часу в майбутньому, а також часто вживається у тому ж значенні, що й Future Simple, тобто виражає майбутню дію:

Meet me at two o'clock. I will be looking out for you.	Зустрінемося о другій годині. Я чекатиму на тебе.
--	---

We shall be playing all morning.	Ми будемо грати весь ранок.
----------------------------------	-----------------------------

You will not be coming back here any more.	Ви більше сюди не повернетесь.
--	--------------------------------

From now I shall be asking thousands of questions.	Віднині я буду ставити тисячі запитань.
--	---

He will be going to school soon.	Він скоро ходитиме до школи.
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The Present Perfect Tense (Теперішній перфектний час)

Present Perfect утворюється з допоміжного дієслова **to have** у Present Simple та дієприкметника минулого часу (**Past Participle**) основного дієслова.

Past Participle правильних дієслів утворюється додаванням до інфінітива закінчення **-ed**.

to accuse - accused

Past Participle неправильних дієслів треба запам'ятати:

to catch - caught

to steal - stolen

I have had some good news.

It has had some good news.

You have had some good news.

We have had some good news.

He has had some good news.

They have had some good news.

She has had some good news.

в усному мовленні вживаються переважно скорочені форми:

I've had some good news.

It's had some good news.

You've had some good news.

We've had some good news.

He's had some good news.

They've had some good news.

She's had some good news.

у питальній формі допоміжне дієслово ставиться перед підметом:

Have you ever **seen** a criminal? Ви коли-небудь бачили злочинця?

у заперечній формі після допоміжного дієслова вживається частка **not**:

He **has not** signed this document yet. Він ще не підписав цей документ.

Скорочена заперечна форма, яка часто вживається в усному мовленні, має два варіанти:

I haven't = I've not

He hasn't = He's not

We haven't met her there. Ми її там не зустріли.

They've not told me about their friends. Вони мені не розповідали про своїх друзів.

У питально-заперечній формі допоміжне дієслово ставиться перед підметом, а частка **not** - після підмета, а скорочені форми **haven't** і **hasn't**:

Why have they not told you about them? Чому вони не розповіли тобі про них?

Hasn't she been to London? Невже вона не була в Лондоні?

Why haven't you brought papers? Чому ти не приніс газети?

Вживання Present Perfect

Present Perfect вживається для вираження дії, яка відбулась до моменту мовлення, і той, хто говорить, має на увазі результат цієї минулої дії, її важливість на момент мовлення:

He has broken his leg. Він зламав ногу

I have recovered from my illness. Я одужав після хвороби (зараз мені краще)

Час дії, вираженої дієсловом у **Present Perfect**, здебільшого не зазначається, тому що у центрі уваги результат дії, а не час її перебігу:

You haven't told me the whole truth. Ви не розповіли мені всієї правди.

He has seen more than I. Він бачив більше, ніж я.

Present Perfect вживається також у реченнях з обставинами часу:

а) що означають період часу, який почався в минулому і тривав до моменту мовлення: **up to now; up to the present до цього часу; lately нещодавно, за останній час; recently останнім часом; so far до цього часу; since відтоді; not yet ще не.**

I haven't seen my friends since July. Я не бачив своїх друзів з липня.

б) що означають період часу, який ще не закінчився: **today сьогодні, this week цього тижня, this year цього року, this morning сьогодні вранці.**

Have you met him today? Ти зустрів його сьогодні.

З цими обставинами часу вживається також **Past Simple**:

I had my breakfast this morning. Я поснідав сьогодні вранці.

Present Perfect вживається також у реченнях з прислівниками неозначеного часу і частотності: **ever коли-небудь, never ніколи, often часто, seldom рідко, already вже, just щойно.**

He's just arrived. Він щойно приїхав.

З цими прислівниками вживається також **Past Simple**:

I told you already. Я вже казав вам.

Present Perfect не вживається з обставинними словами та словосполученнями, які уточнюють час минулої дії, наприклад: **yesterday вчора, the day before yesterday позавчора, last week (month, year) минулого тижня (місяця, року), an hour ago годину тому, two days ago два дні тому, on Monday у понеділок, in July у липні, in 1945 у 1945 році** тощо, а також у запитаннях з питальним словом **when?** З такими обставинами часу вживається **Past Indefinite**:

When did he come? Коли він прийшов?

Present Perfect вживається для вираження дії або стану, що триває з якогось моменту в минулому аж до моменту мовлення. У цьому значенні **Present Perfect** вживається переважно з дієсловами, що не мають форми **Continuous**:

He has known her for years. Він знає її багато років.

Where have you been since yesterday? Де ти був від вчора?

Період тривалості дії здебільшого позначається прийменником **for** (**for an hour протягом години, for ten years протягом десяти років, for a long time довгий час** і т.п.), а початок дії – словом **since** (**since five o'clock з п'ятої години, since Monday з понеділка, since I saw him з того часу, як я його бачив** і т.п.).

У підрядних реченнях часу й умови **Present Perfect** вживається для вираження дії, що закінчилась до певного моменту в майбутньому:

You shall not go till you have told me all. (Bronte) Ви не підете, поки не розповісте мені все.

У цьому разі **Present Perfect** перекладається на українську мову **майбутнім часом**.

Past Perfect Tense (Минулий перфектний час)

Past Perfect утворюється з допоміжного дієслова **to have** у **Past Simple** та дієприкметника минулого часу (**Past Participle**) основного дієслова. Дієслова в **Past Perfect** не змінюються за особами і числами:

I (he, she, it, we, you, they) had solved.

В усному мовленні замість **had** вживається переважно скорочена форма **'d**, яка на письмі приєднується до підмета:

I'd (he'd, she'd, it'd, we'd, you'd, they'd) written.

У **питальній формі** допоміжне дієслово ставиться перед підметом:

Had they done it?

У **заперечній формі** після допоміжного дієслова вживається заперечна частка **not**:

I had not built

В усному мовленні в заперечній і в питально- заперечній формах вживається також скорочена форма **hadn't**:

He hadn't stolen.

Вживання Past Perfect

Past Perfect вживається для вираження дії, що відбулася раніше іншої минулої дії, позначеної дієсловом у Past Simple.

He had told me he had met her.

Він казав мені, що зустрічав її.

When he had read the report,
he signed it.

Прочитавши рапорт, він підписав його.

The sun had set and it
was becoming dark.

Сонце вже зайшло, смеркалося.

Форма **was becoming dark** виражає дію, що мала місце в певний період часу в минулому (сонце зайшло до цього періоду)

Примітки. 1. Під час періоду минулих дій у тій послідовності, в якій вони відбувалися, дієслова вживаються в Past Indefinite.

He put on his coat, locked the door and went away.

2. У складнопідрядному реченні із сполучниками **after** після того як і **before** перш ніж, перед тим як, коли немає потреби наголошувати, що одна дія передєє іншій і в головному, і в підрядному реченнях вживається Past Simple.

He stood motionless after she disappeared.

Він стояв нерухомо, після того як вона зникла.

