

МВД России  
Санкт-Петербургский университет

**АНГЛИЙСКИЙ ЯЗЫК**

**В 2-х частях**

**Часть I**

Учебник

*Под общей редакцией  
кандидата психологических наук, доцента Н. В. Парнюк*

Санкт-Петербург  
2022

УДК 372.881.111.1

ББК 81

А64

**А64** **Английский язык: в 2-х частях. Часть I:** учебник / под общ. ред. канд. психол. наук, доц. Н. В. Парнюк — Санкт-Петербург: Изд-во СПб ун-та МВД России, 2022. — 324 с.

**Авторский коллектив:**

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ISBN 978-5-91837-634-8

ISBN 978-5-91837-582-2 (Часть 1)

Данный учебник является составной частью учебно-методического комплекса дисциплины «Иностранный язык» (английский) по специальности 40.05.01 — правовое обеспечение национальной безопасности.

Разработан в соответствии с федеральным государственным образовательным стандартом высшего образования и программой учебной дисциплины «Иностранный язык» (английский) и направлен на формирование и развитие иноязычной профессионально ориентированной коммуникативной компетенции, необходимой для академического взаимодействия и осуществления профессиональной деятельности сотрудника правоохранительных органов.

Часть I учебника включает 3 раздела, каждый из которых содержит специализированные тексты, видео- и аудиоматериалы, а также расширенную систему комплексных упражнений, стимулирующих развитие навыков устной речи. Приложения включают словарь, справочные и дополнительные материалы.

Предназначен для обучающихся в Санкт-Петербургском университете МВД России.

**УДК 372.881.111.1**

**ББК 81**

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ISBN 978-5-91837-634-8

ISBN 978-5-91837-582-2 (Часть 1)

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МВД России, 2022

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*Saint Petersburg University  
of the Ministry of the Interior of the Russian Federation*

**Discuss these questions:**

- What are you looking forward to studying at University?
- Why are you here?

## Unit 1

## GENERAL INFORMATION

## Reading and Language Development

**1. Skim the text below.**

Saint Petersburg University of the Ministry of the Interior of the Russian Federation (SPbUMIA of RF) is supervised by the Ministry of the Interior<sup>1</sup>. It is responsible for basic and continuing police training and education, as well as science, research and international cooperation. It provides various training courses starting with new recruits all the way through to senior managers.

**MISSION:**

enhancing security by training honest and competent servants through advanced education as well as research and development activities.

**2. Complete the sentences with the words/ word combinations from the texts above.**

1. I am a first-year cadet of ...
2. The university places value on<sup>2</sup> ...
3. The University fosters<sup>3</sup> all trainees' potential for high achievement through ...
4. As a law enforcement educational institution, the university strives for<sup>4</sup> ...

**3. Match the adjectives with the nouns to make collocations. Some adjectives can be paired with several nouns. Then make sentences of your own.**

<b>1</b>		training	<b>a</b>	managers
<b>2</b>		senior	<b>b</b>	recruits
<b>3</b>		honest, competent	<b>c</b>	servants
<b>4</b>		advanced	<b>d</b>	courses
<b>5</b>		new	<b>e</b>	education

<sup>1</sup> Two variants of the Ministry in English are possible. Compare the name of the Ministry on the following websites: <http://government.ru/en/ministries>; <https://en.mvd.ru>.

<sup>2</sup> Придавать большое значение

<sup>3</sup> Способствовать развитию

<sup>4</sup> Стремиться



6		educational	f	achievement
7		high	g	institution

**4. Fill in for (×3) or on. Make sentences of your own using these words.**

- |   |                   |   |                 |
|---|-------------------|---|-----------------|
| 1 | responsible ..... | 3 | strive .....    |
| 2 | place value ..... | 4 | potential ..... |

**Explaining a visual. Describing percentages**

**Use the passive or impersonal constructions:**

- The graph/ the table shows / indicates / illustrates ...
- It can be seen from the graph ...
- As is shown / illustrated by the graph, ...
- As can be seen,
- From the table it is clear ...
- In general, ...
- 70 % of whom ...
- ... two/three/ times higher/lower than...
- ... to be slightly higher/lower than...

**Don't use:** ~~We can see from the graph...~~

**Per cent** is the word form of the symbol % (68 % or 68 per cent).

**Percentage** is the noun form: *the percentage* of civilians teaching at University.

For more information visit: <https://www.ieltsbuddy.com/ielts-writing-task-1.html>.

**5. A) Complete the sentences.**

*Example: The graph/ the percentage of civilians/ over a year / teaching at University/ shows /and police officers.*

**The graph shows** the percentage of civilians and police officers teaching at University over a year.

1. **The chart** / that there are around / at the University / 400 lecturers / illustrates.
2. **It can be** / from the graph / seen / have an academic degree / staff<sup>5</sup> / that 66.6% of the university.
3. **The percentage** / is twice /among the teaching staff / of police officers / higher.
4. **As can** / is shown to be police officers / be seen / of the teaching staff/ the vast majority.
5. **Of total cadets** / 321 trainees/ entering the university in 2022, / study in Saint Petersburg/.
6. **As is illustrated** / 458 first year cadets / at university, / 70 % of whom / take their training / in Saint Petersburg / study / by the chart.

<sup>5</sup> Staff can be used as singular or plural

**5. B) Work in pairs. Make up sentences indicating the number (percentage) of cadets / males/ females studying in your course/ group/ faculty.**

## GRAMMAR

## Simple Tenses

### Present Simple. Affirmative sentences

Данное время отражает факты, обыденные действия, умения, навыки.

I (you, we, they) love.

He (she) loves.

Обратите внимание на употреблении суффикса -s в

3 лице единственного числа (he/she/it):

She studies at our university.

He teaches at our university.

It (= the university) trains specialists.

Маркеры Present Simple

always — всегда

usually — обычно

often — часто

sometimes — иногда

never — никогда

every day (month, etc) — каждый день, месяц

once (twice a week, etc.) — один раз (два раза) в неделю

✓ **Need help?** Read the grammar reference on page 46 and see the video «Полиглот Английский: схема глагола. Урок 1 сокращенный» <https://www.youtube.com/watch?v=s1FAtM1lulM>

**6. A) Study the poster and discuss these questions.**

1. How many branches are there at university?
2. How many faculties are there at university?
3. What faculty do you study at?
4. How many cadets have entered the university this year?
5. How many trainees have received higher education?
6. What is the number of trainees at university?
7. Do only police officers provide education?
8. What is the percentage of people holding a scientific degree?

**6. B) Make sentences based on the poster using the words below. Take notes if necessary.**

- spread (across) • branch • graduate (from) • receive • represent
- include (syn.: comprise, contain, cover, consist of) • there is / are
- have (has) • the number of • (teaching) staff • employees

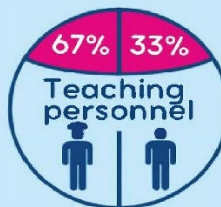
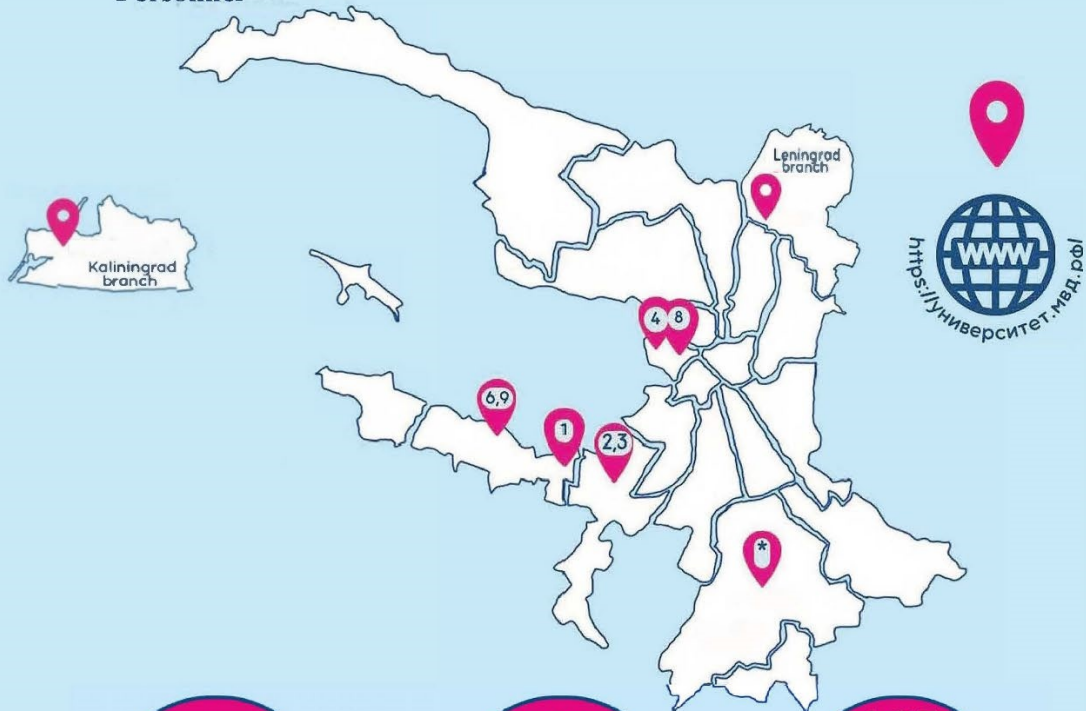
*Example: The University spreads across three locations. The university comprises... faculties. They are the faculty of ... There are ... graduates. ....*

**6. C) Work in pairs. Read the sentences to your groupmates. The other students add new ones.**

# Saint Petersburg University of the Ministry of the Interior of Russia



- 1 - Faculty of Police Personnel Management Training
- 2 - Faculty of Criminal Investigation Officers' Training
- 3 - Faculty of Operational Detectives' Training
- 4 - Faculty of Economic Security Police Training
- 6 - Faculty of Public Order Maintenance Officers' Training
- 8 - Faculty of Foreign Specialists Training
- 9 - Extramural Courses
- (I) - Institute for Vocational and Advanced Training and Retraining of Personnel



<sup>1</sup> Data: April 2022 (data given without branches)

## COMMUNICATION

### ROLE PLAY

### Poster Presentation

*Situation:* You are an official representative of the University at an international conference. You are asked to give general information concerning the university to the participants of the conference.

### USEFUL PHRASES AND STRATEGIES FOR PRESENTATIONS<sup>6</sup>

A good way to make your presentations effective, interesting and easy to follow is to use signpost language. “*Signpost language*” is the words and phrases that people use to tell the listener what has just happened, and what is going to happen next.

In other words, signpost language guides the listener through the presentation. A good presenter will usually use a lot of signpost language, so it is a good idea to learn a few of the common phrases, even if you spend more time listening to presentations than giving them! Signpost language is usually fairly informal, so it is relatively easy to understand

### I. OPENING

#### Welcoming and greeting the audience

- ▶ Hello, everyone. I'd like, first of all, to thank the organizers of this meeting for inviting me here today.
- ▶ Good morning, everyone and welcome to my presentation. First of all, let me thank you all for coming here today.
- ▶ Hallo/Hi everyone. Thanks for coming.

#### Introducing yourself (name, position)

- ▶ Let me introduce myself. I'm .... from .... University in ...
- ▶ Let me start by saying just a few words about my own background. I'm a ... cadet of ... University of ..., Russia.
- ▶ For those of you who don't know me already, my name's ...

#### Saying what your topic/title/subject is

- ▶ What I'd like to present to you today is ...
- ▶ As you can see on the screen, our topic today is ...
- ▶ The subject / focus / topic / title of my presentation / talk / speech is ...
- ▶ In this talk, I / we would like to concentrate on ...
- ▶ I'm here today to present ...

#### Explaining why your topic is relevant for your audience

- ▶ Today's topic is of particular interest to those of you who ...
- ▶ My talk is particularly relevant to those of you who ...
- ▶ By the end of this talk you will be familiar with ...

#### Stating your purpose / objective

<sup>6</sup> <https://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/expert.shtml>.

- ▶ The purpose / objective / aim of this presentation is to...
- ▶ Today I'd like to give you an overview of...
- ▶ During the next ... minutes we'll be...
- ▶ What I'm going to do / What I intend to do is to describe to you / show you / tell you about...

*Example:* Hello, everyone. I'd like, first of all, to thank the organizers of this meeting for inviting me here today. For those of you who don't know me already, my name's ...

Let me start by saying just a few words about my own background. This summer I finished school in ... I'm a first-year cadet of ... faculty of ... University.

My goal today is to help you learn some facts about the University.

As is shown by the poster, the University spreads across three locations: Saint Petersburg, Leningrad region and Kaliningrad region. Did you know that? The last two represent University branches ...

### 7. A) Look at the photo:

- ❖ What is it?
- ❖ Where is it located?
- ❖ What is there in the building?
- ❖ How often do you happen to be here? What's for?



### 7. B) Read about university facilities and fill in the words below. Check their meanings in the Vocabulary list if necessary.

- Detectives'
- Investigation
- faculty
- premises
- duty
- parade
- laboratory
- the canteen
- the nurse's office

The University is a collegiate university consisting of the central University and branches.

The University main educational ... are located on Pilyutova Street<sup>7</sup>. They include:

<sup>7</sup> 1 Letchika Pilyutova St., Saint Petersburg, 198206, Russian Federation.

- ▶ the main building with classes and lecture halls, computer classrooms, department offices, the library, ..., etc.
- ▶ the administration building
- ▶ the ... buildings (Faculty of Criminal ... Officers' Training and Faculty of Operational ... Training are placed there)
- ▶ the ... unit
- ▶ the ... ground
- ▶ the sports centre
- ▶ the forensic ...
- ▶ the simulation centres
- ▶ ...

**7. C) Add any facilities not spoken above.**

**8. A) Choose a place from Task 7 B, C or any facility in your faculty location. Write minimum two sentences what you can/can't do there.**

*Examples:*

You can speak English, German and French there. You can improve your language skills. You can't answer emergency calls there (*The answer — Foreign Languages Department*).

It's in the upper left-hand corner of the main building. No authorized personnel can't be there. Weapons are stored in there, but you can't shoot there (*The answer — the armory*).

**8. B) Work in pairs and take turns. Cadet A: read your sentences. Student B: guess the place.**

#### Present Simple. Questions and Negatives

To ask questions, use **do** (I, you, we, they) or **does** (he, she, it)

- |  |   |
|--|---|
| ▪ <b>Do</b> <u>you</u> <u>study</u> here?  | ▪ <b>I</b> <u>don't</u> <u>study</u> here.    |
| ▪ <b>Does</b> <u>he</u> <u>study</u> here? | ▪ <b>He</b> <u>doesn't</u> <u>study</u> here. |

**8. C) Choose another place. Work with a new partner and take turns. Cadet A: Ask questions with *Can we (you) ...? Do we (you) ...? Is it ....? Is there...? Are there ...?* and guess the place. Cadet B: answer.**

*Example:*

*A: Does the head of the University work there?*

*B: No, he doesn't.*

*A. Can we eat there?...*

**9. Draw your Campus Map and describe it.**



## Vocabulary List

armoury <i>n</i>	склад оружия
branch <i>n</i>	филиал
checkpoint <i>n</i>	контрольно-пропускной пункт
education <i>n</i> advanced education educational institution higher education	образование современное образование образовательное учреждение высшее образование
enhance <i>v</i> enhance security	улучшать, усилить, укрепить повысить безопасность
foster <i>v</i>	стимулировать, способствовать
graduate (Brit.) <i>n, v</i> <i>n</i> [grædʒuət], <i>v</i> [grædʒueɪt]	выпускник университета; оканчивать (высшее учебное заведение)
law <i>n</i> law enforcement  law enforcement educational institution	право, закон правоприменение; обеспечение правопорядка; деятельность правоохранительных органов, правоохранительные органы образовательная организация системы МВД
parade <i>n</i> parade ground	плац плац
potential (for) <i>n</i>	(потенциальные) возможности, потенциал
premises <i>n, pl</i>	помещение; здание (с прилегающей к нему территорией)
provide <i>v</i>	предоставлять
research <i>n</i>	исследование
responsible (for) <i>adj</i>	ответственный
serve <i>v</i> servant <i>n</i>	служить служащий
staff <i>n</i>	штат служащих; сотрудники личный состав
strive (for) <i>v</i>	стремиться
value <i>n</i> place value on	значение, важность придавать большое значение
unit <i>n</i> duty unit	часть; подразделение дежурная часть

Discuss the following question:

- When does the application procedure start?

### Reading and Language Development

#### MAIN REQUIREMENTS FOR ADMISSION

1. Choose requirements for admission to Saint Petersburg University of the Ministry of the Interior of Russia.

- ▶ citizenship of the Russian Federation;
- ▶ no criminal records;
- ▶ not holding dual nationality;
- ▶ at least two years of active duty in the military;
- ▶ no maximum age;
- ▶ diploma of a high or vocational school
- ▶ 18–40 years old;
- ▶ valid driver’s license;
- ▶ proficiency in English;
- ▶ under the age of 25.

### GRAMMAR

#### Simple Tenses

##### Past Simple. Affirmative sentences

Данное время используют для описания действий или событий, произошедших в прошлом.

Окончание — **ed** — в прошедшем времени имеют не все глаголы.

Часть глаголов – неправильные глаголы (*irregular verbs*) нужно запомнить.

I **received** a diploma of a high school in June this year.

I **did** my best to prepare for the Unified State Exam.

##### Маркеры Past Simple

yesterday – вчера

three days (an hour) ago — три дня (час) назад

last week — на прошлой неделе

in 2012 — в 2012 году

on Sunday — в воскресенье

at 5 p.m. — в 5 вечера

during the weekend — во время выходных и т. д.

- ✓ **Need help?** Read the grammar reference on page 47.

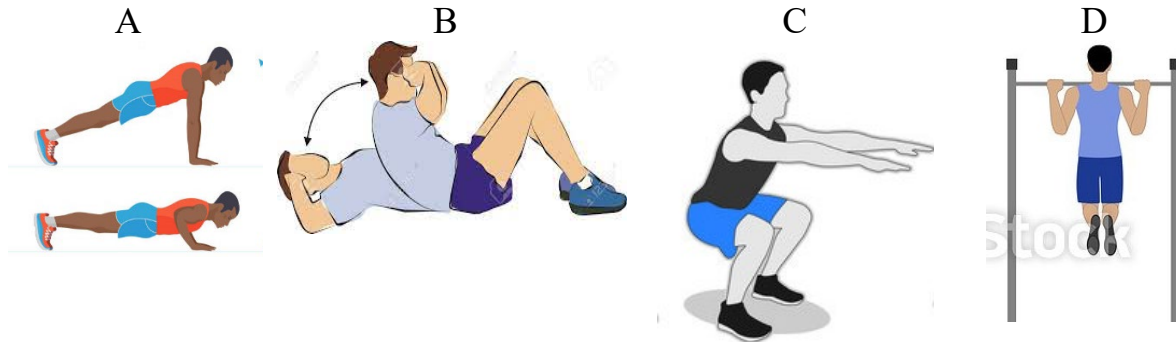


## SELECTION PROCEDURE

2. What is the selection process based on?

3. A) Match definitions to the pictures.

- squat / knee bend
- chin-up / pull-up
- press-up / push-up
- sit-up / crunch



3. B) What physical exercises did you do during your entrance exam?

3. C) How many times did you do each of them?

### GRAMMAR

### Simple Tenses

#### Past Simple. Questions and Negatives

To ask questions, use **did**. To make negatives use **didn't**.

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>▪ <b>Did you</b> <u>have</u> an interview?</li> <li>▪ <b>Did you</b> <u>consult</u> with local law enforcement agencies?</li> <li>▪ <i>When</i> <b>did you</b> <u>do</u> this?</li> </ul> | <ul style="list-style-type: none"> <li>▪ No, <b>I didn't</b>.</li> <li>▪ Yes, <b>I did</b>.</li> <li>▪ In October, last year.</li> </ul> |
|--|--|

4. Match the columns.

1	personal file creation	a	проверка биографических данных
2	local law enforcement agency	b	ВВК
3	Medical Evaluation Board	c	ЕГЭ
4	Unified State Exam	d	оформление личного дела
5	background check	e	территориальный орган

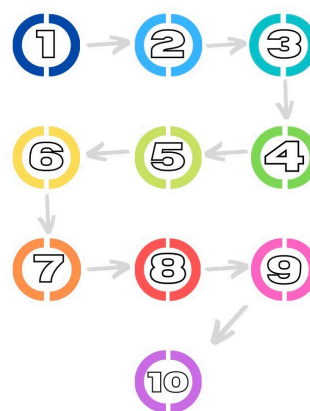
5. A) Which checks and examinations did you have to enter the university?

Choose the correct ones.

- ▶ Results of the Unified State Exam;
- ▶ Personal file creation;
- ▶ University Medical examination;
- ▶ An Interview;
- ▶ A Consultation with local law enforcement agencies;
- ▶ No interview;

- ▶ Physical skills;
- ▶ Average grades of three secondary school subjects (Russian, Social Studies, Math);
- ▶ Dictation in Russian;
- ▶ Medical Evaluation Board;
- ▶ English Speaking Test;
- ▶ Psychological assessment;
- ▶ Background check;
- ▶ Filling in a referral form at the local law enforcement agency;
- ▶ Polygraph/Psychological examination;
- ▶ Test of computer literacy;
- ▶ Health checks.

**5. B) Which checks and examinations mentioned above were held at University? What was the initial step in the recruitment and selection process?**



### Communication

**6. Work in pairs. Fill in the recruitment admission scheme in a logical order. Use information above. Compare it with your groupmates.**

**7. Read the statement. Who does it address to? Discuss in groups how far you agree with it.**

*“Our mentors are students — and experts. They have been through the same applications as you and know how you can succeed.”*

### **8. Writing “Essay Competition”.**

Imagine that the university announced a competition of essays on the topic “Entering the University”. Best works will be put up on the University website.

