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ESSENTIAL ENGLISH FOR POLICE
(Основы английского языка для полиции)

Учебное пособие

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В учебное пособие включены темы, охватывающие основные сферы деятельности специалистов охраны правопорядка и развивающие общекультурные и профессиональные компетенции сотрудников полиции.

Рекомендовано для использования на факультете профессионального обучения лиц рядового и младшего начальствующего состава, впервые принимаемых на службу в органы внутренних дел по профессии «Полицейский» и на краткосрочных курсах повышения квалификации по программе специализированных курсов с языковой подготовкой. Пособие может быть использовано для обучения курсантов и слушателей очной и заочной форм обучения.

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ВВЕДЕНИЕ (INTRODUCTION)

Настоящее издание составлено в соответствии с Рабочей программой профессионального обучения (профессиональной подготовки) лиц рядового и младшего начальствующего состава, впервые принимаемых на службу в органы внутренних дел (на базе общего среднего и (или) среднего профессионального (неюридического) образования) по профессии «Полицейский», в рамках которой дисциплина «Иностранный язык» изучается факультативно и рассчитана на 40 часов практических занятий.

Цель пособия — обучить курсантов владению английским языком в сфере профессиональной коммуникации, сформировать навыки чтения оригинальных текстов, развить умения монологического высказывания и ведения беседы на английском языке, выработать способность и готовность участвовать в межкультурной коммуникации. Формирование у курсантов инструментальной компетенции, а именно коммуникативной, лингвистической, социокультурной, будет способствовать достижению заявленной цели и решению поставленных задач.

Учебное пособие построено на принципе комплексного и взаимного развития всех видов речевой деятельности, но в большей степени чтения, аудирования и говорения на профессионально ориентированном аутентичном материале.

Всего в пособие включено 7 тематических циклов (Unit), охватывающих основные направления деятельности специалистов охраны правопорядка, привлекаемых к обеспечению общественного порядка и охране общественной безопасности в общественных местах и местах проведения публичных и иных массовых мероприятий.

Структурно пособие включает следующие разделы: GRAMMAR — с комплексом заданий по формированию и развитию грамматических навыков; READING — с текстами профессиональной направленности для чтения и до- и послетекстовыми заданиями; SPEAKING — для развития навыков ситуативно-обусловленного профессионального речевого общения с комплексом диалогов и ситуативными заданиями для составления монологического высказывания. Разделы READING и SPEAKING

дополнены глоссариями, содержащими лексические единицы темы для понимания текстов, и разговорными тематическими справочниками, которые способствуют активизации усвоения диалогического материала. Отдельные тексты и диалоги дополнены аудиосопровождением для развития навыков восприятия аутентичной речи на слух. В некоторых тематических циклах приводится раздел WRITING, нацеленный на развитие навыков письменного изложения профессиональных и общекультурных ситуаций.

Особое место в пособии отводится вводному курсу, изучение которого помогает восполнить пробелы школьного обучения и совершенствовать навыки фонетического чтения и корректного английского произношения.

При отборе учебного материала авторы учитывали личностно ориентированный подход и принцип разноуровневого обучения иностранному языку, который является основополагающим в методике преподавания английскому языку, принятой на кафедре.

Тематический материал основывается на аутентичных источниках, представленных в интернет-ресурсах, учебниках и учебных пособиях, список которых прилагается.

UNIT 1 INTRODUCTORY COURSE

PHONETICS

В английском языке принят латинский алфавит из 26 букв, которые передают 44 звука. В алфавите 6 гласных и 20 согласных букв. Некоторые звуки английского языка сходны со звуками русского языка, но ряд звуков свойствен лишь английскому языку — **ð, θ, t, d, w, ŋ, dʒ, r** и т. д.

Английский алфавит

Написание буквы	Название буквы	Гласные	Согласные
A	[eɪ]	Aa	
B	[bi:]		Bb
C	[si:]		Cc
D	[di:]		Dd
E	[i:]	Ee	
F	[ef]		Ff
G	[dʒi:]		Gg
H	[eɪtʃ]		Hh
I	[aɪ]	Ii	
J	[dʒeɪ]		Jj
K	[keɪ]		Kk
L	[el]		Ll
M	[em]		Mm
N	[en]		Nn
O	[ou]	Oo	
P	[pi:]		Pp
Q	[kju:]		Qq
R	[a:]		Rr
S	[es]		Ss
T	[ti:]		Tt

U	[ju:]	Uu	
V	[vi:]		Vv
W	['dʌblju:]		Ww
X	[eks]		Xx
Y	[waɪ]	Yy	
Z	[zed, амер. — zi:]		Zz

Гласные и согласные звуки английского языка изображаются следующими фонетическими знаками:

Согласные звуки		Гласные звуки	
<i>глухие</i>	<i>звонкие</i>	монофтонги	дифтонги
<i>парные</i>		[i:]	[eɪ]
[p] pie	[b] buy	[ɪ]	[aɪ]
[t] tie	[d] die	[e]	[aʊ]
[k] dock	[g] dog	[æ]	[ɔɪ]
[f] few	[v] view	[a:]	[oʊ]
[θ] thief	[ð] these	[ɔ]	[ɪə]
[ʃ] station	[ʒ] occasion	[ɔ:]	[uə]
[s] cease	[z] seize	[ə]	[ɛə]
[tʃ] chair	[dʒ] judge	[ə:]	
<i>непарные</i>		[u]	
[h]	[m]	[u:]	
—	[n]	[ʌ]	
—	[ŋ]		
—	[r]		
—	[j]		
—	[l]		
—	[w]		

Основные правила чтения английских букв и буквосочетаний

Правила чтения английских согласных

Большинство согласных букв имеют один вариант чтения, соответствующий их названию в английском алфавите, а именно:

Bb [bi:]	[b]	Vv [vi:]	[v]
Dd [di:]	[d]	Zz [zed]	[z]
Ff [ef]	[f]	Буква Hh [eitʃ] в начале слова	[h]
Kk [keɪ]	[k]		harm
Jj [dʒeɪ]	[dʒ]		hurt

Ll [el]	[l]		head
Mm [em]	[m]		happy
Nn [en]	[n]		hurry
Pp [pi:]	[p]		help
Tt [ti:]	[t]		habit

Некоторые согласные имеют два варианта чтения и читаются по следующим правилам:

Cc [si:]		Gg [dʒi:]	
↙ ↘		↙ ↘	
[s]	[k]	[dʒ]	[g]
<i>перед e, i, y</i>	<i>в остальных случаях</i>	<i>перед e, i, y</i>	<i>в остальных случаях</i>
face	cap	stage	go
civil	contact	gym	drug
service	scar	agency	illegal
scene	detect	origin	language
since	crime	image	legality
		<i>Исключение: get, girl, anger, target</i>	
Ss [es]		Xx [eks]	
↙ ↘		↙ ↘	
[s]	[z]	[ks]	[gz]
<i>в начале слова</i>	<i>между гласными</i>	<i>перед согласной</i>	<i>перед ударной гласной</i>
seek	raise	text	e'hact
safety	possess	'expert	e'xecutive
silent	supervise	'excellent	e'hhibit
<i>в середине слова</i>	peasant	<i>на конце слова</i>	e'xistence
case		tax	
prosecute		<i>перед безударной гласной</i>	
<i>в конце слова</i>		'exercise	
us		exhi'bition	
thus			

Н. В.: Буква **s** между гласными читается **[z]** чаще всего в глаголах, подобная замена является средством словообразования, называемым «конверсия»:

use [ju:s] (n) — польза
close [klous] (a) — закрытый
house [hous] (n) — дом

use [ju:z] (v) — использовать
close [klouz] (v) — закрывать
house [houz] (v) — размещать

Ww [dʌblju:] 		Qq [kju:] <i>только в сочетании с u</i> 	
<i>в начале слова</i>	w «немая» в начале слова перед r	<i>в начале слова</i>	<i>в конце слова</i>
wife	wrong	quick	unique
witness	write	quiet	technique
weapon	wrist	quality <i>в середине слова</i> require frequent	cheque
Rr [a:] → [r] перед гласной, кроме немой e : riot, try, improve			

Задание 1. Прочтите слова, используя правила чтения согласных:

c → [s]: center, evidence, civil, justice, advice, civic, bicycle, police, policy, force, larceny, homicide, traces, circumstances, accident, license, process, offence, science, officer, society, participate;

c → [k]: crash, coat, camp, criminalistics, recover, catch, courage, conviction, secure, cause, collide, accused, education, create, course, country, colonel, alcohol, locate, court, public, applicant, vehicle;

g → [dʒ]: general, college, language, origin, gypsy, geography, legislation, courage, 'age, teenager, judge, manage, usage, charge, psychology, shooting-range, knowledge, damage, emergency;

g → [g]: green, gun, legal, burglary, degree, interrogate, single, organization, mugging, gallery, recognize, category, negative, investigation, interrogation;

girl, get, give, fingerprinting, anger, target, tiger, eager, forget;

x → [ks]: exit, exercise, exhibition, exceed, excellent, experience, expect, explanation, expend, extreme, extract, external, experiment, expert, excuse;

x → [gz]: e'xhibit, e'xact, e'xamine, e'xistence, e'xample, e'xecutive;

q+u → [kw]: quick, question, quarter, quality, quantity, equality, quarrel, queen, qualified, quiz, require, equipment, acquire, inquiry, delinquency;

q+u → [k]: antique, technique, liquor, conquer, picturesque, grotesque;

j → [dʒ]: job, joy, just, join, June, July, Jane, John, judge, judicial, jury, justice, judgment, juvenile, jail, hijacking, jewelry, justification, jurisdiction;

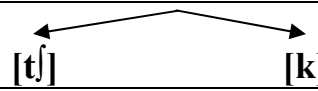



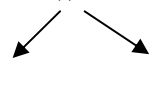
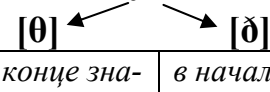
s → [s]: us, since, scene, science, search, course, system, decrease, isolate, supervise, seek, success, suspect, survey, increase, hostel, forensic, disorder, research, serious;

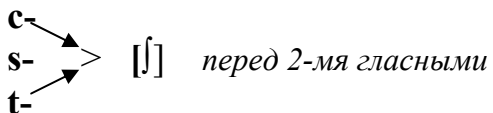
s → [z]: as, easy, means, result, busy, resolve, hesitate, cruise, business, husband, impose, abuse, possess, cause, gymnasium, museum, choose, advise;

w → [w]: wage, wait, walk, walkie-talkie, wallet, war, warning, warrant, watch, way, wealth, weapon, wear, weight, wife, will, witness, word, world;

w → [r]: write, wrong, wrist, wrap, wreck, wrangler, wrestle, wrinkle.

Правила чтения буквосочетаний

ch		tch	sh	ck	
					
check	<i>в словах греческого</i>	match	sham	black	
chair	<i>(латинского)</i>	catch	wish	check	
each	<i>происхождения</i>	sketch	show	sock	
such	technique	switch	shirt	pocket	
teacher	school epoch		push	trafficking	
ph → [f] <i>в словах греческого происхождения</i>		wh		th	
					
phase	[w]	[h]	thick	this that	
phrase	<i>в начале слова</i>	<i>перед o</i>	thing	these	
telephone	what	who	month	<i>между гласными</i>	
physics	where	whole	bath	without	
	why	whose	method	weather	
	white	whom		bathe	
-gh «немое» в буквосочетаниях:			-gh «немое» в буквосочетаниях:		
-igh(t)	-eigh(t)	-aught	-aight	-ought	-ough(t)
↓	↓	▲ ↓	↓	↓	↓
[aɪ]	[eɪ]	[ɔ:t]	[eɪ]	[ɔ:t]	<i>варианты:</i>
high	eight	caught	straight	bought	through [θru:]
fight	weight	taught		fought	thorough [θʌrə]
light	sleigh	naughty		ought	though [ðou]
night	neighbour	fraught		sought	bough [bau]
-gh → [f]		-gh → [g]		h «немая»	
<i>в словах:</i>		<i>в словах</i>		<i>в словах:</i>	
cough [kɔf]		ghetto ['getəu]		honest	
enough [i'nʌf]		ghost [gəʊst]		honour	
rough [rʌf]				hour	
				sovereign ['sɔvrɪn]	
gu- → [g]		-gu- → [gw]		-bt → [t]	
<i>перед e, i, y в заимствованных словах</i>		<i>в середине слов</i>		(b — «немая»)	
				-mb → [m]	
				(b — «немая» в конце слова)	
guilty		linguist		debt	
guy		language		bomb	
guest				climb	
				comb	

kn - → [n] в начале слова <i>k — немое</i>		- mb- → [mb] в середине слова	- mn → [m] (n — «немая»)
knock		bombard	autumn
knee		timber	column
knife		number	damn
		-s- → [ʒ] между гласными и в суффиксе <i>-ure</i>	- t- → [tʃ] перед u в суффиксах: <i>-ure, -ual, -eur</i>
profession		divisional	actual
detection		usually	lecture
patient		collision	future
judicial		measure	amateur
z → [ts] в заимствованных словах	z → [ʒ] перед суффиксом <i>-ure</i>	ng → [ŋ]	-t — немое в сочетаниях:
		strong	-ften -sten
Nazi	azure	gambling	often fasten
waltz	seizure	proceeding	soften listen

Задание 2. Прочтите слова, используя правила чтения:

ch [tʃ]: children, branch, search, cheap, achievement, bachelor, chair, choose, touch, charge, reach, French, chapter, chain, discharge, change, choice, chief;

ch [k]: mechanism, psychology, technological, character, architect, technical, schedule, school, chemistry, psychiatrist, scheme, epoch;

sh [ʃ]: show, freshman, punish, establish, marksmanship, shooting, refresher, shame, shape, share, sharp, shell, shift, shoplifting, shoulder, ownership, crash;

tch [tʃ]: catch, dispatch, watch, stretch;

ck [k]: check, lack, black-mail, black-market, hijacking, clock, pickpocketing, nickname, block, attack, track, ticket, tackle;

ph [f]: phase, sophomore, sphere, microphone, philosophy, philology, physical, physician, photography, geography, sophisticate, phenomenon, emphasis;

wh [w]: whether, when, while, whisper, wheat, whatever;

wh [h]: who, whoever, whose, whole, whoop, whop, whore, wholesome;

th [θ]: theft, thief, threat, athletics, strengthen, theory, ethics, through, worth, healthy, weather, hypothesis, earthquake, bath, sympathy, truth, mouth, tooth;

th [ð]: with, without, other, themselves, together, further, though, although, either, whether, weather, breathe, bathe, clothes;

gh (немое):

1) **[ai]**: fight, might, brighten, sight, right, night, thigh, fright, plight, slight, tight knight, highway, highjacking, flight, midnight, delight; height;

2) **[ei]**: eight, weight, neighborhood, sleigh, straight; 3) **[ɔ:]**: caught, taught, daughter, fought, brought, thought, ought, sought;

gh [f]: enough, tough, rough, trough, draught;

gh [g]: ghost, ghetto.

Задание 3. Прочтите слова, помня о позиции согласных **c, s, t** перед двумя гласными:

[j]: apprehension, militia, arbitration, artificial, associate, caution, citation, confidential, efficiency, especially, facial, initial, judicial, patient, suspicious;

[ʒ]: television, collision, vision, visual, conclusion, decision, occasion, persuasion, provision, evasion, illusion, division.

Задание 4. Прочтите слова, обращая внимание на правило чтения суффиксов **-ure, -ual, -eur**: capture, century, departure, feature, future, picture, signature, mutual, actual, leisure, treasure, measure, seizure.

Правила чтения английских гласных букв

В английском языке из 44 звуков 20 звуков являются гласными, гласная буква может иметь 4 варианта чтения, каждый из которых зависит от типа слога, от соседних букв и ударения.

Таблица чтения гласных в позиции под ударением

Буква	Тип слога			
	I	II	III	IV
	открытый	закрытый	гласная + r	гласная + re
а	[eɪ]	[æ]	[ɑ:]	[ɛə]
о	[ou]	[ɔ]	[ɔ:]	[ɔ:]
е	[i:]	[e]	[ə:]	[ɪə]
і	[aɪ]	[ɪ]	[ə:]	[aɪə]
u	[ju:]	[ʌ]	[ə:]	[juə]
у	[aɪ]	[ɪ]	[ə:]	[aɪə]

Задание 5. Прочтите слова, обращая внимание на правила чтения гласных букв под ударением.

Aa [ei]				Oo [ou]			
[ei]	[æ]	[a:]	[ɛə]	[ou]	[ɔ]	[ɔ:]	[ɔ:]
lane	fact	scar	care	go	clock	border	more
state	lack	star	stare	note	spot	born	sore
face	crash	arm	dare	phone	'convict	re'cord	score
baton	traffic	'arson	area	globe	rob	forge	store
case	danger	'argue	share	code	loss	di'vorce	before

Ee [i:]				Ii [ai]			
[i:]	[e]	[ə:]	[iə]	[ai]	[ɪ]	[ə:]	[aiə]
me	men	term	here	life	lift	firm	fire
'eve	ten	'service	mere	wide	win	first	tired
'legal	cell	con'cern	sin'cere	crime	witness	shirt	hire
com'pete	of'fence	e'mergency	'hero	fine	commit	con'firm	re'tire
'evil	'petty	'perfect	'period	'minor	'injury	'circuit	a'cquire

Uu [ju:]				Yy [wai]				
[ju:]	[ʌ]	[ə:]	[juə]	[ai]	[ɪ]	[ə:]	[aiə]	[j]
duty	suspect	hurt	pure	why	system	Byrd	tyre	в начале слова
pupil	drug	urgent	se'cure	type	typical		lyre	
accused	custody	murder	lure	deny	physics		byre	year
huge	customs	burglar	'during	apply	mystery			yield
human	interrupt	disturb		style	'body			yet
future	justice	further		rely	i'dentity			you

Задание 6. Прочтите слова, следуя правилам чтения гласной в различных типах слогов:

I. 'table, smoking, item, 'fibre, 'rifle, 'trifle, 'title, 'cycle, 'paper, 'duty, 'eve, 'type, le'gate, pro'cedure, 'code, 'try, re'ply, 'legalize, 'bribery, 'via, ex'plosion, tie, 'libel, 'minor, strike, dis'pute;

II. battle, shot, truck, lack, gun, 'substance 'robbery, witness, loss, 'convict, drug, bugging, 'black-'market, e'xact, pro'duction, do'mestic, in'habitant, 'mugging, 'mystery, stab, stub, 'impact, 'handcuffs, 'background;

III. arms, article, bar, 'argue, 'forgery, 'service, 'purpose, born, burn, 'portion, disturb, 'perpetrate, o'ccur, e'normous, 'urgent, con'cern, co'mmerce, 'further, 'murder, en'forcement, alarm;

IV. care, com'pared, mere, se'vere, 'tiring, tyre, inter'ference, sin'cere, sore, 'forecast, con'spire, re'tire, spare, share, 'piracy, during, a'ware, en'vironment.

Чтение диграфов

Диграф — это сочетание двух букв, стоящих в одном ударном слоге и имеющих общее чтение. В соответствии с правилами чтения диграфы распределяют по четырем группам:

1-я группа	2-я группа	3-я группа	4-я группа
Читаются обе буквы	Читается первая буква как в алфавите	Читается вторая буква как в алфавите	Ни одна буква не читается полностью
oi [ɔɪ] oy [ɔɪ] ei [eɪ] или [i:] ey [eɪ] или [i:] Например: join ['dʒɔɪn] destroy [dis'trɔɪ] weight [weɪt] they [ðeɪ] keystone ['ki:stoun]	ai [eɪ] ay [eɪ] oa [əʊ] oe [əʊ] ue [(j)u:] ui [(j)u] ea [i:] ee [i:] ie [aɪ] ye [aɪ] Например: jail [dʒeɪl] lay [leɪ] oath [əʊθ] toe [təʊ] due [d(j)u:] cruise [kru:z] steal [sti:l] exceed [ɪk'si:d] believe [bɪ'li:v] dye [daɪ]	eu [(j) u:] ew [(j)u:] Например: new [nju:] view [vju:] sleuth [slu:θ] neutralize ['nju:trəlaɪz]	au [ɔ:] aw [ɔ:] oo [u:] oo +k [u] ou [aʊ] ow [aʊ] или [əʊ] ([ou]) Например: fraud [fr ɔ:d] law [lɔ:] tool [tu:l] book [buk] council [kaʊnsɪl] town [taʊn] low [ləʊ]

Чтение диграфов в позиции перед буквой *r*

Диграфы + *r* читаются следующим образом:

- диграф **ei** +*r* → [ɛə] (например, *their* [ðɛə], *heir* [ɛə]);
- диграф **ai** +*r* → [ɛə] (например, *affair* [ə'fɛə], *hair* [hɛə]);
- диграф **ee** +*r* → [iə] (например, *career* [kə'riə]);
- диграф **ea** +*r* → [iə] (например, *appear* [ə'piə], *clear* [kliə]);
- диграф **ea** +*r* согласная → [ə:] (например, *learn* [lɜ:n], *heard* [hɜ:d]);
- диграф **oa** +*r* → [ɔ:] (например, *board* [bɔ:d]);
- диграф **oo** +*r* → [ɔ:] (например, *floor* [flɔ:], **но** *poor* [puə]);
- диграф **ou** +*r* → [ɔ:] в середине слова (например, *source* [sɔ:s], **но** *courage* [kʌrɪdʒ]);
- диграф **ou** +*r* → [aʊə] под ударением (например, *hour* [aʊə], *flour* [flaʊə]);
- но** [ə] — в безударном положении (*honour* ['ɔnə], *favour* ['feɪvə], *labour* ['leɪbə]);

– диграф **eu+r** → [juə] (например, *Europe* ['juərəp]) и [ə] в конце слова в безударной позиции *amateur* ['æmətə]).