Past Perfect вживається для вираження минулої дії, що вже закінчилася до певного моменту в минулому. Цей момент позначається такими словосполученнями: by two o'clock *до другої години*, by that time *до того часу*, by the 1st of September *до першого вересня*.

I had learnt that poem by heart
by three o'clock.

До третьої години я вже вивчив вірш.

Заперечна форма Past Perfect вказує на те, що до певного моменту в минулому дія ще не закінчилася

I had not printed my story by Friday.

До п'ятниці я ще не надрукувала своє оповідання.

Past Perfect вживається для вираження дії, що почалася до певного моменту в минулому і тривала аж до цього моменту. У цьому значенні **Past Perfect** вживається переважно з дієсловами, які не мають форми Continuous:

When I came, he had been there for an hour.

Коли я прийшов, він був там вже годину.

У підрядних реченнях часу і умови **Past Perfect** вживається для вираження передминулої дії, що була майбутньою стосовно минулого:

He would sit with her tonight after Mabel had gone.

Він сидітиме з нею сьогодні ввечері, після того як
Мейбл поїде.

У цьому разі **Past Perfect** перекладається на українську мову **майбутнім часом**.

Present Perfect Continuous (Теперішній перфектно-тривалий час)

Present Perfect Continuous виражає дію, що тривала протягом певного часу до моменту мовлення. Present Perfect Continuous утворюється з допоміжного дієслова **to be** в **Present Perfect** та дієприкметника теперішнього часу основного дієслова.

I **have been watching** TV all night.

He **has been playing** video games.

У питально-заперечній формі перше допоміжне дієслово ставиться перед підметом, а частка **not** – після підмета:
Have they not been playing?

В усному мовленні вживаються такі ж самі скорочення, як і в Present Perfect. Стверджувальна форма:

I've been playing video games.

She's been playing video games.

Питально-заперечна форма: Haven't you been playing?

Вживання Present Perfect Continuous

1. Present Perfect Continuous вживається для вираження дії, що почалася в минулому і тривала протягом певного періоду, або все ще продовжується в цей момент, або щойно закінчилася:

I've been working here for five years.

He's been waiting for her for twenty minutes.

2. Present Perfect Continuous може вживатися без вказівки на тривалість дії:

What have you been reading.

Що ви читали?

- На період тривалості дії вказують обставини часу, часто з прийменником **for**:

For the past two years he's been

Протягом останніх двох років він чекав лише одного.

waiting for only one thing.

- Дії, які повторюються, якщо вони розглядаються як безперервний процес:

I have been writing letters

Я писав листи після сніданку.

since breakfast.

3. Present Perfect Continuous вживається в питальних реченнях з питальними словами since when, how long що безпосередньо передує моменту мовлення.

Since when has he been investigating this crime? З якого часу він розслідує цей злочин?

4. З дієсловами, що не вживаються з часами групи Continuous, замість Present Perfect Continuous вживається Present Perfect:

Я haven't seen you for ages. Я дуже давно тебе не бачив.
I've been at home all the time. Я весь цей час був дома.

Past Perfect Continuous (Минулий перфектно-тривалий час)

Past Perfect Continuous утворюється з допоміжного дієслова to be в Past Perfect та дієприкметника теперішнього часу основного дієслова. Дієслово в Past Perfect Continuous не змінюється за особами:

I (he, she, it, we, you, they) had been playing.

Past Perfect Continuous виражає тривалу дію, яка почалася до якогось моменту в минулому і або продовжувалася в цей момент, або закінчилася безпосередньо перед ним. Час тривалості дії або її початок вказується так само, як і в реченнях з дієсловом у Present Perfect Continuous, але здебільшого час тривалості дії зазначається.

He said he had been looking for his keys for an hour. Він сказав, що годину шукав ключі.

З дієсловами, що не вживаються з часами групи Continuous, замість Past Perfect Continuous вживається Past Perfect:
When we came to see Ann, Коли ми прийшли провідати Аню, вона вже п'ять днів хворіла.
she had been ill for five days.

Sequence of Tenses (Узгодження часів)

Якщо присудок головного речення в англійській мові виражений дієсловом в одному з минулих часів або в Present Perfect, що виражає дію, яка відбулась у минулому, то в підрядному додатковому реченні дієслово- присудок, як правило, має бути в одному з минулих часів або в майбутньому з точки зору минулого (Future- in- the- Past).

Predicate in:		expresses action	is translated by:
principal clause	subordinate clause		
Past Simple	Past Simple Past Continuous	Simultaneous (одночасна)	Present Tense
Past Simple	Past Perfect	Prior (попередня)	Past Tense
Past Simple	Future- in- the- Past	Subsequent (наступна, пізніша)	Future Tense

Запам'ятай!

1. Правило послідовності часів не застосовується в підрядних додаткових реченнях, які виражають факти:

The teacher **told** that the Earth moves round the Sun. Вчитель сказав, що Земля рухається навколо Сонця.

2. Якщо в підрядному реченні точно зазначено час виконання дії, то цю дію виражають за допомогою Past Simple або Past Continuous:

He said that he **was working** when she rang him up. Він сказав, що працював, коли вона подзвонила йому.

The Passive Voice (Пасивний стан дієслова)

Особа або предмет, що виконує дію, називається суб'єктом дії. Особа або предмет, на які спрямовано дію, називається об'єктом дії. Так, у реченні

The girls are planting flowers (Дівчата садять квіти) the girls означає суб'єкт дії, а flowers – її об'єкт.

У реченні The tractor pulls a truck (Трактор тягне причеп) the tractor – суб'єкт дії, а truck – об'єкт.

Розглянемо українські речення:

Сонце сховалось за хмарку. Сонце намальоване жовтою фарбою.

У першому з них сонце – суб'єкт дії, а другому – об'єкт (не сонце малювало, а його намальовали), але в обох випадках сонце – підмет речення.

Отже, підмет речення може бути як суб'єктом, так і об'єктом дії, вираженої присудком.

В англійській мові дієслова вживаються в активному стані (the Active Voice) і пасивному (the Passive Voice).

Якщо підметом речення є суб'єкт дії, то дієслово-присудок вживається в активному стані:

My brother **wrote** this letter yesterday. Мій брат написав цього листа вчора.

Якщо підметом речення є об'єкт дії, то дієслово-присудок вживається в пасивному стані:

This letter was **written** yesterday. Цей лист був написаний вчора.

Усі часові форми пасивного стану в англійській мові утворюються з відповідних часів допоміжного дієслова to be та дієприкметника минулого часу основного дієслова.

а) Present (Past, Future) Simple Passive утворюється з допоміжного дієслова **to be** в Present (Past, Future) Simple та дієприкметника минулого часу (Past Participle) основного дієслова.

Present Simple Passive:

I am examined.

He (she, it) is examined. We (you, they) are examined.

Past Simple Passive: I (he, she, it) was examined.

We (you, they) were examined.

Future Simple Passive:

He (I, she, it, you, we, they) will be examined.

б) Present (Past) Continuous Passive утворюється з допоміжного дієслова **to be** в Present (Past) Continuous та дієприкметника минулого часу основного дієслова. Future Continuous в пасивному стані не вживається.

Present Continuous Passive:

I am being examined.