The essay may include not only a text. Infographics, photos, etc. are welcomed.

Give future applicants good advice how to prepare for checks, tests and examinations to make the entrance procedure easier and choose a career / occupation within the police profession. What is your #1 piece of advice you would give to candidates?



## Vocabulary List

admit <i>v</i> admission <i>n</i>	принимать (в учебное заведение) приём, поступление
agency <i>n</i> law enforcement agencies local law enforcement agencies	орган правоохранительные органы территориальные органы
apply <i>v</i> applicant <i>n</i> application <i>n</i>	подавать заявление абитуриент заявление
check <i>n</i> background check	проверка проверка биографических данных
enter <i>v</i> entrance <i>n</i> entrance exam	поступить поступление вступительный экзамен
grade <i>n</i>	отметка, оценка
record <i>n</i> criminal record	регистрация, учёт судимость
require <i>v</i> requirement <i>n</i>	требовать требование
selection <i>n</i>	отбор

## Reading and Language Development

**1. Read the text. Then discuss these questions with a partner.**

1. Is it enough to get a degree in any other educational institution to serve in police?
2. How many levels of education are there?
3. Who is basic police training for?

Once an applicant has been accepted into a police force, they follow a training programme. Trainees can enter the programme at one of five levels, depending on their prior education. Some of them combine working and learning.

Basic Police Training is aimed at recruits who stand at the beginning of their policing career. There are several basic training levels, varying from vocational (level 1) to higher education (levels 2–3).

A career in law enforcement requires a type of training which is not available in civilian schools. Even though some law enforcement officers gained some kind of civilian qualification, they receive their police training choosing a Bachelor's/ Master's courses.

**2. Study the tables. Discuss with a partner:**

1. What degree are you doing?
2. Are you a full-time or a part-time student?
3. How many years does your degree require?
4. Who can apply to your degree course?
5. What entry requirements are expected to apply to your course?
6. What degrees does the University offer?
7. How many years does it take to complete a Bachelor's/ Specialist/ Master's degree of full-time study?
8. What programmes are realized at University?
9. What is the difference between the programmes?
10. Would you like to achieve the highest level?

Figure 1

**Degrees and Career Opportunities**

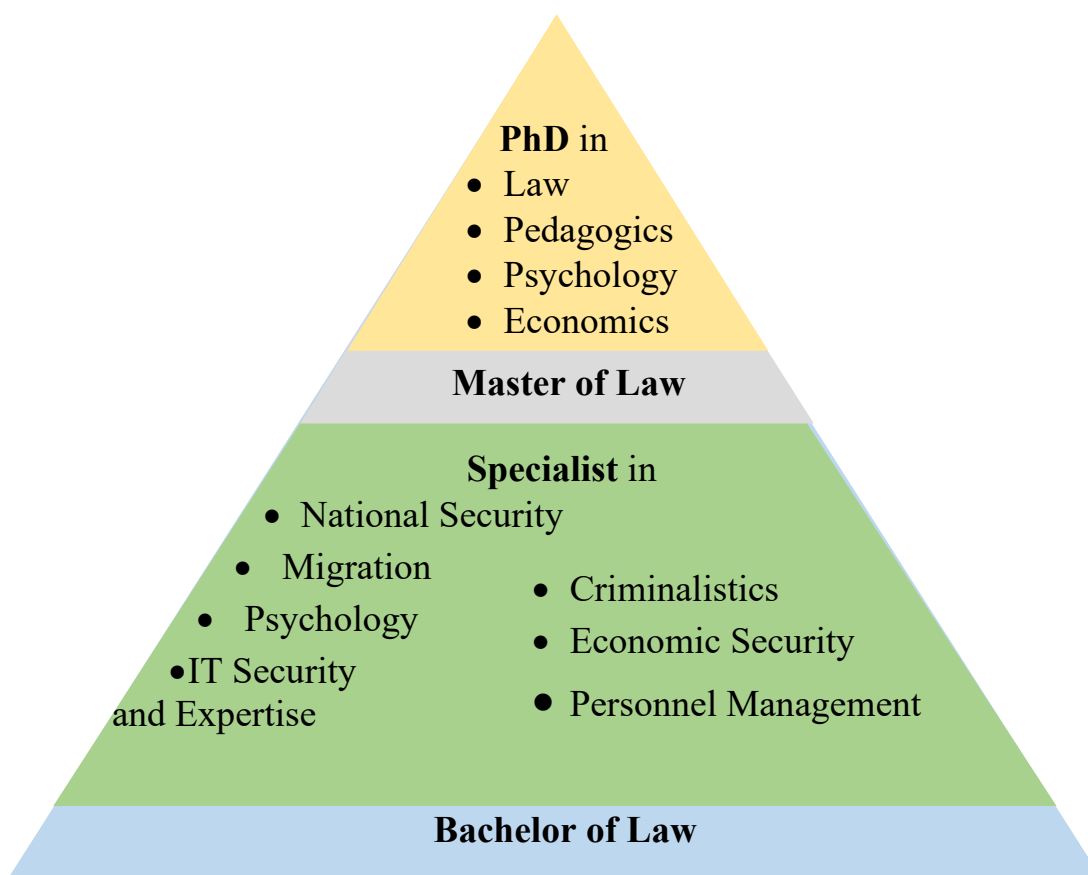


Table 2

STRUCTURE OF POLICE EDUCATION				
LEVEL	Degree	Study types	Duration	Applicants/ Entrance qualification requirements
<b>BASIC POLICE VOCATIONAL EDUCATION</b>				
LEVEL 1	Basic police education	part-time	4-6 months	Police recruits/ Diploma of a high (vocational) school/ higher education
<b>HIGHER EDUCATION</b>				
LEVEL 2	Bachelor	full-time	4 years	School graduates/ Diploma of a high (vocational) school
		part-time	4.5 years	Police officers with a diploma of a high or vocational school
LEVEL 3	Specialist	full-time	5 years	School graduates/ Diploma of a high (vocational) school
		part-time	6 years	Police officers with a diploma of a high or vocational school
<b>POSTGRADUATE EDUCATION</b>				
LEVEL 4	Master	part-time	2.5 years	Police officers/ Bachelor or Specialist programme
LEVEL 5	PhD	full-time part-time	3 years 4 years	Police officers/ Master or Specialist programme

## LISTENING

### *Before listening*

You are going to hear a person speaking about the US higher education system. Do you think the system is similar to the Russian one?

### **Check the words:**

complete	окончить (курс обучения)
pursue	учиться; зд. получить
run	продолжаться, длиться
per/year	в год
credit (credit hour)	балл (условный балл, начисляемый за прослушивание какого-л. учебного курса; за единицу принимается стандартный курс, длящийся в течение одного семестра; за посещение специальных курсов может начисляться несколько условных баллов; студент обязан в течение года посетить столько курсов, чтобы общее число баллов было не ниже определенного уровня)

### *While listening*

**3. A) Listen and see if you were right. Put in order the names for each year of an undergraduate degree. There is one you don't need.**

<input type="checkbox"/>	Junior year
<input type="checkbox"/>	Freshman year
<input type="checkbox"/>	Senior year
<input type="checkbox"/>	Undergraduate year
<input type="checkbox"/>	Sophomore year

**3. B) Listen and decide what these numbers describe.**

- 12 years –
- 4 years —
- 2 or 3 years —
- 9 months –
- 2 semesters —
- 4 or 5 courses –

### *After listening*

**3. C) Discuss the following:**

- What is the equivalent of an undergraduate degree?
- How many years did you study at school?
- How long does an academic year at university run?
- How many semesters per year are there?
- What's the difference between the Russian and US higher education systems?

## Future Simple

Это время указывает на действие, которое, вероятно, произойдет в ближайшем или неопределенном будущем. Используется для обещаний, угроз, предупреждений и предложений, сиюминутных решениях.

I think I **will**/**'ll** be a good police officer.

**Will** you **be** a senior year cadet next year?

No, I **won't**. I **'ll** be a sophomore.

## Маркеры Future Simple

tomorrow — завтра

the day after tomorrow —

послезавтра

next week — на следующей неделе

tonight — сегодня вечером

soon — скоро

in a week — через неделю и т. д.

## Be going to

Употребляется, когда речь идет о планах на будущее и намерениях.

I **am going to** obtain a Specialist degree with a focus on criminal investigation.

## 4. Match the columns.

1	degree	a	завершать
2	enter	b	диплом
3	pursue	c	специализации
4	complete	d	занимать, требовать (времени)
5	last	e	предлагать
6	take	f	поступать (в учебное заведение)
7	major	g	продолжаться, длиться
8	offer	h	учиться
9	enrol at/ on	i	поступить в (университет) / на (курсы)

## 5. Work in pairs. Complete the sentences about higher education system in our university and your educational level. Use all information above.

Example:

5. I'm pursuing a *Specialist degree* in *National Security*.

7. I major in<sup>8</sup> *criminal investigation* at *Saint Petersburg University of the Ministry of the Interior of Russia*.

15. Applicants with *Specialist* degrees can enroll<sup>9</sup> on *Doctoral* courses.

1. As for the programmes realized at university, there is a great variety of them fitting any desire and requirements: ...

2. Specialist course offers broad specializations, such as ...

3. I'm doing a ... degree.

4. I'm studying for a ... in ....

5. I'm pursuing a ... in ...

<sup>8</sup> Specialize in (a particular subject) at university/a student's main subject or course

<sup>9</sup> Officially register as a student on a course

6. I am going to obtain ... degree with a focus on ... from Saint Petersburg University of ... in ...

7. *I major in<sup>10</sup> ... at ... (university name).*

8. I'll graduate from ... programme in 20... with a major in ...

9. The ... programme can be taken full-time or part-time.

10. To pursue ... takes ... years.

11. ... lasts for ... years/months.

12. While studying at ... it takes ... to complete it.

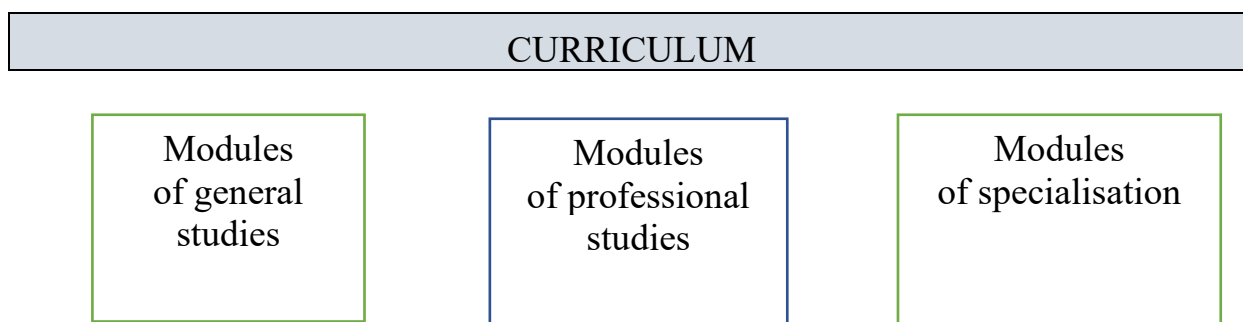
13. The programme is available to ...

14. To enter ... it is necessary to be ... and to have ...

15. *Applicants with ... degrees can enroll<sup>11</sup> on ... courses.*

**6. Choose some sentences from Task 5. Translate them into Russian. Translate them back into English. Compare your English to the original.**

**7. A) Fill in the table.**



**7. B) Discuss these questions.**

- What are your favourite subjects?
- What subjects make you hit the books<sup>12</sup>?
- What is your major?
- What disciplines do you wait impatiently?

**8. Read the text. What exams and credits will you take at the end of this semester?**

### Assessment

The academic year is divided into two terms. Most courses are assessed by examinations and tests at the end of each term.

Higher education studies require a final thesis, besides all trainees have to pass the state exam.

All officers after graduating full-time training must work at the Ministry of Internal Affairs for five years.

<sup>10</sup> Specialize in (a particular subject) at university/a student's main subject or course

<sup>11</sup> Officially register as a student on a course

<sup>12</sup> Study hard



## Communication

9. Look through the previous Tasks and Education Vocabulary (Sets 1–4, 7). Choose all necessary words, phrases and expressions to describe education levels and degrees offered. Put them into your personal dictionary.

10. Work in pairs/groups. Prepare a dialogue between trainees taking different courses at University. Learn as much as possible about different education levels and curricula.

## Useful Language

**Cadet A:** What course are you studying at university?

**Cadet B:** As I have always enjoyed ..., I am currently studying for my .... in ... which I am finding really interesting but also very challenging.

**Cadet A:** The course workload felt overwhelming at first but has become more manageable by now. What about you? Do you have a heavy workload?

**Cadet A:** Well ... to be honest — yes! It's difficult to say what is more difficult: the studies or the daily routine! ...

*For more information visit: <https://www.talkenglish.com/lessonpractice.aspx?ALID=821>.*

## LISTENING

You are going to hear Programme Leader of BSc Community Policing and Criminal Investigation *Simon Price*.

### Check the words

community policing	деятельность полиции по взаимодействию с обществом (сотрудничество правоохранительных органов с представителями местного сообщества, напр., совместное патрулирование территории в целях предотвращения преступлений и беспорядков)
constable	констебль (низший полицейский чин в Великобритании и США)
special constable	констебль для специального поручения (лицо, назначенное мировым судьёй для выполнения специального поручения в качестве констебля)

11. A) Match the English and Russian equivalents.

1	counterterrorism	a	взаимодействие с населением
2	use real-life scenarios in learning	b	защита уязвимых групп населения
3	road traffic law	c	использование реальных (взятых

			из реальной практики) ситуаций в учебной деятельности
4	criminal law	d	история и культура полиции
5	advanced criminal law	e	закон о безопасности дорожного движения
6	history and culture of police	f	расследование и раскрытие преступлений
7	deal with community and partnership working	g	киберпреступность
8	protect vulnerable people	h	поиск пропавших людей
9	investigate and solve crime	i	опрос потерпевших, свидетелей и правонарушителей
10	cybercrime	j	уголовное право
11	undertake a research dissertation	k	судебно-медицинская экспертиза
12	interview victims, witnesses and offenders	l	5-недельная практика
13	search for missing people	m	проведение научно-исследовательской работы
14	a 5-week practice	n	борьба с терроризмом
15	forensic science	o	современное уголовное право

**11. B) Match the modules and activities of the previous exercise to the course of study.**

- ▶ First year: ...
- ▶ Second year: ...
- ▶ Third year: ...

**11. C) Watch the video (00.00–01.27) and check your answers.**

**12. A) Match the descriptions to the pictures.**

- |  |                                |
|--|--------------------------------|
| a) a security checkpoint                     | e) a custody suite             |
| b) a mobile forensic laboratory              | f) a mock court room           |
| c) a crime scene house                       | g) a road police facility      |
| d) an immersive learning suite <sup>13</sup> | h) transport safety facilities |

<sup>13</sup> Мониторинговый и ситуационный центр



1



2



3



4



5



6



7



8

12. B) Watch the video (01.42-01.58) and choose the learning facilities of University of Chester from the list above.

13. Watch the video (01.27–01.42) and choose the areas of law enforcement graduates can serve.

- |                                |  |
|--------------------------------|--|
| a) NCA (National Crime Agency) | e) Local Authority                         |
| b) Police                      | f) Investigatory Bodies <sup>15</sup>      |
| c) IT security                 | g) SWAT (Special Weapons and Tactics Team) |
| d) Border Agency <sup>14</sup> |  |

To learn more about the BSc Course at University of Chester visit:  
<https://www1.chester.ac.uk/study/undergraduate/community-policing-and-criminal-investigation>

**14. Work in pairs. Compare the courses of study, facilities and employment opportunities of Saint Petersburg University of MIA of Russia with University of Chester.**

### ROLE PLAY Best Course Overview. Video Advertisement

*Situation:*

There is a competition of video advertisements of your course of studies.

*Work in groups. Make up an overview of your course. Create an effective video advertisement of it.*

#### Assessment criteria

- Accurate use of language
- Visual design and sound
- Time limit (up to 2 min 30 sec)
- Creativity

### EDUCATION VOCABULARY

To learn more visit: <https://www.ieltsjacky.com/education-vocabulary.html>.

#### Set 1. Educational institutions

**educational institution** — a place where people gain an education

**higher education** (also called tertiary education) — education beyond the age at which it is compulsory, usually in a college or university

**college** — a place of higher education where people study specialized subjects or undertake vocational training for a skilled job

**university** — a high-level educational institution where students study for degrees and academic research is done

#### Set 2. Course types and levels

**further education** — studies after leaving school

**course** — a series of lessons in a particular subject

<sup>14</sup> Пограничное управление

<sup>15</sup> Следственные органы

**to apply for a course** — the process of registering for a university

**to enroll** — to officially register on a course at a college or university

**fresher** — a new student

**undergraduate** — studying for a degree but having not yet achieved it

**postgraduate** — having achieved a degree and now studying for a higher qualification, possibly a professions qualification

**vocational** — education or training directed at a particular occupation and its skills, often requiring practical skills

**intensive** — fast-paced courses which give a lot of information quickly and in a short time

**full-time** — studying for the whole of each normal working week rather than for part of it.

**part-time** — studying for only part of each day or week.

### Set 3. Qualifications

**qualification** — an official record showing that you have achieved a certain level of education or skill in a particular subject or skill area

**certificate** — an official record of achievement, generally issued for a short course

**diploma** — issued for a higher education course that is shorter than a degree

**bachelor's degree**/or just **degree (BA/BSc etc)** — qualification issued by a university or college at the end of three or four years of study

**master's degree**/or just **master's (MA/MSc etc)** — qualification issued by a university when the student has completed further study beyond a degree, often in a more specialised field than a bachelor's degree

**doctorate (PhD)** — the highest level of degree qualification issued by a university

### Set 4. People in education

**teacher** — a person who teaches, especially in a school

**lecturer** — a person who teaches at a college or university

**professor** — a teacher of the highest rank in a department of a British university, or a teacher of high rank in an American university or college

**an academic** — a person who teaches in a college or university

**an undergraduate** — a student at a university or college who is studying for their first degree (Level 2)

**a postgraduate** — or a postgraduate student — a student with a first degree from a university who is studying or doing research at a more advanced level. [BRIT] (in AM, use a graduate student)

**peer** — a person who is in the same class, age group or social group as someone else

**a mature student:** a student who is older than average and who has usually returned to education after a period at work

### Set 5. Facilities

**lecture theatre/hall** — a room or hall for lectures with seats in tiers

**library** — a building or room containing collections of books, professional journals and other academic literature and material relevant to student's studies

**laboratory** — a room or building with scientific equipment for doing scientific tests or for teaching science

**campus** — the buildings and grounds of a university or college

**halls of residence** — a college or university building where students live

### **Set 6. Academic work**

**assignment** — a piece of work given to someone as part of their studies

**coursework** — written or practical work done by a student during a course of study, often assessed in order to count towards a final mark or grade

**dissertation** — is a long formal piece of writing on a particular subject, especially for a university degree.

**thesis** — a long piece of writing on a particular subject, especially one that is done for a higher degree

**presentation** — a speech or talk given in front of an audience

**lecture** — a formal talk on a subject given to a large group of students who would normally take notes

**seminar** — a class at university in which a specific topic is discussed by a teacher and a small group of students

### **Set 7. More common words, phrases & expressions**

**a scholarship** — money given to someone, often by the institution they are studying at, to help pay for their tuition

**workload** — the amount of work that has to be done

**wide ranging:** covering a large spectrum / area of different knowledge

**to complete** — finish making or doing

**to hit the books** — to study hard

**to give / hand out an assignment** — a task that is given to someone to do, often for a limited period of time

**to keep up with your studies** — to not fall behind

**to fall behind with your studies** — to progress less quickly than others

**to learn something by heart** — to memorise it

**to sit an exam** — to take an exam.

**to pass with flying colours** — to pass an exam or test easily and with excellent result

**to scrape through** — to just pass an exam

**to resit/retake an exam** — to take an exam again in order to get a better result

**well-educated** — someone who has received a high level or good standard of education

**to meet a deadline** — to finish a job or task in the time allowed or agreed

**day in, day out** — full time without a break

**challenging** — academically difficult

**hands on training** — practical work/ learning



## Reading and Language Development

## Vocabulary List

behaviour <i>n</i>	поведение
courtesy <i>n</i>	вежливость; учтивость; этикет
determine <i>v</i>	выдерживать, переносить
dormitory <i>n</i> ( <i>Am</i> ) dorm (informal) hall of residence (Brit) to accommodate in halls of residence	общежитие  размещать в общежитиях
duty <i>n</i>	обязанность
endure <i>v</i>	подвергаться, испытывать
equipment <i>n</i>	оборудование
facilities (pl) <i>n</i>	оборудование; сооружения
govern <i>v</i>	обуславливать, регулировать
maintain <i>v</i>	поддерживать
pursue <i>v</i> pursue a career	преследовать (цель) строить, сделать карьеру
pressure <i>n</i>	давление
promote <i>v</i>	повышать (в должности, звании)
provide (with) <i>v</i>	обеспечивать
rank <i>n</i>	звание, должность
regulations <i>n</i> rules and regulations	правила, устав правила внутреннего распорядка
require <i>v</i> requirement <i>n</i> meet requirements	требовать требование отвечать, соответствовать требованиям
reside <i>v</i>	проживать, жить
salary <i>n</i>	жалованье, заработная плата
train <i>v</i> training <i>n</i> trainee <i>n</i>	готовить, обучать обучение обучающийся

1. A) Skim the text and find phrases below in the text. How are they related to you and your studies at university?

- stressful job
- paramilitary organization
- maintain discipline
- kitchen and dining hall service
- hold the rank of a cadet

Studies show that a police officer's occupation is one of the most stressful jobs in the world. Therefore, cadets undergo a significant amount of pressure during the first year of training to determine their ability to endure stress related situations.