Задание 7. Прочтите слова, обращая внимание на положение диграфа в позиции перед согласной **r**:

courteous, be'haviour, **amateur**, beard, chair, clear, colour, fairly, ear, earthquake, favourable, fear, harbour, questionnaire, research, stairs, journey, entrepreneur.

Чтение буквосочетаний с гласной

Гласная **a** в позициях:

1) под ударением перед согласными **n, l, f, s** + согласная читается [a:]

a	→ [a:]	например:	+st	fast, past, last, plaster, cast;
			+ss	pass, grass, class, glasses;
			+ns	answer;
			+nt	grant, plant;
			+nch	branch;
			+sk	ask, task, mask;
			+th	path, father, rather, но gather ['gæðə];
			+nce	advance, chance;
			+ft (и + ff)	after, shaft, craft; staff;
			+lf (и + lm)	half [ha:f], calf [ka:f]; calm [ka:m] (в сочетании a+lf, a+lm буква l не читается);

2) перед **l** + согласная (кроме **k, m, f**) читается [ɔ:]

a → [ɔ:] например: all, false, salt, call, also, bald, но

a+lk → [ɔ:] например: talk, walk, chalk (буква **l** не читается);

3) после **w** читается [ɔ] (в закрытом слоге) или [ɔ:] в сочетании с **r**

a	
↙	↘
w+a → [ɔ]	w+ar → [ɔ:]
wash	war
watch	warm

Гласная **o** в позициях:

1) под ударением перед согласными **n, m, v, th** читается [ʌ]

o	→ [ʌ]	+ n	front, son, month;
		+ m	some, 'comfort, come;
		+ v	'cover, 'oven, 'govern;
		+ th	'mother, 'other, 'nothing;

2) после **w** в сочетании с **r** перед согласной читается [ɔ:]

wor → [wɔ:] + согл. например: work, word, world, worth;

3) перед сочетанием **ld** читается [ou]
o+ld → [ou] например: old, hold, bold, told.

Гласная u в позициях:

после согласных **l, r, j** читается [u:]

l	}	+ u →	[u:]	blue, include
r				crude, truth
j				junior, June.

Задание. Определите позицию гласных в буквосочетаниях, прослушайте и прочтите слова:

behalf, disaster, implant, last, mass media, master, passer-by, past, plaster cast, bath, rather, staff, small, task, vast, walkie-talkie, wallet, warn, warrant, watch, wash, warm, warty wonder, won, son, ton, worthy, bold, bald, wasp, anti-graft, blast, conclusion, juvenile, fruit, cruel, cruise, ruin;

GRAMMAR

The Numeral (Имя числительное)

Количественные числительные

1–12	13–19	20–99	100 и более
1 one	13 thirteen	20 twenty	100 a (one) hundred
2 two	14 fourteen	22 twenty-two	101 a (one) hundred and one
3 three	15 fifteen	30 thirty	200 two hundred
4 four	16 sixteen	33 thirty-three	307 three hundred and seven
5 five	17 seventeen	40 forty	1,000 a (one) thousand
6 six	18 eighteen	44 forty-four	3,333 three thousand three hundred and thirty-three
7 seven	19 nineteen	55 fifty-five	25,702 twenty-five thousand seven hundred and two
8 eight		61 sixty-one	100,000 a (one) hundred thousand
9 nine		76 seventy-six	1,000,000 a (one) million
10 ten		88 eighty-eight	
11 eleven		90 ninety	
12 twelve		99 ninety-nine	

Порядковые числительные

1–12-й	13–19-й	20–99-й	100-й и более
4 th — fourth	13 th — thirteenth	20 th — twentieth	100 th — one hundred th
6 th — sixth	14 th — fourteenth	24 th — twenty-four th	200 th — two hundred th
7 th — seventh	15 th — fifteenth	40 th — fortieth	375 th — three hundred and seventy-five th
9 th — ninth	19 th — nineteenth	99 th — ninety-ninth	5,000 th — five thousand th
Ho: one — first (1st)		Ho: 21 st — twenty- first	1,000,000 th — one million th
two — second (2nd)		32 nd — thirty- second	
three — third (3rd)		43 rd — forty- third	
five — fifth		65 th — sixty- fifth	

Хронологические даты

Написание	Произношение
1246	twelve (twelve hundred and) forty-six
1917	nineteen seventeen
1987	nineteen eighty-seven
2000	two thousand
in 2006	in the year of two thousand six
2009	two thousand nine
1500 BC	fifteen hundred (one thousand five hundred) BC
in the 60s	in the sixties
in the 1980s	in the nineteen eighties
15.06.1958	British English: 15 June 1958 or 15 th June 1958 (15/06/58), e. g. My birthday is on the fifteenth of June, nineteen fifty eight. American English: June 15, 1958 (06/15/58), e. g. My birthday is June the fifteenth, nineteen fifty eight

Pronouns (Местоимения)

<i>Personal and Possessive Pronouns</i> (Личные и притяжательные местоимения)			
<p>Особенности: 1. Местоимение I всегда пишется с заглавной буквы, если I употребляется с другими личными местоимениями, ставится после них: <i>He and I are good friends. Мы с ним хорошие друзья.</i></p> <p>2. Притяжательное местоимение в зависимой форме является определением и стоит перед существительным.</p> <p>Перевод: либо местоимением <i>свой</i>, либо местоимение опускается: <i>Take your books and let's go. Возьми свои книги и пошли.</i></p> <p>3. Независимая форма используется без определяемого существительного. <i>Those fingerprints are not ours. They are yours. Те отпечатки пальцев не наши. Они ваши.</i></p>			
Personal Pronouns Личные местоимения Case Падеж		Possessive Pronouns Притяжательные Forms формы	
Nominative Case (Именительный падеж) <i>кто? что?</i> функция подлежащего	Objective Case (Объектный падеж) <i>кого? кому? кем? о ком?</i> функция дополнения	Dependent form (Зависимая форма) <i>чей? чья? кого?</i> функция определения	Absolute form (Независимая форма) функции: подлежащее, часть сказуемого, дополнение
Единственное число	Единственное число	Единственное число	Единственное число
1. I — я 2. You — ты 3. He — он She — она It — оно, он, она (неодушевленное)	1. me — меня, мне 2. you — тебя, тебе 3. him — его, ему her — ее, ей it — его, ему, ей	1. my — мой 2. your — твой 3. his — его Noun her — ее its — его, ее, свой	1. mine — мой 2. yours — твой 3. his — его Noun hers — ее its — его, ее, свой

Множественное число	Множественное число	Множественное число	Множественное число
1. We — мы 2. You — вы 3. They — они	1. us — нас, нам 2. you — вас, вам 3. them — их, им	1. our — наш 2. your — ваш Noun 3. their — их	1. ours — наш 2. yours — ваш Noun 3. theirs — их
We have some books.	The books are for us .	These are our books.	The books are ours .

Quantity Pronouns (Количественные местоимения)

исчисляемые существительные		неисчисляемые существительные
many (<i>many cases</i>)	много	much (<i>much work</i>)
few (<i>few tasks</i>)	мало	little (<i>little snow</i>)
a few (<i>a few desks</i>)	немного, несколько	a little (<i>a little wine</i>)
a lot of, lots of, plenty of — «много» (в утвердительных предложениях) E. g. <i>a lot of cases, a lot of wine, plenty of tasks, plenty of work.</i>		

Demonstrative Pronouns (Указательные местоимения)

Which one?	
Singular form единственное число	Plural form множественное число
this — <i>это, эта, этот</i>	these — <i>эти</i>
that — <i>то, тот, та</i>	those — <i>те</i>
the same — тот же самый (те...). E. g.: the same student — <i>тот же самый студент</i> the same students — <i>те же самые студенты</i>	

Indefinite Pronouns (Неопределенные местоимения)

+	?	-
some — <i>кое-кто, несколько, какой-то, некоторый</i> <i>There is some evidence.</i> <i>There are some witnesses.</i>	Any — <i>какой-то, какой-нибудь</i> <i>Is there any evidence?</i> <i>Are there any witnesses?</i>	No — <i>никакой, ни один, несколько</i> <i>There is no evidence.</i> <i>There are no witnesses.</i>
any — <i>всякий, любой</i> Ask any person you meet. <i>Спросите любого, кого встретите.</i>	Some — в предложении или просьбе, если подразумевается ответ «да» <i>Would you like some juice?</i> <i>Не хотите сока?</i> <i>Can I have some more juice?</i> <i>Можно еще сока?</i>	any — при отрицательной форме глагола (с “not”) <i>I am not any better today.</i> <i>Мне сегодня ничуть не лучше.</i>

Производные от some, any, no и every							
+	some	? any	— no	every — во всех типах предложений			
something	<i>что-то</i>	anything	<i>что-то</i>	nothing	<i>ничто</i>	everything	<i>всё</i>
somebody	} <i>кто-то</i>	anybody	} <i>кто-либо,</i>	nobody	} <i>никто</i>	everybody	<i>все</i>
someone		} <i>кое-кто</i>		anyone		} <i>кто-</i>	no one
somewhere	<i>где-то</i>	anywhere	<i>где-то</i>	none	<i>нигде</i>	everywhere	<i>езде</i>
anybody	<i>любой</i>			nowhere	<i>нигде</i>		
anything	<i>всё, что</i>			not anybody	<i>никто</i>		
угодно				not anything	<i>ничто</i>		
anywhere	<i>где угодно</i>						

Prepositions

Предлог	Значение	Пример
on	— даты — дни недели — со словом <i>day</i>	— on the 1 st of June (первого июня) — on Sunday (в воскресенье) — on weekdays (в будни) — on days-off (в выходные) но: on/at the weekend (в выходные) at midday (в полдень)
in	— месяцы — времена года — часть суток — год — век — через некоторый промежуток времени	— in April (в апреле) — in summer (летом) — in the morning (утром) — in the afternoon (днем) — in the evening (вечером) но: at night (ночью) — in 2012 (в 2012) — in the 19 th century (в 19 веке) — in an hour (через час) — in a day (через день)
at	— точное время (в значении « <i>Когда?</i> ») — возраст — со словами: <i>night</i> (ночь) <i>noon</i> (полдень) <i>time</i> (время)	— at 3 o'clock (в три часа) — at (the age of) 18 (в возрасте 18 лет) — at midnight (в полночь) — at noon (в полдень) — at that time (в то время)
during	в течение, на протяжении какого-то периода времени, обозначенного существительным	— during the night (в течение ночи) — during the interrogation (в течение допроса) — during the crime scene search (во время осмотра места происшествия)

for	продолжительность действия, выраженная единицами времени	— for an hour (в течение часа) — for a long time (долгое время)
since	— с какого-то момента в прошлом вплоть до настоящего момента	— since childhood (с детства) — since 1995 (с 1995 года) — since Monday (с понедельника)
before	— ранее какого-то момента времени	— before the search of a crime scene (перед осмотром места происшествия) — before 2014 (до 2014 года)
to	— указание минут в обозначении времени	— ten to six (без десяти (минут) шесть)
to, till, until	— при обозначении начала и конца периода времени, в сочетании с <i>from</i>	— from Sunday to / till / until Friday (с воскресенья по пятницу)
till, until	— указывает на конец периода времени	— till 2010 (до 2010), till next summer , — till the operative group caught the criminal (до тех пор, пока оперативная группа не задержала преступника) — He is on holiday till / until the end of July. (Он в отпуске до конца июля)
by	— до какого-то момента времени	— by early May (до начала Мая) — by 2 o'clock in the afternoon (к двум часам дня)
past, after (AmE)	— после, позже (при указании часового времени)	— ten past / after six (десять минут седьмого)
for, over	— в течение какого-то промежутка времени вплоть до настоящего момента	— We've had a lot of problems for / over the last few months. (За последние несколько месяцев у нас было много проблем)
Нет предлога	перед словами: this last next every	— this year (в этом году) — last month (в прошлом месяце) — next week (на следующей неделе) — every day (каждый день)

UNIT 2

MAKING CONTACTS

DIRECTIONS

GRAMMAR. Глаголы: *to be/ to have/ to do*

Времена английского глагола: *Simple Tenses*;

TOPICS: Greetings. Introducing People. Personal information. Describing the job of a policeman.

I. GRAMMAR

Forms and Functions of the Verbs *to be/ to have/ to do* (Формы и функции глаголов *to be/ to have/ to do*)

Глаголы **be, have, do** — самые распространенные глаголы в английском языке. В предложении они выполняют функцию либо смыслового глагола, либо вспомогательного.

Смысловые глаголы обозначают действие и имеют лексическое значение. В этом случае указанные глаголы переводятся на русский язык: **be** — *быть, существовать, являться, находиться*; **have** — *иметь, владеть, обладать*; **do** — *делать*. Следует помнить, что когда глагол **have** употребляется в значении «иметь, обладать», в британском английском употребляется его эквивалент **have got**.

Вспомогательные глаголы не обозначают действие, они формируют видовременные глагольные формы и не переводятся на русский язык.

Глагол **be** — вспомогательный глагол форм Continuous (Progressive) и страдательного залога Passive Voice.

Глагол **do** — вспомогательный глагол форм Simple (Indefinite).

Глагол **have** — вспомогательный глагол форм Perfect.

Indefinite (Simple) Tenses of the Verbs to be, to have, to do
(Спряжение глаголов to be, to have, to do
в группе неопределенных времен)

ФОРМЫ ГЛАГОЛА **to be**

Present Simple		
Positive (+)	Negative (-)	Question (?)
I am He } is She } is It } is We } are You } are They } are	I am He } is not She } is It } is We } are You } are They } are	Am I ...? Is { he ...? she ...? it ...? Are { we ...? you ...? they ...?
Past Simple		
+	-	?
I } was He } was She } was It } was We } were You } were They } were	I } was not He } was She } was It } was We } were You } were They } were	Was { I ...? he ...? she ...? it Were { we ...? you ...? they ...?
<p>Функции глагола to be:</p> <p>1) смысловый глагол: We are at the academy. — Мы находимся в академии. You weren't at the lecture yesterday. Ты не был на лекции вчера;</p> <p>2) глагол-связка: What is your occupation? I am a trainee of the professional training center. — Чем вы занимаетесь? (Какая у вас профессия?) Я — слушатель учебного центра;</p> <p>3) вспомогательный глагол: He is studying English now. (Present Progressive). Он изучает английский язык сейчас;</p> <p>4) модальный глагол: They are to study different special subjects. Они должны изучать различные специальные предметы.</p>		

ФОРМЫ ГЛАГОЛА **to have**

Present Simple		
+	-	?
I, we, you, they have (got) He, she, it has (got)	I, we, you, they do not have/ (haven't got) He, she, it does not have/ (hasn't got)	Do I, we, you, they have ...?/ (Have I, we, you, they got...?) Does he, she, it have ...?/ (Has he, she, it got ...?)

Past Simple					
I He She It We You They	had	I He She It We You They	did not have	I he she it we you they	Did ...? have ...?
Функции глагола to have: 1) смысловой глагол: I have (have got) a big family. У меня есть (я имею) большая семья; 2) вспомогательный глагол: You have violated the public order. (Present Perfect). Вы нарушили общественный порядок; 3) модальный глагол: I have to search you. Я должен провести личный досмотр.					

Формы глагола to do

Present Simple					
+	-	?			
I, we, you, they do He, she, it does	I, we, you, they do not do He, she, it does not do	Do I, we, you, they do ...? Does he, she, it do ...?			
Past Simple					
I He She It We You They	did	I He She It We You They	did not do	I he she it we you they	Did ...? do ...?
Функции глагола to do: 1) смысловой глагол: I do my English course at the academy. — Я занимаюсь английским в академии; 2) вспомогательный глагол: Do you speak English? Yes, I do . — Вы говорите по-английски? Да, говорю. What delegation do you belong to? Из какой Вы делегации?					

ФОРМЫ ГЛАГОЛОВ **to be, to do, to have**

Future Simple		
+	-	?
I He She It We You They	I He She It We You They	I he she it we you they
will ('ll) be/ have/do	will not (won't) be/have/do	Will ...? be/have/ do
1. I am private of police. Next year I'll be junior lieutenant. — Сейчас я рядовой полиции, но в следующем году я получу звание младшего лейтенанта. 2. We are afraid we'll have no time today. Боимся, у нас не будет сегодня времени. 3. He will do it tomorrow, he promises. Завтра он сделает это, он обещает.		

Task 1. Fill in the blanks choosing the correct alternative of the verb **to be** in different functions. Use the versions *am/is/isn't are/aren't/ will be*.

- I ___ 25 years old.
- He ___ my friend from Moscow.
- We ___ from Moscow. We are from Omsk.
- My friend ___ a police officer.
- My rank ___ private, I am a lieutenant of police.
- They ___ future police officers.
- They ___ investigators in 4 years.
- My address ___ 15, Gorky Street, apart. 7, Omsk.
- This cadet ___ from Omsk, he is from Kemerovo.
- Those policemen ___ English. They are French.
- It ___ raining now.
- His name ___ Boris, mine ___ Jane.
- Our job ___ to patrol the beat.
- My native language ___ French. It is Spanish.
- I hope my friend ___ a professional police officer in future.
- My phone number ___ 8 9139647824.

Task 2. Fill in the blanks with an appropriate form of the verb **to be** to make a question.

- What ___ you?
- Who ___ he?

3. How old ___ you?
4. What ___ your telephone number?
5. What country ___ you from?
6. What ___ your nationality?
7. What ___ your official language?
8. Where ___ you in 2002?
9. Whose passport ___ it?
10. How many children ___ there in your family?
11. ___ you sure?
12. What ___ you 2 years ago?
13. ___ Boris and Ann good at school? We didn't know each other then.
14. When and where ___ you born?
15. What ___ your rank?

Task 3. Give a short answer. Use **do, does, don't, doesn't, is, isn't, 'm not, are, am, aren't** versions.

- | | |
|--|-----------------|
| 1. Do you like your job? | Yes, I _____. |
| 2. Does the police officer patrol the beat every day? | Yes, he ___ . |
| 3. Are you OK? | No, I _____. |
| 4. Is the traffic inspector going to the police station? | Yes, he ___ . |
| 5. Do your fellow students speak German? | No, they _____. |
| 6. Am I late? | Yes, you _____. |
| 7. Does your friend have two children? | No, he _____. |
| 8. Is the student sitting next to you from Armenia? | No, he _____. |
| 9. Do we need to search a crime scene? | Yes, we _____. |
| 10. Are we going to the lecture today? | No, we _____. |
| 11. Are you a sergeant of police? | Yes, I _____. |

Task 4. Choose an appropriate answer from **a–g** alternatives to complete the communication. Pay attention to the collocations with the verb **to be**.

<ol style="list-style-type: none"> 1. Did you have a good time? 2. I am having dinner. 3. May I have a look at your passport? 4. Can you have a rest in my office while your identity papers are being checked? 5. Will you have a walk and talk with me? 6. May I have a smoke in the office? 7. Police officer, I am having a terrible headache. 	<ol style="list-style-type: none"> a) Yes. Here it is. b) No, smoking is prohibited here. c) Thanks, but I'll prefer to wait outside. d) Please stay calm. I am going to help you otherwise you will have a nervous breakdown. e) No! I beg your pardon. I am busy. I must be off and I don't want to have a talk with you. f) Oh, yes, it was wonderful! We had a good trip. g) Don't disturb him, please.
--	---

Task 5. Make up questions using the auxiliaries **is, are, do, does, have, has, did.**

1. ___ you a student?
2. ___ she got sisters and brothers?
3. ___ he like his professional training?
4. ___ you both from Kazakhstan?
5. ___ he English?
6. ___ they drive a patrol car?
7. ___ your mother a teacher of English?
8. ___ you have any questions?
9. ___ he have a weapon when he was arrested?
10. ___ you got any relatives?
11. ___ you married?
12. ___ he single?
13. ___ you have a walkie-talkie or a walkie-lookie?
14. ___ you studying at the professional training center?
15. ___ your parents police officers?