He (she, it) is being examined.

We (you, they) are being examined.

Past Continuous Passive:

I (he, she, it) was being examined.

We (you, they) were being examined.

в) Present (Past, Future) Perfect Passive утворюється з допоміжного дієслова **to be** в Present (Past, Future) Perfect та дієприкметника минулого часу основного дієслова:

Present Perfect Passive:

I (we, you, they) have been examined.

He (she, it) has been examined.

Past Perfect Passive:

I (he, she, it, we, you, they) had been examined.

Future Perfect Passive:

He (I, she, it, you, we, they) will have been examined.

2) Future Simple - in- the- Past Passive і Future Perfect- in- the- Past Passive утворюються так само, як і Future Simple Passive та Future Perfect Passive, але замість допоміжного дієслова **will** вживаються **would**:

Часові форми групи Perfect Continuous у пасивному стані не вживаються.

Отже, в пасивному стані вживаються чотири часові форми групи Simple, дві часові форми групи Continuous та чотири часові форми групи Perfect, які можна подати у вигляді таблиці (наводиться на прикладі третьої особи однини з займенником it).

	Present	Past	Future	Future in- the- Past
Simple	It is written	It was written	It will be written	It would be written
Continuous	It is being written	It was being written	-	-
Perfect	It has been written	It had been written	It will have been written	It would have been written

У питальній формі допоміжне дієслово ставиться перед підметом:

Where **was** this book **published**? Де була видана ця книжка?

При складеній формі допоміжного дієслова перед підметом ставиться перше допоміжне дієслово:

Has the house **been built**? Будинок збудовано?

When **will** the letter **be sent**? Коли буде відправлено листа?

У заперечній формі частка **not** ставиться після допоміжного дієслова:

He **was not sent** there. Його туди не посилали.

При складеній формі допоміжного дієслова заперечна частка **not** ставиться після першого допоміжного дієслова:

The bridge **has not yet been built**. Міст ще не збудовано,

У питально-заперечній формі допоміжне дієслово (або перше допоміжне дієслово в складеній формі) ставиться перед підметом, а частка **not** – після підмета.

Is the letter **not written**? Листа не написано?

Has the telegram **not been sent**? Телеграму не відіслано?

В усному мовленні вживаються ті самі скорочення, що й у часових формах активного стану, наприклад:

He will be asked = He'll be asked. Його запитають.

I've been examined. Мене допитали.

She won't be invited to the party. Її не запросять на вечірку.

Часові форми пасивного стану вживаються за тими самими правилами, що й відповідні часи активного стану.

Так, часи групи Simple пасивного стану, як і активного, виражають одноразову, повторювану або постійну дію в теперішньому, минулому або майбутньому часі і вживаються для вираження майбутньої дії в підрядних реченнях часу та умови.

This museum **is visited** every day. Цей музей відвідують щодня.

Today English **is written, spoken, broadcast and understood** on every continent.

Сьогодні англійською мовою пишуть, розмовляють, ведуть передачі, і розуміють на всіх континентах.

Iron **is attracted** by magnet. Залізо притягується магнітом.

I'll go there if I **am invited**. Я піду туди, якщо мене запросять.

The ball **was found** in the yard. М'яч знайшли у дворі.

This **was** usually said in the doctor's presence. Це, звичайно, говорилося в присутності лікаря.

The text will **be translated**
into Ukrainian.
This you'll never **be told**.

Текст буде перекладено українською мовою.
Цього тобі ніколи не скажуть.

Часи групи Continuous пасивного стану, як і активного, виражають **тривалу дію, що відбувається в якийсь момент або період часу в теперішньому чи минулому**.

A multistoreyed **house is being built** near our school. Біля нашої школи будується багатоповерховий будинок.

A new wide road **was being finished** that would go over the mountains and down to the bridge. Закінчувалося будівництво нової широкої дороги, що мала проходити через гори до мосту.

Часи групи Perfect пасивного стану, як і активного, виражають дію, що передує іншій дії або якомусь моменту в теперішньому, минулому або майбутньому часі. Крім цього, перфектні часи, особливо Present Perfect Passive, вживаються для підкреслення результату дії, що відбулася:

The windows **have still not been repaired**. Вікна ще не відремонтовані.

The book **has been translated** into Ukrainian. Книжка була перекладена українською мовою.

I was thinking of all that **had been said**. Я думав про все, що було сказано.

He led her to an old-fashioned house which **had been built** long ago. Він повів її до старомодного будинку, побудованого дуже давно.

But it was too late. She **had been seen**. Але було надто пізно. Її вже побачили.

Замість Present Perfect Continuous та Past Perfect Continuous, які не мають форм пасивного стану, відповідно вживаються Present Perfect і Past Perfect Passive.

The plan **has been discussed** for two hours. План обговорюється уже дві години.

I knew that the plant **had been built** for two years. Я знав, що завод будується вже два роки.

Пасивний стан вживається тоді, коли в центрі уваги співрозмовників є *особа* або *предмет*, на які спрямована *дія* (об'єкт дії). Суб'єкт дії при цьому здебільшого не вказується:

Our University was founded 175 years ago. Наш університет був заснований 175 років тому.

У цьому реченні University є об'єктом дії, вираженої присудком (*його заснували*), саме про нього, а не про діючу особу йде мова.

При потребі суб'єкт дії може бути виражений за допомогою додатка з прийменником **by** або **with**:

The pupils wrote the essay yesterday. (Учні писали твір учора).

The essay *was written* **by** the pupils yesterday. (**Твір був** написаний учнями вчора).

Можна відзначити, що підмету речення в активному стані відповідає додаток з прийменником **by** речення в пасивному стані, а додаток до дієслова - присудка речення в активному стані є підметом речення в пасивному стані.

В англійській мові дієслова, які виражають дію, спрямовану на якусь особу або предмет, і можуть приймати прямий, непрямий і безприйменниковий додаток, називаються перехідними (transitive): **to read (a book), to take (a pen), to wait (for somebody), to listen (to music)**.

Дієслова, які не приймають додатка і виражають дію, що характеризує підмет, але не спрямована на якийсь об'єкт, називаються неперехідними (intransitive): **to live, to run**.

Особливості вживання речень у пасивному стані в англійській мові.

В англійській мові речення у пасивному стані вживаються значно частіше, ніж в українській, оскільки в англійській мові в пасивному стані вживаються не лише *п е р е х і д н і*, а й багато неперехідних дієслів. Підметом речення пасивного стану в англійській мові може бути прямий, непрямий, а також прийменниковий додаток речення активного стану.

Реченню з дієсловом в активному стані They showed me the room (Вони показали мені кімнату), де the room – прямий додаток, а me – непрямий додаток, відповідають два речення пасивного стану The room was shown to me і I was shown the room (Мені показали кімнату). У першому з них підмет відповідає прямому додатку речення активного стану, а в другому - непрямо.

The copy had been given to her father. Копію дали їй батькові.

У цьому реченні підмет (the copy) відповідає прямому додатку речення активного стану They had given the copy to her father

They were given new books. Їм дали нові книжки.