The University is a paramilitary organization and, as such, military courtesy and discipline are practiced. Upon arrival at the University, cadets are informed of rules and regulations governing their training. Cadets must maintain proper discipline and behaviour and meet attendance requirements.

Cadets are provided with dormitories, a uniform and a salary. Cadets of some faculties are required to reside at the University. Meals are provided at no cost.

Training is normally scheduled Monday through Saturday, 8:30 a.m. to 17:30 p.m. Cadets must demonstrate general and professional skills as well as physical abilities.

They are required to maintain their personal appearance, rooms, issued equipment and personal belongings, all of which are subject to regular inspections by the University and Faculty Staff.

Trainees assist in maintaining all University facilities and equipment, including lawn maintenance to name a few. Cadets perform such other duties as kitchen and dining hall service, security duty.

During their education trainees hold the rank of a cadet. In the first/second year of instruction some cadets are promoted to the rank of a sergeant of police. All graduates (1-3 levels of full-time higher education) receive a police officer rank: lieutenant of police and a diploma of higher education and are assigned to different police services and departments to pursue their carrier.

### 1. B) Find in the text information concerning:

- Schedule
- Ranks given
- Cadets' duties and service
- Cadets' provision<sup>16</sup>
- Cadets' accommodation<sup>17</sup>
- Police officers' job description
- Employment<sup>18</sup>

### 2. Translate the words of the same root.

to stress — stress — stressful  
to train — training — trainee  
to regulate — regulations  
to attend — attendance  
to equip — equipment  
to belong — belongings

to maintain – maintaining – maintenance  
to require — requirement  
to inspect — inspection — inspector  
to secure — security  
to promote — promotion  
to graduate — a graduate — graduation

---

<sup>16</sup> Supply with food, drink, or equipment

<sup>17</sup> Buildings or rooms where people live or stay

<sup>18</sup> The fact of having a paid job



### 3. Match the columns.

1	determine	a	выдерживать, переносить
2	endure	b	подвергаться, испытывать
3	undergo	c	определять
4	maintain	d	выполнять
5	provide	e	обеспечивать
6	perform	f	правила, устав
7	rank	g	поддерживать
8	courtesy	h	требование
9	requirement	i	звание
10	regulations	j	вежливость; учтивость; этикет

### Do you know?



*Military courtesy* is simply the display of good manners and politeness in dealing with other people. Military courtesy conveys respect from both subordinate and senior to each other. Men of arms have used some form of the military salute as an exchange of greeting since the earliest times.

### 4. Find in the text phrases with the words from the previous exercise and translate them.

*Example: rank*

- *to hold the rank* — иметь звание
- *to hold the rank of a cadet* — находиться на должности курсанта
- *a police officer rank* — звание офицера полиции
- *to receive a police officer rank* — получить звание офицера полиции
- *to be promoted to the rank* — повысить в звании

### 5. Match the phrases.

1	determine ability	a	обеспечить униформой
2	endure stress	b	переносить стресс
3	undergo pressure	c	определять способность
4	maintain discipline	d	обслуживать объекты университета
5	maintain university facilities	e	соблюдать требования по посещаемости
6	provide with uniform	f	поддерживать дисциплину
7	perform duties	g	проявлять этикет
8	hold the rank	h	иметь звание

9	practice courtesy	i	выполнять обязанности
10	meet attendance requirements	j	подвергаться, испытывать давлению

6. A) Read again the phrases from Task 1 B. Do they describe the text key ideas? Put them in order corresponding to the text. The keynote “cadets’ duties and service” is used twice.

6. B) Match them with the phrases from Task 5.

*Example: Ranks given:* to hold the rank of a cadet, to receive a rank of lieutenant of police, etc.

## GRAMMAR Simple Tenses. Passive Voice

7. A) Read the examples. When do we use the passive? How is it formed?

- Upon arrival at the University the university administration **informs** of rules and regulations governing their training.
- Upon arrival at the University, cadets **are informed** of rules and regulations governing their training.

7. B) Find examples of the passive in the text.

7. C) Rewrite the active sentences into the passive ones.









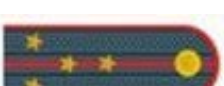




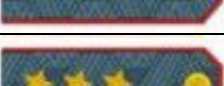

1. All graduates receive a police officer rank.
2. Cadets maintain proper discipline.
3. Cadets perform many duties.
4. Cadets must demonstrate general and professional skills.

✓ **Need help?** Read the grammar reference on page 48.

8. Work in groups. Choose any aspect of your training. Describe it using the words and phrases above.

9. Study the left part of the table “Police Rank Progression”. Match the ranks to the English equivalents.

*Table. Police Rank Progression*

<b>1</b>	Private of Police / Private	<b>a</b>	
<b>2</b>	Junior Sergeant of Police/ Junior Police Sergeant	<b>b</b>	
<b>3</b>	Sergeant of Police / Police Sergeant ['sɑ:dʒ(ə)nt]	<b>c</b>	
<b>4</b>	Senior Sergeant of Police / Senior Police Sergeant	<b>d</b>	
<b>5</b>	Junior Lieutenant of Police/ Junior Lieutenant UK: [lef'tenənt] US: [lu:'tenənt]	<b>e</b>	
<b>6</b>	Lieutenant of Police / Lieutenant	<b>f</b>	
<b>7</b>	Senior Lieutenant of Police/ Senior Lieutenant	<b>g</b>	
<b>8</b>	Captain of Police /Captain	<b>h</b>	
<b>9</b>	Major of Police / Major ['meɪdʒə]	<b>i</b>	
<b>10</b>	Lieutenant Colonel of Police Lieutenant Colonel ['kɜ:n(ə)l]	<b>j</b>	
<b>11</b>	Colonel of Police / Colonel	<b>k</b>	
<b>12</b>	Major General of police of the Russian Federation / Police Major General	<b>l</b>	
<b>13</b>	Lieutenant General of Police of the Russian Federation	<b>m</b>	
<b>14</b>	Colonel General of Police of the Russian Federation / Police Colonel General	<b>n</b>	
<b>15</b>	General of Police of the Russian Federation	<b>o</b>	

## **10. Discuss with a partner:**

- What is your rank?
- What is the rank of the head of the course/ the deputy head of the course/ the head of the faculty/ the head of the university/ the head of the Ministry of the Interior of Russia?
- What rank do you wish to be promoted to?

## **11. Work in groups. Discuss the following questions.**

1. If you were the head of the University, what requirements would you add / remove?
2. Do you live in a dormitory / rent a flat or live with your parents?
3. Where is your dwelling located?
4. What floor do you live on?
5. Who do you share your room with?
6. What room facilities are there? (Words that can help you to answer this question: a wardrobe, shelves, a desk, posters, a shower, etc.)
7. Do you have breakfast/lunch / dinner at University?
8. Do you like meals provided to you?
9. What is your typical day like? Describe your daily routine.

**Discuss these questions:**

- Were you involved in any research work at school?
- If so, what was your activity aimed at?
- Would you like to do any research at university?

### Reading and Language Development

### SCIENCE AND RESEARCH WORK

**1. Scan the text. Discuss the questions.**

1. What are academic and research activities at university?
2. What benefits do research activities offer?
3. What are main university research interests?
4. How does research contribute to police work?
5. Is any scientific area your major?

**2. A) Look at underlined words in the text and discuss the formation of noun phrases. Find more examples in the text.****2. B) Read the second sentence and discuss it.**

A significant component of education at university is the involvement of cadets in research activities. Research introduces students to the joy of discovery and makes the process of learning an active rather than a passive one. Cadets present their work at conferences. Published research papers and research experience strengthen cadets' resumes and postgraduate course applications and even can increase their salaries.

The scientific focus areas include the following:

- ▶ Criminal Investigation
- ▶ Criminalistics
- ▶ Criminal Psychology
- ▶ Counter Terrorism
- ▶ Cyber Crime and Identity Theft
- ▶ Migration

Within the University, knowledge and research are aimed at improving and strengthening the policing profession.



## LISTENING

3. Match the definitions with the pictures.

- a) Student Scientific Society
- b) International Student Club
- c) Student Patriotic Society
- d) Student Volunteer Society
- e) Sports Clubs
- f) Club KVN
- g) Dance Studio
- h) Singing Studio



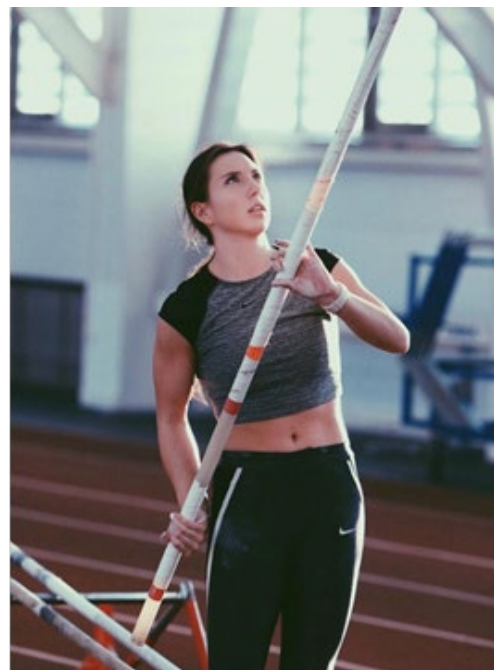
1



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3



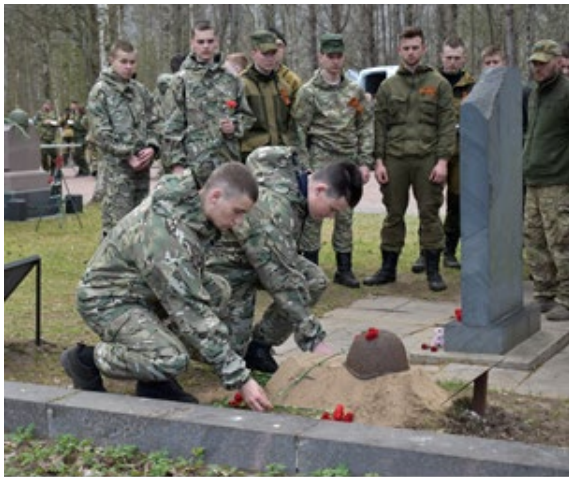
4



5



6



7



8

**4. Before you listen, discuss these questions:**

- Are you an active person?
- Do you do sport/ play musical instruments/ do you express yourself through art (singing, dancing, painting, and drama) participate in dance associations, etc.
- Do you pursue a favorite hobby or activity?
- List your achievements (this can be as diverse as academic awards or scholarships, sporting awards, school/club captain, speaking another language, playing musical instruments, volunteer work, participating in...)

*You are going to hear a man talking about the student union and student societies.*

**5. Listen (34.22–35.33) and choose the activities/things the speaker mentions.**

<i>The Student Union</i>		<i>Student Societies focus on</i>	
1	looks after student rights	1	applicants
2	organise excursions and	2	promotion
3	social events	3	hobbies
4	sets rules and regulations	4	activities

5	looks after student well-being and	5	professional skills
6	health	6	employment
7	helps with housing	7	research
8	provides legal advice	8	sports

**6. Listen (35.33-36.12) and answer the questions.**

- Why is it important to be involved in student organisations?
- How much truth do you think there is in the speaker’s statement that “All work and no play makes Jack a dull boy”?

**Communication**

**7. Work in groups. Discuss these questions.**

- Are there cadets’ societies and the cadet union at university? Name some of them?
- Do you want to be a member of any cadets’ society? Why/Why not?

**8. Work in groups. Read the statement and discuss it. Use the phrases below to express your opinion.**

“All work and no play make Jack a dull boy.  
But all play and no work makes him something worse.”

*Samuel Smiles<sup>19</sup>*

How to agree	Common phrases	How to disagree
<ul style="list-style-type: none"> <li>• I completely (entirely / absolutely) agree!</li> <li>• I couldn’t agree more</li> <li>• That’s right.</li> <li>• You’re (He’s) right</li> <li>• I know</li> <li>• Exactly</li> <li>• Absolutely</li> </ul>	<ul style="list-style-type: none"> <li>• I really think...</li> <li>• I strongly believe...</li> <li>• I truly feel... or</li> <li>• In my honest opinion...</li> </ul>	<p><i>Direct disagreement</i></p> <ul style="list-style-type: none"> <li>• I’m not sure about that.</li> <li>• No, I don't agree...</li> <li>• I don't accept that...</li> <li>• That's not true...</li> <li>• I don’t really see it like that myself</li> </ul> <p><i>Agreeing first</i></p> <ul style="list-style-type: none"> <li>• Although he’s right about that...</li> <li>• I agree with that, but...</li> <li>• I understand what he’s saying, but...</li> </ul> <p><i>Ending an argument</i></p> <ul style="list-style-type: none"> <li>• We'll have to agree to disagree...</li> </ul>

<sup>19</sup> Samuel Smiles (1812–1904) was a Scottish author and government reformer.



## ROLE PLAY

## Interview Competition

### *Situation:*

Imagine that the university announced an interview competition “My University”. Best works are promised to be broadcasted on the University TV.

*Cadet A:* a cadet

*Cadet B:* a university officer

Work in pairs. Prepare questions (both in English and Russian) you want to ask a university officer. This should be a real person (a lecturer, a postgraduate, a servant) who has successfully completed a course of study at our university. If your respondent doesn't speak English, then use your Russian version. Translate the answers into English and do your mock interview.

*Visit the site <https://www.immerse.education/articles/common-university-interview-questions/> to see the sample questions.*

**6. Work in groups. Give a presentation about studying either at Saint Petersburg University of the Ministry of the Interior of Russia or any foreign police college/university offering a higher degree.**

## USEFUL PHRASES AND STRATEGIES FOR PRESENTATIONS<sup>20</sup>

### I. OPENING

#### Overview (outline of presentation)

- ▶ I'm going to divide this talk into four parts.
- ▶ There are a number of points I'd like to make.
- ▶ Basically/ Briefly, I have three things to say.
- ▶ I'd like to begin/start by ...
- ▶ Let's begin/start by ...
- ▶ First of all, I'll...
- ▶ ... and then I'll go on to ...
- ▶ Then/ Next ...
- ▶ Finally/ Lastly ...

### II. BODY

#### Finishing a section

- ▶ That's all I have to say about...
- ▶ We've looked at...
- ▶ So much for...

#### Starting a new section

- ▶ Moving on now to ...
- ▶ Turning to...

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<sup>20</sup> The beginning is in Unit 1

- ▶ Let's turn now to ...
- ▶ The next issue/topic/area I'd like to focus on ...
- ▶ Now we'll move on to...
- ▶ I'd like now to discuss...
- ▶ Let's look now at...

### **Giving examples**

- ▶ For example, ...
- ▶ A good example of this is ...
- ▶ As an illustration, ...
- ▶ To give you an example, ...
- ▶ To illustrate this point ...

### **Summarising and concluding**

- ▶ To sum up ...
- ▶ To summarise ...
- ▶ Right, let's sum up, shall we?
- ▶ Let's summarise briefly what we've looked at ...
- ▶ If I can just sum up the main points ...
- ▶ Finally, let me remind you of some of the issues we've covered ...
- ▶ To conclude ...
- ▶ In conclusion ...
- ▶ In short ...
- ▶ So, to remind you of what I've covered in this talk, ...
- ▶ Unfortunately, I seem to have run out of time, so I'll conclude very briefly by saying that ...

### **Invitation to discuss / ask questions**

- ▶ I'm happy to answer any questions.
- ▶ Does anyone have any questions or comments?
- ▶ Please feel free to ask questions.
- ▶ Would you like to ask any questions?
- ▶ Any questions?

## **III. EFFECTIVE OPENING TIPS**

To make an effective presentation, it is important to get your audience interested in the first three minutes of your presentation. There are three ways to make an effective opening:

1. Give your listeners a problem to think about.
2. Give them some amazing facts.
3. Give them a story or some personal experience.

### **1. Problem technique**

- ▶ Suppose ... How would you ... ?
- ▶ How many of you have ever ... ?

- ▶ Do you think that's possible?

## 2. Amazing facts technique

- ▶ Did you know that ... ?
- ▶ According to a new study ...
- ▶ Statistics show that ...
- ▶ I read somewhere the other day that ...

## 3. Story/anecdote technique

- ▶ You may have heard about ...
- ▶ Have you ever been in a situation where ... ?
- ▶ I remember when ... It turned out that ...

## WRITING

### 9. Write a short essay (250–300 words) on the following issues:

- What is education for me?
- Why is education important?
- My first day at University.

**Discuss these questions:**

- ▶ What are officers on the picture doing?
- ▶ What professions require from employees taking an oath when starting service?
- ▶ When are you going to take the oath? / When did you take the oath?

**Reading and Language Development****1. Read the English and Russian equivalents of the Law Enforcement Oath of Honor.**

On my honor,  
I will never betray my badge, my integrity, my character or the public trust.

I will always have the courage to hold myself and others accountable for our actions.

I will always uphold the constitution, my community, and the agency I serve.

Клянусь:  
не запятнать честь мундира, быть верным своим принципам и не потерять доверия общества;

отвечать за свои поступки и быть требовательным к себе и своим товарищам;

защищать конституцию, народ и быть преданным делу, которому служу.

**2. Is there any difference between the Law Enforcement Oaths of Russia and the USA?****3. Match the Russian and English equivalents.**

1	не запятнать честь мундира, быть верным своим принципам	a	on my honor
2	клянусь	b	law enforcement oath of honor
3	защищать граждан	c	never betray my badge, my integrity, my character
4	присяга сотрудников правоохранительных органов	d	hold myself and others accountable for our actions
5	не потерять доверия общества	e	uphold my community
6	отвечать за свои поступки и быть требовательным к другим	f	never betray public trust

## Vocabulary List

accountability <i>n</i> accountable (for) <i>adj</i>	ответственность ответственный (за)
badge <i>n</i>	нагрудный знак сотрудника полиции
betray <i>v</i>	не оправдывать (надежд, доверия); подводить; предавать; изменять
courage <i>n</i>	мужество
define <i>v</i>	определять
distinguish <i>v</i>	характеризовать, служить отличительным признаком
faith <i>n</i> break faith imposed in faith	вера, доверие потерять доверие возложенное доверием
hold <i>v</i> hold smb. responsible	считать считать кого-л. ответственным
honor ['ɒnə] <i>n</i> on my honor! oath of honor	честь клянусь! клятва чести, присяга
impose <i>v</i> impose a charge of duty	возлагать возлагать обязанности
integrity <i>n</i>	честность; высокие моральные качества
law <i>n</i> law enforcement	право, закон правоприменение
oath <i>n</i> oath of office	клятва; присяга должностная присяга
pledge <i>n</i> solemn pledge	клятва торжественная клятва
responsible (for) <i>adj</i>	ответственный (за)
serve <i>v</i>	служить
sincerely <i>adv</i> sincerely intend to do sth	искренне искренне намереваться сделать что-то
trust <i>n</i>	доверие
uphold <i>v</i>	защищать
withstand <i>v</i>	выдержать (что-л.); противостоять, не поддаваться (чему-л.)

### 4. Read the text.

Before any officer takes the Law Enforcement *Oath* of Honor, it is important that he/she understands what it means. An oath is a solemn pledge someone makes when he/she *sincerely intends* to do what he/she says.

**Honor** means that one's word is given as a guarantee.

**Betray** is defined as breaking *faith* with the public trust.

**Badge** is the symbol of your *office*.

**Integrity** is being the same person in both private and public life.

**Character** means the qualities that *distinguish* an individual.

**Public trust** is a *charge of duty* imposed in *faith* toward those you serve.

**Courage** is having the strength to *withstand* unethical pressure, fear or danger.

**Accountability** means that you are answerable and *responsible* to your oath of office.

**Community** is the jurisdiction and citizens served.

**5. Find in the text the English equivalents to the following word combinations / phrases.**

1. Искренне намереваться делать то, что говоришь.
2. Потерять доверие общества.
3. Качества, которые характеризуют тебя как личность.
4. Обязанность, возложенная верой тех, кому ты служишь.
5. Противостоять давлению, страху или опасности.
6. Государство и граждане, которым ты служишь.

**6. Read and translate the following word combinations.**

1. before any officer takes the Law Enforcement Oath of Honor
2. he/she understands what it means
3. a solemn pledge someone makes
4. one's word is given as a guarantee
5. being the same person in both private and public life
6. have the strength
7. answerable and responsible for your oath of office

**7. Match the words in italics in the text to their synonyms.**

•*trust, confidence* •*pledge* •*honestly* •*organisation* •*bravery*  
•*characterize* •*accountable* •*responsibility* •*public* •*plan* •*resist*

**8. Match the antonyms.**

1	honor	a	insincerely
2	trust	b	disbelief
3	sincerely	c	uphold
4	break	d	dishonor
5	faith	e	private
6	public	f	distrust
7	responsible	g	safety
8	danger	h	irresponsible

**9. Work in groups. Discuss the key words of the Oath. What do they mean to you?**

**10. Use the words/phrases in the box on the right to make word combinations with the words on the left.**

*Example: oath of Honor*

<b>oath</b>	the public trust; my community; my badge; of Honor; the
<b>never betray</b>	agency I serve; my character; responsible to your; my
<b>uphold</b>	integrity; the constitution; of office

### 11. Choose the correct word/ words.

1. On my honor, I will never betray my badge, my *integrity* / *my integration*.
2. I will always have the courage to *hold* / *ask* myself and others accountable for our actions.
3. I will always uphold the constitution, my community, and the agency I *serve* / *support*.
4. Before any officer *upholds* / *takes* the Law Enforcement Oath of Honor, it is important that he/she understands what it means.
5. An oath is a solemn *secret* / *pledge* someone makes when he/she sincerely intends to do what he/she says.
6. Honor *mean* / *means* that one's word is given as a guarantee.
7. Betray is defined as breaking *order* / *faith* with the public trust.
8. Character means the qualities that *serve* / *distinguish* an individual.
9. Courage is having the strength *to face* / *to withstand* unethical pressure, fear or danger.
10. Accountability means that you are answerable and responsible *on* / *to* your oath of office.
11. Community is *the jurisdiction* / *a charge of duty* and citizens served.