English Tenses. Indefinite (Simple) Tenses (Группа неопределенных времен)

Значение: времена группы Indefinite (Simple) обозначают обычное, регулярное действие или действие как факт безотносительно к его результату или длительности в прошлом, настоящем или будущем.

Перевод: русским глаголом в настоящем, прошедшем или будущем времени.

Особенности: Present Indefinite (Simple Present) — формула образования **V/ Vs (-es)**. *I always **get up** early. Я всегда встаю рано. He gets up at 7 o'clock.*

Past Indefinite (Simple Past) — **Ved** (правильные глаголы) или **V форма 2** (неправильные глаголы). *He **arrived** two days ago. Он приехал два дня назад.*

Future Indefinite (Simple Future) — **will +V**. *Next year he **will graduate** from the university. В будущем году он окончит университет.*

Present	+	?	-								
<i>often, seldom, always, usually, every day ...</i>	<table style="border: none;"> <tr> <td style="border: none;">I We You They He She It</td> <td style="border: none; padding: 0 10px;">} + V } + Vs(-es)</td> </tr> </table>	I We You They He She It	} + V } + Vs(-es)	<table style="border: none;"> <tr> <td style="border: none; vertical-align: top;">Who Whose What Where When Which Why How</td> <td style="border: none; padding: 0 10px;">} Do + } Does +</td> <td style="border: none; vertical-align: top;">I we you they + V he she it</td> </tr> </table>	Who Whose What Where When Which Why How	} Do + } Does +	I we you they + V he she it	<table style="border: none;"> <tr> <td style="border: none; vertical-align: top;">I We You They He She It</td> <td style="border: none; padding: 0 10px;">} + do (<i>don't</i>) } + does (<i>doesn't</i>)</td> <td style="border: none; vertical-align: top;">} + not V</td> </tr> </table>	I We You They He She It	} + do (<i>don't</i>) } + does (<i>doesn't</i>)	} + not V
I We You They He She It	} + V } + Vs(-es)										
Who Whose What Where When Which Why How	} Do + } Does +	I we you they + V he she it									
I We You They He She It	} + do (<i>don't</i>) } + does (<i>doesn't</i>)	} + not V									

Past <i>yesterday, last week, ago, in 1990...</i>	S } + Ved / V2	Who Whose What	Did + S } + V?	S } + did not V (<i>didn't</i>)
Future <i>tomorrow, next week, soon, in an hour,</i>	S } + will + V	Who Whose What ...	Will + S } + V?	S } + will not V (<i>won't</i>)

Task 6. Read and complete the text choosing the appropriate alternative of the verb in Present, Past or Future Simple.

Boris Kuznetsov (is/has) 35 years old. He (does/ lives) and works in Novosibirsk. He is married and (have got/ has got) two children: a son and a daughter. His son's name (is/has) Misha. Misha (goes/ plays) to kindergarten. His daughter Irina, 14 years old, (studies/ is) a high school student. She is very clever and hardworking. Irina (does/ has) her best to be good at school.

Boris Kuznetsov is a police officer with great practical experience. His rank is Major. He (works/worked) for the Crime Detection Division as an operative in the past. At present he (does/heads) the drug law enforcement division. In a year he (gets/ will get) a police rank of lieutenant colonel. Boris (detect/ catches) drug traffickers, (searches/ interrogates) crime scene, (interviews/ investigated) drug addicts, and (prevents/ patrols) crimes. He (has/is) keen on sport. He (goes/attends) the gym to keep fit.

Task 7. Match the questions 1–13 with possible responses a–m.

1. What's your first name?	a) Popov
2. What's your family name?	b) a trainee
3. How old are you?	c) Pavel
4. When were you born?	d) on 5 th of March, 1995
5. Where were you born?	e) in Omsk
6. What's your address?	f) at 6.30 a. m.
7. What is your occupation?	g) private and junior police training center
8. What is your police rank?	h) I am 25
9. When do you usually wake up?	i) I live at 59 Gorky St., Omsk, Russia.
10. What's your email address?	j) a patrol officer
11. Are you married or single?	k) single
12. What department are you a student of?	l) private
13. What is your profession?	m) pavelcad@mail.ru

II. VOCABULARY

Read words and collocations to comprehend the text “What is a police officer?”

Personal Details

be sure — быть уверенным

be proud (of) — гордиться

disorder — беспорядок, непорядок; (*обыкн. мн. ч.*) массовые волнения, беспорядки

do one's best — делать все возможное, прикладывать максимум усилий

change career — поменять карьеру

enter a college/institute — поступить в колледж, институт,

entry requirements — требования к поступлению (в учебное заведение)

graduate from — окончить учебное заведение

honors degree — диплом с отличием

private of police — рядовой полиции

In-service Police Training

applicant — кандидат, претендент, соискатель

duration — длительность, продолжительность

firearms training — огневая подготовка

get knowledge — получить знания

in-service training — обучение в процессе службы

train — подготавливать, обучать

foreign language — иностранный язык

Interior Ministry — Министерство внутренних дел

Police Functions

be in trouble — попасть в беду

catch — ловить, поймать, схватить

crime — преступление, злодеяние, нарушение, правонарушение

criminal — (n) злоумышленник, правонарушитель, преступник;
(adj.) — преступный, криминальный, уголовный

emergency — чрезвычайное происшествие, критическая ситуация, авария

encounter — встретить, столкнуться

enforce laws — проводить законы в жизнь, следить за соблюдением законов

file a report — составить протокол

give first aid (to) — оказать первую (неотложную) помощь

guard — охранять, сторожить, караулить, конвоировать

incident — случай, случайность, происшествие, событие, эпизод

interview — опрашивать

investigate a crime — расследовать преступление

lawbreaker (law-breaker) — злоумышленник, правонарушитель, преступник

law enforcement activity — деятельность по охране правопорядка

locate — устанавливать, определять, обнаруживать местонахождение

maintain public order — поддерживать общественный порядок
on-duty and off-duty — на службе и вне службы
prisoner — заключенный, арестант
property — имущество, собственность
protect — защищать, охранять
public safety — общественная безопасность
self-defense — самооборона, самозащита
'suspect — (n) подозреваемый или подозрительный человек (v)
sus'pect — подозревать
testify in a court — давать показания, свидетельствовать в суде
victim — пострадавший, потерпевший, жертва
witness — свидетель, очевидец

III. READING

Task 1. Before reading the text, answer the questions:

1. What is a police officer?
2. What are the main spheres of police activities?
3. What types of police training are available at the academy of the Interior Ministry?

Task 2. Read the text and check your answers.

Task 3. Read the text and choose a proper title to each of A–E passages:

Personal data; Police functions; In-service police training; Special and general subjects; To be a trainee of the Academy of the Interior Ministry is honorable

What is a police officer?

A _____

Let me introduce myself. I am Oleg Smirnov. I am 21 years old. I was born in Omsk, where I am still living. I left high school in 2011. I am from the engineers' family. That's why after school I entered a civil engineering college. I was a good student and graduated from the college with an honors degree. But I didn't want to follow in my parents' footsteps. A police officer has always been something that I could see myself doing. Police are the people you can encounter when you are in trouble or ask for their help when incidents happen. I have always enjoyed helping people and I am a great problem solver. So I decided to change my career and start serving in the police.

B _____

I know that the main task of police officers both on-duty and off-duty is to protect the lives and property of citizens. They maintain public safety, enforce laws and regulations or work as detectives investigating crimes. Policemen lo-

cate and catch lawbreakers, prevent crimes, give first aid to victims of crime and provide help to witnesses. Police officers patrol the streets, direct traffic and control public disorders. All officers file reports of incidents, and many testify in a law court.

C _____

At present I am a private of police. My duty is to patrol streets and maintain public order. I am a trainee of the in-service private and junior police professional training department of the Academy of the Interior Ministry. In fact there are strict entry requirements for the applicants. The candidates are to have a high school degree or college qualification, be reasonably competent and physically fit. New recruits will be given a personality and drug tests. A background check is also required.

The duration of in-service training is not very long: at present there is a six month full time course. The trainees attend lectures, seminars, practical classes daily from Monday to Saturday. Field trip practice takes four weeks.

D _____

The recruits do courses on law enforcement activity and get actual knowledge in psychological, ethic and law enforcement subjects. They study basic criminalistics, criminal and administrative law and how to improve Russian communication skills. They develop computer skills, tactics and regulations of patrol forces, marching drill and weapons practice. It is also necessary to be able to guard and protect prisoners. They will also be trained in interviewing suspects, traffic control, emergency response, and self-defense. Studying foreign languages, physical and firearms training is an optional part in the course of special police education.

E _____

I am absolutely sure that I know what a police officer is. I am proud to be a trainee of the Academy of the Interior Ministry with its glorious history, essential stages of development and up-to-date achievements. I will do my best to become a professional policeman.

Task 4. Answer the Questions:

1. What requirements does a person who chooses to become a policeman meet?
2. What does a police officer do when on-duty?
3. How long does a course of private and junior police professional training last?
4. What special and general subjects do recruits study?
5. What professional skills do they develop at the Academy?
6. Are the trainees proud of studying at the academy of the Interior Ministry?

Task 5. On the basis of the text match the A-beginnings with B-endings.

A	B
1) I was born	a) high school
2) I left	b) from the college
3) I am from	c) in Omsk
4) I entered	d) the college
5) I graduated	e) to become a police officer
6) I want	f) engineers' family
7) A police officer protects	g) public safety and order
8) A police officer maintains	h) first aid to victims
9) A police officer enforces	i) laws and regulations
10) A police officer locates and catches	j) the lives and property of citizens
11) A police officer gives	k) lawbreakers
12) The trainees study	l) lectures, seminars, practical classes
13) The trainees attend	m) of the glorious history of the academy
14) The trainees develop	n) computer skills and firearms training
15) The trainees are proud	o) Russian and foreign languages

Task 6. What words and word combinations in the text are equivalent to the following Russian ones?

Поступить в колледж; окончить колледж; идти по стопам отца; диплом с отличием; человек, разрешающий проблемы; общественная безопасность; общественные беспорядки; обучение во время службы рядового и младшего состава полиции; аттестат об окончании школы и диплом колледжа; достаточно образованным; проверка анкетных данных; производственная практика; основы криминалистики; регулировать уличное движение.

Task 7. Give a talk on the topic “To be a professional policeman I am to improve my in-service police training”. Use the plan:

<ol style="list-style-type: none"> 1. Personal Data. 2. In-service Police Training. 3. Special and General Subjects. 4. Professional Skills Necessary for a Policeman.
--

Task 8. Tell about a range of police functions you know from your own experience or you have read in the text.

IV. SPEAKING

Topics: Introduction. Meeting Someone. Making Contacts.

Task 1. Introduce yourself by telling your name, where you are from, your age, marital status, occupation and any information you would like to tell about. Fill in the Personal Information Form.

First name	_____
Middle name	_____
Surname	_____
Age	_____
Sex (male, female)	_____
Date of birth	_____
Place of birth	_____
Nationality	_____
Citizenship	_____
Permanent Address	
_____ Street, _____ Apartment Number, _____ City, _____ Country, _____ Zip Code	
Marital status (single, married, divorced, widowed, separated)	_____
Occupation	_____
Educational Qualifications	
High School	_____
College/ University	_____
Telephone number	
Home Phone _____, Cell Phone _____	
Passport number	_____
Driver's License	_____

Task 2. Using the PIF as a pattern, ask your fellow-student all possible identification questions.

Task 3. Read the patterns of introduction and meeting someone. Act out the dialogues.

1.

— Let me introduce myself. My name is Boris Kuznetsov.

— Hello, Boris. I am Fred Scott. Glad to meet you!

— Nice to meet you too.

2.

— How do you do, Dr. Jones?

— How do you do, Mary. We have met before. How are things with you?

— Fine, thanks. Nice to see you again.

3.

— Ann, do you know Boris?

— No, I don't.

— Boris, this is Ann Small, my old acquaintance.
— Hello, Ann. Pleased to meet you. I've heard so much about you.
— Thanks. I am glad to meet you too.

4.

— Let me introduce my colleagues to you. This is Andrey. His surname is Petrov. He is captain of police of the Omsk law enforcement department of the Interior Ministry.
— This lady is Olga. Her surname is Nikitina. She is from Saint Petersburg. She is lieutenant of police.
— Nice to meet all of you.

5.

— Hello, Peter. How are you?
— Fine, thanks. How are you?
— I'm fine, thank you.
— See you later.
— Goodbye.

6.

— Goodbye, Jane. See you tomorrow!
— Bye-bye, Peter. Have a nice evening.
— Thanks, you too!

7.

Anton: Excuse me. Are you from America or England?

Jane: Neither. We are from different English-speaking countries. My name is Jane. I'm from Ireland. This lady in red is from Australia. That tall guy is from England. And those two persons with a camera are from Canada. The official language in all of our countries is English.

Anton: It's nice to meet you. I speak English. What's the purpose of your visit to Russia?

Jane: We are members of different sport delegations. We are to take part in great track-and-field event.

Anton: Welcome to Russia. My name is Anton. I'm a representative of Russian sport delegation. It's nice to meet all of you.

Jane: Nice to meet you too.

8.

— Peter, let me introduce you to my chief, major of police Igor Voronin.
— How do you do, Mr. Voronin?
— How do you do? Do you have any business to me?
— Yes, I do. I'd like to discuss the requirements and standards for police applicants to your police department.
— You are welcome. Please, sit down.

9.

P. O.: Let me introduce myself. I'm captain of police Petrov. What's your name? Where are you from?

F.: Merlin Fairfax. I am from England.

P. O.: Excuse me. What is your first name? How do you say your name again?

F.: MERLIN.

P. O.: What is your last name, please?

F.: FAIRFAX.

P. O.: How do you spell it?

F.: F-A-I-R-F-A-X.

P. O.: What is the aim of your visit to Russia?

F.: I am on my partners' invitation. It's my business trip to St. Petersburg.

P. O.: Where are you staying in Saint Petersburg? What is your address?

F.: I live at 74 Nevsky Avenue, Saint Petersburg.

P. O.: Thank you for your information.

F.: You're welcome.

10.

R.: Hello, I am Robert Ferdinand Johnson. Please, call me Robert. What's your name?

I.: Hello, Robert. I'm Nikolai Ivanovich Smirnov. Nikolai is my first name. Ivanovich is my patronymic. Smirnov is my last name. You might just call me Ivan in short. What's the aim of your visit to Russia?

R.: I have come here with a sports delegation from Canada.

I.: Are you Canadian?

R.: Not exactly. I was born in a small town in Wales. My parents left for Canada when I was a child. So I have lived in Canada since childhood.

What is your nationality? Where are you from?

I.: I'm Russian. I am from Omsk. It's a big industrial city in the Western Siberia. What languages do you speak?

R.: I speak English and French but I can't speak Russian.

I.: I see. What are you? Are you a police officer?

R.: No, I am not. I am a journalist. What is your occupation?

I.: I am a policeman.

R.: Really? What is your police rank? What duties do you perform?

I.: I am sergeant-major of police. I am responsible for patrolling streets and maintaining public order and safety. And I am a trainee at the same time.

R.: Oh, that's interesting. Where do you study?

I.: I am an in-service trainee of the police professional training program of the law enforcement academy.

R.: It is difficult to combine practice and studies, isn't it?

I.: Yes, you are right. But I try to do my best.

R.: Well, It's time for me to leave. Can I contact you the other day?

I.: Sure.

R.: What is your telephone number?

I.: My phone number is 905-44-67-320. Do you have e-mail?

R.: Yes, I do. My email address is Johncan_R89@fer.com.

I.: Glad to meet you, Robert.

R.: You, too. Keep in touch.

I.: OK, bye! See you soon.

Task 4. Translate the following dialogues into English:

1.

— Разрешите представиться. Меня зовут _____

— Здравствуйте. Мое имя _____. Рад познакомиться с Вами.

— Я тоже рад знакомству.

2.

— Здравствуйте, профессор _____ .

— Здравствуйте, _____. Мы с Вами знакомы. Как Ваши дела?

— Все хорошо, спасибо. Приятно было снова с вами встретиться.

3.

— Разрешите представить Вам моих коллег. Это _____. Его фамилия _____. Он из Москвы. Он служит в патрульной службе.

— Эта девушка — старший лейтенант полиции _____. Она из Омска.

— Приятно познакомиться. Я _____. Я капитан из Санкт-Петербурга.

4.

— Извините, вы из Англии или из Америки?

— Ни то, ни другое. Мы из разных стран, где говорят по-английски. Я из Шотландии. Этот высокий парень из Австралии, девушка в красном из Канады. А эти двое молодых людей с фотокамерой из Америки. Английский язык является официальным языком в наших странах.

— Приятно познакомиться. Меня зовут Антон. Я говорю по-английски.

— С какой целью вы прибыли в Россию?

— Мы представители различных спортивных делегаций и будем принимать участие в соревнованиях по легкой атлетике.

— Я представитель российской спортивной делегации. Добро пожаловать в Россию.

5.

— Здравствуйте, господин Грей. У Вас ко мне дело?

— Да. Я офицер полиции и нахожусь в России в деловой командировке. Я хотел бы обсудить работу сотрудников патрульной службы.

— Пожалуйста. Садитесь.

6.

— До свидания, _____. Увидимся завтра.

— Пока, _____. Хорошего дня.

— Спасибо. Взаимно.

Task 5. Translate into English the following phrases:

- Как вас зовут?
- Откуда вы родом?
- Ваша национальность?
- Сколько вам лет?
- Вы женаты (замужем)?
- Ваш адрес, пожалуйста?
- Ваш номер телефона?
- Могу я связаться с Вами на днях?
- Где вы учитесь?
- Кто вы по специальности?
- Ваше звание в полиции?
- У вас ко мне дело?
- Цель вашего визита?
- Где и когда вы родились?
- Где вы остановились?
- Какими языками вы владеете?
- Я из России. Меня зовут ____.
- Мне 25 лет. Я сотрудник полиции. Мое звание — старший сержант.
- Я слушатель академии МВД России.
- Я нахожусь здесь по приглашению.
- Я в деловой командировке в России.
- Мой электронный адрес ____.
- Мой номер телефона ____.
- Я родился в Москве, 10 августа 1990 г.
- Я говорю по-английски, но русским языком не владею.

V. WRITING

Write an essay on the topic “Who and What am I”. Use patterns of introduction, personal details and police functions presented in previous tasks.

UNIT 3 ASKING THE WAY

DIRECTIONS

GRAMMAR. Группа продолженных времен (Continuous / Progressive Tenses). Побудительное (повелительное) предложение (The Imperative Sentence)

TOPICS: Asking and answering the way. Giving directions.

I. GRAMMAR

Значение: времена группы Continuous (в современной английской лингвистике Progressive) выражают действие, которое протекает в определенный момент в прошлом, настоящем или будущем. Общая формула образования — **[to be] + Ving** (вспомогательный глагол в соответствующей форме и смысловой глагол + ing = Present Participle).

Перевод: русским глаголом несовершенного вида в настоящем, прошедшем или будущем времени.

Особенности: Present Continuous — формула образования **am/is/ are + Ving**

She is watching TV right now. Сейчас она смотрит телевизор.

Past Continuous — **was/were + Ving**. *The detective was examining the crime scene when the squad car arrived. Сыщик осматривал место происшествия, когда прибыла патрульная машина.*

Future Continuous — **will be Ving**. *The police will be observing the crime scene tomorrow at 9 a.m. Полиция будет осматривать место происшествия завтра в 9 часов утра.*

	+	?	-
Present a process At what time? <i>now, right now, at the moment, still, at present</i>	I am He } She } is It } } + Ving We } You } are They }	Am + I Is } } he } she } it Are } } we } you } they } + Ving?	I am He } She } is It } } + not Ving We } You } are They }

Past <i>yesterday</i> <i>at 7 a.m., when</i> <i>you came...,</i> <i>while..., from</i> <i>6 till 8,</i> <i>all day/</i> <i>night...</i>	I } He } was She } It } We } were You } They } + Ving	Was { I + he she it } Were { we + you they } + Ving?	I } He } was She } It } We } were You } They } + not Ving
Future <i>tomorrow at</i> <i>7 a.m., when</i> <i>you come, ...</i>	I } He } She } It } + will be Ving We } You } They }	I } he } she } it } Will We } + be Ving? you } they }	I } He } She } It } + will not be Ving We } You } They }

Task 1. Translate the sentences paying attention to Continuous Tenses.