Тут підмет відповідає непрямому додатку речення з дієсловом в активному стані We gave **them** new books.

У реченні We spoke **about him** (Ми говорили про нього) about him - прийменниковий додаток, якому також може відповідати підмет речення в пасивному стані: He was spoken about (Про нього говорили).

Переклад речень з дієсловом у пасивному стані.

На українську мову дієслова в пасивному стані перекладаються:

а) дієсловом з часткою - *ся* (- *сь*):

His voice **was heard** at the door. Біля дверей **почувся** його голос

б) сполученням дієслова *бути* з дієслівними формами на - *но*, - *то* в безособових реченнях:

That house **was built** last year.

Той будинок **було збудовано торік**.

в) сполученням дієслова *бути* з дієприкметником пасивного стану минулого часу:

Where did you get the copies
which **were found** in your room?

Де ви дістали ті примірники, які **були знайдені** у вашій кімнаті?

г) дієсловом в активному стані в неозначено - особових реченнях:

He had not been seen.

Його не бачили.

This fellow is very much spoken
about.

Про цього хлопця багато **говорять**.

д) якщо в реченні з дієсловом у пасивному стані вказано суб'єкт дії, його можна перекласти українською мовою особовим реченням з дієсловом в активному стані:

They were invited by my friend.

Їх запросив мій друг.

The Imperative Mood (Наказовий спосіб)

Наказовий спосіб в англійській мові, як і в українській, виражає спонукання до дії, тобто прохання, наказ, пораду, запрошення, застереження тощо. На відміну від української мови, де наказовий спосіб у другій особі однини й множини має різні закінчення (читай – читайте), в англійській мові є лише одна форма наказового способу, яка збігається з інфінітивом, без частки **to**:

to take – Take!

Візьми! Візьміть!

to write – Write!

Пиши! Пишіть!

Bring me that phone.

Принеси мені той телефон.

Be patient.

Будь терплячим.

Заперечна форма наказового способу утворюється з допоміжного дієслова **to do**, заперечної частки **not** та інфінітив з основного дієслова **без to**. В усному мовленні замість **do not** звичайно вживається скорочена форма **don't**:

Don't go to the crime scene.

Не йди на місце злочину.

Don't be angry

Не сердься.

Допоміжне дієслово **do** може вживатися і у стверджувальній формі наказового способу для підсилення прохання. У цьому разі воно ставиться перед смисловим дієсловом:

Do tell me about it.

Розкажіть же мені про це.

У першій і третій особі однини й множини спонукання до дії виражається сполученням дієслова **let** з інфінітивом основного дієслова **без частки to**. Між дієсловом **let** та інфінітивом ставиться іменник у загальному відмінку або особовий займенник в об'єктному відмінку, що позначає особу, яка має виконати дію.

Let us go home.

Ходімо додому.

Let them go.

Нехай вони йдуть.

Let the man relax.

Хай цей чоловік відпочине.

Modal Verbs (Модальні дієслова)

В англійській мові є група дієслів (**can, may, must, shall, should, will, would, need, dare**), які називаються модальними. Ці дієслова не мають усіх основних форм.

CAN

Дієслово **can** має дві форми: теперішній час **can** і минулий час **could**:

I can swim.

Я вмію плавати.

He could read when he was
five years old.

Він умів читати, коли йому було п'ять років.

Could часто вживається також як форма умовного способу – Subjunctive II. У цьому значенні **could** у сполученні з неозначеним інфінітивом (Indefinite Infinitive) вживається відносно теперішнього або майбутнього часу, а в сполученні з перфектним інфінітивом (Perfect Infinitive) минулого часу.

Could you sing now?

Ви могли б зараз їсти?

I could learn Latin very soon.

Я могла б вивчити латинську мову дуже скоро.

You could have gone to the
cinema yesterday.

Ти **міг би** піти до кінотеатру вчора.

Дієслово **can** виражає фізичну або розумову здатність, уміння або можливість виконати дію в теперішньому (**can**) або минулому (**could**) часі:

He **can lift** this weight.

Він може підняти цю вагу.

Can you see anything?

Ви що-небудь бачите?

I can read French.

Я можу читати французькою мовою.

I couldn't solve the problem.

Я не зміг розв'язати задачу.

You **can buy** this jacket; it
is on sale now.

Ти можеш купити цю сорочку; вона зараз у продажу.

Після форми **could** у цих значеннях може вживатися перфектний інфінітив, який вказує на те, що дія, яка могла відбутися, не відбулася:

You **could have bought** this jacket;
it was on sale.

Ти міг би купити цю сорочку, вона була в продажу (*але не купив*).

He **could have guessed** it.

Він міг би здогадатися про це (*але не здогадався*).

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Дієслово **can** не має майбутнього часу. Замість **can** вживається сполучення **to be able** *бути спроможним*: інфінітив після нього вживається з часткою **to**. Вираз **to be able** іноді вживається також відносно теперішнього і минулого часу:

Perhaps this young man

Можливо, цей молодий чоловік зможе допомогти вам.

will be able to help you.

Вона не могла відповідати.

She wasn't able to answer.

Дієслово **can** вживається для вираження дозволу або заборони (в заперечній формі).

You can use dictionaries.

Можете користуватися словниками.

You can't use dictionaries.

Словниками користуватися не можна.

Can I sit with you a little?

Можна мені трохи посидіти з вами?

Форма **could** у значенні дозволу вживається лише в питальних реченнях для вираження ввічливого прохання:

Could I take your pen?

Можна мені взяти вашу ручку?

MAY

Дієслово **may** має дві форми: теперішній час **may** і минулий час **might**.

Але в значенні минулого часу дійсного способу форма **might** вживається дуже рідко, головним чином у підрядних реченнях за правилом послідовності часів:

He asked the doctor if he

Він запитав лікаря, чи йому можна їсти м'ясо.

might eat meat.

Дієслово **may** найчастіше виражає припущення з відтінком сумніву, невпевненості. У цьому значенні **may** вживається у стверджувальних і заперечних реченнях з усіма формами інфінітива.

Indefinite Infinitive з дієсловом **may** звичайно виражає дію, що стосується майбутнього часу:

She may come back.

Можливо, вона повернеться.

Сполучення **may** з Continuous Infinitive виражає припущення, і дія відбувається в момент мовлення:

He may be waiting for you.

Можливо, він чекає на вас.

Якщо дієслово не вживається в формі Continuous, то дія, що стосується теперішнього часу, позначається формою Indefinite Infinitive:

She may know about it.

Можливо, вона знає про це.

They may be at university now.

Можливо, вони зараз в університеті.

Perfect Infinitive вказує на те, що припущення тут стосується лише минулого часу:

I may have put it on the table.

Можливо, я поклав його на стіл.

MUST

Дієслово **must** має лише одну форму. Дія, виражена інфінітивом у сполученні з **must**, може стосуватися теперішнього майбутнього часу:

He **must be** at university now.

Зараз він мусить бути в університеті.

She **must come** tomorrow.

Вона має прийти завтра.

Must може стосуватися минулого часу в додаткових підрядних реченнях, якщо дієслово-присудок головного речення стоїть у **минулому** часі:

He told that she **must consult** a doctor.