### 12. Complete the sentences.

1. On my \_\_\_\_\_, I will never betray \_\_\_\_\_, my \_\_\_\_\_, my character or the public \_\_\_\_\_.
2. I will always have the \_\_\_\_\_ to hold myself and others accountable for our actions.
3. I will always uphold the \_\_\_\_\_, my community, and the agency I \_\_\_\_\_.
4. Before any officer takes the Law Enforcement \_\_\_\_\_, it is important that he/she \_\_\_\_\_ what it means.
5. An oath is a solemn \_\_\_\_\_ someone makes when he/she sincerely intends to do what he/she says.
6. \_\_\_\_\_ means that one's word is given as a guarantee.
7. Betray is defined as breaking \_\_\_\_\_ with the public trust.
8. \_\_\_\_\_ is the symbol of your office.
9. Integrity is being the same person in both \_\_\_\_\_ and public life.
10. Character means the qualities that \_\_\_\_\_ an individual.
11. Public trust is \_\_\_\_\_ imposed in faith toward those you serve.
12. Courage is having the strength to \_\_\_\_\_ unethical pressure, fear or danger.
13. Accountability means that you are answerable and \_\_\_\_\_ to your oath of office.
14. \_\_\_\_\_ is the jurisdiction and citizens served.



***Before listening***

**13. Answer the questions.**

1. Where can one find the text of the law enforcement oath of the Russian Federation?
2. Who takes this oath?
3. Who created the law enforcement oath of honor (English version)?
4. Name the key words of the law enforcement oath of honor.

**Vocabulary List**

adopt was adopted	принимать была принята
IACP (International Association of Chiefs of Police)	Международная ассоциация начальников полиции
make a commitment to maintain the integrity	взять на себя обязательство сохранять преданность
vital to take time to understand	важно потратить время, чтобы понять
bond and guarantee	залог и гарантия
firm adherence	строгое соблюдение, верность
imposed in faith	возложенное доверием
swear (swore, sworn)	клясться
venture	рисковать
persevere [ˌpɜːsɪˈvɪə]	не сдаваться, проявлять упорство
overcome difficulties	преодолевать трудности
depict incredible responsibility	описывать невероятную ответственность

***While listening***

**14. Listen to the first part of the video (00.00–01.16) and do the following tasks:**

- Say stop when you hear the vocabulary given above and the key words of the law enforcement oath of honor.
- Check your answers of the questions 3-4 of Task 13.
- Listen to once again and make notes of information and the key words of the law enforcement oath of honor you hear.

**15. A) Predict continuation of the video. What is going to be next?**

**15. B) Check your guesses by listening to the second part (01.35–01.53)**

*After listening*

**16. Is there any critical difference between the definitions of the key words of the oath in the video and the text you have read?**

**17. Put the questions to information given in the video in order it appears.**

- What is necessary to do before taking the oath?
- Why was the law enforcement oath of honor adopted?
- Who put the law enforcement oath of honor forward?

**18. In pairs extend the definitions of the key words using your notes.**

**Communication**

**19. A) Work in groups. Recollect the oath of the Russian law enforcers. Give its version in English.**

**19. B) Work in pairs or groups. Discuss the swearing-in ceremony. Use the questions as a guide.**

- Where and when did it happen?
- Who were there?
- What did you do at the ceremony?
- What was the event/the procedure like?
- What did you feel? What emotions did you experience?

## Grammar Section

### Времена группы Simple

Времена группы **Simple** обозначают действия, которые происходят, происходили или будут происходить в настоящем, прошедшем или будущем (без указания на длительность или завершенность действия). В данную группу входят следующие времена:

- Present Simple — Настоящее простое (время);
- Past Simple — Прошедшее простое (время);
- Future Simple — Будущее простое (время).

### Образование и употребления времен группы Simple

Таблица образования утвердительной, вопросительной и отрицательной форм глаголов во временах группы Simple (на примере с подлежащим *they*).

Время	Утвердительная форма	Отрицательная форма	Вопросительная форма (общий вопрос)
Present Simple	They work	They do not work	Do they work?
Past Simple	They worked	They did not work	Did they work?
Future Simple	They will work	They will not work	Will they work?

### Present Simple (Настоящее простое время)

**Present Simple** образуется путем отбрасывания от инфинитива (неопределенной формы глагола) частицы *to* (*to work* — *work*). Полученная форма (*work*) называется первой формой глагола и используется со всеми лицами *Present Simple* (*I, you, we, they*), кроме 3-го лица, единственного числа (*he, she, it*), где глагол в утвердительной форме приобретает окончание **s** (*to work* — *works*). Для образования вопросительной и отрицательной формы используется вспомогательный глагол **do** (для всех лиц, кроме 3 лица, единственного числа (*he, she, it*), где он используется в форме **does**). В вопросительной форме вспомогательный глагол **do (does)** ставится на первое место перед подлежащим, в отрицательной — после подлежащего, перед отрицательной частицей **not**. Вспомогательный глагол показывает время действия (*Present Simple*), выраженного смысловым глаголом; смысловой глагол обозначает само действие. **Смысловый глагол в вопросительной и отрицательной форме никогда не имеет окончания s (кроме вопроса к подлежащему).**

### Правила употребления Present Simple

1. Для выражения регулярно повторяющегося действия в настоящем или свойственного лицу, выполняющему это действие.

Часто употребляется со словами: *often* — часто; *always* — всегда, *usually* — обычно; *from time to time* — время от времени; *sometimes* — иногда. Эти наречия обычно ставятся перед смысловым глаголом. Для отрицания дей-

ствия может использоваться *never* (после которого следует смысловой глагол в утвердительной форме).

I *usually* **walk** to work. — Я обычно *хожу на работу пешком*.

My brother *never* **walks** to work. — Мой брат *никогда не ходит* пешком на работу.

2. Для выражения научного факта или истины.

The earth **goes round** the sun. — Земля **вращается** вокруг Солнца.

3. Для выражения действия в настоящем (или будущем) в расписаниях, программах и т. п.

Our classes **start** at 9.00. — Наши занятия **начинаются** в 9.00.

When **does** the conference **start**? — Когда **начинается** конференция?

### Past Simple (Прошедшее простое время)

**Past Simple** образуется путем прибавления окончания **-ed** к первой форме смыслового глагола. Большинство глаголов образуют прошедшее простое время по этому правилу и называются *правильными*. Существуют глаголы, которые образуют прошедшее время не по правилам (неправильные глаголы). Существует таблица неправильных глаголов, в которой представлены 3 формы неправильных глаголов, из которых *вторая форма* является глаголом в **Past Simple**. Для образования вопросительной и отрицательной формы используется вспомогательный глагол **did** (для всех лиц). В вопросительной форме вспомогательный глагол **did** ставится на первое место перед подлежащим, в отрицательной — после подлежащего, перед отрицательной частицей **not**. Вспомогательный глагол показывает время действия (Past Simple), выраженного смысловым глаголом; смысловой глагол обозначает само действие. *Смысловой глагол в вопросительной и отрицательной форме всегда используется в первой форме* (так как действие в прошлом смыслового глагола в данном случае определяется глаголом **did**).

### Правила употребления Past Simple

1. Для выражения действия в прошлом без акцента на длительность или завершенность.

Часто употребляется с показателями прошлого времени: *last (week, month, year)* — на прошлой неделе, в прошлом месяце, году; *...ago (...тому назад)*, *yesterday* (вчера), *the day before yesterday* (позавчера) и др. Показатели времени обычно ставятся в конце или начале предложения.

We **went** to the theater *yesterday*. *Вчера* мы **ходили** в театр.

2. Для выражения длительного действия в прошлом, выраженным глаголом в Past Continuous, которое прерывается другим кратким действием, выраженным глаголом в Past Simple.

When a burglar was *breaking into* the house, he **set off** the alarm.

Когда грабитель *вторгался* в дом, **сработала** сигнализация.

## Future Simple (Будущее простое время)

**Future Simple** образуется при помощи вспомогательного глагола *to be* в будущем времени **will** (*в письменной форме может использоваться форма shall для 1-го лица единственного и множественного числа*) и **I формы смыслового глагола**. Вспомогательный глагол *will* выражает будущее время действия; выраженного смысловым глаголом; смысловой глагол обозначает само действие. В отрицательной форме после *will* ставится отрицательная частица **not**, в вопросительной форме *will* ставится в предложении на первое место. **Правила употребления Future Simple**

1. Для выражения длительного действия в будущем без акцента на длительность или завершенность.

Часто употребляется со словами: (*the*) *next day (week, month, year)* — на следующий день, на следующий неделе, в следующем (месяце, году); *tomorrow* — завтра, *the day after tomorrow* — послезавтра; *in (a week, month, year)* — через (неделю, месяц, год. *In two years, we will graduate* from the university.

Через два года мы *окончим* университет.

2. В придаточных предложениях условия и времени для обозначения действия в будущем используется глагол в **Present Simple**, в главном предложении — **Future Simple**.

*When I come* home, I will phone you. *Когда я вернусь* домой, я тебе (Вам) позвоню.

*If you go* to London, bring some pictures for me. *Если поедешь* в Лондон, привези мне несколько фотографий

3. Для обозначения действия в будущем после: I (don't) think — (не) думаю; I expect — ожидаю, полагаю; I'm sure — я уверен; I wonder — мне интересно; probably (скорее всего, по всей вероятности).

*I (don't) think* the exam **will be** very difficult. Я (не) думаю, что экзамен **будет** очень трудным.

I'm *sure* he **will pass** the exam. Я *уверен*, что он **сдаст** экзамен.

**Пассивная форма** (страдательный залог) времен группы **Simple** образуется при помощи вспомогательного глагола **to be** в нужном времени (настоящего, прошедшего или будущего) и причастия прошедшего времени (для правильных глаголов к первой форме глагола добавляется окончание *-ed*, для неправильных глаголов используется третья форма неправильного глагола). По форме глагола **to be** определяется время действия, выраженного смысловым глаголом; по причастию прошедшего времени — само действие).

Вопросительная форма предложений с глаголами в пассивной форме для времен **Present Simple** и **Past Simple** образуется путем вынесения формы глагола **to be** (*am / is / are; was / were*) на первое место (перед подлежащим); вопросительная форма предложений с глаголами в пассивной форме для времени **Future Simple** — путем вынесения вспомогательного глагола *will* на первое место. Предложение с глаголами в отрицательной форме сохраняют порядок утверди-

тельного предложения; отрицательная частица **not** ставится после формы **to be** (**Present Simple** и **Past Simple**) и после **will** для времени **Future Simple**.

*Example:*

+ The investigation **was completed** last month.

? **Was** investigation **completed** last month?

– The investigation **was not completed** last month.

<b>Present</b>	am, is, are	<b>informed</b>	Cadets <b>are informed</b> of rules and regulations. Курсантам доводят правила внутреннего распорядка
<b>Past</b>	was, were		Cadets <b>were informed</b> of rules and regulations. Курсантам довели правила внутреннего распорядка
<b>Future</b>	will be		Cadets <b>will be informed</b> of rules and regulations. Курсантам доведут правила внутреннего распорядка

## Progress Check

### 1. Fill the correct preposition.

1. The university strives **to/for** training honest and competent servants.
2. The university is responsible **to/for** basic and continuing police training.
3. I'll graduate **from/out** the University **in/from** five years with a major **in/at** criminal investigation.
4. University applicants must be **before/ under** the age of 25.
5. The University spreads **across/on** three locations.

### 2. Complete with: requirements (x2), uniform, record, a carrier, residence, stress, performance, courtesy, regulations, activities, time.

1	halls of ...	7	rules and ...
2	no criminal ...	8	meet ...
3	entry ...	9	endure ...
4	full— ...	10	military ...
5	provide with ...	11	academic ...
6	pursue ...	12	extracurricular ...

### 3. Match the words with their definitions.

1	higher education	a	to officially register on a course at a college or university
2	enroll	b	not fall behind
3	pursue	c	education beyond the age at which it is compulsory, usually in a college or university
4	keep up with your studies	d	finish a job or task in the time allowed or agreed
5	hit the books	e	to study hard
6	meet a deadline	f	academically difficult
7	well-educated	g	try to do a plan / activity or achieve it
8	challenging	h	someone who has received a high level or good standard of education

### 4. Complete the sentences with the correct derivatives from the words in brackets.

1. During their education ..... hold the rank of a cadet. (TRAIN)
2. Studies show that a police officer's occupation is one of the most ..... jobs in the world. (STRESS)
3. Some of us filled the ..... to the University even in January. (APPLY)
4. Cadets' ..... at University is obligatory. (ATTEND)
5. Cadets must ..... proper discipline and behaviour. (MAINTAINANCE)
6. Student societies offer a wide range of activities including ..... arts, role-play, faculty-based activities, etc. (PERFORM)

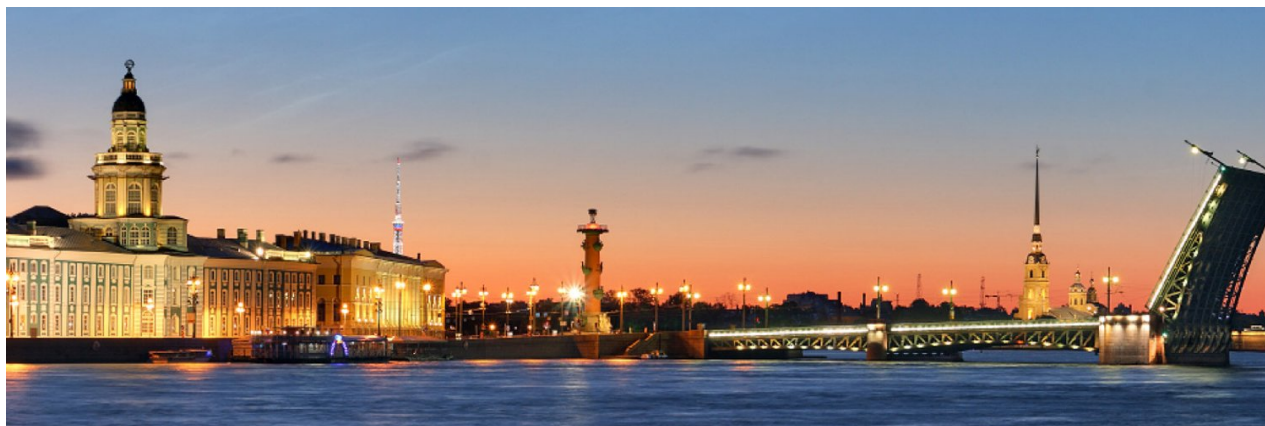


**5. Answer the questions.**

1. Where do you study?
2. What speciality are you going to take?
3. What faculty do you study at?
4. Are you a full-time or a part-time student?
5. How many years does your degree require?
6. What extracurricular activities are you involved in?
7. Is it necessary to hit the books? Why/Why not?
8. Are your studies challenging? Why/Why not?

**6. What questions can you ask to the following sentences?**

1. I pursue a career in law.
2. The vast majority of the teaching staff is shown to be police officers.
3. The Master programme is available to applicants with a Specialist and a Bachelor's degrees.
4. My studies last five years.
5. To enter the university, it is necessary to have citizenship of the Russian Federation and a diploma of a high or vocational school.
6. The academic year is divided into two terms.



**Discuss these questions:**

- What information can you share about St. Petersburg?
- What are the official symbols of the city?

## Unit 1

## WELCOME TO SAINT PETERSBURG

**Reading and Language Development**

**1. Read the text and decide what the numbers from the text mean.**

seventeen o three \_\_\_\_\_  
 from the tenth till the twenty first \_\_\_\_\_  
 six \_\_\_\_\_  
 four hundred thousand \_\_\_\_\_  
 three hundred and fifty \_\_\_\_\_  
 twelve \_\_\_\_\_

**Our city — Saint Petersburg**

St. Petersburg is world-renowned for its history and culture. Magnificent architectural ensembles, beautiful palaces, splendid parks, well-known museums attract millions of tourists from all over the world.

Peter the Great founded the city of Saint Peter in 1703 as the “window to Europe”. Many European and Russian architects (Trezzini, Rossi, Rastrelli, Voronikhin, Montferrand, Quarenghi, Cameron, etc.) created the unique style of the city.

One may talk about St. Petersburg for ages, but there is nothing better than to come and enjoy the magical views of the city live! Of course, it is impossible to create a route that will be suitable for everyone.

What are the main attractions of Saint Petersburg? There are many things to see here.

For the first time visitors the Hermitage Museum is a must-see. The main museum complex consists of six buildings including the lavish Winter Palace regarded as one of the most beautiful buildings in the world. You can spend days in the Hermitage admiring masterpieces of the greats: Leonardo da Vinci, Rembrandt, Claude Monet, Vincent van Gogh, etc.

The Russian Museum holds the world’s largest collection of Russian art. There are over 400 000 exhibits covering all main periods and trends in the history of Russian art from the 10<sup>th</sup> till the 21<sup>st</sup> century. Contemporary art is also available at the fantastic Erarta Museum and the Street Art Museum.

World-class ballet, opera and classical concerts at the well-known theaters and concert halls also make St Petersburg a treasure of world culture.

St. Petersburg is also home to such magnificent churches as St. Isaac’s and Kazan Cathedrals, the Church of the Savior on Spilled Blood.

Nicknamed as “the Venice of the North”, St. Petersburg is famous for its museums, theaters, cathedrals, rivers and canals as well as various beautiful bridges. Russia’s northern capital has about 350 bridges and 12 of them are bascule bridges.

St. Petersburg is one of the world’s most visited cities. It regularly holds various scientific and sporting events, exhibitions and forums.

Study in St Petersburg! Live in St Petersburg!

**2. Think and say: What museum can the following number refer to?**

*more than 3 mln exhibits* \_\_\_\_\_

**3. Look at the table and provide the missing parts of speech. Search the text “Welcome to Saint Petersburg” or / and use a dictionary. Make sure you know the meaning of the words.**

*Example:*

<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>
founder		
founder	<i>found</i>	<i>founded</i>

<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>
	vary	
	fantasize	
		tourist
	beautify	
	admire	
magnificence		
		exhibited
sport		
knowledge		

**4. Find in the text phrases with the words from the table of Task 3. Give their Russian equivalents.**

*Example:*

founded by Peter the Great — основанный Петром Первым

**5. Translate the words of the same root.**

architect — architecture — architectural

attract — attraction — attractive

beauty — beautify — beautiful

build — building — builder

collect — collection — collector — collected

create — creation — creator — creative — created

culture — cultural

enjoy — enjoyment — enjoyable

fantasize — fantasist — fantasy — fantastic — fantastically

found — founder — foundation — founded

science — scientist — scientific

tour — tourism — tourist

vary — variant — various

visit — visitor — visiting

**6. Match the English and Russian equivalents.**

<b>1</b>	attraction	<b>a</b>	знаменитый
<b>2</b>	must-see	<b>b</b>	всемирно известный
<b>3</b>	world-renowned	<b>c</b>	достопримечательность
<b>4</b>	famous	<b>d</b>	шедевр
<b>5</b>	treasure	<b>e</b>	то, что необходимо увидеть
<b>6</b>	masterpiece	<b>f</b>	сокровище
<b>7</b>	exhibit	<b>g</b>	доступный, имеющийся в наличии
<b>8</b>	bascule	<b>h</b>	разводная часть моста
<b>9</b>	contemporary	<b>i</b>	экспонат
<b>10</b>	available	<b>j</b>	великолепный, величественный
<b>11</b>	magnificent	<b>k</b>	современный

**7. Match the Russian and English equivalents.**

<b>1</b>	достопримечательность, которую необходимо увидеть	<b>a</b>	world-renowned for its history and culture
<b>2</b>	славиться музеями и театрами	<b>b</b>	treasure of world culture
<b>3</b>	разводной мост	<b>c</b>	must-see attraction
<b>4</b>	шедевры великих художников	<b>d</b>	be famous for its museums and theaters
<b>5</b>	сокровище мировой культуры	<b>e</b>	contemporary art
<b>6</b>	есть в музее	<b>f</b>	masterpieces of the greats

7	современное искусство	g	museum exhibit
8	величественные храмы	h	available at the museum
9	всемирно известный своей историей и культурой	i	bascule bridge
10	музейный экспонат	j	magnificent churches

### 8. Choose the correct form of the verb to be.

*Example:* St. Petersburg *is / are* the cultural capital of Russia.

St. Petersburg **is** the cultural capital of Russia.

1. St. Petersburg *is / was* founded by Peter the Great in 1703.
2. The Hermitage *are / is* a must-see for the first-time visitors.
3. St. Petersburg *are / is* home to some magnificent churches.
4. Contemporary art *are / is* also available at the Erarta Museum.
5. There *is / are* many attractions in Saint Petersburg.
6. There *is / are* the Winter Palace in the center of the city.
7. There *are / is* over 400 000 exhibits in the Russian Museum.

### 9. Fill in the gaps with the correct form of verb to be

1. St. Petersburg ... a treasure of world culture.
2. St. Petersburg ... famous for its museums, theaters, ballet and opera, cathedrals, rivers and bridges.
3. There ... 12 bascule bridges in St. Petersburg.
4. Blagoveshchensky Bridge, the first bascule bridge, ... built in 1843–1850.
5. The Winter Palace ... one of the most beautiful buildings in the world.
6. There ... masterpieces of Raphael, Michelangelo, Titian, Rubens, Picasso in the Hermitage.
7. The Bronze Horseman ... an impressive monument to the founder of St. Petersburg, Peter the Great.
8. It ... the initiative of Empress Ekaterina II to create the monument to Peter I.
9. At the base of each Rostral Columns there ... two allegorical figures of the Russian trade waterways: the Neva, the Volkhov, the Volga and the Dnieper.
10. The large defensive fortress on Zayachy Island ... the heart of the city from which St. Petersburg began its history.
11. The Winter Palace ... an imperial palace, at present it ... a part of the Hermitage Museum Complex.
12. There ... marble statues and rare flowers and plants, as well as fountains in the Summer Garden.