1. We are studying English now. 2. They are not searching a crime scene at the moment. 3. She is working very hard. 4. Is he still living in St. Petersburg? 5. Was she interviewing a witness at 2 o'clock yesterday? 6. Were they watching TV when he came in? 7. My friend was not speaking to his brother when I called him. 8. We were listening to music from 6 till 8 p. m. yesterday. 9. I will be preparing for my English lesson at 7 p.m. tomorrow. 10. He won't be patrolling the streets at 2 o'clock next Monday. 11. Will she be reading a book when her friend comes? 12. What were you doing at 7 p. m. yesterday? 13. What was the criminal doing when he saw a policeman? 14. She was driving a car when she heard a terrible cry in the street. Two young men wearing masks were robbing an elderly woman. 15. He was opening the door when he saw a burglar. 16. They were going home when their commander ordered them to come back to the police station. 17. He was committing a crime when he was seen by a passer-by. 18. A criminal was running away from the crime scene when a police squad car arrived. 19. What was the suspect doing when you saw him?

Task 2. Pay attention to the usage of Past Indefinite (Simple) and Past Continuous.

The Past Simple is used to interrupt actions in **the Past Continuous**.

E. g.: I **was entering** the room when I **heard** the noise.

I **was walking** across the square when a young man **came** up to me.

Make sentences putting the verbs in the correct tense — Past Simple or Past Continuous.

1. While /I/ talk to the girl/ accomplice/ steal wallet
While I was talking to the girl, her accomplice stole my wallet.
2. I/ interview a witness/ when/ police car arrive

3. She/ pay for her coffee/ thief steal her keys/ from her handbag
4. While/ I/ take money/ thief grab my bag/ run away
5. What/ you do/ when/ see a suspect
6. What/ friends do/ when/ mobile phone ring

Task 3. Form up sentences using the table as a prompt.

I	is	reading a book	now
My friend	am	patrolling the streets	at the moment
She	are	studying English	at 5 p.m. yesterday
They	was	searching a crime scene	at 5 p.m. tomorrow
He	were	going home	when she came in
We	will be	visiting a museum	when she comes
A policeman	isn't	watching TV	when a passer-by saw him
A criminal	won't be	stealing a purse	from 6 till 8 yesterday
	aren't	robbing a bank	when a police car arrived
		driving a car	at 5 last Saturday

Task 4. The Present Continuous Tense is used in the situation of asking the way. Remember the following phrases.

I'm looking for ...

- the railway station
- a museum
- a taxi rank
- a bus stop
- the airport
- a stadium
- a hotel
- a concert hall
- a market
- a swimming pool
- a drugstore/a chemist's
- an exhibition hall
- an opera-house
- a monument
- a park
- a cinema
- a church
- an art gallery
- a shopping centre

Я ищу...

- вокзал
- музей
- стоянку такси
- автобусную остановку
- аэропорт
- стадион
- гостиницу
- концертный зал
- рынок
- бассейн
- аптеку
- выставочный зал
- оперный театр
- памятник
- парк
- кинотеатр
- церковь
- художественную галерею
- торговый центр

- a toilet
- W-ladies room
- G-gentlemen room

You are going the wrong way.
You are going the right way.

- туалет
- женский туалет
- мужской туалет

Вы идете неправильно.
Вы идете правильно.

The Imperative Sentence (Побудительное (повелительное) предложение)

Побудительное предложение служит для побуждения собеседника к совершению какого-либо действия. Оно выражает приказание, просьбу, запрещение, рекомендацию, совет. В побудительном предложении нет подлежащего, так как подразумевается, что действие должен выполнять тот, кому адресовано обращение, такое предложение начинается со сказуемого.

Грамматическая структура	Утвердительная форма	Отрицательная форма
Инфинитив без частицы to	Stop! Sign your name! Do hurry! (do усиливает значение смыслового глагола)	Don't panic! Don't smoke! Don't turn round! Don't be afraid!
let + инфинитив без частицы to	Let me do it. Let him wait outside. Let them go by tram. Let her join us.	Don't let him take pictures. Don't let her take this camera.
повелительное предложение + will/ won't you?, would you?, can/ can't you?, could you?	Open the door, will you? Stop shouting, can't you? Call the ambulance, would you?	Don't do it, won't you? Don't stay here, can't you? Don't change money here, won't you?

Task 5. Read and translate into Russian the following phrases used by a police officer for maintaining public order. Pay attention to the structure of the imperative sentence. Use your dictionary if it is necessary.

1. Sign the report, please.
2. Follow me for a medical examination.
3. Don't make so much noise!
4. Observe road traffic rules!
5. Tell me the building and the room number of the hotel where you live.
6. Don't drive under the influence of alcohol!
7. Give me your name, surname, address, telephone number.
8. Go to the chief.
9. Don't let her do it!
10. Keep quiet, please!
11. Stop picture taking, please.
12. Leave this territory.
13. Don't drop cigarette stubs!
14. Don't smoke here.
15. Show your identity papers, will you?
16. Get in the car!
17. Hands up!
18. Throw away the weapons!
19. Go ahead before me!
20. Halt! Stop the unlawful act.
21. Please, stop video shooting here.
22. Answer

my questions, please. 23. Show your driver's license, would you? 24. Give me your address! 25. Don't make noise! 26. Let him ask questions. 27. Let her drive a car. 28. Let them follow you. 29. Let's go there. 30. Don't let her interrupt me. 31. Don't let them go away.

Task 6. Translate the following sentences into English.

1. Покажите мне Ваши документы, пожалуйста! 2. Не курите здесь! 3. Не шумите так. Уже поздно. 4. Поверните направо и Вы увидите драматический театр. 5. Следуйте за мной в ближайший отдел полиции. 6. Позвольте мне помочь Вам. 7. Пусть он подождет на автобусной остановке. 8. Давайте пойдем пешком. 9. Не водите машину в состоянии алкогольного опьянения! 10. Не входите на стадион в пьяном виде! 11. Сохраняйте спокойствие, пожалуйста! 12. Прекратите фотографировать здесь. Это запрещено. 13. Ответьте на мои вопросы, пожалуйста. 14. Не переходите улицу в этом месте! 15. Скажите мне название Вашей гостиницы. 16. Покажите мне Вашу сумку. 17. Не создавайте панику! 18. Не бойтесь! Я помогу Вам. 19. Садитесь в автобус № 24. Он привезет Вас на автовокзал. 20. Пожалуйста, не делайте этого. 21. Повторите Ваше имя и фамилию, пожалуйста. Я должен их записать. 22. Подпишите протокол, пожалуйста! 23. Бросьте Ваше оружие! 24. Идите прямо впереди меня. 25. Покиньте эту территорию. 26. Соблюдайте правила дорожного движения. 27. Покажите мне Вашу гостиницу на карте. 28. Выйдите из машины! 29. Не плачьте! Я сделаю все возможное, чтобы помочь Вам!

II. READING

Task 1. A foreigner may get lost in the city. Read the text and tell how you can help him in a similar situation.

My name is Philip Thomson. I'm a citizen of the United States of America. I live in Virginia. A month ago I visited Russia. I've never been to this country before. I decided to see Russian sportsmen with my own eyes and I bought an air ticket to Sochi. When I got there I was greatly surprised at the hospitality of Russian people. It's a pity but a very small number of them speak English. Volunteers who also came to help foreigners in Sochi could speak different languages: English, French, German, Spanish, Italian and many others.

Once I got lost in the city. I wanted to go to the stadium and decided to go on foot. I walked for about half an hour and understood that I lost my way. At last I saw a policeman, came up to him and tried to explain my problem. He appeared to know English rather well. First he introduced himself. Then he recommended me to go by bus, showed me the bus stop, told me at what bus stop I must go out of the bus. I thanked him. He answered: "Not at all. It's my duty". He was very polite and knew the city very well. I followed his instructions and

in 10 minutes the bus took me right to the stadium I wanted to get. I was glad that the policeman could help me. Next time I will buy the map of the city I want to visit and I will carry it with myself. If I still get lost, I will apply to a policeman again.

Task 2. Answer the questions to the text.

1. What is the name of a foreigner?
2. What country is he from?
3. What country did he visit a month ago?
4. Whom did he decide to see?
5. Did he go by plane?
6. What was he surprised at?
7. Who could speak English and help foreigners in Sochi?
8. What happened to Philip Thomson?
9. Where did he want to go?
10. Whom did he meet?
11. Did this policeman know English?
12. Did he tell a foreigner how to get to the stadium?
13. Can you help a foreigner and give him walking directions?

Task 3. Read the text. Try to understand its contents. Explain how to get to the police station.

Directions to the Police Station

The following routes can all be taken on foot.

From the market: Walk one block down Zhukov Street past the post office. Cross the street at the corner. Go down two more blocks to arrive at the police station.

From the shopping centre: Walk one block down Pushkin Street. Take the crosswalk. You'll be on the same side as the railway station. Walk one block on Lermontov Street to arrive at the police station.

From the theatre: Go across Lermontov Street and walk one block. Take a right turn at the bus stop. Up ahead you will see a supermarket. The police station is right beside the supermarket.

Glossary to the text

on foot — ПЕШКОМ

block — КВАРТАЛ

past — МИМО

post office — ПОЧТА

go down the street — ИДТИ ПО УЛИЦЕ

arrive — ПРИБЫТЬ

cross the street — ПЕРЕЙТИ УЛИЦУ

beside — РЯДОМ, ОКОЛО

III. SPEAKING

Task 1. Remember the phrases necessary in a situation of asking and answering the way.

Where is the nearest metro station?	Где ближайшая станция метро?
How can I reach/ get to...?	Как мне добраться до...?
Please, show me my route on my map.	Пожалуйста, покажите мне мой маршрут на карте.
Where is a taxi rank here?	Где здесь стоянка такси?
Sorry, how can I get to... ?	Извините, как мне добраться до...?
How much time does it take to get to...?	Сколько времени потребуется, чтобы добраться до...?
Please, tell me the shortest way to...	Пожалуйста, подскажите мне кратчайший путь до...
Where should I change for a bus?	Где я должен пересесть на автобус?
Where is the inquiry office?	Где справочное бюро?
Is it far from here?	Это далеко отсюда?
It's about an hour's walk.	Примерно час ходьбы.
I'm sorry, say it again, please.	Извините, повторите, пожалуйста.
Go straight on for two blocks.	Идите прямо два квартала.
Turn to the left at a crossroad.	Поверните налево у перекрестка.
Turn back and you'll get to...	Поверните назад и Вы попадете...
Take bus No. 24 and in 20 minutes it will take you right there.	Садитесь в автобус № 24, и через 20 минут он доставит Вас прямо туда.
It's over there!	Это там!
By bus or on foot?	Автобусом или пешком?
This way, please.	Сюда, пожалуйста.
At your service.	К Вашим услугам.
Not at all. It's my duty.	Не стоит. Это мой долг.

Task 2. Read and act out the dialogues.

F.: Excuse me, please.

P.: Yes, what's up?

F.: I've lost my way. How can I get to the museum?

P.: Go straight on for two blocks, then turn to the left and you'll see the museum.

F.: Thank you very much.

P.: Not at all. It's my duty.

F.: Well, I'm here on a business trip. I'm looking for the Ibis Hotel.

P.: It's not far from here, only a few bus stops.

F.: Okay. So what's the best way to get there?

P.: Go along Gorky Street until you get to the market.
F.: Okay. Then what?
P.: Cross Pushkin Street. It's just after the bus stop. The Ibis Hotel will be right there.
F.: Great! So it's not far from here. Thank you, officer.
P.: Not at all.

F.: Excuse me, officer.
P.: Yes, what's up?
F.: Will you, please, show me the shortest way to the concert hall?
P.: Are you in a hurry?
F.: Yes, I'm late for the concert of symphony music.
P.: Take a taxi.
F.: And where is the nearest taxi rank?
P.: It's over there.
F.: Thank you very much.
P.: Not at all. It's my duty. I wish you to enjoy the concert.

F.: Sorry, how can I get to the railway station?
P.: By bus or on foot?
F.: By bus.
P.: Take bus No. 24 and in 5 minutes it will take you right there.
F.: Should I change for a trolley-bus?
P.: No, you shouldn't.
F.: Thank you, officer.
P.: Not at all.

F.: Excuse me.
P.: At your service.
F.: Where is the nearest bus stop?
P.: I'm sorry, say it again, please.
F.: Where is the nearest bus stop?
P.: Cross the street, turn round the corner and then go straight on. You'll see a bus stop there.
F.: Thank you.
P.: That's all right.

Task 3. Explain the way to a foreigner. How must he get to his destination? Use the following patterns.

1. It's _____ from here.
2. Go _____
3. Cross _____ at the _____
4. Turn to the _____
5. The _____ will be _____

Task 4. Translate these phrases from Russian into English.

- Извините, офицер.
- Что случилось?
- Я к Вашим услугам.
- Я заблудился.
- Я ищу гостиницу «Ибис».
- Я опаздываю на концерт симфонической музыки.
- Как лучше всего добраться туда?
- Каков кратчайший путь к вокзалу?
- Как мне добраться до стадиона?
- Пожалуйста, покажите мне дорогу к ближайшей станции метро.
- Где стоянка такси?
- Вон там!
- Поверните направо на перекрестке.
- Идите по улице Пушкина два квартала.
- Гостиница будет прямо там.
- Я должен пересесть на троллейбус?
- Садитесь на автобус № 109, и через 25 минут он доставит Вас туда.
- Пожалуйста, повторите снова.
- Вы спешите?
- Автобусом или пешком?
- Большое спасибо!
- Не стоит благодарности. Это мой долг.

UNIT 4 PUBLIC ORDER MAINTENANCE

DIRECTIONS

GRAMMAR. Модальные глаголы (*Modal Verbs*). Конструкция *There + to be*
TOPICS: Anti-social behavior; Patrolling the beat, public order maintenance activities.

I. GRAMMAR

Modal verbs (Модальные глаголы)

Глаголы **can, may, must, need, should, ought to, to be to, to have to** называются модальными, они не используются самостоятельно, так как не обозначают действие или состояние, а передают отношение говорящего к действию, выраженному инфинитивом. Они указывают на возможность или способность совершения действия, разрешение, вероятность, предположение, необходимость, долженствование.

Модальные глаголы отличаются от смысловых глаголов по следующим признакам:

- 1) не изменяются по лицам и числам. **E. g.** *I can drive a car. He can drive a car;*
- 2) имеют не все временные формы; не имеют неличных форм и форм инфинитива;
- 3) вопросительную и отрицательную формы образуют без помощи вспомогательных глаголов (**исключение:** *have to, be to*). **E. g.** *May I come in? You need not to be nervous about it;*
- 4) **have to** образует вопросительную и отрицательную формы с помощью вспомогательных глаголов: *do/ does, did, will;*
- 5) являются признаком составного глагольного сказуемого, а именно его первой частью, за которой следует инфинитив;
- 6) имеют эквиваленты: **can = be able to V; must= have to V, be to V; may = be allowed to V.**

Значение	Present	Past	Future
<i>Способность, умение</i>	can + V (мочь, быть в состоянии)	could +V	will + be able to + V

E. g. *Can he speak and write English well? Умеет ли он ли он хорошо говорить и писать по-английски?*

He **can** speak English but he **can't** write it well. Он может хорошо говорить по-английски, но не умеет хорошо писать.

Долженствование:			
1) долг, обязанность	must + V (должен, обязан)	—	—
2) вынужденность	have to/ has to +V (вынужден, придется)	had to + V	will have to + V
3) план, договоренность, расписание, согласованность	to be to = am/is/are to +V (должен)	was /were to + V	Present forms: am/is/are to + V

*E. g. You **must** do as I tell you. — Ты должен делать так, как я тебе говорю. I **have to** do a paper for my history course. — Мне нужно написать работу по истории.*

*The train **is to** arrive on time. — Поезд должен прийти вовремя.*

Разрешение, вероятность	may + V (можно, есть разрешение) «возможно», «может быть»	might + V	will be allowed to + V
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*E. g. **May** I see the chief now? — Yes, you may. — Можно сейчас увидеть шефа? Да, можно.*

*The witness **may identify** a mugger. — Возможно, свидетель опознает грабителя.*

Совет, рекомендация	should + V (следует)	—	—
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*E. g. You **should** help her. — Вам следовало (бы) помочь ей.*

Настоятельный совет, упрек:	ought to		
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*E. g. He **ought to** have more regard for his health. — Он должен больше заботиться о своем здоровье.*

Task 1. Paying attention to modal verbs translate sentences into Russian.

1. There was a group of teenagers who **could** spray graffiti everywhere and make a lot of noise last night.

2. Teenagers play music and talk very loudly. So I **can't** get to sleep.

3. I am really worried. I think my neighbor **may** take drugs.

4. There are abandoned vehicles and rubbish dumped everywhere in the estate. Teenagers **can** start a fire in any abandoned car.

5. Patrol officers **can't** arrest a criminal but they **can** apprehend law-breakers and issue warnings and fines.

6. A police officer **can** confiscate alcohol and tobacco from underage drinkers.
7. A patrol officer **must** offer help and support citizens when they need it.
8. All law-abiding citizens **must** observe the principles of legality and **not** violate the public order.
9. Policemen **must** maintain law and order and provide security for society and its citizens.
10. You **must** stop when the traffic lights turn red.

Task 2. Insert modal verbs according to the context, use the prompt in Russian. Explain your choice. The table below can help you.

Modal Verb	Meaning	Translation
can to be able to	физическая или умственная способность; возможность совершения действия	могу, умею, способен
may be allowed to might	разрешение, просьба; возможность, вероятность совершения действия	разрешите, можно; возможно, может быть
must	долг, обязанность, необходимость выполнить действие	должен, обязан
have to	необходимость выполнения действия из-за обстоятельств	вынужден, приходится
be to	необходимость выполнения заранее запланированного действия, по договоренности	должен, обязан
should	рекомендации по совершению действия, совет	должен, следует, рекомендуется
ought	моральный долг, совет	следует, следовало бы, должно быть

1. Police (**не разрешается**) ... apprehend a suspect for more than 48 hours. 2. The patrol officer (**не должен**) ... speak so rudely. He (**следует**) ... be patient and tactful with citizens. 3. Police officers (**не должны**) ... hesitate to check persons behaving in a suspicious manner. 4. Reports (**должны**) ... be clear, simple and brief. They (**не следует**) ... contain opinions of the police officer. 5. Ladies and gentlemen, it (**не разрешается**) ... to take pictures in the museum. 6. Madam, you (**следует**) ... comply with the demand of the management. 7. I (**должен**) ... fill in the report. 8. The police officer (**должен**) ... take a law-breaker to the nearest police station. 9. It's (**не разрешается**) ... to sing loudly in the street. 10. A suspected person (**следует**) ... show his passport, identity card or driving license immediately upon request/on demand of a patrol officer. 11. To avoid burglary you (**не следует**) ... leave the

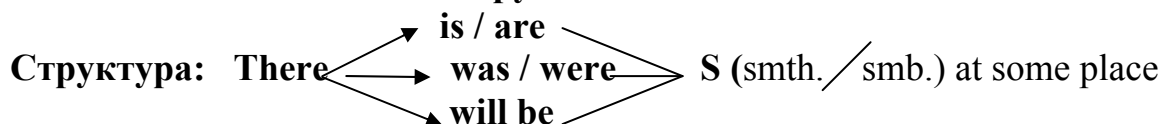
keys in the locks. 12. (**Mory**) ... I see your papers, please? 13. Every homeowner (**следует**) ... install a burglar alarm and a spyhole to secure his house.

Task 3. Make sentences with modal verbs *may/ should/ can/ must/ are not allowed/ is allowed* using expressions in the box

have an accident, apprehend a suspect, to use his handgun, wear a uniform, contact your local police station, to drive without a license, take a driving test

1. If you drive so fast, you **may** _____ .
2. If there is any danger or risk to life, you **should** _____ .
3. A police officer **can** _____ if he has a good excuse to do that.
4. In some special cases, the police officer **is allowed** _____ .
5. Police officer **must** _____ and carry many types of equipment such as a police baton, handcuffs, a pepper spray, a Taser, a radio.
6. If you want to drive, you **must** _____ .
7. You **are not allowed** _____ .