Він сказав, що вона повинна порадитися з лікарем.

Дієслово **must** виражає обов'язок, необхідність. У значенні **must** вживається у стверджувальних реченнях лише з неозначеним інфінітивом:

To catch the train **I must** get up at six.

Щоб потрапити на поїзд, я мушу встати о 6 годині.

Must we come to university tomorrow?

Чи треба нам приходити в університет завтра?

Для вираження необхідності стосовно минулого і майбутнього часу вживається дієслово **to have** у відповідних часових формах

But he had to wait a quarter of an hour.

Але він мусив чекати чверть години.

I will have to tell him something.

Мені доведеться щось йому сказати.

У заперечних реченнях **must** виражає заборону. У цьому значенні **must** вживається лише з неозначеним інфінітивом:

You must not talk aloud here.

Тут не дозволяється голосно розмовляти.

Коли йдеться про те, що нема потреби, необхідності виконати дію, **вживають** заперечну форму дієслова **need** – **need not (needn't)** або заперечну форму модального дієслова **to have**:

Must we come tomorrow?

Треба нам приходити завтра?

No, you needn't.

Ні, не треба.

You don't have to learn the poem by heart.

Не обов'язково вчити цей вірш напам'ять.

Дієслово **must** вживається для вираження *наказу* і *поради*. У цих значеннях воно вживається у стверджувальних і заперечних реченнях з неозначеним інфінітивом:

Tomorrow you **must come** to work at eight.

Завтра ви повинні прийти на роботу о восьмій годині.

SHOULD i OUGHT TO

Дієслова **should** і **ought** майже не різняться за значенням. Кожне з них має лише одну форму. **Should** вживається з інфінітивом без частки **to**. Після **ought** інфінітив вживається з часткою **to**.

Дієслова **should** і **ought** виражають (з моральної точки зору того, хто говорить), *пораду, рекомендацію*. У цих значеннях **should** і **ought** вживаються з різними формами інфінітива.

Сполучення **should** і **ought** з Indefinite Infinitive виражають дію *стосовно теперішнього або майбутнього часу*:

You ought to go to the movies more. Вам слід більше ходити в кіно.

Kate is in hospital. Катя у лікарні. Ви б відвідали її.
You should visit her.

Continuous Infinitive з **should/ought** виражає дію стосовно теперішнього часу, іноді стосовно моменту мовлення.

You oughtn't to be working for those people. Вам не слід працювати на тих людей.

I think we **ought to be going**. Я думаю, нам треба вирушати.

Дієслова **should** і **ought** іноді вживаються для вираження припущення з відтінком упевненості. Проте в цьому значенні частіше вживається дієслово **must**:

He ought to be able to do something. Він, мабуть, зможе щось зробити.

You ought to be a happy man. Ви, певно, щасливий чоловік.

Дієслово **should** вживається в риторичних запитаннях з питальним словом **why** для вираження подиву, сильного здивування, обурення:

Why should I feel guilty about it? Чому я маю почувати себе винним у цьому?

Why shouldn't I eat a cake? А чому б мені не з'їсти шматок торта?

NEED

Дієслово **need** вживається як модальне і як смислове. Дієслово **need** у сполученні з Indefinite Infinitive виражає необхідність виконання дії стосовно теперішнього - майбутнього часу і вживається у питальних і заперечних реченнях. Модальне дієслово **need** має лише форму теперішнього часу.

Питальна й заперечна форми утворюються без допоміжного дієслова **to do** і вживаються з інфінітивом основного дієслова без частки **to**:

You need not trouble about that at all. Вам зовсім не треба турбуватися про це.

You needn't hurry. Вам немає потреби поспішати.

Need we go there? Нам треба йти туди?

Дієслово **need** як смислове означає мати потребу в чомусь. У цьому значенні воно відмінюється за загальними правилами і вживається в теперішньому, минулому і майбутньому часі:

I'll need this magazine. Мені цей журнал буде потрібний.

Інфінітив після нього вживається з часткою **to**, питальна й заперечна форми в Present Simple і Past Simple утворюються з допомогою дієслова **to do**:

You don't need to say nonsense. Не треба говорити дурниць.

Do you need any money? Вам потрібні гроші?

I don't need any more people around here. Мені не треба тут більше людей.

Perfect Infinitive, вжитий з дієсловом **need**, означає, що дія, в якій не було необхідності, відбулася:

You needn't have done this exercise in written form. Не треба було виконувати цю вправу письмово.

Present Participle (Participle I)

Participle I не має певного часового значення і виражає різні часові відношення залежно від контексту і значення дієслова, від якого утворено дієприкметник.

a) Present Participle вживається для позначення дії, *одночасної з дією, вираженою дієсловом - присудком речення*. Залежно від часу дієслова - присудка Present Participle може відноситись до теперішнього, минулого або майбутнього часу:

Reading English books I **write** out new words.

Читаючи англійські книжки, я **виписую** нові слова.

Reading English books I **wrote out** new words.

Читаючи англійські книжки, я **виписував** нові слова.

Reading English books I **will write** out new words.

Читаючи англійські книжки, я **виписуватиму** нові слова.

b) Present Participle може виражати дію, *що відноситься до теперішнього часу, незалежно від часу дії, вираженої дієсловом - присудком речення*.

The students working in our city came from Kyiv.

Студенти, що працюють у нашому місті, прибули з Києва.

в) Present Participle може вживатися *безвідносно до якогось часу*:

The bisector is a straight line dividing an angle into two equal parts.

Бісектриса - це пряма лінія, що поділяє кут на дві рівні частини.

г) Present Participle може виражати дію, *що передуює дії, вираженій присудком, якщо обидві дії відбуваються*

безпосередньо одна за одною. У такому значенні часто трапляється present participle дієслів to enter –входити, to close- закривати, to arrive- прибувати, to see- бачити, to hear- чути та ін.:

Entering his room, he went quickly to the other door.

Увійшовши в свою кімнату, він швидко пішов до інших дверей.

Dressing myself as quickly as I could I go for a walk.

Одягнувшись якомога швидше, я пішов на прогулянку.

д) **Present Participle** вживається тоді, коли іменник або займенник, до якого він відноситься, позначає суб'єкт вираженої ним дії:

Weeping she walked back to the house.

Плачучи, вона повернулася в будинок.

Past Participle (Participle II)

Past Participle має лише одну форму і є пасивним дієприкметником. Він вживається тоді, коли іменник або займенник, до якого він відноситься, позначає об'єкт вираженої ним дії:

A written letter - написаний лист

The machines made at this plant- машини, виготовлені на цьому заводі

Здебільшого **Past Participle** виражає дію, що передувє дії, вираженій присудком речення:

We looked for the destroyed bridge.

Ми дивилися на зруйнований міст.

(міст було зруйновано раніше, ніж ми дивилися на нього).

Але **Past Participle** може також виражати дію, одночасно з дією, вираженою дієсловом- присудком, а також дію, безвідносно до часу:

Her father is a doctor loved and respected by everybody.

Її батько - лікар, якого всі люблять і поважають.

A central angle is an angle formed by two radii.