## WATCHING 1

### *Before watching*

#### 10. A) Match the sights with the architects.

1	Peter and Paul Fortress (1703; 1706–1740)	a	Francesco Bartolomeo Rastrelli
2	Peter and Paul Cathedral (1712–1733)	b	Francesco Bartolomeo Rastrelli
3	Peterhof Palace (1747–1751)	c	Peter I (founder) Domenico Trezzini (designer)
4	Winter Palace (1757–1762)	d	Andrey Voronikhin
5	Alexander Column (1830–1834)	e	Domenico Trezzini
6	Michailovsky Palace (Russian Museum) (1819–1825)	f	Charles Cameron
7	Cameron’s Gallery	g	Auguste de Montferrand
8	Kazan Cathedral (1801–1811)	h	Auguste de Montferrand
9	St. Isaac’s Cathedral (1818–1858)	i	Carlo Rossi
10	Church of the Savior on Spilled Blood (1883-1907)	j	Alfred Parland

***While watching***

**10. B) Watch the video and check your answers.**

***After watching***

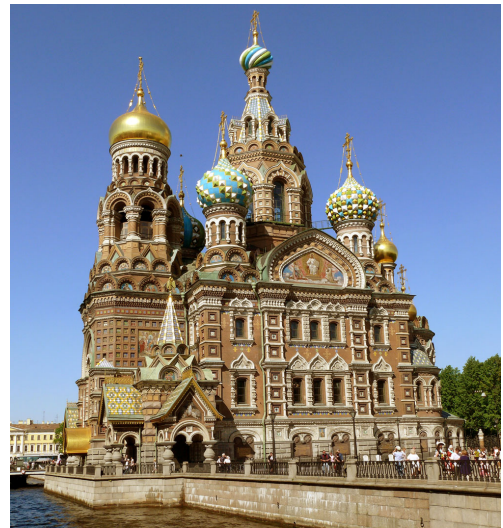
**11. Make up sentences about the sights and their architects. Use the following word combinations:**

- ... was founded by ... in ....
- ... was designed by ... in ....
- ... was constructed by ... in/ between ....
- ... was created by ... in/ between ....

*Example:* The church of the Savior on Spilled Blood was constructed by Alfred Parland between 1883 and 1907.

**12. A) Find in the text adjectives describing:**

- the city / its style / the view of the city;
- the Winter Palace;
- museums;
- ballet / opera.



**12. B) Make sentences with these phrases.**

*Examples:* The city is world-renowned for its history and culture.  
St. Petersburg is associated with world-class ballet and opera performances given by the Mariinsky Theater.

**13. Find in the text adjectives to continue the synonymic ring. What do they describe?**

beautiful, wonderful, *s....., m.....*

**14. Match the English and Russian equivalents.**

1	attract	a	создавать
2	create	b	состоять (из чего-л. / кого-л.)
3	consist (of)	c	привлекать
4	hold	d	охватывать
5	cover	e	вместать, хранить; проводить
6	admire	f	восхищаться

**15. Match Russian and English equivalents.**

1	состоять из шести зданий	a	create the unique style of the city
2	хранить самую большую коллекция русского искусства	b	cover main periods and trends
3	охватывать основные периоды и тенденции	c	consist of six buildings
4	создавать неповторимый стиль города	d	hold the world's largest collection Russian art
5	проводить научные и спортивные мероприятия	e	admire masterpieces of the greats
6	восхищаться шедеврами великих художников	f	hold scientific and sporting events

**16. Choose the correct word / words.**

*Example:* Bridges *represent / represents* the architecture, engineering, history and the soul of the city.

Bridges *represent* the architecture, engineering, history and the soul of the city.

1. Peter the Great *found / founded* the city of Saint Peter in 1703 as the "window to Europe".

2. The Hermitage Museum *consist of / consists of* six buildings.

3. It *takes / take* eleven years to view each exhibit of the Hermitage.

4. Tourists *admires / admire* masterpieces of the greats: Leonardo da Vinci, Rembrandt, Claude Monet, Vincent van Gogh in the Hermitage.

5. The Russian Museum *hold / holds* the world's largest collection of Russian art.

6. Exhibits of the Russian Museum *covers / cover* main periods and trends of Russian art.

7. The city regularly *hold / holds* various scientific and sporting events, exhibitions and forums.

8. Many European and Russian architects (Trezzini, Rossi, Rastrelli, Voronikhin, and Montferrand) *create / created* the unique style of the city.



9. The word *Kunstkamera* *come / comes* from the German words *Kunst* meaning “art” and *Kamera* meaning “a chamber” or “a room”.

10. The name *Nevsky Prospect* *originates / originate* the Alexander Nevsky Monastery, which was founded by Peter the Great in 1710.

**17. Fill in the gaps with the correct form of the verb *to have* (have, has, had).**

*Example:* St. Petersburg ... atmosphere like no other.

St. Petersburg *has* atmosphere like no other.

1. Studying in St. Petersburg you ... an opportunity to view tourist attractions of the city.

2. St. Petersburg ... strongly European-inspired architecture and culture.

3. Tourists ... much fun in St. Petersburg.

4. Many European and Russian architects ... an influence on the city's style.

5. Russia's northern capital ... about 200 museums.

6. Saint Petersburg ... lots of churches and cathedrals.

7. The Church of the Savior on Spilled Blood ... a lot of mosaics.

8. Catherine the Great ... parties with games and performances in The Pavilion Room of the Small Hermitage, which were known as “small hermitages.

9. Visitors never miss Nevsky Prospect and always ... an enjoyable walk along the prospect.

10. All the underground stations ... signs both in Russian and in English.

**18. Choose any two sentences from the previous task. Ask 1 general question and 2–3 special questions to these sentences.**

**19. Some sentences are wrong. Make them correct using the negative form of the verb *to be* and giving the correct version.**

*Example:* St. Petersburg is the capital of Russia.

St. Petersburg **is not (isn't)** the capital of Russia. Moscow **is** the capital of Russia. St. Petersburg **is** the cultural capital of Russia.

1. St. Petersburg was founded by Peter the Great in 1713.

2. St. Petersburg is world-renowned for its Romanesque churches.

3. Kazan Cathedral is the first cathedral of St. Petersburg, a burial place of the Romanov dynasty.

4. The lavish Winter Palace was created by Domenico Trezzini.

5. There are masterpieces of Vrubel, Vasnetsov, Serov, etc. in the Hermitage.

6. There are over 3 000 000 exhibits in the Russian Museum.

7. The official symbols of St. Petersburg are the Bronze Horseman, the angel weather vane on the spire of the Peter and Paul Cathedral and the golden ship on the top of the Admiralty.

8. The Bronze Horseman is the museum to the founder of St. Petersburg.

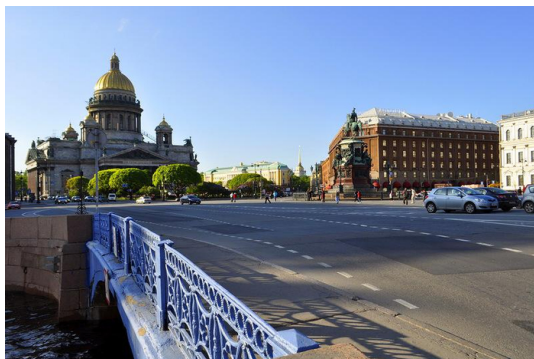
9. Senate Square is the main square of St. Petersburg.

10. The Mariinsky Theater is world-renowned for its drama performances.

## WATCHING 2

### Before watching

20. Match the nouns to the adjectives.



Nouns	Adjectives
height	long
depth	wide
length	deep
width	strong
strength	high

### While watching

21. A) Watch the video and try to guess why these attractions are mentioned in the film.

21. B) Match the landmarks with their descriptions.

1 Peter and Paul Fortress

2 Ioannovsky Bridge



3 Peter I's House

4 The Hermitage museum

5 Liteyny Bridge

6 Chizhik-Pyzhik

7 Lakhta Center

8 Bank Bridge

a the smallest statue in Saint Petersburg (11 cm; 5 kg)

b the largest museum in Russia (3 mln exhibits) and the largest by the area in the world

c the oldest dwelling house<sup>21</sup> in St Petersburg (1703)

d the oldest engineering and architectural attraction of the city (1703)

e the widest bridge in the world (97,3 m)

f the narrowest bridge (1,9 m)

g the oldest wooden bridge (1738)

h the longest bascule leaf<sup>22</sup> in the world (67 m)

<sup>21</sup> Жилой дом.

<sup>22</sup> Крыло разводного моста.



9 Blue Bridge

i the tallest building in Europe (462 m)

*After watching*

**21. C) Make sentences using the phrases from Task 20 B).**

*Example:* The statue of Chizhik Pyzhik is the smallest in St Petersburg, with the height of only 11 centimeters. Chizhik-Pyzhik is 5 kilos in weight.

**22. Put the words in the correct order to make a sentence.**

*Example:* St. Petersburg / for its history / world-renowned / culture / and / is.

*St. Petersburg is world-renowned for its history and culture.*

1. The city / in 1703 / by Peter the Great / was founded.
2. There / Saint Petersburg / attractions / are / many / in.
3. St. Petersburg / famous for / its museums, theaters, ballet and opera, cathedrals, rivers and bridges / is.
4. The Alexander / in Saint Petersburg / is / of Palace / Column / Square / the focal point.
5. St. Isaac's / an outstanding / Cathedral / is / monument / classicism / of late.
6. Another / the City / of St. Petersburg / is / of White / nickname / Nights.
7. There / Mikhail / the statue of / Kazan / Kutuzov / in front of / Cathedral / is.
8. The magnificent / masterpiece / of the Summer / railing / is / Garden / an architectural.
9. St. Petersburg / Russia / was / the capital of / two centuries / for more than.
10. There / coloured / across the Moika / and Yellow / bridges / river:/ the Blue, Red, Green / are / Bridges / four.

**LISTENING**     <https://www.youtube.com/watch?v=LAXf-05NTRY>

*Before listening*

You are going to watch a video “Must-See Attractions of St. Petersburg”.

**Vocabulary list**

rival	соперничать; конкурировать
overwhelm	ошеломлять, поражать
splendour	великолепие
majestic	величественный
must	обязательный элемент
appreciate	зд. рассматривать
piece	зд. музейный экспонат



*Examples:*

St. Petersburg is world-renowned for its history and culture.

Is St. Petersburg world-renowned for its history and culture?

What is St. Petersburg world-renowned for?

There are many tourist attractions in St. Petersburg.

Are there many tourist attractions in St. Petersburg?

What attractions are there in St. Petersburg?

Tourists have much fun in St. Petersburg.

Do tourists have much fun in St. Petersburg?

What fun do tourists have in St. Petersburg?

1. The main tourist attractions are the Hermitage, Peter and Paul Fortress, Alexander Column, Kazan Cathedral, St. Isaac's Cathedral, etc.
2. St. Petersburg is famous for its splendid parks and palaces, architectural ensembles, well-known museums, theaters, rivers and bridges.
3. The Hermitage is a must-see for all first time visitors.
4. There are six buildings in the museum complex.
5. The main building of the museum complex is the lavish Winter Palace.
6. There are more than 3 000 000 exhibits in the Hermitage.
7. There are many masterpieces of the greats Rembrandt, Monet, etc.
8. There are over 400 000 exhibits in the Russian museum.
9. Contemporary art is also available at the Erarta Museum and the Street Art Museum.
10. Russia's northern capital has about 350 bridges.

## **27. Translate the sentences.**

1. Санкт-Петербург известен во всем мире своей историей и культурой.
2. Город был основан Петром в 1703 году как «окно в Европу».
3. Многие европейские и российские архитекторы, такие как Трезини, Росси, Растрелли, Воронихин, Монферран, Кваренги, Камерон и др., создали неповторимый стиль города.
4. В Петербурге много достопримечательностей.
5. Основными достопримечательностями города являются Петропавловская крепость и Петропавловский собор, Эрмитаж, Русский музей, Исаковский и Казанский собор, Спас на Крови.
6. Эрмитаж — обязательный элемент туристического маршрута.
7. Музейный комплекс Эрмитажа состоит из 6 зданий, включая Зимний дворец.
8. В Эрмитаже вы можете увидеть творения великих мастеров: Леонардо да Винчи, Рембрандта, Моне, Винсента Ван Гога.
9. В Русском музее хранится крупнейшая в мире коллекция русского искусства.

10. Здесь представлено более 400 000 экспонатов, охватывающих русское искусство X–XXI веков.

11. Санкт-Петербург является сокровищницей мировой культуры.

12. Санкт-Петербург известен своими музеями, театрами, балетными и оперными постановками.

13. Санкт-Петербург знаменит своими реками, каналами и мостами.

14. В Северной столице насчитывается около 350 мостов, 12 из которых разводные.

15. В Санкт-Петербурге регулярно проводятся различные научные и спортивные мероприятия, выставки и форумы.

## Communication

### ROLE PLAY

### Excursion

**Situation:** Foreign law enforcement officials arrive in Saint Petersburg. A welcoming officer is meeting the delegation at the airport. On the way to the hotel, the officer acquaints visitors with the city.

*Student A:* a welcoming officer

*Students (the rest of the group):* foreign officials

### Useful language

<i>Welcoming Officer</i>	<i>Foreign Officials</i>
Welcome to St. Petersburg.	Nice to meet you.
Pleased to meet you.	I've heard something about the
Let me tell you about ...	Hermitage, could you tell us about
As you know ...	it?
First of all, I'd like to start with ...	It's incredible!
I want to draw your attention to ...	It's amazing!
Do you know that ...	Is it far from my hotel?
To tell the truth my favourite place in the	Is it open now?
city is ...	Is this (that) a bascule bridge?
I'd recommend you to visit ...	What's its name?
Have a good day!	Is it Nevsky Prospect?
Have a nice time.	Thank you.
Nice meeting you.	You too.

*Example:* Welcome to St. Petersburg, the city of rivers and canals, well-known theaters and museums. Let me tell you some words about this fascinating city. As you know it was founded by Peter the Great...

## Vocabulary List

admire <i>v</i>	восхищаться
attraction <i>n</i>	достопримечательность
available <i>adj</i>	доступный; имеющийся в распоряжении
bridge <i>n</i> bascule bridge	мост разводной мост
cathedral <i>n</i>	собор, кафедральный собор
church <i>n</i> Church of the Savior on Spilled Blood ['seɪviə] [blʌd]	церковь Спас на Крови
consist (of) <i>v</i>	состоять (из)
contemporary <i>adj</i>	современный
cover <i>v</i>	охватывать
create <i>v</i> create a route	создавать, творить прокладывать маршрут
enjoy <i>v</i>	получать удовольствие; наслаждаться
exhibit <i>n</i>	экспонат (на выставке)
exhibition <i>n</i>	выставка
fascinating <i>adj</i>	обворожительный, очаровательный, пленительный
famous (for) <i>adj</i>	знаменитый, известный
foreign <i>adj</i>	иностранный
found <i>v</i>	основать
great <i>n</i>	гений
hold <i>v</i>	вмещать, содержать; проводить
include <i>v</i>	включать
lavish <i>adj</i>	роскошный
magnificent <i>adj</i>	великолепный, величественный
masterpiece <i>n</i>	шедевр
must-see <i>n</i>	то, что необходимо увидеть
nickname <i>n</i>	второе имя, прозвище, псевдоним
palace <i>n</i>	дворец
regard <i>v</i> regard smth as	рассматривать, считать рассматривать что-л. как
renowned <i>adj</i>	знаменитый, известный
spend <i>v</i>	тратить
splendid <i>adj</i>	роскошный, великолепный, величественный
suitable <i>adj</i>	подходящий
treasure <i>n</i>	сокровище, сокровищница



### Степени сравнения прилагательных

Как и в русском языке, прилагательные в английском языке делятся на качественные (qualitative) и относительные (relative).

Качественные (qualitative) прилагательные описывают признак, который может выражаться в большей или меньшей степени:

светлый (light), зеленый (green), хороший (good), счастливый (happy);

относительные (relative) прилагательные показывают принадлежность, материал, назначение, т.е. показатель, который не может проявляться в большей или меньшей степени: деревянный (wooden), домашний (domestic), бездомный (homeless).

Качественные прилагательные имеют 3 степени сравнения: положительную (positive degree), сравнительную (comparative degree) и превосходную (superlative degree).

Положительная степень — это словарная форма прилагательного. Сравнительная и превосходная формы степеней прилагательных образуются двумя способами: синтетическим методом (добавлением суффиксов) и аналитическим методом (добавлением слов).

Односложные и большинство двусложных прилагательных образуют сравнительную и превосходную степень прилагательных путем добавления суффиксов к прилагательному в положительной степени (суффикса *-er* в сравнительной степени и определенного артикля *the* и суффикса *-est* в сравнительной степени).

Многосложные и некоторые двусложные прилагательные образуют сравнительную и превосходную степень прилагательных аналитическим методом — путем прибавления (перед прилагательным в положительной степени) слов *more* и *most* (для выражения большей и наибольшей степени качества и *less* и *the least* (для выражения меньшей и наименьшей степени качества).

#### Синтетический метод

Positive (Положительная)	Comparative (Сравнительная)	Superlative (Превосходная)
large (конечная буква <i>e</i> опускается в сравнительной и превосходной степени)	larger	<i>the largest</i>
hot (в односложных прилагательных после кратких гласных в сравнительной	hotter	<i>the hottest</i>

и превосходной степени)		
dry (если конечная буква у следует после согласной, она меняется на <i>i</i> в сравнительной и превосходной степени)	drier	the driest
<b>Исключения</b>		
good bad many (much) little  far  old	better worse more less  father (дальший) further (дальнейший)  older (старее)  elder (старше)	the best the worst the most the least  the farthest (самый далекий) the furthest (самый дальий) the oldest (самый старый) the eldest (самый старший)

**Note!**

far — farther — the farthest (о расстоянии)

far — further — the furthest (о времени)

**Аналитический метод**

<b>Positive (Положительная)</b>	<b>Comparative (Сравнительная)</b>	<b>Superlative (Превосходная)</b>
careful осторожный	more careful более осторожный	the most careful наиболее (самый) осторожный
pleasant приятный	less pleasant менее приятный	the least pleasant наименее приятный
interesting интересный	more interesting более интересный	the most interesting наиболее (самый) интересный
difficult трудный	less difficult менее трудный	the least difficult наименее трудный

**1. Complete the table with the proper degree of comparison of adjective.**

Positive	Comparative	Superlative
beautiful		
	better	
		the most suitable
attractive		
	greater	
		the largest
populated		
	less	
		the most famous

**2. Use the correct degree of the adjectives.**

*Examples:*

1. (*Magnificent*) architectural ensembles attract tourists from all over the world.  
*Magnificent* architectural ensembles attract tourists from all over the world.
2. There is nothing (*good*) than to come and enjoy the magical views of the city live.  
There is nothing *better* than to come and enjoy the magical views of the city live.
3. St. Petersburg is one of (*large*) cultural centers of the world.  
St. Petersburg is one of *the largest* cultural centers of the world.
1. The Summer Garden is (*old*) garden in St. Petersburg.
2. The Summer Garden Park is one of (*romantic*) and (*charming*) places in St Petersburg.
3. Walking around St. Petersburg is one of (*good*) ways to understand the city it.
4. Physical exploring a space gives you a (*good*) sense of why the space is still so (*important*) today.
5. The sphinxes of St Petersburg are (*popular*) characters of ancient mythology in St Petersburg.
6. In the middle of Arts Square there is a monument to Alexander Pushkin, (*famous*) and (*beloved*) Russian poet.
7. Walking along Nevsky prospect is (*good*) way to feel the true spirit of St. Petersburg and look into its history and culture.
8. The collection of the Russian Museum is (*little*) than the collection of the Hermitage.
9. Winter Palace is one of (*beautiful*) buildings in the world.
10. (*Near*) metro station to the Hermitage is Admiralteiskaya.
11. The Mariinsky Theatre is (*big*) and (*famous*) theatre in Saint Petersburg.
12. Mikhail Kutuzov, one of (*good*) Russian generals, was buried inside the Kazan Cathedral.

## Progress Check

### 1. Choose the correct version.

1. ... is a must-see for all first-time visitors.

- a) Kazan Cathedral                      b) The Hermitage                      c) Pushkin Museum

2. There are more than ... exhibits in the Hermitage.

- a) 3 000 000                      b) 2 000 000                      c) 30 000

3. Russia's northern capital has about ... bridges.

- a) 200                      b) 250                      c) 350

4. There are over ... exhibits in the Russian museum.

- a) 400 000                      b) 100 000                      c) 40 000

### 2. Choose the correct name of the architect.

1. The Peter and Paul Fortress was designed by ....

- a) Montferrand                      b) Zakharov                      c) Trezzini

2. The monument to Peter the Great was created by ....

- a) Falconet                      b) Cameron                      c) Voronikhin

3. The architect of the Admiralty building is....

- a) Montferrand                      b) Zakharov                      c) Parland

4. The architect of Saint Isaac's Cathedral is...

- a) Trezzini                      b) Quarenghi                      c) Rastrelli

5. The Kazan Cathedral was designed by architect ...

- a) Voronikhin                      b) Falconet                      c) Rossi

### 3. What attractions were created by Auguste de Montferrand, Andrey Voronikhin and Carlo Rossi? Find this information in the Unit or on the Internet?

*Example:* Winter Palace was created by Francesco Bartolomeo Rastrelli.

### 4. Choose the correct form of the verb.

1. The name Nevsky Prospect *originates / originate* the Alexander Nevsky Monastery, which was founded by Peter the Great in 1710.