Конструкция There + to be



Оборот вводит подлежащие и указывает на наличие/отсутствие предмета (лица), выраженного подлежащим и неизвестного для собеседника. При наличии нескольких подлежащих глагол to be согласуется с подлежащим, стоящим за ним. **Ex.** *There is a shooting range and some gyms in the academy. В академии есть тир и несколько спортивных залов.*

Перевод начинают с обстоятельства места, которое стоит в конце предложения. Слово **there** не имеет самостоятельного значения и на русский язык не переводится. **Ex.** *There are far more good people than bad in the world. В мире гораздо больше хороших людей, чем плохих.*

При отсутствии обстоятельства места перевод начинают с оборота there is/ are в качестве сказуемого — *есть, имеется, существует, находится* в соответствующем времени. **Ex.** *There are different types of antisocial behavior. Существуют различные виды антисоциального поведения.*

Временные формы конструкции и виды предложений

Время	+	?	-
Present	There is a S There are (some) S-s	Is there ... ? Are there (any)...?	There is no... There isn't any...
	There is a library in the academy.	Is there a library in the academy?	There is no library in the academy. There isn't any library in the academy.

Past	There was a S There were (some) S-s	Was there ...? Were there (any)...?	There was no... There wasn't any...
	There was a shooting-range in the academy	Was there a shooting-range in the academy?	There was no shooting-range in the academy. There wasn't any shooting range in the academy.
Future	There will be S / (S-s)	Will there be...?	There will be no... There won't be any...
	There will be a hostel nearby.	Will there be a hostel nearby?	There won't be any hostel nearby. There will be no new labs in the institute.

Task 4. Choose the correct version from those given in brackets.

1. There ___ a lot of people arguing at football match. (*was/ were*)
2. There ___ a wide range of human troubles and anti-social behavior.
(*are/ is*)
3. There ___ different ways for patrolling the beat. (*are/ is*)
4. There ___ a victim and two witnesses at the crime scene yesterday.
(*was/ were*)
5. There ___ a lot of noise, pollution and rubbish in big cities. (*is/ was*)
6. There ___ modern police equipment and technologies in the nearest future. (*is/ are/ will be*)
7. There ___ a database of offenders and the criminals who constitute a threat to the city. (*is/are*)
8. There ___ an upgrade version of the database of stolen vehicles and missing persons next year. (*is/ was/ will be*)
9. ___ there any place for smoking? (*are/ is*)
10. ___ there a currency exchange office? (*is/ are*)
11. ___ there a gun, handcuffs, a taser, a baton, a radio and pepper spray in the police equipment belt? (*is/ are*)
12. There ___ abandoned vehicles and rubbish dumped everywhere in the estate. (*is/ are*)

Task 5. Choose the correct version there is/ are/ or there was/ were. Complete the sentences.

1. some people in this street 3 days ago.
2. Nowadays a bad habit for teenagers, they spray graffiti on the walls everywhere.
3. three thieves in the bank yesterday.

4. ... always many fans with noisy and threatening conduct at each football match.
5. ... some dangerous items which are not permitted in public places.
6. ... no policeman in the bank yesterday.
7. ... some important instructions from a radio dispatcher an hour ago.
8. ... a domestic dispute between a husband and a wife.
9. ... a lot of situations for a police officer to deal with foreigners.
10. Last time ... not any peaceful way to settle the quarrel between disputants.
11. ... a warning "Authorized entry only" over there.
12. ... rules for foreigners staying in Russia.

II. VOCABULARY

Task 6. Read words and collocations to comprehend the text "Public order maintenance"

<p>activity — деятельность, действие</p> <p>advice — совет, рекомендация</p> <p>baton — полицейская дубинка</p> <p>cause harm — причинить вред</p> <p>carry — нести, носить, переносить</p> <p>community — общество, объединение, содружество, сообщество; поселок</p> <p>constitute a threat — представлять угрозу</p> <p>dangerous — опасный; рискованный</p> <p>deal with — рассматривать, заниматься (напр. проблемой) , иметь дело с</p> <p>dispute — (n) дискуссия, спор, разногласия, пререкания, ссора (v) спорить, дискутировать, ссориться</p> <p>environment — окружающая среда</p> <p>equipment — оборудование, оснащение</p> <p>guidance — руководство, наставление, совет</p> <p>handcuffs — наручники</p> <p>illegal — незаконный, противозаконный</p> <p>intervene — вмешиваться; предотвращать</p> <p>minor offence — мелкое правонарушение, проступок</p> <p>patient — терпеливый, упорный, настойчивый</p> <p>patrol the beat — патрулировать участок</p> <p>range — сфера, область, круг, поле, диапазон</p> <p>rely on — надеяться на, полагаться на</p> <p>responsibility — ответственность</p> <p>riots — массовые беспорядки</p> <p>provide — давать, предоставлять, обеспечивать</p> <p>security arrangements — меры по обеспечению безопасности</p>
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spend time — тратить/проводить время
struggle — бороться
support — поддержка; помощь
tactful — тактичный
take care of — смотреть за, беречь, заботиться, присматривать
taser — электрошокер “Taser” *сокр.* Tele-Active Shock Electronic Repulsion
threaten — грозить, угрожать (чем-л.), представлять опасность, быть угрозой

III. READING

Task 1. Before reading answer the questions based on your experience

1. What do you think anti-social behavior is?
2. What are the examples of anti-social behavior in your country?
3. What functions must a police officer perform to maintain public order?
4. What types of equipment and technologies are there to assist police officers maintaining public order and security?
5. Is community support important for effective police service and public order maintenance?

Task 2. Read the text and check your answers.

Public order maintenance

The most part of police activities deals with maintenance of public order and security. The police have a responsibility to prevent antisocial behavior that can threaten peace and life of the community or cause any harm to an individual or to the environment.

There is a wide range of human troubles and anti-social behavior the police officer should deal with while on duty. The major problems may include crime prevention and disturbances of the peace, smoking in public places, spraying graffiti on walls, vandalizing property, littering and dumping rubbish, making noise, street drinking, abandoned vehicles.

Police must provide a visible uniformed presence on the streets and spend a lot of time patrolling the beat and looking for the suspicious persons or those who break the law in the area. Patrolling may be done on foot, on a motorcycle, or in a radio cruiser or sometimes on horseback.

Patrol officers are to respond to emergency calls, provide citizens and foreigners with advice and guidance, arbitrate between disputants, settle domestic disputes, intervene in illegal activities, warn and fine law-breakers for minor offences. Police perform day and night patrol service struggling against alcoholism and drug trafficking.

A police officer may also have special duties within a particular field. They must look after the security of airports, railway stations, department stores and other public places. At major public, sport, political or other ceremonial events, the police must take care of security arrangements, stop noisy and threatening conduct and prevent carrying dangerous items which are not permitted in public places. The police are called in to keep the peace during the political demonstrations, parades and to manage riots.

There is a lot of modern equipment and technologies for assistance to police. Some of the tools that a policeman carries are a gun, a baton, a radio, a Taser, handcuffs and a pepper spray. They use computers to manage a database of vehicles, citizens, offenders and the criminals who constitute a threat to the city.

Actually a police officer works on the frontline of crime prevention twenty four hours a day. The officers usually take their instructions from a radio dispatcher. They must make quick decisions while on duty, be tactful and patient with people who are in danger or those who violate the peace. Police rely on communities' support and cooperation to provide effective services.

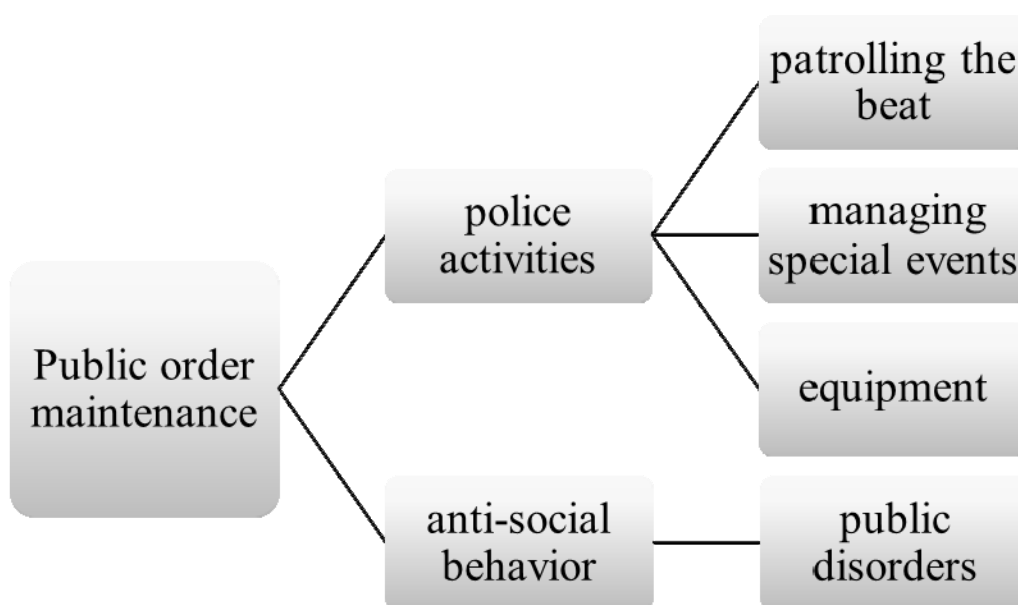
Task 3. Match the words and word combinations to the definitions. Translate into Russian types of anti-social behavior (1–7) and police functions in maintaining public order (8–14)

Types of antisocial behavior	
1) disturbances of the peace 2) drug trafficking 3) spraying graffiti 4) vandalizing property 5) dumping rubbish 6) abandoned vehicles 7) threatening conduct	a) breaking things like windows and cars b) left unchecked cars c) atomizing a paint from an aerosol to make drawings on the walls d) incidents in which people behave violently in public e) action or manner causing someone to feel at risk f) buying and selling narcotics illegally g) leaving paper, cans, bottles lying in an open or public place
Police functions in maintaining public order	
8) to settle domestic disputes 9) to fine law-breakers 10) to warn 11) to arbitrate 12) to manage riots 13) to respond to emergency calls 14) to keep the peace	h) maintain public order i) solve a family argument or quarrel j) react to a phoning when a person needs help quickly k) inform a person not to do something because of danger l) force a violator to pay a sum of money m) decide a dispute n) control a violent disturbance of the peace by a crowd

Task 4. Mind word formation, read and translate the word chains:

to maintain (поддерживать, сохранять) — maintenance — maintaining
to respond (отвечать, реагировать) — responsibility — responsible
to threaten (угрожать) — threat — threatening
to prevent (предотвращать) — prevention — preventing
to patrol (патрулировать) — patrol — patrolling
to sus'pect(подозревать) — 'suspect — suspicious
to dispute (спорить, ссориться) — dispute — disputant
to disturb (нарушать) — disturbance — disturbing
danger (опасность) — dangerous

Task 5. Using the chart make a talk about types of antisocial behavior



Task 6. Match word combinations which are synonymous in the text to their Russian equivalents:

1) have a responsibility = take care of = look after = deal with	a) круглосуточно
2) maintain public order = keep peace	b) разбрасывать (мусор), сорить
3) litter = dump rubbish	c) присматривать, заниматься чем-либо, обращать внимание на что-либо, следить
4) break laws = disturb the peace = violate the peace	d) обеспечивать общественный порядок
5) day and night = twenty four hours a day	e) нарушать порядок (законы)
6) law-breaker = offender = criminal	f) правонарушитель, преступник

III SPEAKING

Task 1. Read the information about different types of anti-social behavior and a police officer's response to the situations.

The majority of patrol time is spent in routine citizen contact that does not involve serious criminal law enforcement action but requires good verbal skills to deal with the situation. A police officer is almost always in touch with various people and is ready to assist and solve a lot of problems. Police work in the streets and communication with the public is an important factor in effective policing. There are a lot of situations for a police officer to deal with foreigners.



Task 2. Match the phrases (a, b, c, d, e, f) to make situational dialogues.

1.

Police Officer	Foreigner
<ul style="list-style-type: none"> — Ladies and Gentlemen, you are disturbing the public order. — Don't make so much noise! — Can you be a little bit quieter? Please, turn down the radio. It's already late. 	<ul style="list-style-type: none"> a) Oh, really? Sorry, sir. b) Yes, what is it? c) Certainly.

2.

Police Officer	Foreigner
<ul style="list-style-type: none"> — Excuse me, sir. — This area is a protected object. Please, leave this territory. — There is a warning "Authorized entry only". It is over there. 	<ul style="list-style-type: none"> a) I object. How can I guess that there is no entry to the area? Where is the sign near here? b) I'm sorry, I haven't noticed it. c) What's the matter?

3.

Police Officer	Foreigner
<p>— Excuse me, madam. I have to check your papers. Will you show your passport?</p> <p>— Why do you change currency here? It's not allowed to exchange and sell foreign currency in the street.</p> <p>— There is a currency exchange office just round the corner and the nearest bank is on the opposite side of the street.</p>	<p>a) Sorry. Where can I exchange currency?</p> <p>b) Thank you.</p> <p>c) Here it is.</p>

4.

Police Officer	Foreigner
<p>— Let me introduce myself. Captain of police Ivashov. Gentlemen, you are violating the law.</p> <p>— You are spraying graffiti on the walls of the Metro station. Will you show your identity papers?</p> <p>— What is the purpose of your visit to Russia?</p> <p>— Are you acquainted with the rules for foreigners staying in Russia?</p> <p>— It is prohibited to spray graffiti and vandalize the public property.</p> <p>— I must draw up the report. Follow me to the police station to clear up the situation.</p>	<p>a) We have no papers at the moment.</p> <p>b) We are tourists. We are going to cheer on our team at the football match.</p> <p>c) What's the matter?</p> <p>d) I don't agree. We didn't mean to vandalize the property. We just want to support the team with graffiti logo.</p> <p>e) Yes. We are.</p> <p>f) Sure.</p>

Task 2. Read the dialogues and act them out.

1.

<p>P. O.: Excuse me, sir. You are disturbing the public order.</p> <p>F.: What's the trouble?</p> <p>P. O.: You are smoking in the air terminal building. It's prohibited to smoke in public places inside the airport. You should comply with the demand of the management of the airport.</p>	<p>П.: Простите, господин. Вы нарушаете общественный порядок.</p> <p>И.: В чем дело?</p> <p>П.: Вы курите в здании аэровокзала. Курить в общественных местах в пределах аэропорта запрещено. Вам следует подчиняться требованию администрации аэровокзала.</p>
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<p>F.: I'm sorry, it is my fault. I could not find any smoking area here. Is there any place for smoking here?</p> <p>P. O.: Of course, it is on the opposite side of the building. Get through the transit lounge, turn right. There is a smoking room there.</p> <p>F.: Thanks a lot.</p> <p>P. O.: Not at all. It's my duty.</p>	<p>И.: Извините. Это моя вина. Я не смог найти место для курения. Здесь есть такое место?</p> <p>П.: Конечно. Оно находится в другом конце здания. Пройдите через зал ожидания, поверните направо. Там есть зона для курящих. (кури-тельная комната)</p> <p>И.: Большое спасибо.</p> <p>П.: Не стоит. Это мой долг.</p>
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2.

<p>P. O.: Excuse me, lady. You are violating the peace.</p> <p>F.: Oh, what's that?</p> <p>P. O.: Your dog is barking very loudly. You are making too much noise.</p> <p>F.: But the dog is very small. I always travel with my dog. I hope that hotel staff will respect my wishes.</p> <p>P. O.: It's not allowed to stay with animals in this hotel. You should comply with the demand of the management.</p> <p>F.: I didn't know that pets are prohibited in this hotel.</p> <p>P. O.: Unfortunately, they are. You should look for the other hotel that welcomes guests with pets. It's better to e-mail or phone a manager and discuss your concerns beforehand.</p> <p>F.: OK! I'll follow your advice.</p>	<p>П.: Простите, мадам. Вы нарушаете порядок.</p> <p>И.: О, в чем дело?</p> <p>П.: Ваша собака оглушительно лает. Вы создаете слишком много шума.</p> <p>И.: Но собака очень маленькая. Я всегда беру ее с собой в поездку. Я надеюсь, что персонал отеля удовлетворит мои пожелания.</p> <p>П.: В этом отеле нельзя останавливаться с животными. Вы должны соблюдать требования администрации отеля.</p> <p>И.: Я не знала, что домашние животные запрещены в отеле.</p> <p>П.: К сожалению, это так. Вам следует поискать другой отель, где домашних животных принимают. Вам лучше узнать об этом заранее по интернету или позвонить администратору.</p> <p>И.: Хорошо! Я последую вашему совету.</p>
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3.

<p>P. O.: Just a minute, sir. You are violating the public order.</p> <p>F.: Yes, what's the matter?</p> <p>P. O.: You are taking pictures of the Moscow Kremlin, aren't you?</p> <p>F.: Yes, I am. Is it prohibited to take pictures of the Kremlin?</p>	<p>П.: Минутку, господин. Вы нарушаете общественный порядок.</p> <p>И.: Да, в чем дело?</p> <p>П.: Вы фотографируете Московский Кремль, не так ли?</p> <p>И.: Да. Разве запрещено фотографировать Кремль?</p>
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<p>P. O.: No, it is not. It is allowed to take amateur photographs. But you are shooting with professional camera recorder. Making professional photographs are prohibited in the Kremlin ground (in the Kremlin territory).</p> <p>F.: Really? I'm a foreigner and on business here.</p> <p>П.: Are you acquainted with the rules for foreigners staying in Russia?</p> <p>И.: Certainly, I am.</p> <p>P. O.: Do you have a special permission for taking photographs?</p> <p>F.: Yes, I do.</p> <p>P. O.: Will you show your permission?</p> <p>F.: Sorry, but I've left it at the hotel.</p> <p>P. O.: Excuse me, Please, comply with the tourist's instruction.</p> <p>F.: All right.</p> <p>P. O.: Follow me, please. I must take you to the nearest police station.</p>	<p>П.: Нет, конечно. Разрешено делать любительские снимки. Но Вы снимаете на профессиональную камеру. Снимать в профессиональных целях на территории Кремля не разрешается.</p> <p>И.: Правда? Я иностранный гражданин и здесь в командировке.</p> <p>П.: Вы знакомы с правилами пребывания иностранных граждан в России?</p> <p>И.: Безусловно.</p> <p>П.: Есть ли у Вас специальное разрешение на фотосъемку?</p> <p>И.: Да, есть.</p> <p>П.: Будьте добры, покажите Ваше разрешение.</p> <p>И.: Прошу меня извинить, но я оставил его в отеле.</p> <p>П.: Извините, Вам следует соблюдать правила поведения туристов.</p> <p>И.: Хорошо.</p> <p>П.: Пожалуйста, следуйте за мной. Я должен доставить Вас в ближайшее отделение полиции.</p>
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4.

<p>P. O.: Excuse me, gentlemen. You are breaking the law.</p> <p>F.: What's the matter?</p> <p>P. O.: It's not allowed to drink alcohol within the parkland.</p> <p>F.: You are mistaken, officer. We are not drinking alcohol. It's just a bottle of beer.</p> <p>P. O.: It doesn't matter. It is prohibited to drink any alcoholic beverages including beer at public places.</p> <p>F.: Sorry, officer. It's our fault.</p> <p>P. O.: I'm giving you a warning. Don't forget to collect bits of papers, cans, bottles, cigarette butts . It's not</p>	<p>П.: Извините, господа. Вы нарушаете закон.</p> <p>И.: В чем дело?</p> <p>П.: Распивать спиртные напитки на территории парка запрещено.</p> <p>И.: Ошибаетесь, офицер. Мы не пьем алкоголь. Это просто бутылка пива.</p> <p>П.: Это не важно. В общественных местах запрещено распивать любые алкогольные напитки, включая пиво.</p> <p>И.: Извините, офицер. Это наша вина.</p> <p>П.: Я делаю вам предупреждение. Не забудьте собрать все обрывки бумаги, консервные банки, бутылки и окурки</p>
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<p>allowed to litter and dump rubbish anywhere in the park.</p> <p>F.: OK. Don't worry, officer. We'll do it.</p>	<p>сигарет. В парке не разрешается бросать мусор и устраивать мусорную свалку.</p> <p>И.: Все в порядке. Не беспокойтесь, офицер. Мы все уберем.</p>
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5.