Центральний кут- це кут, утворений двома радіусами.

Past Participle у реченні найчастіше буває означенням. У цій функції Past Participle ставиться звичайно перед означуванням іменником. Past Participle із залежними від нього словами (participle phrase) в англійській мові завжди ставиться після означуваного іменника. Проте Past Participle у сполученні з прислівником способу дії звичайно ставиться перед означуванням іменником:

He is a well- known writer.

Він відомий письменник.

The children danced round the beautifully decorated tree.

Діти танцювали навколо чудово прикрашеної ялинки.

Past Participle вживається також у ролі обставин (часу, причини, мети, способу дії і порівняння) із сполучниками when- коли, if- якщо, якби, as though- наче, ніби, though- хоч:

Frightened by the dog, the child began to cry.

Злякавшись собаки, дитя почало плакати.

When praised, he was ill at ease.

Коли його хвалили, він почував себе ніяково.

Though wounded, the soldier did not leave the battlefield.

Хоч і поранений, солдат не залишив поля бою.

Past Participle вживається у реченні у функції предикатива:

When I came into the room, the window was broken.

Коли я зайшов до кімнати, вікно було розбите.

The Objective Infinitive Complex (Об'єктний інфінітивний комплекс)

Перша частина комплексу – особовий займенник в об'єктному відмінку або іменник у загальному відмінку. Друга частина комплексу – інфінітив.

Комплекс виконує функцію складного додатка. На українську мову перекладається здебільшого підрядним додатковим реченням. **Перша частина комплексу** – іменник чи займенник – відповідає підмету підрядного речення, а **друга частина** – інфінітив – присудку.

Об'єктний інфінітивний комплекс вживається після таких груп дієслів:

1. дієслова, що виражають сприймання за допомогою органів чуттів:

to see, to hear, to feel, to watch, to observe, to notice (інфінітив вживається без частки to):

They all watched **him** walk up the hill.

Вони всі спостерігали, як він сховався на пагорб.

She saw her son cry.

Вона побачила, що її син плаче.

2. дієслова, що виражають бажання, намір, почуття: to want, to wish, to desire, to like, to dislike, to hate, to intend, should/would like:

He intended me to go with him to the museum.

Він хотів, щоб я пішла з ним до музею.

3. дієслова, що виражають думку (погляд), припущення, сподівання:

to consider, to believe, to think, to find, to know, to expect, to suppose. Після дієслів цієї групи (крім to expect) найчастіше вживається інфінітив слова to be:

We expected her to return in time.

Ми сподівались, що вона повернеться вчасно.

4. дієслова, що виражають наказ, прохання, дозвіл, пораду, примус:

to order, to ask, to request, to allow, to permit, to advise, to recommend, to cause, to force, to make, to let. Після дієслів to make i to let інфінітив вживається без частки to:

What time did he ask you to come?

О котрій годині він попросив, щоб ви прийшли?

Let me go.

Дозвольте мені піти.

I made them work.

Я примусив їх працювати.

The Subjective Infinitive Complex (Суб'єктний інфінітивний комплекс)

Перша частина комплексу – особовий займенник у називному відмінку або іменник у загальному відмінку; друга частина – інфінітив.

Комплекс вживається з такими дієсловами:

1. дієсловами повідомлення

to say, to report, to describe (у пасивному стані):

He is said to write a new article. Кажуть, що він пише нову статтю.

2. дієсловами, що означають думку, припущення, сподівання

to think, to know, to consider, to believe, to suppose, to expect (у пасивному стані):

He was supposed to meet the delegation. Передбачалося, що він зустріне делегацію.

3. дієсловами (в пасивному стані), що виражають сприймання за допомогою органів чуттів:

to see, to hear, to feel, to notice, to observe, to watch:

She was seen to dance at the party. Бачили, як вона танцювала на вечірці.

4. дієсловами (в пасивному стані), що виражають наказ, прохання, дозвіл, примус:

to order, to ask, to request, to allow, to permit, to make, to cause, to force:

I was ordered to remain there. Мені наказали, щоб я залишався там.

5. дієсловами to seem, to appear, to happen, to chance, to turn out, to prove;

дієслово-присудок в активному стані.

You seem to know the material

Здається, що ви знаєте very well. матеріал дуже добре.

6. словосполученнями to be sure, to be certain, to be likely, to be unlikely:

He is certain to come.

Він, напевно, зараз прийде.

У суб'єктному інфінітивному комплексі інфінітив вживається з часткою to після всіх дієслів.

Переклад, як правило, починається з дієслова-присудка в пасивному стані, яке перекладається неозначено-особовим реченням, а комплекс – підрядним додатковим реченням, в якому іменник/займенник є підметом, а інфінітив перекладається дієсловом-присудком:

...he was likely to be – ймовірно, що він був.

Словоскладення

Деякі слова можуть утворюватися шляхом з'єднання двох слів або основ слів в одне слово.

1) Складні дієслова:

дієслово з післясловом

to carry - > to carry on - продовжувати - to carry out - виконувати

прикметник з дієсловом

white (adj) + wash (v) — to white wash (v) — білити

прислівник (або прийменник) з дієсловом

over (prep) + come (v) — to overcome (v) — подолати

2) Складні прислівники:

everywhere (every + where) — скрізь, всюди nowadays

(now + a + days) — у наш час meanwhile

(mean + while) — тим часом

ТАБЛИЦЯ НЕПРАВИЛЬНИХ ДІЄСЛІВ

I форма Present Simple	II форма Past Simple	III форма Participle II	Переклад
1. arise	arose	arisen	підійматися
2. be	was/were	been	бути
3. bear	bore	born	народжувати
4. become	became	become	зробитися, стати
5. begin	began	begun	починати(ся)
6. bend	bent	bent	гнути
7. bind	bound	bound	зв'язувати
8. bite	bit	bitten	кусати(ся)
9. bleed	bled	bled	сходити кров'ю
10. blow	blew	blown	дути
11. break	broke	broken	ламати(ся)
12. breed	bred	bred	виховувати
13. bring	brought	brought	приносити
14. build	built	built	будувати
15. burn	brunt	burnt	горіти, палити
16. buy	bought	bought	купувати
17. cast	cast	cast	кидати
18. catch	caught	caught	ловити, схоплювати
19. choose	chose	chosen	вибирати, добирати
20. come	came	come	приходити
21. cost	cost	cost	коштувати
22. cut	cut	cut	різати
23. dig	dug	dug	рити, копати
24. do	did	done	робити
25. draw	drew	drawn	тягти, малювати
26. dream	dreamt	dreamt	мріяти, бачити уві сні
27. drink	drank	drunk	пити
28. drive	drove	driven	вести, гнати
29. eat	ate	eaten	їсти
30. fall	fell	fallen	падати
31. feed	fed	fed	годувати
32. feel	felt	felt	почувати(себе)
33. fight	fought	fought	боротися, битися
34. find	found	found	знаходити
35. flee	fled	fled	тікати, рятуватися
36. fly	flew	flown	літати
37. forget	forgot	forgotten	забувати
38. get	got	gotten	одержувати, ставити
39. give	gave	given	давати
40. go	went	gone	іти, ходити
41. grow	grew	grown	рости, ставати
42. hang	hung	hung	вішати, висіти
43. have	had	had	мати
44. hear	heard	heard	чути
45. hide	hid	hidden	ховати
46. hold	held	held	тримати
47. keep	kept	kept	тримати, зберігати
48. know	knew	known	знати
49. lead	led	led	вести
50. learn	learnt	learnt	вчити(ся)
51. leave	left	left	залишати
52. lend	lent	lent	позичати
53. let	let	let	дозволяти, здавати внайми
54. light	lit	lit	запалювати, засвічувати
55. lose	lost	lost	губити, втрачати
56. make	made	made	робити
57. mean	meant	meant	значити
58. meet	met	met	зустрічати
59. put	put	put	класти
60. read	read	read	читати
61. ride	rode	ridden	їздити верхи
62. rise	rose	risen	піднімати