2. Beautiful marble statues and the elegant iron railing *decorate / decorates* the Summer Garden.

3. Three main roads — Nevsky Prospekt, Voznesensky Prospekt, and Gorokhovaya Street — *diverges / diverge* from the Admiralty.

4. The impressive Peter and Paul Cathedral, the burial place of all the Russian Emperors and Empresses from Peter the Great to Alexander II, *stand / stands* in the middle of the Peter and Paul fortress.

5. The Admiralty we *see / sees* today, was finished in 1823, a magnificent example of Russian Classicism dominated by a central tower visible for miles around.

6. The Victory Square ensemble devoted to the siege of Leningrad *comprises / comprise* the monument to the heroic defenders of Leningrad and the Hall of Memories.

**5. Complete the sentences with the correct form of the verb “to have”.**

1. Many foreign consulates, international corporations, banks and businesses ... offices in Saint Petersburg.
2. St. Petersburg ... strongly European-inspired architecture and culture.
3. Originally the railing of the Summer Garden ... three gates located opposite the main alleys of the garden.
4. All parks and gardens in St Petersburg ... their charm and special history.
5. The house of Peter the Great, which is just 5.5 meters wide and 12 meters long, ... only three rooms — a living room, a bedroom, and a study.
6. The Bronze Horseman is a unique monument, which ... only three points of support.

**6. Some sentences are wrong. Make them correct using the negative form of the verb to be and giving the correct version.**

1. The Cabin of Peter the Great was the first residential building in St. Petersburg.
2. Main Rossi’s architectural ensembles are the Winter and Peterhof Palaces.
3. There are 12 bridges in the city.
4. The Bronze Horseman in St. Petersburg is the most famous monument to Peter I and one of the symbols of St. Petersburg.
5. There is an inscription on the pedestal: “To Catherine II from Peter I”.
6. St. Isaac’s Cathedral was originally the city’s main church and the largest cathedral in Russia.

**7. Make questions to any sentences of the previous exercises.**

**8. Use the correct degree of the adjectives.**

1. Kazan Cathedral is one of (*big*) cathedrals in Saint Petersburg.
2. The Hermitage is one of (*good*) museums in the world.
3. The Hermitage Museum is (*famous*) and (*popular*) museum in St. Petersburg.
4. (*Famous*) monument to Tsar Peter the Great in St. Petersburg is the Bronze Horseman.
5. The Russian Museum holds the world’s (*large*) collection of Russian art.

**Unit 2 ASKING FOR AND GIVING DIRECTIONS IN A CITY**

*“Police can help you get around in large cities.”  
Fan guide information in case of emergency /welcome2018.com/*

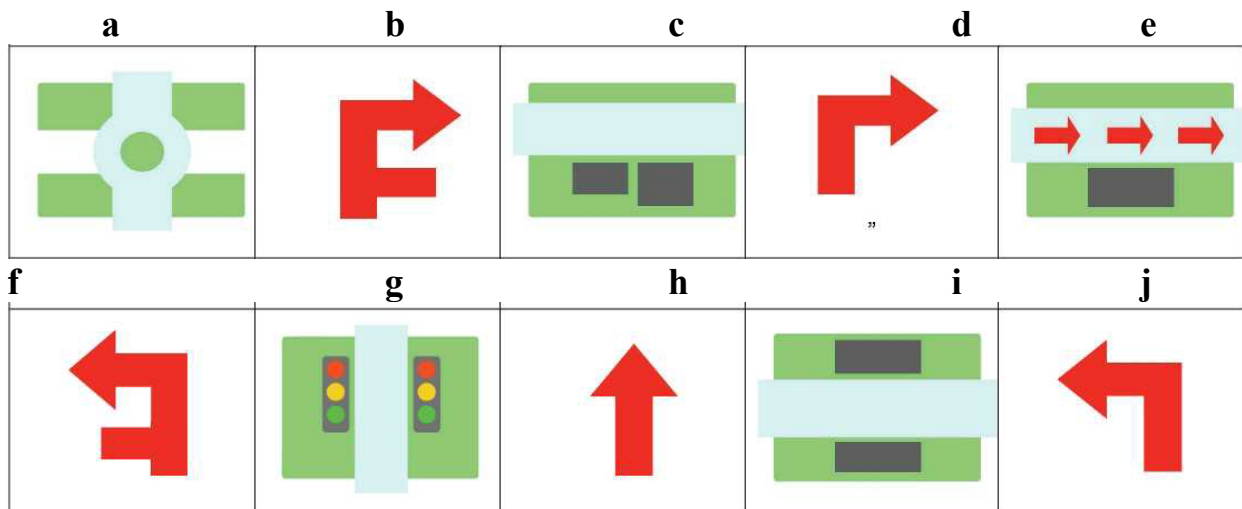
**LISTENING 1** <https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/giving-directions>

You are going to hear a speaker giving directions. Before listening do some exercises.

*Before listening*

**1. Match the pictures with the signs.**

- |                         |                          |
|-------------------------|--------------------------|
| 1. turn left            | 6. turn right            |
| 2. roundabout           | 7. opposite              |
| 3. next to              | 8. take the second right |
| 4. go past              | 9. traffic lights        |
| 5. take the second left | 10. go straight on       |



*While listening*

**2. Look at the map below. Listen to the directions and write the place the speaker gives directions to.**

- The speaker gives directions to the \_\_\_\_\_
- The speaker gives directions to the \_\_\_\_\_
- The speaker gives directions to the \_\_\_\_\_
- The speaker gives directions to the \_\_\_\_\_

### *After listening*

**3. Write down the routes into your copybooks and read them.**

**4. Complete the gaps with the words below. Underline phrases you think are useful when you are giving directions.**

*at take past on straight go second*

1. Go ... on.
2. ... past the traffic lights.
3. It's the building next to the library ... the left.
4. ... the roundabout turn left.
5. Then ... the first left on to Green Street.
6. Go ... the traffic lights and take the ... right on to King's Road.

**5. Give English equivalents to the following Russian sentences.**

1. Идите прямо.
2. На первом перекрестке поверните налево.
3. Поверните налево на Green Street.
4. Почта находится слева, сразу же за библиотекой.
5. Пройдите светофор.
6. Пройдите мимо магазина.
7. Идите прямо, пока не дойдете до кругового движения.
8. На круговом движении поверните налево.
9. Кинотеатр расположен напротив поликлиники.
10. На втором перекрестке поверните направо на King's Road.

**6. Work in pairs. Choose any place on the map above. Give directions to a partner. The partner follows the directions and finds out where the speaker is going. Change the roles.**

## LISTENING 2

### *Before listening*

**7. A) Look at the map below. Match the places below with the objects on the map.**

- |                  |              |                    |                |
|------------------|--------------|--------------------|----------------|
| a) park          | b) church    | c) supermarket     | d) newsagent's |
| e) sports center | f) chemist's | g) railway station | h) car park    |

**7. B) Make up sentences using the appropriate expression of the location and the facility. Follow the map below.**

*Example:* The theater is round the corner.

park		<i>round the corner</i>
theater		on Queen Street



park hotel	next to / beside
pub	behind the
stadium	opposite the
cafe	on the corner of ___ Street and ___ Road

***While listening***

**8. Listen to the directions. Start from “You are here”. Follow the directions. Where are you?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

***After listening***

**9. Look at the map below and complete the dialogues.**

*Example:*

“Excuse me. Is there a newsagent’s near here?”

“Yes. Go down High Street. It’s on the right, next to the Chinese restaurant.”

1

“Excuse me. Is there a bank ... here?”

“Yes, go straight ... . It’s on the left ...”

“Thanks a lot.”

2

“Excuse me. How do I get to the railway station?”

“Go down ... . It’s near ... ”

“It’s very kind of you. Thank you.”

3

“Excuse me, how ... to the sports centre?”

“Go ...”

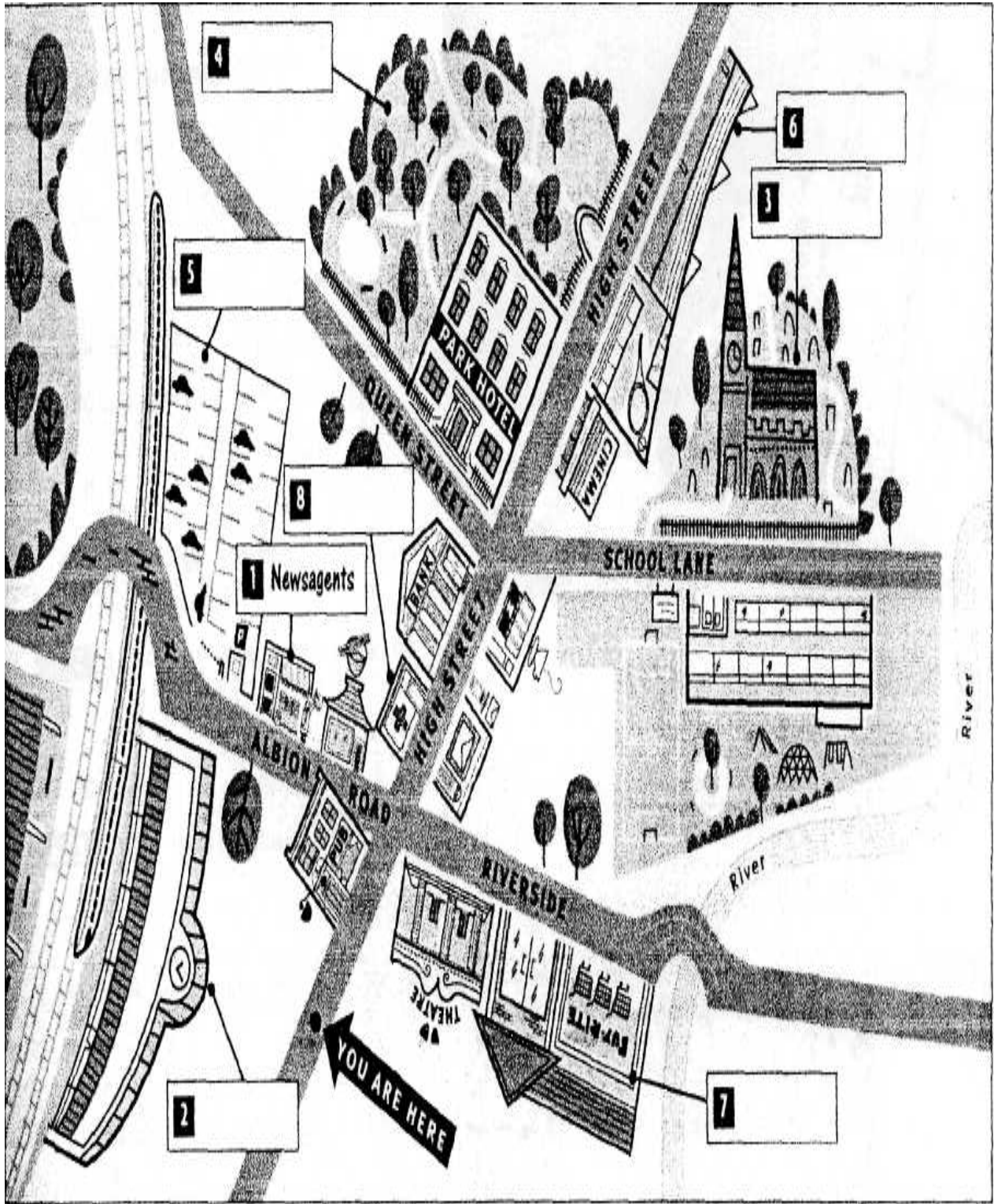
“Thank you very much.”

4

“Excuse me. ... a supermarket near here?”

“... ”

“Thanks. Bye.”



**10. Match the columns to make sentences.**

1	Go along Nevsky Prospect	a	turn right
2	Go down Nevsky Prospect	b	into Fontanka River Embankment
3	At the traffic lights	c	for about 200 meters
4	You will go	d	opposite the bank
5	At the crossroads, turn left	e	for 3 blocks
6	The hotel is	f	over the bridge
7	It's on the corner,	g	the right
8	Go past	h	at end of the road
9	Keep to	i	from here?
10	It's the second building	j	in front of you
11	You'll see the monument	k	the Cathedral
12	Continue in the same direction	l	on your right
13	Is it far	m	until you get to the bridge

**11. Work in pairs. Act a dialogue similar to any one from Task 9.**

**Communication**

**ROLE PLAY Asking for and Giving Directions in a City**

**Situation:** You are trying to find some places in a city, e.g. the department store / museum / metro station / hotel / bus to the theater / station / airport. Ask a police officer to help you. Use either Google or Yandex maps.

**Cadet A.** *You are a spectator* looking for some places of interest / facilities in a city. Ask Student B to help you.

**Cadet B.** *You are a police officer.* Answer Student A's questions. Give directions.

**Useful language**

Excuse me, officer.	Go up / down... for... blocks.
I'm looking for ...	Go straight / along ...
How do / can I get there?	Walk that way until you get to ...
What is the way to ...	Turn right / left into / onto ...
Can / Could you help me?	Don't turn there.
I want to go to ...	At the traffic lights / intersection / corner turn right / left.
Can / Could you tell me the way to ...	It's on your right / left.
Is it far?	Keep to the right / left.
It's very kind of you	It's the second building on the / your right / left.
	...about five minutes' walk.
	... not far.
	Get / take the number bus / tram / trolleybus

	... You won't miss it. You are welcome
--	--

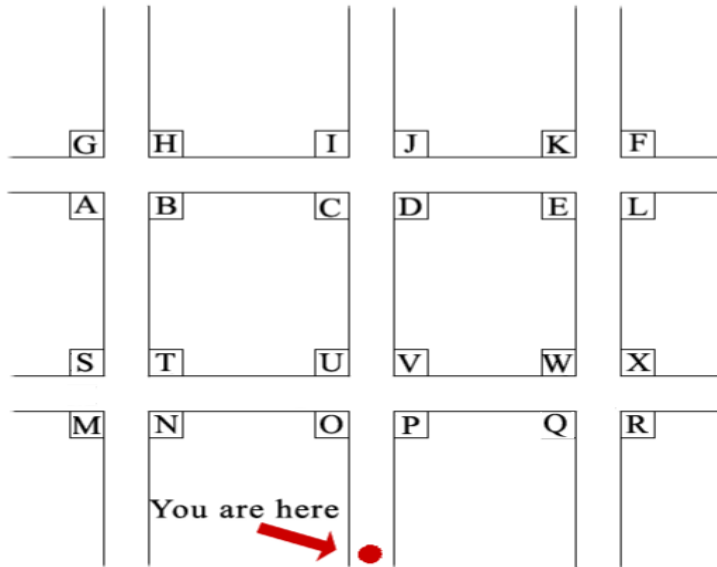
### Vocabulary List

behind <i>prep</i>	за, сзади, позади
beside <i>prep</i>	рядом с; близ, около
block <i>n</i> in / on a block	квартал (города) в квартале
cafe ['kæfeɪ] [kæ'feɪ] <i>n</i>	кафе, кофейня
chemist's ['kemɪsts] <i>n</i>	аптека
corner <i>n</i> round the corner	угол за углом
get (to smth) <i>v</i>	добираться (куда-л.)
go <i>v</i> go along / down / straight ahead / straight on / up go over go past go through [θru:]	идти идти прямо, вперед, вдоль  идти через (мост) идти мимо идти через (парк)
intersection <i>n</i>	перекрёсток
keep (to) <i>v</i> keep to the left / right	придерживаться держитесь левой / правой стороны
lose (lost, lost) <i>v</i>	терять, заблудиться; опоздать (поезд)
next to <i>prep</i>	рядом с; близ, около
newsagent's <i>n</i>	газетный киоск
opposite <i>adv</i>	напротив
pedestrian <i>adj / n</i> pedestrian crossing (walkway)	пешеходный / пешеход пешеходный переход
roundabout <i>n</i>	участок дороги с круговым движением
signpost <i>n / v</i>	указатель / обозначать (указателем)
stop <i>n</i>	остановка общественного транспорта
take <i>v</i>  take (a bus) take time take a left / right take (the second) left / right take the second turn left / right	использовать (какие-л.) средства передвижения; идти сесть (в автобус), ездить (автобусом) занимать, требовать (времени) повернуть налево / направо (на втором повороте) повернуть налево / направо
traffic lights <i>n, pl</i>	светофор
turn <i>v</i>	поворачивать

turn left/right	повернуть налево/направо
underground <i>n</i>	метро
underground station	станция метро

### Progress Check

Listen to the directions and choose the correct answer the speaker gives directions to<sup>23</sup>.



1. L
2. F
3. E

<sup>23</sup> <https://drive.google.com/file/d/1hNIRq8f1mNZky0VyVtQ-kSIAtirW0sEo/view?usp=sharing>

## Unit 1 LAW ENFORCEMENT IN GREAT BRITAIN AND THE USA

**Discuss these questions:**

- What are the police?
- Are the police necessary in every society?
- What is the role of police?

**1. Read the text and be ready to answer the questions.****Emergence of Law Enforcement**

In ancient Egypt evidence of law enforcement exists as far back as the *Old Kingdom period*. (The “Old Kingdom” is a period during the history of Ancient Egypt. It lasted from 2575 BC to 2150 BC. Over these 400 years, Egypt had a strong central government and a prosperous economy. The Old Kingdom is most famous as a time when many pyramids were built. There are records of an office known as "Judge Commandant of the Police" dating to the fourth dynasty. During the fifth dynasty at the end of the Old Kingdom period, officers armed with wooden sticks were tasked with guarding public places such as markets, temples, and parks, and apprehending criminals. They are known to have made use of trained monkeys, baboons, and dogs in guard duties and catching criminals.

**2. Choose the answer (a, b or c) which you think fits best according to the text.**

1. Evidence of the earliest law enforcement existence goes as far back as...
  - a) 1235 BC in France.
  - b) 1373 AC in Britain.
  - c) between 2575 BC to 2150 BC in Egypt.
2. Officers were ...
  - a) armed with wooden sticks and guarding public places such as markets, temples, and parks, and apprehending criminals.
  - b) armed with guns and guarding government and apprehending criminals.
  - c) armed with wooden sticks and guarding supermarkets and other public places.
3. When performing their duties officers used ...
  - a) Camels and horses to ride on and gas sprays to fight criminals.
  - b) trained monkeys, baboons, and dogs in guard duties and catching criminals.
  - c) well-equipped cars and bicycles.

## Reading and Language Development

### Law Enforcement in Great Britain

#### READING 1

##### 1. Read the text and do the tasks.

#### Job Police Duties



Police officers protect the public from crime, as well as supporting **victims** and **witnesses** of crime, providing reassurance to local people in the community. As a police officer you'll work in partnership with the communities you serve to maintain law and order, protect members of the public and their **property**, prevent crime, **reduce the fear of crime** and improve the quality of life for all citizens. You'll use a range of technology to protect individuals, identify the perpetrators of crime and ensure successful **prosecutions** against those who break the law. The key priorities for the 45 police forces in the UK include: maintaining public order through combating organized crime countering the **threat of terrorism** acting against antisocial behaviour Police officers work closely with members of the criminal justice system, social workers, schools, local businesses, health trusts, housing authorities, town planners and community groups to provide advice, education and assistance to those who want to reduce crime or have been affected by **crime**.