<p>F.: Excuse me, police officer. I need your help.</p> <p>P. O.: Yes, I am at your service. What is it?</p> <p>F.: I can't take out the money from the ATM.</p> <p>P. O.: Is there anything wrong with your credit card?</p> <p>F.: No, not with my credit card. There is something wrong with the ATM. Two youths are vandalizing the Automatic teller machine.</p> <p>P. O.: What are they doing?</p> <p>F.: They are kicking it with their feet and punching it.</p> <p>P. O.: Where is it? Can you show me the way?</p> <p>F.: It's just round the corner. This way, please.</p>	<p>И.: Извините, офицер. Мне требуется Ваша помощь.</p> <p>П.: Да. Я к вашим услугам. Что случилось?</p> <p>И.: Я не могу получить деньги в банкомате.</p> <p>П.: Что-то случилось с Вашей банковской картой?</p> <p>И.: Нет, не с банковской картой. Что-то случилось с банкоматом. Двое молодых людей ломают его.</p> <p>П.: Что они делают?</p> <p>И.: Они пинают его и бьют кулаками.</p> <p>П.: Где это происходит? Вы можете показать дорогу?</p> <p>И.: Прямо за углом. Сюда, пожалуйста.</p>
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Translate into English the following phrases:

P. O. (for a police officer):

1. Извините (простите), господин (госпожа), Вы нарушаете общественный порядок.
2. Дамы и господа, вы нарушаете общественный порядок.
3. Здесь запрещено (нельзя) фотографировать.
4. Запрещено (нельзя) курить в общественных местах.
5. Здесь запрещено (нельзя) продавать валюту.
6. Здесь запрещено (нельзя) обменивать валюту.
7. Здесь запрещено (нельзя) распивать спиртные напитки.
8. Запрещено распылять граффити на стены и портить общественное имущество.
9. Вы создаете слишком много шума.

10. Не шумите!
11. Сделайте радио потише.
12. Данная территория является охраняемым объектом. Прошу Вас покинуть территорию.
13. Подчинитесь требованиям администрации.
14. Нельзя сорить и устраивать мусорные свалки в публичных местах.
15. Не могли бы вы вести себя потише?
16. Есть предупреждающий знак «Вход воспрещен» / «Посторонним вход воспрещен».
17. Соблюдайте правила поведения туристов.
18. Предъявите, пожалуйста, Ваше разрешение на фото/видеосъемку.
19. Вы знакомы с правилами пребывания иностранных граждан в России?
20. Я делаю Вам предупреждение.
21. Я должен составить протокол.
22. Предъявите, пожалуйста, документы, удостоверяющие личность.
23. Предъявите, пожалуйста, Ваш паспорт.
24. Я должен проверить Ваши документы.
25. Следуйте за мной в отделение полиции, чтобы прояснить ситуацию.
26. Я должен доставить Вас в ближайшее отделение полиции.
27. Это неважно.

Г. (for a foreigner) :

1. В чем дело?/ Что случилось?
2. Конечно.
3. Я возражаю.
4. Я не согласен.
5. Где здесь поблизости знак?
6. Извините, я не заметил его.
7. Как я могу догадаться (понять) что ... ?
8. Вот он (паспорт).
9. В настоящий момент у нас не документов (с собой).
10. Мы хотим поболеть за нашу команду/ поддержать команду.
11. Мы не хотели/ не имели намерения портить имущество.
12. Извините. Это моя вина.
13. Я последую вашему совету.
14. Вы ошибаетесь, офицер.
15. К сожалению, я оставил разрешение в отеле.
16. Я надеюсь, что персонал отеля удовлетворит мои пожелания.
17. Я здесь по делам.

UNIT 5

INTERVIEWING A VICTIM OR A WITNESS

DIRECTIONS

GRAMMAR. Страдательный залог (Passive Voice).
TOPIC: Appearance. Interview / Interrogation.

I. GRAMMAR

Study the forms of the passive voice.

Tense	Structure	Example	Translation
Present simple	Am/are/is + V₃ (P II)	Crimes are prevented	Преступления предотвращают
Present progressive	Am/are/is +being + V₃ (P II)	The suspect is being interrogated	Подозреваемого (сейчас) допрашивают
Past simple	Was/were +V₃ (P II)	Some evidence was found	Некоторые улики были обнаружены
Past progressive	Was/were +being +V₃ (P II)	Witnesses were being interviewed	Свидетелей опрашивали (вчера с 4 до 5 часов вечера)
Present perfect	Have/has been +V₃ (P II)	The crime scene has been examined	Место преступления уже осмотрено
Past perfect	Had been +V₃ (P II)	The criminal had been located	Место нахождения преступника было установлено (вчера до проведения допроса)
<i>Will</i>	Will be +V₃ (P II)	The record will be made	Протокол будут составлять

Future perfect	Will have been +V₃ (P II)	The expert examination will have been made	Экспертиза будет сделана (к следующему вторнику)
Modal verbs	Can/must/should be+V₃ (P II)	The criminal must be found	Преступника необходимо найти
Modal verbs	Am/is/are/ was/were to be+V₃ (P II)	Witnesses are to be interviewed	Свидетелей необходимо опросить

Task 1. Complete the sentences with the past simple (active / passive) forms of the verbs.

e. g. He was arrested at 3.00 a.m. whilst coming out of a night club (arrest).

1. The police ___ him and ___ 10g of cannabis in his pocket (search / find).
2. He ___ to the police station and ___ in custody for eight hours (take / hold).
3. Finally, he _____ by two detectives and _____ about the events of the evening (interview / question).
4. They _____ samples of his fingerprints and DNA (take).
5. The police ___ him with possession of an illegal substance with intent to supply (charge).
6. He ___ on bail and ___ to appear in court a month later (release / summon).
7. In court, he ___ guilty as charged, and the judge ___ him to three months in prison (find / sentence).

Task 2. Make the sentences passive. Mind the grammar tenses.

1. They collect evidence.
2. The investigator instructed witnesses.
3. He will make a positive identification.
4. They have apprehended the criminal.
5. He must pay a fine.
6. The officers took the squad car.
7. The officer must write a report.
8. He will make a record.
9. They are interrogating the suspect.

II. READING

Task 1. Read the text about an interview and interrogation. Pay attention to the passive voice structures.

Text

Interrogation and Interview

In every criminal investigation, interview and interrogation are the most important means to obtain necessary information about a crime.

An investigator must gather, sort, compile, and evaluate information.

Interview and interrogation require skills that **must be cultivated and practiced**.

The successful interviewer/interrogator must understand the techniques of interviewing and interrogation and have the ability to evaluate the psychological reasons why people are willing or reluctant to give information.

The interviewer/interrogator/investigator's own capabilities and limitations **must be recognized**. Personality and the manner in which interpersonal communications **are handled** can greatly influence the results of an interrogation. He/she must be able to convey empathy, sympathy, anger, fear and joy at various times, if necessary, but must be always objective.

The interviewer/interrogator must be receptive to all information, regardless of its nature.

Even if the suspect gives information not related to the crime, officers should pay attention and listen to what **is mentioned**. This information could possibly help with the current investigation. Notes **should be taken** to insure that information doesn't get lost.

You should learn how to spot and interpret verbal and nonverbal behaviors of both deceptive and truthful people. Look at their posture, eye contact, facial expressions, word choice, and response delivery. The investigator must make an assessment of the suspect's credibility when responding to investigative questions.

"Facial Action Coding System" (FACS) is a taxonomy of human facial expressions of emotion that are universal to human culture and biological in origin. These universal expressions include those indicating anger, disgust, fear, joy, sadness, contempt and surprise.

Investigators must make a clear distinction between the two processes: interviewing and interrogating subjects. An interview should precede every interrogation. Through the interview, officers learn about the subjects and their needs, fears, concerns, and attitudes. They then use this information to prepare themes or arguments to use during interrogations.

During interviews, subjects answer questions from investigators about the crimes, themselves, and others involved in these incidents. Through this initial inquiry, investigators identify non-verbal and verbal behavior, build rapport and determine if they **should be interrogated** and obtain additional case facts.

An interview is nonaccusatory. If the investigator does not accuse the suspect while interviewing him he can establish a much better rapport with the suspect that will assist him in an interrogation after the interview.

An interrogation is accusatory. In an interrogation investigators accuse the suspect of a crime that they may have committed. Investigators estimate

behavioral techniques to determine if the suspect is lying or not. During interrogations investigators must also use active persuasion. Investigators use tactics like using statements instead of asking questions.

Interrogations bring investigations to a close. In interrogations, investigators lead, and subjects follow.

To sum it up: to conduct an interrogation successfully an investigator should prepare for the interrogation, distinguish between interrogations and interviews, develop persuasive themes and arguments, establish a set plan, build a good relationship with the interrogation subject and get adequate training.

Glossary to the text

anger	—	ГНЕВ
argument	—	аргумент
assessment	—	оценка
commit	—	совершать
contempt	—	презрение
convey	—	передавать
credibility	—	правдивость
deceive	—	обманывать
delivery	—	зд. предоставление
disgust	—	отвращение
evaluate	—	оценивать
fear	—	страх
identify	—	устанавливать, определять
inquiry	—	исследование обстоятельств дела; расследование
joy	—	радость
precede	—	предшествовать
persuade	—	убеждать
rapport	—	контакт
reluctant	—	делающий с нежеланием
sadness	—	грусть
void	—	лишенный (чего-л.)

Task 2. Read and translate the following words and their derivatives:

contempt	—	contemtable	—	contemptuous	—	contemptuously
deceive	—	deception	—	deceptive		
fear	—	fearful	—	fearfully	—	fearsome
persuade	—	persuasion	—	persuasive		
sad	—	sadness				
truth	—	truthful				
value	—	evaluate	—	valuable		

Task 3. Read and translate the following synonyms:

assess — estimate — evaluate
influence — affect — impact
rapport — contact

Task 4. Make up word-combinations matching the words in the table with the words given below:

build	identify	verbal/non-verbal	give	obtain	compile	take
commit	interpret	convey	spot	indicate	evaluate	accuse
prepare	persuade	understand	use	answer	establish	require
interrogate	respond	recognize	pay	get	cultivate	ask

subjects, information, to questions, capabilities and limitations, behaviour, questions, a plan, skills, arguments, notes, sympathy, crimes, attention, proper training, anger, surprise, tactics, suspect, relationships, techniques, facts, rapport.

Task 5. Answer the following questions.

What is the difference between an interview and interrogation?
What information do investigators ask about during interviews?
What information can investigators get from the subject's posture, facial expressions, word choice, and response delivery?

Task 6. Agree or disagree with the following statements.

1. An interview is accusatory.
2. It is not necessary for an interrogator to take into account his own skills and abilities when choosing the techniques for an interrogation.
3. It is important to spot the subject's verbal and non-verbal behaviours.
4. The subjects answer questions from investigators about the weather.
5. An interrogator should learn how to spot and interpret verbal and non-verbal behaviors only of deceptive people.
6. If the suspect gives information not related to the crime, officers should not pay attention to this.
7. A successful interrogator does not have to know psychology.

Task 7. Make up sentences with the word-combinations from Task 4.

III. SPEAKING

Task 1. Think and choose the proper variant (if an interrogator should / shouldn't do this):

- (don't) do anything hasty;
- (don't) select a place providing you with a psychological advantage;
- (don't) be a good actor;
- (don't) find the best way for contact with the subject;
- (don't) be in a hurry with the conclusions;
- (don't) learn to listen;
- (don't) interrupt the subject when he is speaking;
- (don't) dominate the situation;
- (don't) use small psychological gestures;
- (don't) show your prejudices;
- (don't) degrade yourself in act or word;
- (don't) control your temper;
- (don't) show anger, hesitation or other emotions, if it isn't part of a plan;
- (don't) threaten or intimidate the subject;
- If the subject wishes to speak, (don't) listen patiently and (don't) agree with him;
- (don't) ensure privacy;
- (don't) eliminate all interruptions.

Task 2. Read the information about the suspect's rights in custody in the UK and compare them with the situation in Russia.

Suspect's rights in custody

In the UK, suspects who are arrested and detained at the police station have three rights: 1) the right to speak to a solicitor; 2) the right to tell someone that they have been arrested; 3) the right to see a copy of the Code of Practice.

The police can hold a suspect at the station for up to 24 hours without charge and this can be extended a further 12 hours in certain circumstances. For most types of crime, the police have the right to photograph a suspect they have arrested, and take fingerprints and a DNA sample. Even if the suspect is not charged with an offence, the police can have retain these samples. Usually they are added to the police database.

After a suspect has been interviewed or questioned, one of the following can happen:

The suspect is released without charge.

The suspect is issued with a caution (warning) and then released. A caution is given when a minor offence has been committed. The suspect must

admit the offense and accept the caution. The caution is kept in the police records.

The suspect is charged with a criminal offence and remanded. The police can remand the suspect in custody or release them on bail.

If the suspect is released on bail, he is free to leave the police station but has to agree to come to court at a time and date given by the police.

If the suspect is not released on bail, he is detained in custody and taken to court by the police.

Glossary to the text

accept — принимать

on bail — (отпускать) на поруки

caution — предупреждение

charge — обвинение

Code of Practice — процессуальный кодекс

court — суд

custody — стража, заключение/содержание под стражей

detain — задержать

extend — продлевать

fingerprints — отпечатки пальцев

issue — выдавать

minor — незначительный

offense — правонарушение

release — освобождать

remand — возвращать под стражу

retain — хранить

solicitor — поверенный

Task 3. Answer the questions.

Are the rights of suspects in custody different in your country? Make a list of what they have / don't have the right to do.

How long can the police hold a suspect without charge a) in the UK, and b) in your country?

Task 4. Read the conversation between a detainee and an officer at a police station.

lawyer — адвокат, *harm* — причинить вред, *explain* — объяснить, *illegal substance* — незаконное вещество

Detainee (D.): I told you I didn't do anything. Nothing. You've got it wrong, man. Where are you taking me?

Officer (O.): This is our custody suite. We're going to wait over there in the holding area until the duty officer is free. He'll book you into custody, explain the charge and read you your rights.

D.: But, you've got wrong. I didn't do anything. I want to see a lawyer.

O.: You can speak to a lawyer later. We are charging you with possession of an illegal substance with intent to supply, possession of an illegal firearm, and illegal residence. Please, sign this custody form here and there ... Now, empty all your pockets and place the contents in that box ... and your belt, please take off your belt. OK. Now, do you have any illness or injury?

D.: No.

O.: Are you taking any medication?

D.: No.

O.: Have you ever tried to harm yourself?

D.: What do you mean, harm yourself?

O.: Suicide attempts? Cutting?

D.: No.

O.: OK. Just one moment. The officer will contact a lawyer for you now.

D.: I want my own lawyer. Her number is in my wallet in that box, there.

O.: On one of these cards? Let me see. Yes, here it is. Officer N. can also call someone to let them know you are at this station.

Task 5. Are the sentences true (T) or false (F), or is there no mention (NM)?

1. The man was arrested in a nightclub.
2. He was selling drugs.
3. He was carrying drugs.
4. He was carrying a weapon.
5. He is a legal resident.
6. He refused to sign the custody form.
7. He needed some medication.
8. He had his own lawyer.

Task 6. Make up a similar dialogue.

Task 7. Make up dialogues between a police officer and a relative of a missing person. Make up questions that concern:

Details of friends or relatives

Places that the missing person is known to frequent

Health or medical conditions that they may suffer from

Financial account details (such as bank account, credit and debit card details)

Details on any benefits that they may receive, and the location of where they may collect them from

Recent photographs

Events that could be linked with their disappearance

DNA sample for subsequent forensic examination (e. g. a toothbrush)

Task 8. Read the information about a suspect and make up a dialogue between a police officer and a witness.

DESCRIPTION	
Date(s) of Birth Used:	April 24, 1975; June 7, 1975; June 26, 1980
Place of Birth:	Mexico
Height:	5'11" to 6'1"
Weight:	165 to 175 pounds
NCIC*:	W420029084
Hair:	Black
Eyes:	Brown
Sex:	Male
Race:	White (Hispanic)
Scars and Marks:	Urbina has scars (pock marks/acne) on his right cheek.
Remarks:	Urbina may be residing in Durango, Mexico. He also has ties to the Chicago, Illinois, area.
Caution	Fidel Urbina is wanted for allegedly beating and raping a woman in March of 1998. While out on bond, he also allegedly beat, raped and strangled a second woman to death in October of 1998. Her body was later found in the trunk of a vehicle that had been burned. Both crimes occurred in Chicago, Illinois.
Reward	The FBI is offering a reward of up to \$100,000 for information leading directly to the arrest of Fidel Urbina.

IV. WRITING

Task 1. Summarize the information about an interrogation and an interview. Make a list of recommendations for conducting a successful interrogation/interview. Share your ideas with your fellow-students.

* NCIC — Национальный центр картографической информации (США).

UNIT 6 DESCRIBING A PERSON'S APPEARANCE

DIRECTIONS

GRAMMAR. Степени сравнения прилагательных (Degrees of Comparison of Adjectives)
TOPIC: Identification.

I. GRAMMAR

Degrees of Comparison of Adjectives (Степени сравнения прилагательных)

Task 1. Study the ways of forming the degrees of comparison of adjectives.

Способы образования	Positive положительная	Comparative сравнительная	Superlative превосходная
Тип прилагательного	перевод: e. g.: big — <i>большой</i>	перевод: bigger (than) — <i>больше (чем)</i>	перевод: biggest (of/in) — 1) <i>наибольший (из/в)</i> 2) <i>самый большой</i>
1-й способ — суффиксальный <i>односложные, двусложные прилагательные с окончанием на -у</i>	hot warm early happy	A + er hotter warmer earlier happier	the A + est the hottest the warmest the earliest the happiest
2-й способ — аналитический <i>многосложные, односложные: real, right, wrong</i>	difficult real	more + A more difficult less difficult more real	the most + A the most difficult the least difficult the most real
два способа — двусложные на -le, -er, -ow и такие как <i>stupid, friendly common, polite</i> , etc.; односложные абстрактные: <i>wise, clear, true, free, safe</i>	simple stupid polite wise clear	A + er / more + A simpler / more simple stupider/ more stupid politer / more polite wiser / more wise clearer/ more clear	the A+ est / the most +A the simplest / most simple the stupidest/ most stupid the politest / most polite the wisest / most wise the clearest/ most clear

3-й способ — супплетивный (от разных корней) <i>особые прилагательные</i>	good bad little many, much, a lot of far old	} better worse less more farther/further older; elder (в семье)	the best the worst the least the most the farthest/ furthest the oldest; eldest (в семье)
Двойные степени с разными значениями			
late — поздний	later — более поздний the latter — последний из перечисленных	the latest — последний, самый новый last — прошлый (время) the last — последний (по порядку)	
near — близкий	nearer — более близкий (ближе)	the nearest — ближайший next — следующий (время) the next — следующий (по порядку)	

Task 2. Complete the sentences using the comparative forms of the adjectives given in the box.

warm / strong / good / far / quiet / difficult / interesting

1. It is too noisy here. Can we go somewhere ___?
2. This coffee is very weak. I like it a bit ___.
3. The text was surprisingly easy to translate. I expected it to be ___.
4. The weather is too cold in this region. I'd like to live somewhere ___.
5. My job is a bit boring sometimes. I'd like to do something ___.
6. Your work is not very good. I'm sure you can do it ___.
7. You're standing too near the camera. Can you move a little ___ away?

Task 3. Read the situations and complete the sentences. Use a comparative form.

1. Yesterday the temperature was 9 degrees. Today it's only 6 degrees. — It is (____) today than it was yesterday.
2. Sam and Nick both did badly in the exam. Sam got 20% but Nick only 15%. — Nick did (____) than Sam.
3. I expected my fellow students to come at about 3 o'clock. In fact they came at 2.30. — My fellow students came (____) than I expected.
4. We were busy at work today. We're not usually as busy as that. — We were (____) at work today than usual.

II. VOCABULARY

IDENTIFICATION BY APPEARANCE

Task 1. Study the table. Use the dictionary to find out the meaning of each word.

Personal descriptions

General	He's Caucasian / African-American / Asian / Hispanic / Arab / pale- or dark-skinned
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Build	She's short / thin / slim / slender / tall / fat / heavily-built / overweight He's of slender build / of medium build or height
Hair	He has fair / black / brown / red / grey or graying / straight / curly / wavy / long / short / spiky hair / a shaven head / a crew-cut / a ponytail He's fair-haired / dark-haired / bald
Eyes	She has blue / brown / hazel, <i>etc.</i> eyes a brown-eyed / dark-eyed girl She wears glasses / contact lenses
Distinctive features	He has freckles / a mole / a scar / gold teeth / missing teeth / a tattoo / piercings / earrings / a nose-stud He has a beard / a goatee / a moustache He is unshaven (with stubble) / clean shaven
Age	She's in her teens / in her early twenties / mid thirties / late forties / middle-aged / elderly
Height	He's about 1 metre 75 / 5 feet 6 inches (in height)

Task 2. Rewrite these descriptions so that they describe the same person but use different words (from the table).

e. g. A fat man of about 45 with a red hair. — *An overweight, red-haired man in his mid forties.*

1. A woman between 35 and 39 years of age with pale skin and dark hair.
2. A short, fat man with hair that is going grey.
3. A teenage girl with all her hair shaven off and a ring in her nose.
4. An Arab male with dark skin who is neither tall no short.
5. A small, thin man between 25 and 30 with fair hair, blue eyes and a pony tail.
6. A big, fat man without a beard or a moustache and with very short grey hair.