63. run	ran	run	бігти
64. say	said	said	сказати
65. see	saw	seen	бачити
66. sell	sold	sold	продавати
67. send	sent	sent	посилати
68. set	set	set	поміщати, заходити (про сонце)
69. shake	shook	shaken	трясти
70. shine	shone	shone	сяяти, блищати
71. shoot	shot	shot	стріляти
72. shut	shut	shut	закривати, зачиняти
73. sing	sang	sung	співати
74. sink	sank	sunk	поринати
75. sit	sat	sat	сидіти
76. sleep	slept	slept	спати
77. smell	smelt	smelt	нюхати, пахнути
78. speak	spoke	spoken	говорити, розмовляти
79. spend	spent	spent	витрачати
80. spoil	spoilt	spoilt	псувати
81. spread	spread	spread	поширювати
82. spring	sprang	sprung	стрибати
83. stand	stood	stood	стояти
84. steal	stole	stolen	красти
85. stick	stuck	stuck	приклеювати
86. sting	stung	stung	жалити
87. stride	strode	stridden	крокувати
88. strike	struck	struck	бити, страйкувати
89. strive	strove	striven	старатися
90. swear	swore	sworn	присягати
91. sweep	swept	swept	мести, підмітати
92. swim	swam	swum	плавати
93. swing	swung	swung	гойдатися
94. take	took	taken	брати
95. teach	taught	taught	вчити
96. tear	tore	torn	рвати
97. tell	told	told	казати
98. think	thought	thought	думати
99. throw	threw	thrown	кидати
100. thrust	thrust	thrust	штовхати
101. tread	trod	trodden	ступати
102. understand	understood	understood	розуміти
103. upset	upset	upset	перекидати
104. wake	woke	woken	прокидатися
105. wear	wore	worn	носити
106. weave	wove	woven	ткати
107. weep	wept	wept	плакати
108. win	won	won	перемагати
109. wind	wound	wound	заводити
110. withdraw	withdrew	withdrawn	брати назад, відкликати
111. wring	wrung	wrung	скручувати
112. write	wrote	written	писати

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ДОДАТОК 1

ПАМ'ЯТКА ДЛЯ ЗАТРИМАНИХ ОСІБ

Додаток 14

до Інструкції з організації діяльності
чергової служби органів (підрозділів)
Національної поліції України
(підпункт 1 пункту 14 розділу VI)

При затриманні громадян України, іноземців та осіб без громадянства працівники поліції зобов'язані забезпечити дотримання таких прав та основоположних свобод, передбачених Конституцією України, нормами міжнародного права та відомчими нормативно-правовими актами.

1. Згідно зі статтею 5 Європейської конвенції про захист прав людини і основоположних свобод 1950 року:

Кожен має право на свободу та особисту недоторканність. Нікого не може бути позбавлено свободи, крім таких випадків і відповідно до процедури, встановленої законом (...) (пункт 1).

Кожен, кого позбавлено свободи внаслідок арешту або тримання під вартою, має право ініціювати провадження, в ході якого суд без зволікання встановлює законність затримання і приймає рішення про звільнення, якщо затримання є незаконним (пункт 4).

Кожен, хто є потерпілим від арешту або затримання, здійсненого всупереч положенням цієї статті, має забезпечене правовою санкцією право на відшкодування (пункт 5).

2. Європейський суд з прав людини на Ваше прохання може вказати державі на обов'язок вжити у певних ситуаціях тимчасових заходів. Прохання про вжиття заходів Європейський суд може задовольнити, якщо існує невідворотний ризик настання для Вас не виправної шкоди.

Прохання про вжиття тимчасових заходів Ви або Ваші представники можуть направити факсом за таким номером: +33 (0)3 88 41 39 00. Титульна сторінка прохання повинна містити напис «Rule 39. Urgent» та номер телефону, за яким можна зв'язатися з Вами або з Вашими представниками.

У проханні обов'язково мають бути наведені детальні обставини щодо реального стверджуваного ризику. До прохання обов'язково повинні додаватися відповідні рішення національних органів та інші документи, які б обґрунтовували Ваше прохання. У разі існування ризику бути екстрадованим чи висланим з країни у проханні потрібно зазначити ймовірну дату та час Вашої екстрадиції чи вислання.

3. У разі Вашого затримання або арешту (взяття під варту) працівники поліції зобов'язані:

1) повідомити підстави та мотиви затримання або арешту, роз'яснити право щодо оскарження затримання;

2) негайно після фактичного затримання або арешту особи повідомити орган (установу), уповноважений(у) законом на надання безоплатної правової допомоги (єдиний телефонний номер контактної системи безоплатної правової допомоги: 0-800- 213103);

3) надати у друкованому вигляді положення [статей 28, 29, 55, 56, 59, 62 і 63](#) Конституції України;

4) роз'яснити право захищати себе особисто та користуватися правовою допомогою захисника, у тому числі за рахунок держави у випадках, передбачених кримінальним процесуальним законодавством та/або законом, що регулює надання безоплатної правової допомоги;

5) негайно, але не пізніше ніж через дві години після затримання або арешту повідомити Ваших родичів та у разі вимоги - захисника та адміністрацію за місцем роботи чи навчання.

4. У разі заявлення Вами усної або письмової вимоги про необхідність участі захисника працівники поліції не мають права вимагати від Вас надання будь-яких пояснень або свідчень до його прибуття. Ваше волевиявлення щодо залучення захисника або відмови від його участі власноруч зазначається у відповідному документі про затримання.

Забороняється поміщати до кімнати для затриманих осіб, якщо стосовно них не складений протокол про адміністративне затримання або протокол про затримання підозрюваного у вчиненні кримінального правопорушення.

Особистий огляд затриманої особи проводиться особою однієї статі із затриманим та у присутності двох понятих тієї самої статі.

5. Доставленню й затриманню не підлягають:

1) особи, які знаходяться в непритомному стані, мають небезпечні для життя тілесні ушкодження або симптоми гострих захворювань внутрішніх органів;

2) особи, які вжили отруйні або сильнодіючі речовини;

3) особи, заражені небезпечними для здоров'я оточуючих інфекційними хворобами;

4) перебувають у тяжкому стані сп'яніння внаслідок вживання алкоголю, наркотичних засобів або інших одурманюючих речовин;

5) втратили здатність самостійно пересуватися чи можуть завдати шкоди оточуючим або собі; вагітні жінки з ознаками близьких пологів.