#### Notes:

*a Healthcare Trust* — Фонд здравоохранения

*housing authorities* — управление жилищного хозяйства

*deal with lost or found property* — иметь дело с утерянным или найденным имуществом

#### Vocabulary List

affect <i>v</i>	ВЛИЯТЬ
behaviour <i>n</i>	ПОВЕДЕНИЕ
closely <i>adv</i>	ТЕСНО, БЛИЗКО
community <i>n</i>	СООБЩЕСТВО



counter <i>v</i>	противодействовать
crime <i>n</i>	преступление
improve <i>v</i>	улучшать
justice <i>n</i> criminal justice system	правосудие система уголовного правосудия
law <i>n</i> break the law	закон нарушать закон
maintain <i>v</i> maintain law and order	поддерживать поддержание правопорядка
perpetrator <i>n</i>	преступник
property <i>n</i>	собственность
prosecute <i>v</i>	преследовать в судебном порядке
prosecution <i>n</i>	судебное (уголовное) преследование
protect <i>v</i>	защищать
provide <i>v</i>	обеспечивать, снабжать
quality <i>n</i>	качество
reassurance <i>n</i>	уверенность
reduce <i>v</i>	сокращать
support <i>v</i>	поддерживать
threat <i>n</i>	угроза
victim <i>n</i>	жертва
witness <i>n</i>	свидетель

## 2. Match the English and Russian equivalents.

<b>1</b>	protect	<b>a</b>	пострадавший
<b>2</b>	support	<b>b</b>	судебное преследование
<b>3</b>	reassurance	<b>c</b>	уменьшать
<b>4</b>	victim	<b>d</b>	обеспечивать
<b>5</b>	community	<b>e</b>	защищать
<b>6</b>	ensure	<b>f</b>	правонарушитель
<b>7</b>	property	<b>g</b>	(со)общество
<b>8</b>	reduce	<b>h</b>	угроза
<b>9</b>	improve	<b>i</b>	преступление
<b>10</b>	perpetrator	<b>j</b>	поддерживать
<b>11</b>	prosecution	<b>k</b>	поведение
<b>12</b>	threat	<b>l</b>	влиять
<b>13</b>	behaviour	<b>m</b>	уверенность
<b>14</b>	crime	<b>n</b>	улучшать
<b>15</b>	affect	<b>o</b>	собственность

### 3. Match the Russian and English equivalents.

1	противодействие угрозе терроризма	a	maintain law and order
2	предоставить консультацию	b	reduce the fear of crime
3	основные приоритеты	c	protect the public and their property
4	поддерживать правопорядок	d	identify the perpetrators
5	борьба с организованной преступностью	e	ensure successful prosecutions
6	защищать население и его собственность	f	break the law
7	выявить правонарушителей	g	key priorities
8	обеспечить успешное судебное преследование	h	combating organized crime
9	нарушать закон	i	countering the threat of terrorism
10	уменьшить страх перед преступностью	j	provide advice

### 4. Match the word combinations from the box to the synonymous ones underlined in the text (Reading 1).

protect members of the community • fighting crime • people in the neighborhood • disobey the law • stop crime • danger of terrorism • decrease the fear of crime • defend the public • give recommendation
---

### 5. Decipher the scrambled words.

Fficoer • wal • munitycom • teproct • durece • , tainnaim • fytideni • cutionprose  
 • trehat • deror • shipnerpart • micrinal • tijusce • stesym • cadutione • taassisnce

### 6. Match the words in bold in the text to their definitions.

1	The carrying on of illegal proceedings against a person
2	All the people living in a specific locality
3	Declaration of an intention to punish or hurt
4	A person present at some event and able to give information about it
5	Something owned, a possession, especially a house, land, etc.
6	A person injured or killed as a result of an event or circumstance
7	An offence punishable by law
8	Make or become smaller or less

## 7. Complete the word combinations in English.

1	<i>защищать</i> the public	11	<i>обеспечение</i> reassurance
2	<i>жертвы и свидетели</i> of crime	12	<i>защищать</i> individuals
3	<i>поддерживать</i> law and order	13	<i>опознать</i> the perpetrators of crime
4	<i>уменьшить</i> the fear of crime	14	<i>нарушать</i> the law
5	<i>улучшать</i> the quality of life	15	<i>противодействие</i> the threat of terrorism
6	<i>люди</i> in the community	16	<i>действия, направленные на</i> antisocial behaviour
7	<i>борьба с</i> organized crime	17	<i>обеспечить</i> successful prosecution
8	<i>обеспечить</i> successful prosecutions	18	<i>предоставить</i> advice
9	<i>работать</i> closely	19	<i>уменьшить</i> crime
10	<i>социальные</i> workers	20	<i>пострадавшие</i> by crime

## 8. In teams, use the words/phrases below to make sentences.

<ul style="list-style-type: none"> <li>• maintain law and order • reduce the fear of crime •</li> <li>• protect the public and their property • identify the perpetrators •</li> <li>• ensure successful prosecutions • break the law • key priorities •</li> <li>• combating organized crime • provide advice •</li> <li>• countering the threat of terrorism</li> </ul>
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## Communication

### LISTENING 1

#### 9. Listen to a conversation between the police Chief and an Officer.

#### *Before listening*

#### 10. Try to remember the words.

argue	спорить
back up	поддержка, поддерживать
be supposed (to do smth)	обязан, должен
consequencece	последствие
draw (drew, drawn)	влечь; вызывать; провоцировать

encounter	(неожиданно) встретить
intense	напряженный
observe	наблюдать
wait (for)	ожидать
weapon	оружие

*While listening*

**11. Listen and complete the conversation.**

<b>Chief:</b>	So, what happened out there, Officer Grimes?
<b>Officer:</b>	I 1) ..... I observed a group of people arguing. So I went to see what the problem was.
<b>Chief:</b>	You know you're supposed to wait for 2) ..... When several people are present.
<b>Officer:</b>	I only encountered three at first. And then three more came around from the back.
<b>Chief:</b>	Did they 3) .....?
<b>Officer:</b>	No. they were fighting each other, three against three.
<b>Chief:</b>	Did they 4) .....?
<b>Officer:</b>	One of them had a baseball bat, but no guns.
<b>Chief:</b>	A 5) ..... said you drew your weapon.
<b>Officer:</b>	I did. The situation was very 6) ..... .
<b>Chief:</b>	That's precisely why you should have waited for back up. If this happens again, there will be 7) ..... .
<b>Officer:</b>	I understand. It won't happen again.

*After listening*

**12. Make the statements as true (T) or false (F).**

1. Policeman Grimes was on patrol when he saw a group of people arguing.
2. Officer Grimes was attacked by a group of people.
3. An officer must wait for back up when several people are present.
4. The group of people began fighting each other.
5. The fighting people had weapons.
6. The policeman drew his gun.
7. Officer Grimes used his weapon.

**13. Work in pairs. Read the police officer's answers to his Chief about an incident on patrol. Complete the dialogue by the Chief's suitable questions given in brackets.**

**Chief:** \_\_\_\_\_  
**P.O.:** I saw a group of people arguing. So I went to see what the problem was.

**Chief:** \_\_\_\_\_

**P.O.:** Yes, I know. There were three at first. And then three more came around from the back.

**Chief:** \_\_\_\_\_

**P.O.:** They abused me and one of them threw a baseball bat at me.

**Chief:** \_\_\_\_\_

**P.O.:** I did. The situation was very intense.

**Chief:** \_\_\_\_\_

**P.O.:** No, they didn't; only a baseball bat.

**Chief:** \_\_\_\_\_

**P.O.** I understand. It won't happen again.

Did they attack you? • Did they have guns? • So, what happened during your patrol, officer Green? • Do you know you're supposed to wait for a backup when several people are present? • That's precisely why you should have waited for back up. • If this happens again, there will be consequences. • A witness said you drew your weapon

#### 14. Act out the roles using the proper vocabulary from the box.

**Situation:** You are a police officer. Ask a witness about two fellows fighting in the street and police interference.

Yes, I did. • One of them, the taller, threatened the other with a knife which he had in his hand. • Then the police car arrived and took the fighters to the police station. • Where did it take place? • When did it happen? • So, you say you saw the fight. • I was leaving the restaurant when saw them arguing and fighting, so I didn't see who the attacker was. • Who began the fight? • About half an hour ago. • Did they have guns? • He came when the victim was already hurt. • No, he only drew it up and ordered them to stop fighting. • When did the captain appear? • Did he use his weapon? • Just in front of the restaurant

## LISTENING 2

15. Watch a video “Interview with PCSO Nwanna Egwuonwu” and be ready to do the tasks.

*Before listening*

16. Remember the following words:

abuse	оскорбление
experience	опыт, событие, впечатление
expose	выставлять, представлять
feel	чувствовать

make them feel happy	делая их счастливыми
join	вступать (в организацию), присоединяться
involved	вовлеченный
major	главный
occasionally (syn. once in a while)	иногда, изредка (время от времени)
reason	причина
way	способ
while	в то время как

### 17. Revise the words and word combinations.

anti-social behaviour • bad – worst – the worst • good — better — the best •  
 be proud • enjoy • job • meet the community • minor crimes •  
 PCSO (Police Community Support Officer) • reassurance • safe •  
 solve problems

### 18. Choose the answer (A, B or C) which you think fits best according to the video.

1. Nwana Egwuonwu's job is...
  - a) a police constable
  - b) a PCSO (Police Community Support Officer)
  - c) an investigator
2. The major reason Nwana Egwuonwu decided to join the police is...
  - a) to earn much money
  - b) he is respected by the community
  - c) he likes himself involved in the community and likes solving their problems
3. Nwana Egwuonwu's best experience is...
  - a) making the community very happy and reassurance in the community
  - b) ordering people to obey him
  - c) having good money
4. Nwana Egwuonwu's worst experience is that...
  - a) he doesn't have much money
  - b) people don't obey him
  - c) occasionally members of the public abuse him
5. Nwana Egwuonwu says that...
  - a) he will not recommend this career to others
  - b) his family and friends don't like his job
  - c) he will recommend it as career to others

**19. Complete the dialogue. Read the police community support officer's answers and find the suitable questions given in the box.**

<b>A</b>	
<b>B</b>	I like myself involved in the community, speaking to the community, listening to them, solving their problems. That's why I decided to join the police.
<b>A</b>	
<b>B</b>	Right from the time I came to the UK.
<b>A</b>	
<b>B</b>	I am a community support officer. I work with the community, listen to them, solve minor crimes in the community and tackle antisocial behaviour.
<b>A</b>	
<b>B</b>	I joined the police two and a half years ago. All my best experience is meeting the community, making them very happy, solving their minor problems and the reassurance to the community.
<b>A</b>	
<b>B</b>	Sometimes (once in a while) you've been abused from members of the public.
<b>A</b>	
<b>B</b>	Yes, family and friends are very proud of me becoming an officer, they love it so much.
<b>A</b>	
<b>B</b>	Yes, definitely I'll recommend it as career because I hope they enjoy it like I am doing. I would like people to know that working to the place expose you to the community, expose you to different people and to know your community very well.

- Are people always friendly with you?
- Why did you choose your job?
- Can you recommend anyone to become a police officer?
- When did you decide to join the police?
- What experience have you got by now?
- Does your family like you being a police officer?
- And what does your job involve?

**20. Work in pairs. Act out the roles based on the video.**

**Situation:**

Cadet A is a first-year cadet of a Police College.  
 Cadet B is a PCSO who answers the cadet's questions.



## READING 2

### 1. Read the text and do the tasks.

#### Responsibilities

As a police officer you'll need to:

- provide a visible presence to **deter** crime and reassure the community
- conduct patrol duties on foot, by car and bicycle
- develop community **knowledge** to **identify** individuals and locations at risk of being involved in crime
- respond to calls and requests from the public to assist at incidents
- liaise with community groups and individuals
- keep the peace at public meetings, social events, processions, disputes or strikes
- act with sensitivity when dealing with situations such as delivering news of a sudden death or when dealing with sexual crimes
- conduct initial investigations, gather evidence, take statements and comply with relevant legal requirements
- interview suspects, victims and witnesses in accordance with relevant legislation
- conduct arrests with due regard for the human rights, security and health and safety of detained individuals
- prepare crime **reports**
- attend and give evidence in court and at other **hearings**
- complete administrative procedures
- take action on information received from members of the public
- gather, record and analyse intelligence to achieve community safety and provide crime prevention advice
- attend road-related incidents

#### Notes:

*diffuse potentially volatile situations* — разрядить потенциально нестабильные ситуации

*with due regard for* — с должным учетом

*sudden death* — внезапная смерть

#### Vocabulary List

advice <i>n</i>	совет
affect <i>v</i>	влиять
complete <i>v</i>	завершать
comply (with) comply (with) relevant legal requirements	соблюдать (выполнять) соответствующие правовые требования
conduct <i>v</i> conduct initial investigations	проводить проводить первичный этап



	расследования
crime <i>n</i>	преступность, преступление
deter <i>v</i>	сдерживать
deliver <i>v</i>	доставлять
detain <i>v</i>	задерживать
duty <i>n</i>	обязанность
enforce <i>v</i>	приводить в исполнение, обеспечить соблюдение
evidence <i>n</i> gather evidence	доказательства собирать доказательства
hearing <i>n</i>	слушание
incident <i>n</i>	происшествие, случай
intelligence <i>n</i>	данные, разведка
interview <i>n</i>	опрашивать
involve <i>v</i>	вовлекать
legislation <i>n</i>	законодательство
liaise <i>v</i>	поддерживать связь
receive <i>v</i>	получать
relevant <i>a</i>	относящийся к делу, подходящий касающийся, соответственный
request <i>n, v</i>	запрос, запрашивать
requirement <i>n</i>	требование
respond (to) <i>v</i>	отвечать, реагировать
security <i>n</i>	безопасность
sensitivity <i>n</i>	чувствительность
statement <i>n</i>	заявление
suspect <i>n, v</i>	подозревать, подозреваемый
visible <i>a</i>	видимый

## 2. Match the English and Russian equivalents.

<b>1</b>	deter	<b>a</b>	завершать
<b>2</b>	intelligence	<b>b</b>	видимый
<b>3</b>	detain	<b>c</b>	реагировать
<b>4</b>	enforce	<b>d</b>	чувствительность
<b>5</b>	visible	<b>e</b>	слушание
<b>6</b>	hearing	<b>f</b>	запрос
<b>7</b>	complete	<b>g</b>	задерживать
<b>8</b>	respond (to)	<b>h</b>	безопасность
<b>9</b>	liaise	<b>i</b>	разведка
<b>10</b>	request	<b>j</b>	обязанность
<b>11</b>	security	<b>k</b>	подозреваемый
<b>12</b>	incident	<b>l</b>	поддерживать связь
<b>13</b>	duty	<b>m</b>	сдерживать

14	sensitivity	n	происшествие
15	suspect	o	приводить в исполнение, обеспечить соблюдение

### 3. Match the Russian and English equivalents.

1	соблюдать соответствующие требования законодательства	a	reassure the community
2	проводить первоначальные расследования	b	act with sensitivity
3	сдерживать преступность (предотвращать преступления)	c	conduct patrol duties
4	успокаивать население	d	interview suspects, victims and witnesses
5	собирать доказательства	e	liaising with community
6	принимать меры (по)	f	attend road-related incidents
7	осуществлять патрулирование	g	comply (with) relevant legal requirements
8	отвечать на звонки и запросы	h	complete administrative procedures
9	поддерживать связь с населением	i	enforce road traffic legislation
10	сообщение о внезапной смерти	j	deter crime
11	действовать деликатно (чутко)	k	delivering news of a sudden death
12	опрашивать подозреваемых, жертв и свидетелей	l	take action (on)
13	обеспечить соблюдение законодательства о дорожном движении	m	conduct initial investigations
14	посещать дорожно-транспортные происшествия	n	respond to calls and requests
15	осуществлять административные процедуры	o	gather evidence

### 4. Match the word combinations from the box to the synonymous ones underlined in the text.

give crime prevention advice • give testimony • react to calls • maintain the peace • collect evidence • according to • perform patrol duties • help at incidents • carry out arrests • take measures on

### 5. Match the antonyms.

1	protect	a	attacker
2	reduce	b	invisible
3	maintain the law	c	attack
4	complete	d	above suspicion (trusted)

5	receive	e	break the law
6	security	f	danger
7	visible	g	insensitivity (indifference)
8	victim	h	send
9	suspect	i	enlarge
10	sensitivity	j	begin

## 6. Decipher the scrambled words.

*tudy • cinindet • mcrie • fectaf • nsesitivity • velider • vecidene • mequireents*  
*• usecurity • mentstate • pusesct*

## 7. Match the words in bold to their definitions (Reading 2).

1	discourage (someone) from doing something by instilling doubt or fear of the consequences
2	the listening to evidence and pleadings in a law court
3	seize (a person) and take into custody, especially by legal authority
4	establish or indicate who or what (someone or something) is.
5	give a spoken or written account of something that one has observed, heard, done, or investigated
6	the available body of facts or information indicating whether a belief or proposition is true or valid
7	an instance of something happening; an event or occurrence
8	facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject

## 8. Complete the word combinations in English.

1	provide <i>видимое присутствие</i>	10	conduct <i>аресты</i>
2	conduct patrol duties <i>пешком, в автомобиле или на велосипеде</i>	11	prepare <i>отчеты о преступлениях</i>
3	deter crime and <i>успокоить общество</i>	12	attend and <i>давать показания в суде</i>
4	respond to <i>звонки и просьбы</i>	13	complete <i>административные процедуры</i>
5	keep the peace <i>at на публичных собрания</i>	14	gather, record and <i>анализировать оперативные данные</i>
6	<i>delivering news</i> о внезапной смерти	15	achieve (обеспечить) <i>общественную безопасность</i>
7	conduct <i>первичный этап расследования</i>	16	attend (присутствовать на) <i>дорожно-транспортных происшествиях</i>

8	gather evidence and take statements (принимать заявления/ брать показания)	17	enforce законодательство о дорожном движении
9	interview подозреваемых, свидетелей и потерпевших	18	comply with соответствующие правовые требования

### 9. Choose the correct word (texts 1, 2).

1. Police officers protect the public from *crime / prosecution*, as well as supporting victims and witnesses of crime.

2. As a police officer you'll work in *friendship / partnership* with the communities.

3. You serve to *watch / maintain* law and order, protect members of the public and their property, prevent crime, and *reduce / increase* the fear of crime.

4. Police *enforce / maintain* public order through combating organised *crime/activities*, counter the threat of terrorism and act against *social / antisocial* behaviour.

5. Police officers *provide / protect* advice, education and assistance to those who want to reduce *reassurance / crime* or have been affected by crime.

6. As a police officer you'll need to:

- *speak / respond* to calls and requests from the public
- conduct *police / patrol* duties on foot, by car and bicycle
- conduct initial *investigations / interviews*
- *prosecute / interview* suspects, victims and witnesses
- conduct arrests and prepare crime *information / reports*
- gather, record and *deliver / analyse* intelligence
- enforce road traffic *legislation / statement*
- attend road-related *incidents / meetings*

### 10. Make up phrases or sentences from the following words. The first word is given (texts 1, 2).

*Example: Interview / in accordance with / and witnesses / suspects, / victims / legislation / relevant. — Interview suspects, victims and witnesses in accordance with relevant legislation.*

1. **Provide**/ crime/ a visible/ to deter/ presence.
2. **Conduct**/ by car/ patrol /on foot/ duties/ and bicycle.
3. **Respond**/ the public/ and requests/ to calls/ from.
4. **Keep**/ and processions/ the peace/ at public/ social events/ meetings.
5. **Conduct**/ initial/ gather/investigations, / evidence, / and take statements.
6. **Give**/ and at other/ evidence/ in court/ hearings.
7. **Police**/ in partnership/ work/ with the communities/ officers /to maintain /order/, protect/ law/ and members of/ the public/ and property/ their.
8. **Police**/ criminal/ justice/ officers/ work/ the/ system/ closely/ with/ members/of.

## 11. Find in text 2 (reading 2) information dealing with:

- a) maintaining public order
- b) investigation
- c) police office and paperwork

### READING 3

#### 1. Scan the text and find information dealing with:

- Duties of British police officer
- Signs of effectiveness of police work
- How should an officer investigate crimes
- Main principles of modern policing
- Qualities of an ideal policeman

#### Best Police in the World

In Britain, the basic conception is that the police are **civilians** whose job is to protect and to help their fellow-citizens. The policeman can and should **protect** his fellow-citizens against criminals as well as against the Government or any other **authority** if the Government or that authority acts illegally.

The fact that the policeman is discouraged from using force means that he must do his work by tact and persuasion.

The usefulness of the police depends on the ability of the constable on the beat or in the patrol car. It is to him that the citizen in **trouble** first turns, and it is on his efficiency that the prevention of crime and the arrest of criminals primarily depend. The primary object of an efficient police is the prevention of crime; the next is that of detection and punishment of offenders if crime is committed, investigating crimes and incidents fairly, objectively and in a timely manner. The protection of life and property, the preservation of public **tranquility**, and the absence of crime, will prove whether those efforts have been successful and whether the objects for which the police were appointed have been attained. In attaining these objects, much depends on the approval and co-operation of the public. One of the key principles of modern policing in Britain is that the police seek to work with the community.

The ideal police officer should be quick-witted, intelligent, and observant; he should have a wide knowledge of **human nature**, should be exceptionally tactful, which means the ability to deal with all types and classes of people, should have a cool unprejudiced mind; should be confident, always ready to act on his own initiative; should also be courageous, strong, and incorruptible.



*Career prospects:*

Following successful completion of the probationary period, there are a variety of career opportunities available to police officers.

*Rank structure:*

- Police Constable
- Sergeant
- Inspector
- Chief Inspector
- Superintendent
- Chief Superintendent
- Assistant Chief Constable
- Deputy Chief Constable
- Chief Constable

**Notes:**

*Assistant* — помощник

*Deputy* — заместитель

**2. Choose the answer (A, B or C) which you think fits best according to the text.**

1. The police in Britain enjoy advantage over police of many countries of the world because they
  - a) are civilians.
  - b) are helped by the public they serve.
  - c) are well-armed.
2. The British public help their police because
  - a) they are paid money for their help.
  - b) British people are very courageous.
  - c) the British public respect and trust their policemen.
3. The policeman can and should protect his fellow-citizens against
  - a) burglars.
  - b) criminals as well as against the Government.
  - c) violation of public order.
4. The usefulness of the police depends on
  - a) police training.
  - b) good police cars.
  - c) the ability of the constable on the beat or in the patrol car.
5. The ideal police officer should be
  - a) physically fit.
  - b) well-educated.
  - c) quick-witted, intelligent, observant, courageous, strong, and incorruptible.
6. The main object of an efficient police is
  - a) catching criminals.
  - b) the prevention of crime.
  - c) patrolling streets.
7. The lowest rank in British police is

- a) Superintendent
  - b) Police Constable
  - c) Inspector
8. The highest rank in British police is
- a) Chief Inspector
  - b) Sergeant
  - c) Chief constable
9. The name of “помощник главного констебля” in English is
- a) Assistant Chief Constable
  - b) Superintendent
  - c) Deputy chief constable

**3. Match the English and Russian equivalents.**

<b>1</b>	Police Constable	<b>a</b>	констебль полиции
<b>2</b>	Sergeant	<b>b</b>	главный констебль
<b>3</b>	Inspector	<b>c</b>	заместитель главного констебля
<b>4</b>	Chief Inspector	<b>d</b>	главный инспектор
<b>5</b>	Superintendent	<b>e</b>	суперинтендант
<b>6</b>	Chief Sperintendent	<b>f</b>	главный суперинтендант
<b>7</b>	Assistant Chief Costable	<b>g</b>	помощник главного констебля
<b>8</b>	Deputy Chief Constable	<b>h</b>	инспектор
<b>9</b>	Chief Costable	<b>i</b>	сержант

**Police Officers’ Key Skills Vocabulary List**

ability <i>n</i>	способность
calm <i>a</i>	спокойный
confident <i>a</i>	уверенный
cool <i>a</i>	хладнокровный
courageous <i>a</i>	смелый
honesty <i>n</i>	честность
incorruptible <i>i</i>	неподкупный
intelligent <i>n</i>	умный
manner <i>n</i>	способ, манера поведения
maturity <i>n</i>	зрелость
mind <i>n</i>	разум, ум
observant <i>a</i>	наблюдательный
open-mindedness <i>n</i>	непредубежденность
quick-witted <i>a</i>	сообразительный
resilience <i>n</i>	устойчивость
responsibility <i>n</i>	ответственность
restraint <i>n</i>	сдержанность
sense <i>n</i>	чувство

skill <i>n</i>	умение, навык, мастерство, способность
negotiating skills	навыки ведения переговоров
solve <i>v</i>	решать
sound <i>a</i>	здоровый, здравый
strong <i>a</i>	сильный
tolerance <i>n</i>	терпимость
trustworthiness <i>n</i>	надежность
unprejudiced <i>a</i>	непредвзятый

#### 4. Decipher the scrambled words.

atybili • rostng • siponbilyres • macl • rupcortiblein • telinligetn  
geouscoura • ficondent

#### 5. Read the list of skills and personal qualities the officer needs to have and put them in the order of importance as you see it.