Task 3. Read and act out the dialogue.

A: How would you describe the man, sir?	A: Как бы вы описали того мужчину?
B: He wasn't very tall, slender and was quite dark-skinned. He was definitely Hispanic, maybe Mexican or Venezuelan and he also spoke with an accent.	B: Он невысокого роста, стройный, со смуглым цветом кожи. Определенно, это был латиноамериканец (мексиканец или венесуэлец), он говорил с акцентом.
A: Can you say how old he was?	A: Можете определить его возраст?

<p>B: Not young, approximately 40 to 50 ...</p> <p>A: And what did he look like generally? What colour were his hair and eyes? Did you see?</p> <p>B: Not very clear. His hair was definitely grey and I think it was pulled back in a pony tail. Yes, I'm sure it was, longish, grey hair in a pony tail.</p> <p>A: Do you remember what he was wearing?</p> <p>B: A white sweatshirt and blue jeans.</p> <p>A: You said before that he drove to the house ... What vehicle was he driving?</p> <p>B: A pickup truck, a dark green pickup truck.</p> <p>A: Do you remember anything else, sir? Like ... did he have any distinguishing marks: tattoos, scars, ...?</p> <p>B: I'm sorry, I couldn't see ... But he was wearing glasses.</p> <p>A: Thank you, sir. You've been very helpful.</p>	<p>B: Не молод. Между 40 и 50.</p> <p>A: Как он выглядел в целом? Какого цвета его волосы и глаза? Вы заметили?</p> <p>B: Не четко. Он, точно, седовлас. Собраны в хвост. Да, точно, длинные волосы, седые, собраны в хвост.</p> <p>A: Вы помните, во что он был одет?</p> <p>B: На нем была белая водолазка и синие джинсы.</p> <p>A: Вы говорили, что он поехал к дому ... На какой машине он ехал?</p> <p>B: На грузовике, темно-зеленом грузовике.</p> <p>A: Вы что-нибудь еще запомнили? Например, были ли у него какие-то приметы: татуировки, шрамы ...?</p> <p>B: Извините, я не заметил ... Да, на нем были очки.</p> <p>A: Спасибо. Вы нам очень помогли.</p>
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Task 4. Make up your own dialogues.

- A:** How would you describe the _____, sir?
- B:** He wasn't very _____, _____ and was quite _____. He was definitely _____, maybe _____ and he also spoke with an accent.
- A:** Can you say how _____ he was?
- B:** _____, approximately _____ to _____.
- A:** And what did he look like generally? What colour were his hair and eyes? Did you see?
- B:** Not very clear. His hair was definitely _____ and I think it was _____.
- A:** Do you remember what he was wearing?
- B:** A _____ and _____.
- A:** You said before that he drove to the house ... What vehicle was he driving?
- B:** A _____, a _____.

A: Do you remember anything else, sir? Like ___ did she / he have any distinguishing marks: tattoos, scars, ___

B: I'm sorry, I couldn't see ___ But he ___.

A: Thank you, sir. You've been very helpful.

Task 5. Complete the text about the EFIT™ system. Use these words:

psychological factors / software package / artists / system / database

A facial composite is an image of a suspect's face, as described by an eye-witness of a crime. In the past, law enforcers had to use (1) _____ to draw or paint the witness's description of a suspect. Nowadays, the job can be done by computer. Many English-speaking countries use a (2) ___ called EFIT™ (Electronic Facial Identification Technique).

EFIT™ has a large (3) ___ of different facial types from different races and ethnicities. A trained operator can use the (4) ___ to produce an accurate facial composite based on a witness description. EFIT™ is unique because it also recognizes and includes the (5) _____ that affect our ability to recognize and remember faces.

III. READING

Task 1. Read the information about some methods of identifying a person by his appearance.

METHODS OF IDENTIFICATION

What helps officers, witnesses and victims to describe a person? There are different techniques of identification related to the subject's appearance. Among them are portrait parle, photography and the artist's sketch.

The portrait parle is defined as a verbal picture or description of a human body. This means of making a physical description was devised in 1882 by a young clerk of the Paris police, Alphonse Bertillon. Some commonly used points of personal physical description are: height, weight, race, face shape, head shape etc. The next group of points are: person's posture, gestures, speech pattern etc. The further points include: clothes, hats, canes, umbrellas and such-like accessories.

Photography is widely used in identification. Sometimes it is difficult to accurately describe a person, but, when we see a photograph we can make a positive identification of a person.

The procedure of making an artist's sketch includes drawing, coloring, and shading as a verbal description is given to an artist. Such a picture then may be sent to other departments and agencies, and printed in newspapers or otherwise made public if necessary.

IV. SPEAKING

Task 1. Match beginnings and ends to make up questions, then give your own answers.

Can you estimate his height? Is he taller ...	Caucasian?
Are there wrinkles around his / her ...	sunken, filled out, dried or oily?
Does he look more Asian or ...	than (that door / my height)?
Are the cheek bones ...	than me?
Do corners ...	nose or mouth?
Are the lips ...?	high or low, wide or narrow?
Is the flesh ...	thin, medium, full?
Does he look younger	turn up, turn down, or level?

Task 2. Match the questions on the left with the answers on the right.

Can you estimate his age?	He spoke with a slight accent and he used a lot of slang.
Can you estimate his weight?	His gait was slow.
What can you say about his speech?	There was a spider on his left forearm.
What is the shape of the chin?	A blue tee-shirt and black trousers.
What can you tell about the color of the hair?	Yes. I think the clothes were loose.
How did he walk?	Square.
Did you notice any tattoos? Can you tell about the shape and style of the tattoos? On what part of the body were they?	Advanced in years.
What does the man wear?	Approximately 90 kg.
Was anything odd in his appearance?	Blonde.

Task 3. Read the information from the incident report

Reporting officer:	Smith
Location of incident:	Berkeley Train Station
Date:	11/07/2014
Time:	2:00 pm
Incident type:	Aggressive robbery
Victim name:	Richard S
Interpreter name:	Vincent Bohr
Victim statement:	The victim spoke only Spanish and was in a highly emotional state. We recruited a citizen interpreter for questioning. After establishing a rap-

	port with the victim, the interpreter summarizes the victim's statement as follows. Victim reports that the two suspects approached her from behind and knocked her down. They took her backpack and removed her wallet from her pants pocket. The victim made no observation of any weapons.
Witness No. 1 Name:	Carol Stevens
Witness No. 1 Statement:	Interview with the witness was held outside the station. In her testimony, witness reports seeing two suspects exit the train station. According to Ms. Stevens, the suspects were wearing black sweatshirts. One suspect had a pistol. The other was holding a red backpack. They ran south down 2 nd St.
Additional Notes:	All interviews were recorded. Victim is willing to continue cooperating with the investigation.

Task 4. Answer the questions.

What questions should police ask the victim of a crime?

How does interviewing witnesses help to catch criminals?

Task 5. Fill in the blanks with the correct words and phrases from the box.

investigation , emotional state, questioning, summarize, statement, observation

1. The witness gave her _____ on what happened.
2. The robbery victim was in a poor _____.
3. The witness made a(n) _____ of the suspect's tattoo.
4. The officer asked the interpreter to _____ the witness's statement.
5. A(n) _____ followed the suspect's arrest.
6. The suspect was taken to the station for _____.

Task 6. With a partner act out the roles. Then switch roles.

What can you tell me about the suspects?

I need you to think hard now ...

Did you notice anything else?

Task 7. Student A: You are the witness to a robbery. Talk to Student B about:

- the suspect's dress
- items suspects held
- other details

Task 8. Student B: You are a police officer. Talk to student A about a robbery she/he witnessed.

Task 9. Discuss the following questions.

- What features do you use to describe people?
- What are some features that make suspects easy to recognize?

Task 10. Read the wanted poster.

Wanted Paul Smith	
Paul Smith is wanted for assault	
Description:	
Age	47
Height	5'07
Weight	200
Build	Large / overweight
Hair	Fair
Eyes	Grey
Complexion	Dark
Sex	Male
Distinctive marks	Key tattoo on left forearm

Smith's dress at the time of the assault was black jeans, a blue sweatshirt and a black cap. At the time of the assault, Smith did not have facial hair. He may have grown a mustache since then to hide his identity.

Contact the M. Police Department if you have any information regarding Paul Smith whereabouts.

Task 11. Mark statements as true or false.

1. The suspect stole money from a bank.
2. The suspect has no distinctive marks.
3. The suspect had a mustache during the robbery.

Task 12. Match the words with their definitions.

1 — height, 2 — distinctive mark, 3 — overweight, 4 — mustache, 5 — complexion

- a) physical appearance of a person's skin
- b) the measurement of how tall a person is
- c) hair growth above someone's upper lip
- d) a feature that makes someone recognizable
- e) weighing more than is healthy

Task 13. Complete the instructions how to describe a robbery suspect to the police. Do you agree with all of them (especially number 6)?

car / clothing / write / appearance / court / scars

How to Describe a Robbery Suspect to the Police

1. Start with the basics. Describe the suspect's general ____ including skin color, height, age, body type and hair color.
2. Pay attention to the details. Describe the ____ the suspect was wearing, including colors and styles.
3. Remember specific features. Tattoos and ____ can help to identify criminals.
4. If you saw the suspect drive away, make note of the make, model and color of the ____ . If you were able to get a license plate number, include that in your report.
5. ____ everything down as soon as you have a chance. As your memory fades, you could lose valuable information.
6. Decide whether you want to testify in ____ once the suspect is arrested. You have the option to remain anonymous if you choose.

Task 14. Look at the questions below and choose the proper picture.

1. A witness saw a tall man in his early fifties with a thin face, gray hair and a mustache. Which man is he?



2. A witness saw a middle-aged man with full cheeks. Which man is he?



3. A witness saw a short, overweight man with a beard and mustache. Which man is he?



V. WRITING

Task 1. Form sentences using the words in the right order.

- 1) you / robber / tell / can / the / me / about / ?
- 2) black / he / has / short / hair
- 3) old / is / approximately / how / he ?
- 4) his / hair / is / straight ?
- 5) he / mustache / have / a / does ?

Glossary to the text

accurate — точный

affect — влиять

artist's sketch — портрет, выполненный профессиональным художником

crew-cut — стрижка «ежик»

distinctive features — приметы

freckles — веснушки

gait — походка

goatee — бородка клинышком, эспаньолка

height — рост

identify — опознавать, устанавливать личность, отождествлять

ponytail — «хвост»

portrait parle — словесный портрет

recognize — узнавать, признавать

robbery — ограбление

slender — стройный

testimony — свидетельские показания

UNIT 7

A FOREIGNER IN TROUBLE

DIRECTIONS

GRAMMAR. Группа совершенных времен (Perfect Tenses).

TOPICS: Asking for help. Giving assistance to a foreigner in trouble.

I. GRAMMAR

Perfect Tenses (Группа совершенных времен)

Значение: времена группы **Perfect** выражают действия, которые уже завершены до определенного момента в прошлом, будущем или настоящем. Общая формула образования — [to have] + Ved/V3 (вспомогательный глагол to have в соответствующей форме и третья форма смыслового глагола = Past Participle).

Перевод: обычно русским глаголом совершенного вида в прошедшем или будущем времени нередко с добавлением слов *уже, еще не*.

Особенности: **Present Perfect** — **have/ has + Ved** (правильный глагол) **или V3** (неправильный глагол). *She **has lost** her way.* Она (уже) заблудилась. **Past Perfect** — **had + Ved/V3**. *The police officer **had not given** the first aid to the victim before the ambulance arrived.* Офицер полиции еще не оказал первую помощь потерпевшему до прибытия машины скорой помощи. **Future Continuous** — **will have Ved/V3**. *The police **will have interviewed** the witness by tomorrow morning.* Полиция опросит свидетеля к завтрашнему утру.

	+	?	-
Present <i>priority</i> By what time? <i>for, since, just, already, ever, never, lately, recently, yet, by 7 a.m.</i>	I We You They He She It } + have } + has } + Ved/V3	Have + { I we you they Has + { he she it } Ved/V3?	I We You They He She It } + have } + has } Ved/V3
Past <i>yesterday by 7 a.m., before some time in the past, after</i>	I We You They He She It } + had Ved/V3	I we you Had they he she it } + Ved/V3?	I We You They He She It } had not Ved/V3

Future <i>tomorrow by 7 a.m., before some time in the future</i>	I We You They He She It	will have Ved/V3	I we you You He she it	have Ved/V3	I We You They He She It	<i>(won't)</i> will not have Ved/V3

Task 1. Translate the sentences paying attention to Perfect Tenses.

1. He has already done his work. 2. She has identified the criminal. 3. They have parked their cars in the wrong place. 4. Have you taken the photos of this museum? 5. My friend has missed his train. 6. We had made some mistakes in the test before we understood this material. 7. She had lost her way before her friend told her how to get there. 8. She has just had dinner. 9. We have already arrived. 10. I have never been to New York. 11. My friend hasn't started his new job yet. 12. I've lost my key. 13. Somebody has taken my bag. 14. I haven't seen you for a long time. 15. She has a serious heart attack. The ambulance has just arrived. 16. You've broken road traffic rules. 17. You haven't fastened your seat belt. 18. You've made the left turn but it is prohibited here. 19. You've crossed the street in the wrong place. I have to fine you. 20. He has finished his work.

Task 2. Form up sentences using the table as a prompt.

	been to	magazines	
	visited	my sister	since last October
I have	gone to	London	for a long time
	read	swimming pool	lately
I haven't	spoken to	the theatre	since I was a pupil
	watched	the cinema	for ages
	eaten	the pictures	recently
	written a message to	TV	
		anything/chocolate	
		out	

Task 3. Fill in the blanks. Insert "for" or "since".

1. I have been in Omsk ... 10 years. 2. She hasn't seen me ... a month. 3. I have been on a business trip ... June. 4. He has been waiting for you ... two hours. 5. They have been waiting for him ... 2 o'clock. 6. I have been learning English ... six years. 7. He hasn't seen Lisa ... Saturday. 8. They have been married ... a year. 9. My brother has lived in Novosibirsk ... 5 years.

Task 4. Listen to the dialogue of a policeman and a foreigner. Find the sentences with the verb in the Present Perfect Tense.

F.: Excuse me, please.

P.: Yes, what's the matter?

F.: I've left my suitcase in the stadium. What can I do to get my lost property?

P.: Let's go to the police station to report your lost property.

F.: OK.

P.: You should write a statement about what you have lost. When did you find out that you had lost your suitcase?

F.: At about 5 o'clock.

P.: I'll do my best to help you.

F.: Thank you.

P.: Not at all.

Task 5. Make up your own dialogues according to the model from Task 4.

II. VOCABULARY

Task 1. A foreigner may need consultation of a doctor. He may address a policeman with such phrases as:

I...	Я...
— feel unwell	— нездоров
— am ill	— болен
— have fallen ill	— заболел.
— need a doctor	Мне нужен врач.
— must go to a dentist.	Мне нужно к зубному врачу.
Where is the nearest hospital?	Где поблизости больница?
Please, call me a doctor.	Вызовите, пожалуйста, врача.
Please, call me an ambulance.	Вызовите, пожалуйста, «скорую помощь».
I have...	У меня...
— a headache	— головная боль
— an ache in the stomach	— боль в желудке
— a high temperature	— высокая температура
— palpitations	— сердцебиение
— a fever	— жар
— a spinning head	— кружится голова
— a chill	— озноб
— a heart attack.	— сердечный приступ.

Calm a foreigner with the following phrases:

— Can I help you?	Могу ли я Вам помочь?
— What can I do for you?	Что я могу для Вас сделать?
— Don't worry.	Не волнуйтесь.
— Just a minute.	Минуточку.
— I'll call a doctor.	Я вызову врача.
— I'll call an ambulance.	Я вызову «скорую помощь».

III. READING

Task 1. A foreigner in trouble may need first aid. Read the text and tell what first aid you can give.

First Aid

Each policeman must be able to give first aid to the injured person. Your initial treatment may save his life. Every squad car has a first aid kit.

For minor cuts sterilize the injured area. Wrap the injury in a bandage. If a cut is bleeding heavily, use pressure and reduce blood flow.

If a person is choking clear his/her airways. Use chest thrusts or your fingers to remove the object. After it, check for a pulse. If a person has no pulse, give CPR (cardiopulmonary resuscitation).

Conducting CPR begin with chest compression. After 30 compressions, perform rescue breathing.

If a person has cardiac arrest, use the defibrillator. Turn it on. Then remove all metal jewelry and his clothes from the upper part of the body. Secure the pads to the victim's chest. The machine will tell you when to give a shock. After giving a shock, check the pulse. If the heart is beating, but the victim is not breathing, give the victim CPR.

Glossary to the text

first aid — первая помощь

injured person — пострадавший

treatment — лечение

squad car — патрульная машина

first aid kit — аптечка первой медицинской помощи

minor cut — незначительный порез

wrap — забинтовать

bleed — кровоточить

blood flow — поток крови

choke — задыхаться, поперхнуться

chest thrust — резкое надавливание на грудь для удаления инородного тела из дыхательных путей

remove — удалить

cardiopulmonary resuscitation (CPR) — искусственное дыхание, реанимация
rescue breathing — искусственное дыхание «изо рта в рот»
cardiac arrest — остановка сердца
turn on — включать
pad — эд. электрод с подкладкой

Task 2. Match the words with their definitions.

chest compressions	an injury where the skin breaks
rescue breathing	a tube that brings air to the lungs
cut	medical care given to an injured person
first aid	a collection of tools
kit	a technique that pumps blood
airway	a process used to help someone breathe

Task 3. Fill in the blanks with the correct word from the box

sterilize, defibrillator, pulse, CPR, bandage

1. A steady ___ indicates that a person has a normal heartbeat. 2. The policeman gave ___ because the injured man was not breathing. 3. The woman covered her cut with a ___. 4. A policeman used a ___ to normalize the victim's heartbeat. 5. The officer decided to ___ the wound.

IV. SPEAKING

Task 1. A foreigner may appeal to the police in some other cases of emergency.

Read and try to remember these phrases.

Hello. Please, help me, my...	Здравствуйте. Пожалуйста, помогите, у меня украли...
— passport was stolen	— паспорт
— documents were stolen	— документы
— money was stolen	— деньги
— bag was stolen	— сумку
— things were stolen	— вещи
I have left my... in a taxi	Я оставил в такси...
— bag	— сумку
— suitcase	— чемодан
I have lost my...	Я потерял...
— purse	— кошелек
— wallet	— бумажник

There ... in it.

— was money

— was an air ticket

В нем...

— были деньги

— был авиабилет

Some people attacked me
and snatched out my bag.

My things, money and
documents remained there.

Please, call an official from...

— the embassy

— the consulate.

На меня напали какие-то люди и выхватили
сумку.

Мои вещи, деньги и документы остались там.

Пригласите, пожалуйста, сотрудника...

— посольства

— консульства

You may respond to these appeals with the following phrases:

— I'll try to help you.

— When did you notice it?

— You should go to the police station
to report your missing property.

— You should write a statement.

Я постараюсь Вам помочь.

Когда Вы это заметили?

Вы должны пройти в полицейский
участок и заявить о Вашем
пропавшем имуществе.

Вы должны написать заявление.

Task 2. Read and act out the dialogues.

F.: Excuse me, please.

P.: Yes, what's the up?

F.: I've left my bag in the taxi. My things, money and documents remained there.

P.: Let's go to the police station to report your lost property.

F.: All right.

P.: You should write a statement about what you have lost. When did you notice it?

F.: About half an hour ago.

P.: I'll try to help you.

F.: Thank you.

P.: Not at all. It's my duty.

F.: Excuse me, officer.

P.: Yes, what's the matter?

F.: Where is the nearest hospital?

P.: What's wrong with you?

F.: I have a heart attack.

P.: Just a moment. I'll call an ambulance.

F.: How long should I wait for it?

P.: Don't worry. It will come in some minutes.

F.: Thank you.

P.: Don't mention it. I was glad to help you.

F.: Excuse me, please.

P.: Yes, what's happened?

F.: Some people attacked me and snatched out my bag.

P.: What was in it?

F.: My passport, all my money and my papers. I'm on a business trip here.

P.: Let's go to the nearest police station. You should write a report.

F.: I agree.

P.: Do you remember their appearance?

F.: Yes. I'll try to describe them.

P.: We'll do our best to help you.

F.: Excuse me, officer.

P.: What's up?

F.: Please, help me. I'm missing my suitcase.

P.: Oh, please, your name, family name?

F.: I am George Collins from the USA.

P.: When did you notice it?

F.: I missed my suitcase in my hotel yesterday at 5.