Відповідні заходи реагування до таких осіб вживаються після надання їм допомогимедичними працівниками або після їх лікування у закладах охорони здоров'я.

6. Якщо Вас затримали за адміністративне правопорушення, Ви повинні знати, що:

1) адміністративне затримання особи, яка вчинила адміністративне правопорушення, може тривати не більше ніж три години;

2) осіб, які порушили правила обігу наркотичних засобів і психотропних речовин, може бути затримано на строк до трьох годин для складення протоколу, а в необхідних випадках для встановлення особи і з'ясування обставин правопорушення – до трьох діб з повідомленням про це письмово прокурора протягом двадцяти чотирьох годин з моменту затримання;

3) строк адміністративного затримання обчислюється з моменту Вашого фактичного затримання.

7. Якщо Вас затримали за підозрою у вчиненні кримінального

правопорушення, Ви маєте право:

- 1) знати, у вчиненні якого кримінального правопорушення Вас підозрюють;
- 2) бути чітко і своєчасно повідомленим про свої права, передбачені Кримінальним процесуальним кодексом України (далі – КПК України), а також отримати їх роз'яснення;
- 3) на першу вимогу мати захисника і побачення з ним до першого допиту з дотриманням умов, що забезпечують конфіденційність спілкування, а також після першого допиту – мати такі побачення без обмеження їх кількості й тривалості;
- 4) на участь захисника у проведенні допиту та інших процесуальних дій;
- 5) на відмову від захисника у будь-який момент кримінального провадження;
- 6) на отримання правової допомоги захисника за рахунок держави у випадках, передбачених КПК України та/або законом, що регулює надання безоплатної правової допомоги, в тому числі у зв'язку з відсутністю коштів на її оплату;
- 7) не говорити нічого з приводу підозри проти себе, обвинувачення або у будь-який момент відмовитися відповідати на запитання;
- 8) давати пояснення, показання з приводу підозри, обвинувачення чи в будь-який момент відмовитися їх давати;
- 9) вимагати перевірки обґрунтованості затримання;
- 10) у разі затримання або застосування запобіжного заходу у вигляді тримання під вартою – негайно повідомити членів сім'ї, близьких родичів чи інших осіб про затримання і місце свого перебування згідно з положеннями статті 213 КПК України;
- 11) збирати і подавати слідчому, прокурору, слідчому судді докази;
- 12) брати участь у проведенні процесуальних дій;
- 13) під час проведення процесуальних дій ставити запитання, подавати свої зауваження та заперечення щодо порядку проведення дій, які заносяться до протоколу;
- 14) застосовувати з додержанням вимог КПК України технічні засоби при проведенні процесуальних дій, в яких Ви берете участь. Слідчий, прокурор, слідчий суддя, суд мають право заборонити застосування технічних засобів при проведенні окремої процесуальної дії чи на певній стадії кримінального провадження з метою нерозголошення відомостей, які містять таємницю, що охороняється законом, чи стосуються інтимного життя особи, про що виноситься (постановляється) вмотивована постанова (ухвала);
- 15) заявляти клопотання про проведення процесуальних дій, про забезпечення безпеки щодо себе, членів своєї сім'ї, близьких родичів, майна, житла тощо;
- 16) заявляти відводи;
- 17) ознайомлюватися з матеріалами досудового розслідування в порядку, передбаченому статтею 221 КПК України, та вимагати відкриття матеріалів згідно зі статтею 290 КПК України;
- 18) одержувати копії процесуальних документів та письмові повідомлення;
- 19) оскаржувати рішення, дії та бездіяльність слідчого, прокурора, слідчого судді в порядку, передбаченому КПК України;

20) вимагати відшкодування шкоди, завданої незаконними рішеннями, діями чи бездіяльністю органу, що здійснює оперативно-розшукову діяльність, досудове розслідування, прокуратури або суду, в порядку, визначеному законом, а також відновлення репутації, якщо підозра, обвинувачення не підтвердилися;

21) користуватися рідною мовою, отримувати копії процесуальних документів рідною або іншою мовою, якою володієте, та в разі необхідності користуватися послугами перекладача за рахунок держави.

8. Необхідно знати, що кожен має право затримати будь-яку особу без ухвали слідчого судді, суду:

- 1) при вчиненні або замаху на вчинення кримінального правопорушення;
- 2) безпосередньо після вчинення кримінального правопорушення чи під час безперервного переслідування особи, яка підозрюється у його вчиненні.

Кожен, кого затримано через підозру або обвинувачення у вчиненні кримінального правопорушення або інакше позбавлено волі, повинен бути в найкоротший строк доставлений до слідчого судді для вирішення питання про законність та обґрунтованість його затримання, іншого позбавлення волі та подальшого тримання.

Затримана особа негайно звільняється, якщо протягом сімдесяти двох годин з моменту затримання їй не вручено вмотивованого судового рішення про тримання під вартою.

Затримана без ухвали слідчого судді, суду особа не пізніше шістдесяти годин з моменту затримання повинна бути звільнена або доставлена до суду для розгляду клопотання про обрання стосовно неї запобіжного заходу.

9. Під час утримання в кімнаті для затриманих Вас повинні забезпечити:

- 1) триразовим гарячим харчуванням (при утриманні понад 3 години);
- 2) приміщення кімнати для затриманих має бути площею не менше 4 квадратних метрів на особу, із природним та електричним освітленням, вентиляцією та санітарно-гігієнічними приладами (чаші клозетні, умивальники);
- 3) у разі тимчасового нефункціонування (відсутності) санвузла Вас повинні виводити за потребою не рідше одного разу на чотири години;
- 4) Ви маєте право здійснювати релігійні обряди будь-якого віросповідання або висловлювати переконання, пов'язані зі ставленням до релігії;
- 5) у разі погіршення стану Вашого здоров'я працівники поліції зобов'язані негайно викликати екстрену медичну допомогу та надати невідкладну домедичну допомогу.

10. Якщо при затриманні Ваші права були порушені, Ви маєте право:

- 1) звертатися зі скаргами, заявами і листами до посадових осіб органу (підрозділу) поліції, органів державної влади, прокуратури, суду, громадських організацій, а також до Уповноваженого Верховної Ради України з прав людини, Європейського суду з прав людини, відповідних органів міжнародних організацій, членом або учасником яких є Україна;
- 2) для написання кореспонденції до вищевказаних органів, а також своєму адвокату Вам повинні надати окрему кімнату та видати папір, кулькову ручку і конверт.

Заклеєний конверт Ви передаєте черговому органу (підрозділу) поліції. Ця кореспонденція не підлягає перегляду.

Примітки :	Особі, яка поміщається до кімнати для затриманих, видається на руки пам'ятка для затриманих осіб. Затримана особа у графі 9 книги обліку осіб, які поміщені до кімнати для затриманих, власноруч проставляє свій підпис про отримання пам'ятки для затриманих.
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