P.: I advise you to go to the police station to report on your missing property.

F.: Thank you, officer.

F.: Excuse me, officer.

P.: What's the trouble?

F.: Please, help me. I've left my bag in a bus.

P.: What hotel do you stay at?

F.: I stay at the "Imperial" hotel.

P.: What was the number of your bus?

F.: Sixty-nine.

P.: What's your name?

F.: Jim Brown.

P.: I'll try to help you.

F.: Thank you, officer.

F.: Excuse me, officer.

P.: I am at your service. What's happened?

F.: I've lost my identity papers.

P.: Where and when did it happen?

F.: At my hotel yesterday. I think I forgot to lock my room.

P.: You should apply to the nearest police station.

F.: Pardon me, officer.
P.: What's the matter?
F.: I've lost my camera.
P.: Where do you stay?
F.: I stay at the hotel "Ibis".
P.: When and where did it happen?
F.: It happened yesterday. I was in a coffee shop.
P.: Were you alone?
F.: I was in a company of my friends.
P.: Did they notice anything?
F.: No, they didn't. There was a suspicious young man next to us.
P.: You should answer some questions. And I will make a record.

Task 3. Translate these phrases from Russian into English.

- Что случилось?
- Я к Вашим услугам.
- Не волнуйтесь. Я постараюсь Вам помочь.
- Когда Вы это заметили?
- Где и когда это случилось?
- Где Вы остановились?
- На меня напали какие-то люди и выхватили сумку.
- Что в ней было?
- Я забыл свою сумку в такси.
- У меня украли чемодан.
- Мои вещи, деньги и документы остались там.
- Вы должны пройти в полицейский участок и заявить о Вашем пропавшем имуществе.
- Вы должны написать заявление.
- Вы помните их внешность?
- Я постараюсь их описать.
- Мы сделаем все возможное, чтобы помочь Вам.
- Я вызову «скорую помощь».
- Не стоит благодарности. Это мой долг.

UNIT 8

TRAFFIC LAW ENFORCEMENT

DIRECTIONS

GRAMMAR. Настоящее продолженное время (The Present Continuous Tense). Модальные глаголы (Modal verbs).

TOPIC: Traffic regulation rules.

I. GRAMMAR

Task 1. Study the ways of making sentences in the Present Continuous Tense.

Present Continuous (Настоящее продолженное время)

We use the Present Continuous Tense to describe what is happening now.

Positive

I am driving along the motorway at the moment. (I am = I'm)

He/she is overtaking the car in front. (he is = he's, she is = she's)

You / we / they are driving too fast. you are = you're, we are = we're, they are = they're

Negative

I 'm not driving too fast.

He / she isn't slowing down.

You / we / they aren't driving very well.

Task 2. A police helicopter is following a stolen car. Write what police officers are saying to Control.

1. He / go / straight ahead. He / leave / the town.
2. He / drive / very fast / and / he / overtake / lots of vehicle. It's very dangerous.
3. Now / he / turn left. I think / he / go / in the direction of the motorway.
4. Yes, / he / on the motorway. He / go north / and he / not slow down.

5. Now / he / begin / to slow down.
6. The car / stop. It has no more petrol.
7. The driver / open / the door and he / get out.

Task 3. Study the functions of some modal verbs.

have to / don't have to may / might

We use *have to / don't have to* to talk about rules or things that are necessary. It isn't as strong as *must*.

I / we / you / they *have to* stop. He *has to* wait.

I / we / you / they *don't have to* stop. He *doesn't have to* wait.

Do I / we / you / they *have to* have insurance? Yes, they *do*. No, they *don't*.

Does she / he *have to* pay the fine? Yes, she / he *does*. No, she / he *doesn't*.

We use *may / might* for possibilities, or things that can happen.

If you drive too fast, you *may / might* have an accident.

If she doesn't have a license, he *might* be arrested.

Task 4. Now make true sentences about diving offences and penalties in your country. Use *have to* or *may / might* and these expressions.

pay a fine / lose your license (permanently / temporarily) / go to prison / get penalty points on your license / take a driving test / wear seatbelts

1. If you park in a non-stopping area, you ____.
2. If you drink and drive, you ____.
3. If you exceed the speed limit, you ____.
4. If you want to drive, you ____.
5. All your passengers ____.
6. If you cause an accident by dangerous driving, you ____.

II. READING

Task 1. Read the text about development of road traffic regulation in Russia.

HISTORY OF THE TRAFFIC REGULATION IN RUSSIA

Increase in vehicles in the 19th century made it necessary to provide a proper organization of road traffic streams.

In Russia a document regulating road traffic of mechanical vehicles was adopted in 1896. In 1900 in Saint-Petersburg the Provisions / Regulations of road traffic in the city for passenger vehicles and trucks were approved.

A car was to be registered, have license plate numbers, and be in proper working conditions. The latter was to be checked annually by a compulsory inspection.

The plates were valid only for a year, so to extend it a driver had to pay transport tax each year. Drivers could keep their old plates at home, and usually decorated their flats with them.

It was forbidden to drive a car with the uncovered muffler or without having one. You could be fined for malfunctioning of a muffler.

Requirements for operating a vehicle were as follows: you were to be older than 21, you were to be literate and know Russian, pass medical examination, pass a special driving exam and have a permission to drive.

Since the 1900s there have been special drivers' training schools.

In 1908 in Saint-Petersburg the policemen working on the street with the heaviest traffic were given white canes to direct the traffic. Later they became striped.

In 1911 the signs approved by the first international Convention (Paris, 1909) were introduced in Russia.

In the 1920s the first traffic lights appeared in Moscow.

In 1931 representatives of the Soviet Union participated in development of the unified European system of traffic signs. The international conference in Geneva in 1931 developed and adopted 26 signs which were divided into directive, warning and prescribing.

The next milestone was the 1968 Vienna Convention on Road Traffic and Road Signs. According to this Convention our country issued the new road traffic rules. In 2008 Russia adopted provisions which enable to enforce photo-video recording of traffic violations.

Now in our country there is more severe punishment for violations committed by intoxicated drivers. Driving tests have also been improved.

Glossary to the text

adopt — принимать

approve — одобрять, утверждать

extend — продлевать

fine — штраф, штрафовать

intoxication — состояние опьянения

literate — грамотный

malfunction — неисправность; неправильная работа

muffler (pipe) — глушитель, труба глушителя

permission — разрешение

license plate numbers — номерные знаки

prescribe — предписывать

require — требовать

valid — действительный

vehicle — транспортное средство

Task 2. Answer the following questions.

- Why was it necessary to organize road traffic streams?
- What conditions were drivers to keep up with?
- How often was a driver to pay a transport tax?
- Could drivers operate a vehicle with a malfunctioning muffler (pipe)?
- What were the requirements for drivers?

Task 3. Agree or disagree with the following statements.

- In the 19th century there were no motor vehicles in Russia.
- There was no checking of vehicles in Russia at that time.
- There was no tax for drivers.
- Usually drivers threw away their registration plates.
- There was a fine for driving with a malfunctioning muffler.
- You were to know English to be able to drive legally in Russia.

III. SPEAKING

Task 1. Act out the dialogues.

1.

- Good afternoon, sir, is this your vehicle?
- No, it's a rental car. We're here on holiday.
- I see. Can I see your passport and driving license, please?
- Yes, of course, just a moment ... And here are the car rental documents.
- Thank you ... Are those your children in the back of the car?
- Yes.
- Do you know that car seats for children are compulsory in this country, sir?
- Well, yes, but I ...

2.

- Good afternoon, madam. Can I see your passport and driving license, please? Are you here on business or on holiday?
- It's a business trip — just for two days.
- And you are going to... ?
- Novosibirsk — for a conference.
- You must wear a seatbelt at all times, madam. Both you and your passenger.
- Yes, yes, we'll put them on.
- Where is your seatbelt?
- It's on now, look. We must go, officer. We are in a hurry.
- But I can see that your seatbelt is broken. It's illegal to drive without a seatbelt. Can you get out of the car, please, madam?

3.

- Your headlights aren't on, sir. This is dangerous.
- Oh, oh, I'm so sorry, officer. I didn't realize ... I'll switch them on.
- Can I see your driving license and papers, please?
- Of course, just a minute ... Yes, here you are.
- Thank you. Can you get out of the car, please ... The left front light isn't working, sir.

4.

Tr. officer: Please, stop. Sergeant Sergeev. Will you show your driving license?

Driver: Here you are.

Tr. officer: You have broken traffic regulation rules.

Driver: What's the matter?

Tr. officer: You have exceeded the speed limit (run a red light / made a right turn / drive under the influence). You must pay a fine.

5.

Tr. officer: Please, stop. Sergeant Serov. Will you show your driving license?

Driver: Here you are.

Tr. officer: You have broken traffic regulation rules.

Driver: What's the matter?

Tr. officer: You are driving under the influence of alcohol. Can you get out of the car, please?

Пожалуйста, остановитесь. Сержант Серов. Предъявите водительское удостоверение.

Вот, пожалуйста.

Вы нарушили правила дорожного движения.

В чем заключается мое нарушение?

Вы управляете автомобилем в состоянии опьянения. Выйдите, пожалуйста, из машины.

Task 2. Complete the dialogues:

1.

Tr. officer: (driving licence)

Driver:

Tr. officer: (fine)

Driver:

Tr. officer: (break) (run the red light)

Driver:

2.

Tr. officer: (driving licence)

Driver:

Tr. officer: (fine)

Driver:

Tr. officer: (break)

(drive while under the influence)

Driver:

Tr. officer: Come with me to the police station.

3.

Tr. officer: (driving licence)
Driver:
Tr. officer: (fine)
Driver:
Tr. officer: (break) (disregard)
Driver:

4.

Tr. officer: (driving licence)
Driver:
Tr. officer: (break)
Driver:
Tr. officer: (make a left turn)
(prohibited)
Driver:

Task 3. Read the information about some unusual driving laws.

Unusual Driving Laws

Some parts of the world have unusual driving laws. Some of these laws are historic and have never been changed. Others exist for different reasons which can seem strange to outsiders.

If taxi drivers in Finland play music in their cars while they are driving customers, they have to pay royalty fees to the Finnish Copyright Society.

In California it is illegal for women to drive a car in a housecoat.

If you take a taxi in Australia, ask the driver what is in the boot (багажник) of the car. By law it is compulsory for taxis to carry a bale of hay (солома) in the boot.

In Alaska it is illegal to tie a dog to the roof of the car.

In New Jersey drivers should know that it is illegal to plant trees in the middle of the road.

In Oregon you can get a ticket and have to pay a fine if your car door stays open too long.

Task 4. Complete the conversation:

Officer 1: But the lights went out at least half an hour ago.

Officer 2: True. Where should we go to direct traffic?

Officer 1: I think one of us should be _____ Second and North Street.

Officer 2: North Street? I'm not sure of it.

Officer 1: It's not a _____, but it's usually pretty busy.

Officer 2: Okay. _____ go to that intersection?

Officer 1: Will do. Where will you be?

Officer 2: I'll stay here and _____ the flow of traffic toward Carol Street.

Officer 1: That makes sense. Traffic should move well on Carol since it's a _____.

Officer 2: That's what I was thinking. Oh. And before you go, don't forget your _____.

Task 5. With a partner act out the roles. Then switch roles. Use language such as:

Where should we go ... ?
Traffic should move well on ...
Don't forget ...

Task 6. Student A: you are a police officer. Talk to student B about:
directing traffic
the types of roads/intersections
the weather conditions

Task 7. Student B: you are a police officer. Talk to student A about how the two of you should direct traffic.

Task 8. You have had an accident. Describe what has already been done. Make sentences in the Present Perfect Tense (Passive Voice).

e. g. (ambulance — call for) — Ambulance has been called for.
(victim — give first aid)
(hazard warning lights — switch on)
(traffic police — send for)
(a warning triangle — place)
(scene of accident — take pictures of)
(sketches — make)

Task 9. Practice the situations in short conversation with your fellow-student playing the part of a traffic police officer responding the telephone call.

e. g. Traffic police officer: Have you placed a warning triangle? — Driver: Yes, the triangle has been placed at the edge of the road.

IV. WRITING

Task 1. Use the memo and the conversation from the previous task to fill out the police survey. Use today's date.

Date:
Reason for manual traffic control:
Weather conditions:
Locations of officers while directing traffic:
Other notes :

Defensive Driving

Task 2. It is important to learn defensive driving. But what exactly is defensive driving? Read the following instructions and give your comments in writing.

1. Slow down. Obey the speed limit.
2. Let others pass you. Defensive driving means letting others go ahead-not defending your position in traffic.
3. Try to avoid driving in bad weather.
4. Never get into a car with a drunk driver. Never drive after you have had alcoholic beverages.
5. Wear a seatbelt.
6. Keep your car and its accessories in good condition.
7. Use your signals properly.
8. Don't tailgate.
9. Keep your eyes moving.
10. Dim your lights when driving at night, when another car is approaching, or when you are following behind a vehicle.
11. Avoid distractions when you are driving.

Task 3. Match parts of the sentences:

Wearing a seatbelt	between you and the car ahead.
Signal at least a couple of seconds in advance so	can save your life in an accident.
Keep at least two seconds of following distance	you can spot a potentially dangerous situation before it happens.
Periodically shifting your eyes to the side-view mirrors, the rear-view mirror, and ahead to where you'll be in 10-15 seconds	others know what you're going to do before you do it .

Task 4. Discuss the following questions.

- What are some traffic laws people often break in your country?
- What happens when people break those laws?

Task 5. Read the traffic ticket.

STATE OF OHIO — DEPARTMENT OF MOTOR VEHICLES	
Traffic Ticket for Moving Violations	
Name	Robert S. Parkins
Address	26 Red Way, Youngstown, OH 38995
Phone number	(443) 557-382

Date of birth	8/9/78
Driver's license number	129706
Time and date of traffic stop	7:50 pm 10/5
Location	Green St.
Officer issuing the citation	Dave Bower
Badge number	500320
Type of offence	
Failure to obey posted speed limit (If so, was violation in a school zone?)	No
Failure to stop at red light / a stop sign	Yes
Illegal turn	No
Driving with expired license	No
Driving without insurance	No
Other	No

Task 6. Choose the correct answer.

1. What was the reason for the ticket?
The driver was speeding.
The driver ran a stop sign.
The driver made an illegal turn.
The driver did not have an insurance.
2. What do we know about the driver?
He is from out of state.
He has an expired license.
He has automobile insurance.
He got a ticket near a school.
3. What information is not included on the ticket?
the driver's home address
the officer's badge number
what kind of car the driver has
when the moving violation happened

Task 7. Discuss the following questions.

- What are some common causes of car accidents?
What must police do when responding to an accident?

Task 8. Read the accident report.

ACCIDENT INVESTIGATION REPORT	
VEHICLE 1	
Driver	Paul Valley
Phone	5678080
License number	300794
Passenger(s)	Diana Valley
Vehicle make /model / year	Fairline F80 2005
License plate/state	HPO-399 / Missouri
VEHICLE 2	
Driver	Wendy Battler
Phone	5552390
License number	108754
Passenger(s)	none
Vehicle make /model / year	Tamaya Primus 2007
License plate/state	Y56-UN7/Kansas

Description of the accident

Vehicle 1 ran a red light striking vehicle 2. Point of impact was passenger side door of vehicle 2. Collision caused minor damage, primarily to vehicle 2. Both vehicles are in working order. No injuries reported. One witness on scene gave his name and phone number: Gwen Crow (333-1717). Witness agrees with driver of vehicle 2.

Task 9. Agree or disagree with the following statements.

- Wendy Battler crashes into Paul Valley.
- Vehicle 2 received the most damage.
- A witness was injured in the accident.

Task 10. Complete the word or phrase so that it has the same meaning as the underlined part.

1. Sam had a wound from the accident.

	n			r	
--	---	--	--	---	--

2. The car was not in drivable condition.

				i		
--	--	--	--	---	--	--

		d		
--	--	---	--	--

3. We saw the car crash from our window.

				i				n
--	--	--	--	---	--	--	--	---

4. Daniel was a person who saw the crash.

			n		s	
--	--	--	---	--	---	--

5. The car is parked in the wrong place.

		h		c		
--	--	---	--	---	--	--

Task 11. Fill in the blanks with the correct words and phrases from the frame.

accident, damage, point of impact, run, on scene
--

1. The car's paint was scratched at the _____.
2. If you _____ a red light, you will get a ticket.
3. The crash caused _____ to the car.
4. Ian had never had a car _____.
5. Police were _____ right after the car crash.

Task 12. Discuss the following questions.

When do police officers help direct traffic?

What are some rules police follow while directing traffic?

Task 13. Read the memo. Mark the statements true or false.

Maximum traffic flow is the primary goal while directing traffic.

The memo suggests interacting one-on-one with each driver.

Using a whistle is the best way to stay safe.

MEMO

Bureau of Police Hampton County Inter-Office Memorandum	
Date	02/10
To	all officers
From	lieutenant James
Subject	directing traffic/ safety

Last week one of our officers had an unfortunate accident. While conducting manual traffic control, Officer Davies was hit by a motorist. As a result, I'd like to remind you of proper methods for directing traffic.

First, be aware of the intersection design when you direct traffic. Consciously ask yourself what type of street it is: is it a t-shape, a one way? Being aware of your surroundings is the best way to remain safe.

Next, always face the vehicle as you direct the driver. Make sure the driver sees you and knows you are signaling him. Safety is more important than maximum traffic flow.

Make precise signals. Be firm with horizontal and vertical extensions of your hand or arm. Unclear movements may cause a driver to misunderstand your directions.

Wear reflective gear — it's not just for pure visibility.

Last, do not hesitate to use your whistle to make sure your presence is known.

Stay safe and enjoy your work.

Task 14. Match the words with the definitions:

one way / face / flow / vertical / t-shape / manual traffic control

- 1) an up-down position
- 2) the movement of traffic
- 3) an intersection that has traffic approaching it from three directions
- 4) when traffic moves in one direction
- 5) to stand in the direction of something
- 6) a method of directing cars

Task 15. Look at the two accident reports. Complete the table.

Report 1

Lima Mike 61 to control. We located the vehicle at Exit 71 of Highway 25 Northbound to Daytona ... Vehicle is a black Porsche 911 Carrera, license plate Bravo, Charlie, Juliet, 704.

We're questioning the driver of the vehicle about dangerous driving. The problem is that we don't have any witnesses, but he was definitely speeding when he came off the road. He's fine — he has no injuries...The vehicle is off the road and damaged ... Yeah, the windshield is broken, glass everywhere.

Report 2

Lima Mike 61 to control. We need an ambulance urgently. .. On the Ocala Interstate intersection, about two miles south of the service station. There are

two injured drivers, yeah, one with a bad head injury. Lady was coming out on the intersection talking on her mobile phone and there was a bad collision. We have two witnesses and Officer Lopez is statementing them. I have two damaged vehicles and I need a tow-truck for both of them. This is bad. We'll have to close the road.

The vehicle involved are a silver Honda CRV, license plate MFR — Mike, Foxtrot, Romeo, 886 and a red Ford Mondeo, license plate PSN — Papa, Sierra, November, 820.

	Report 1	Report 2
Time of accident	18.35	19.40
Place of accident	Exit (1) ___ of Highway (2) ___ north to Daytona	Ocala Interstate (8) ___ km south of the service station
Injuries	(3) ___ injuries	Driver 1: not stated Driver 2: (9) ___
Number of vehicles involved	(4) ___	(10) ___
Number of witnesses	(5) ___	(11) ___
Description of vehicle(s)	(6) ___	(12) ___
Registration number(s)	(7) ___	(13) ___

Task 16. Watch some episodes and define the type of traffic accident, explain possible causes of it, damage sustained and penalties to be imposed in different states. Fill in the table.

PI — personal injury

PD — property damage

	ACCIDENT (What accident was it?)	CAUSE (What was the cause of the accident?)	PI/PD (Was anyone injured?)	PUNISHMENT (What punishment will there be?)
I				
II				
III				

Use the information below:

In the USA speed law violations are simple misdemeanors. But there are different laws in different states.

In Pennsylvania max speed is 65 miles per hour on free ways.

max speed is 55 miles per hour on other highways.

max speed is 35 miles per hour in urban districts

max speed is 25 miles per hour in residential districts

max speed is 15 miles per hour in a school zone

Possible punishment is 30 days or less to 1 year sometimes.

Exceeding the speed limit in a school zone — fine \$35.

In Iowa max speed is 70/65 miles per hour on interstate highways.

max speed is 55 miles per hour on other highways.

max speed is 45 miles per hour in urban districts

max speed is 25 miles per hour in a school zone

Possible punishment may be fine or revoking of driver's license.

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