*Example:*

a) I think a police officer ***should be quick-witted*** because he has to deal with extraordinary situations and sophisticated criminals.

b) To my mind (I believe) *a police officer must have such skills (qualities) as...*

quick-witted

intelligent

tactful

confident

able to handle responsibility

open-minded

able to remain calm in challenging or dangerous situations

maturity

problem-solving skills

effective communication skills, including tact and diplomacy for dealing with sensitive situations

good literacy skills

good interpersonal skills, integrity, and resilience

teamwork skills and the ability to work independently

professionalism, honesty and trustworthiness

sound judgement and a respect for confidentiality

ability to act with resolve, tolerance and restraint

communication and negotiating skills



## ROLE PLAY

**Situation:** *You are a police officer being interviewed by a journalist. Act out the situation. Choose the proper vocabulary from the box for a police officer and a journalist.*

How can you prevent crime in the community? • We gather evidence, interview suspects, victims and witnesses and prepare crime reports. • What do you think a professional police officer should be? • Yes, we do, especially when we are dealing with situations such as delivering news of a sudden death. • How do you usually conduct patrol duties? • To my mind a police officer should be responsible, honest, incorruptible, intelligent, and tactful; be able to remain calm in challenging or dangerous situations and have problem-solving skills. • Do you think police officers should be tactful and sensitive? • What do you do during an investigation? • By patrolling police provide a visible presence to deter crime and reassure the community, keep the peace at public meetings and social events, and educate the community how to identify individuals and locations at risk. • On foot, by car and by bicycle.

**6. Consider each item and write down the questions to be discussed dealing with each item.**

- Purpose of the police.
- Duties and responsibilities of British police officer.
- Work with community.
- Signs of effectiveness of police work.
- Main principles of modern policing.
- Skills and qualities necessary for a professional policeman.

## GRAMMAR SECTION      Participle (Причастие)

**Причастие** — это неличная (неспрягаемая) форма английского глагола, которая обладает свойствами глагола, наречия и прилагательного. К неличным формам глагола относятся: инфинитив, герундий и причастие. Неличные формы глагола в английском языке выражают действие, не указывая лица и числа. Они не имеют наклонения и не могут самостоятельно выполнять в предложении функцию сказуемого.

Английские причастия делятся на причастие настоящего времени (**Participle I**) и причастие прошедшего времени (**Participle II**).

Причастие I имеет простую форму (**Participle I Simple**) и перфектную форму (**Participle I Perfect**) как активную, так и пассивную.

## Forms of Participle I (Формы причастия I)

Voice Tense	Active	Passive
Simple (Indefinite)	asking	being asked
Perfect	having asked	having been asked

## Functions of Participle I (Функции причастия I)

### Определение (An attribute).

В функции определения употребляется только *Participle I Simple*, которое переводится на русский язык *причастием настоящего времени*.

*They decided to speak to officer **conducting** investigation.*

*Они решили поговорить с офицером, **проводящим** расследование.*

Пассивная форма *Participle I Simple* может переводиться на русский язык *причастием настоящего времени* или *придаточным определительным предложением*.

All evidence ***being collected now*** must be packed and transported carefully.

Все доказательства, ***которые сейчас собираются***, должны быть тщательно упакованы и перевезены.

### An adverbial modifier (Обстоятельство)

**Participle I Simple** обозначает действие, *одновременное* с действием глагола-сказуемого.

*(While) translating* difficult texts we use a dictionary.

В этой функции *Participle I Simple Active* чаще всего стоит в начале предложения и переводится на русский язык *деепричастием несовершенного вида* (отвечает на вопрос «**что делаю**»?) или *придаточным предложением времени* (если причастию предшествует *while* или *when*,

*Переводя* трудные тексты, мы пользуемся словарём.

*(While) investigating* this crime, he interviewed a lot of witnesses.

*Расследуя* это преступление, он опросил много свидетелей.

*(В то время как он расследовал)* это преступление, он опросил много свидетелей.

*(When) translating* difficult texts, we used a dictionary.

*Переводя* трудные тексты, мы пользовались словарём.

*(Когда мы переводили)* трудные тексты, мы пользовались словарем.

*Participle I Simple Passive* переводится на русский язык *обстоятельственным придаточным предложением*.

*Being committed* many years ago, the crime was difficult to investigate.

*Так как преступление было совершено несколько лет тому назад, его было трудно расследовать.*

**Participle I Perfect** обозначает действие, предшествующее действию, выраженному глаголом-сказуемым.

*Having read the book, I returned it to the library.*

*Прочитав книгу, я вернул её в библиотеку.*

**Participle I Perfect Active** переводится дееспричастием совершенного вида (*отвечает на вопрос «что сделал?»*).

*Having interviewed witnesses, he wrote a report.*

*Опросив свидетелей, он написал отчет.*

**Participle I Perfect Passive** в функции обстоятельства (времени, причины) переводится обстоятельством придаточным предложением.

*Having been committed many years ago, the crime was difficult to investigate.*

**Часть сказуемого (A part of the predicate)** — во временах группы *Continuous*.

*They are studying Criminal Law this year.*

*Они изучают уголовное право в этом году.*

*They were studying Constitutional Law last year.*

*Они изучали конституционное право в прошлом году.*

*They were studying Constitutional Law last year.*

*Они изучали конституционное право в прошлом году.*

*They will be studying many new subjects next year.*

*Они будут изучать много новых предметов в следующем году.*

### **A part of complex object (Часть сложного дополнения)**

*A witness saw him committing a crime.*

*Свидетель видел, как он совершал преступление.*

**1. Translate the verbs in the box. Form Participle I (V+ing) from the given words (according to the model).**

*Example:*

work — *working*

serve — *serving*

identify — *identifying*

work • serve • maintain • protect • identify • ensure • combat • improve • provide • deter • deliver • conduct • prevent • counter • reduce • reassure • respond (to) • keep • gather • interview • complete • prepare • submit • attend • enforce • take action (on)
---

**2. Translate Participle I in the function of an attribute (определения):**  
**a) Active; b) Passive.**

Example:

<b>a) Active</b>	<b>b) Passive</b>
Police officer <i>protecting the public</i> – <i>Офицер, защищающий общество</i>	The public <i>being protected</i> – <i>Общество, которое защищают</i>
<b>a) Active</b> <b>Police officer (Somebody)</b>	<b>b) Passive</b> <b>Something (Somebody)</b>
...identifying the perpetrators	the perpetrators being identified
...preventing crime	the crime being prevented
...improving the quality of life	the quality of life being improved
...providing advice	the advice being provided
...collecting evidence	evidence being collected
...delivering news	news being delivered
...interviewing suspects	suspects being interviewed
...preparing crime reports	crime reports being prepared
...conducting patrol duties	patrol duties being conducted
... searching a crime scene	a crime scene being searched

### 3 Translate into English the words in brackets using Participle I Present:

a) Active; b) Passive.

Example:

<b>a) Active</b>	<b>b) Passive</b>
Нарушающий — <i>violating</i>	который нарушают – <i>being violated</i>
1. An officer (расследующий) a crime	The crime (которое расследуется)
2. People (обсуждающие) a problem	The problem (которая обсуждается)
3. A policeman (составляющий) a record	The record (который составляется)
4. Teenagers (совершающие) crimes	Crimes (которые совершаются)
5. An officer (защищающий) a child	The child (которого защищают)
6. A dog (обыскивающая) the area	The area (которую обыскивают)
7. Police (оказывающая поддержку) victims of crime	Victims of crime (которым оказывают поддержку)
8. An officer (опрашивающий) witness	The witnesses (которых опрашивают)
9. Police (разыскивающая) missing people	Missing people (которые разыскиваются)
10. An investigator (собирающий) evidence	The evidence (которые собирают(ся))

#### 4. Translate Participle I:

- a) in the function of an attribute (определения)  
 b) in the function of adverbial modifier (обстоятельства)
- a) A student *working in the library* – студент (что делающий?),  
*работающий в библиотеке*  
 b) (*While*) *Working at* a big enterprise he gained much experience. —  
 (Что делая?) *Работая* на большом предприятии, он приобрел много опыта.

a) An attribute (что делающий?)	b) Adverbial modifier (что делая?)
(An officer)	(While)
... maintaining order	... maintaining order
... protecting the public	... protecting the public
... reducing the fear of crime	... reducing the fear of crime
... identifying the perpetrators	... identifying the perpetrators
... preventing crime	... preventing crime
... ensuring successful prosecutions	... ensuring successful prosecutions
... combating organised crime	... combating organised crime
... countering the threat of terrorism	... countering the threat of terrorism
... improving the quality of life	... improving the quality of life
... providing advice	... providing advice
... deterring crime	... deterring crime
... delivering news	... delivering news

#### 5. Translate Participle I (Present) and Participle I (Perfect) in the function of adverbial modifier.

Example:

- a) *Breaking* the law — (что делая?) *нарушая* закон  
 b) *Having broken* the law — (что сделав?) *нарушив* закон

a) Participle I (Present)	b) Participle I (Perfect)
conducting patrol duties	having conducted patrol duties
reassuring the community	having reassured the community
responding to calls and requests	having responded to calls and requests
keeping the peace	having kept the peace
gathering (giving) evidence	having gathered (given) evidence
interviewing suspects	having interviewed suspects
completing administrative procedures	having completed administrative procedures
preparing crime reports	having prepared crime reports
submitting crime reports	having submitted crime reports
attending road-related incidents	having attended road-related incidents
enforcing road traffic legislation	having enforced road traffic legislation
taking action on	having taken action on

**6. Translate Participle I Perfect Active and Participle I Perfect Passive in the function of an attribute and (определения).**

*Example:*

- a) An officer *having protected* the public — офицер, *защитивший* население.  
 b) The public *having been protected* by the officer — население, *которое защитил* офицер (находившееся под защитой офицера).

<i>a) Participle I Perfect Active</i>	<i>b) Participle I Perfect Passive</i>
An officer ....	Somebody (something)...
having identified the perpetrators	The perpetrators having been identified
having prevented crime	The crime having been prevented
having improved the quality of life	The quality of life having been improved
having provided advice	The advice having been provided
having deterred crime	The crime having been deterred
having delivered news	The news having been delivered
having responded to calls and requests	The calls and requests having been responded
having gathered (given) evidence	The evidence having been gathered (given)
having interviewed suspects	The suspects having been interviewed
having completed administrative procedures	The administrative procedures having been completed
having prepared crime reports	The crime reports having been prepared
having enforced the road traffic legislation	The road traffic legislation having been enforced
having taken action on	The action having taken been on

**7. Translate Participle I and Participle II in the function of an attribute.**

*Example:*

*accusing* — *обвиняющий*; *accused* — *обвиняемый*

Arresting — arrested, committing — committed, investigating — investigated, depending — depended, robbing — robbed, preparing — prepared, informing — informed, accusing — accused, controlling — controlled, prohibiting — prohibited, preventing — prevented.

**8. Find in the box Participle I Present or Perfect (Active or Passive) corresponding to:**

- a) Предотвращая (предотвращающий), уменьшая (уменьшающий), подготавливая (подготавливающий), опрашивая (опрашивающий), улучшая (улучшающий) реагируя (реагирующий);

b) Которые подготавливают, которое защищают, которого опрашивают, которого опознают, которое проводят, которое осматривают, которые собирают;

c) Защитив, улучшив, опросив, успокоив, уменьшив, собрав;

d) Которое осмотрели, которого опросили, которого опознали.

<ul style="list-style-type: none"> <li>• preparing • being collected • interviewing • having protected •</li> <li>• being prepared • being identified • being prevented • having reassured •</li> <li>• having improved • preventing • being interviewed • having been searched •</li> <li>• having interviewed • reducing • being conducted, • improving •</li> <li>being identified • having reduced • being searched • responding •</li> <li>having been identified • having gathered (collected) •</li> <li>• having been interviewed</li> </ul>
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### 9. Complete the chart.

<i>Verb</i>	<i>Participle I</i>	<i>Participle II</i>	<i>Noun</i>
maintain			
	protecting		
		reduced	
			identification
prevent			
	assisting		
		conducted	
			education
improve			
	providing		
		prosecuted	
			use

### 10. Read the text. Use the words at the end of some of the lines to form a word that fits the gap in the line. There is an example at the beginning (0).

Law (0) <b>enforcement</b> in the United Kingdom is	(0) <b>enforce</b>
(1) ... (2) ... in each of the legal (3) ... of the United	(1) <b>organize</b> (2) <b>separate</b> (3) <b>system</b>
Kingdom: England and Wales, (4) ... Ireland	(4) <b>North</b>
and Scotland. In England and Wales, the vast	
majority of (5) ... constables enjoy full (6) ...of	(5) <b>attest</b> (6) <b>power</b>
arrest and search. All police (7) ... are	(7) <b>officer</b>
"constables" in law, (8)... of rank. Although	(8) <b>respective</b>
police officers have wide (9) ... powers, they are still	(9) <b>range</b>
(10) ... and subject to the same laws as	(10) <b>civilian</b>

members of the public. However, there are	
certain legal (11) ... on police officers such as	(11) <b>restrict</b>
the (12) ... of taking industrial action and	12) <b>legality</b>
the ban on taking part in active politics.	

### Notes:

*irrespective* — безотносительно

*subject to* — подчиняться

*taking industrial action* — (принимать) участие в забастовке

*ban* — запрет

## Времена группы Continuous (Progressive)

Времена группы **Continuous** обозначают длительное действия, которые происходит (происходило или будет происходить) в определенный момент или промежуток времени в настоящем, прошедшем и будущем. В данную группу входят следующие времена:

- Present Continuous — настоящее длительное (время);
- Past Continuous — прошедшее длительное (время);
- Future Continuous — будущее длительное (время).

Глаголы, выражающие чувства, восприятия, умственную деятельность, а также некоторые другие глаголы, не употребляются или употребляются редко во временах группы *Continuous*.

К таким глаголам относятся: *to want; to wish; to like; to feel; to notice; to remember; to recognize; to be* (в значении *быть*); *to have* (в значении *иметь*); *to forget; to seem; to see; to know; to understand; to hear*.

## Образование времен группы Continuous

Таблица образования утвердительной, вопросительной и отрицательной форм глаголов во временах группы Continuous (на примере с подлежащим *they*).

Время	Утвердительная форма	Отрицательная форма	Вопросительная форма (общие вопросы)
<b>Present Continuous</b>	They are working	They not are working	Are they working?
<b>Past Continuous</b>	They were working	They were not working	Were they working?
<b>Future Continuous</b>	They will be working	They will not be working	Will they be working?



## Present Continuous

*Present Continuous* образуется при помощи вспомогательного глагола **to be** в настоящем времени (*am / is / are*) и причастия I (формы смыслового глагола с окончанием **-ing**). Вспомогательный глагол (*am / is / are*) выражает настоящее время; в отрицательной форме после вспомогательного глагола (*am / is / are*) ставится отрицательная частица *not*, в вопросительной форме вспомогательный глагол ставится в предложении на первое место.

### Правила употребления Present Continuous

1. Для выражения длительного действия, которое совершается в момент речи.

Часто употребляется со словами: *now*— сейчас; *at the moment*— в данный момент; *currently*—в настоящий момент и т. п.

*He is interviewing a witness at the moment.* — В данный момент он **опрашивает** свидетеля.

2. Для выражения длительного действия, которое совершается в настоящий период времени, хотя и не обязательно в момент речи.

Может употребляться со словами: *now* — сейчас; *at present, currently* — в настоящее время и т. д.

*He is investigating a burglary currently.* — В настоящее время он **расследует** кражу со взломом.

3. Для выражения действия в будущем, когда выражается уверенность в его совершении.

*He is testifying in court tomorrow.* — Завтра он **даст** показания в суде.

## Past Continuous

*Past Continuous* образуется при помощи вспомогательного глагола *to be* в прошедшем времени (*was / were*) и причастия I (формы смыслового глагола с окончанием **-ing**). Вспомогательный глагол (*was / were*) выражает прошедшее время; в отрицательной форме после вспомогательного глагола (*was / were*) ставится отрицательная частица **not**, в вопросительной форме вспомогательный глагол (*was / were*) ставится в предложении на первое место.

### Правила употребления Past Continuous

1. Для выражения длительного действия в определенный момент или отрезок времени в прошлом.

Часто употребляется со словами: *the whole day (week, month, year)*— весь день, (всю неделю, весь месяц, год; *at ...o'clock* — в ... часов; (с показателем прошлого времени) — *from... till* — с ... до (с показателем прошлого времени); *for...* (hours, days) — в течение (часов, дней) и др.

*They were searching the scene for clues till night.* — Они **искали** улики на месте преступления до самой ночи.

2. Для выражения длительного действия в прошлом, которое прерывается другим кратким действием, выраженным глаголом в Past Simple.

Часто употребляется со словами: *when* — когда; *as / just as* — когда, в то время как; *while* — в то время как и т. п.

*When a burglar was breaking into the house, the alarm went off.* — Когда грабитель **проникал** в дом, сработала сигнализация.

3. Для выражения двух и более длительных действий в прошлом, происходящих одновременно.

Эти действия могут соединяться союзами *and* (и, а), *while* (пока, в то время как).

*One investigator was interviewing witnesses, while the other was questioning a suspect.* — Один следователь **опрашивал** свидетелей, в то время как другой **допрашивал** подозреваемого.

### Future Continuous

*Future Continuous* образуется при помощи вспомогательного глагола **to be** в будущем времени (*will be*) и причастия I (формы смыслового глагола с окончанием **-ing**). Вспомогательный глагол **will** выражает будущее время; в отрицательной форме после **will** ставится отрицательная частица **not**, в вопросительной форме **will** ставится в предложении на первое место.

### Правила употребления Future Continuous

Для выражения длительного действия, которое будет совершаться в определенный момент или отрезок времени в будущем.

Часто употребляется со словами: *the whole day (week, month, year)* — весь день, (всю неделю, весь месяц, год; *at ...o'clock* — в ...часов; (с показателем будущего времени) — *from... till, between ...and* — с...до; *for... (hours, days)* — в течение (часов, дней) с показателем будущего времени; *this time next week (month, year)* — в это время на следующей неделе (в следующем месяце, в следующем году) и т. д.).

*This time tomorrow, I will be revising for an exam.* — Завтра в это время я **буду готовиться** к экзамену.

**11. Match the phrases from the box with the pictures below. Describe the actions in the pictures in the Present, Past or Future Continuous.**

Patrol on horse • study computer information • carry out motorcycle patrol • discuss the situation • work with children at risk • investigate road traffic incident • have an arresting lesson • detain a suspect • work during covid • wait for daily police assignments • checking driving license • be going to carry out forensic work
--

1

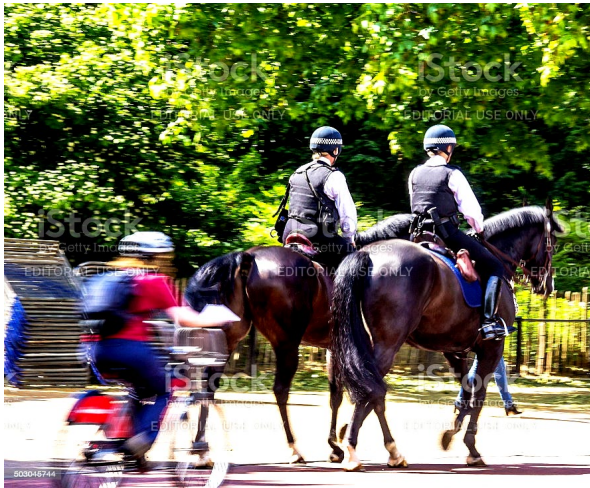


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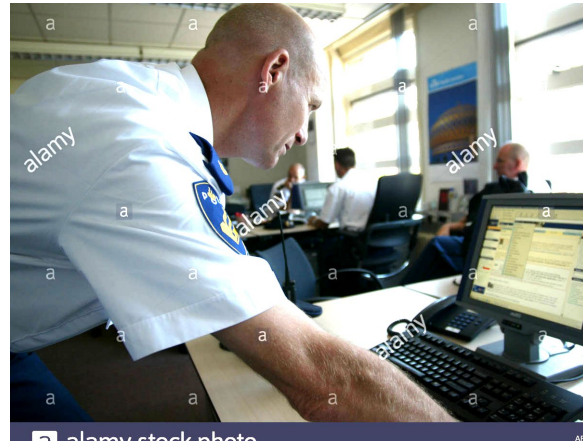
2



3



4



5



6





7



8



9



10



11



12



**12. Make up as many sentences as possible properly using the information from 3 columns. Use Simple or Continuous Tenses.**

They	is gathering evidence	at midnight yesterday
A lawyer	was reporting a crime	when a stranger came in
An investigating officer	will be interviewing witnesses	at the moment
	will be maintaining public order	
The crime scene	is giving evidence	when the host came
	is being consulted by a lawyer	
Jane	deter crime	during dinner time
The witness	is identifying the perpetrators (offenders)	at this time tomorrow
Police	counter the threat of terrorism	at 8 a.m. yesterday (tomorrow)
Police Community Support Officer	is providing a crime prevention advice	when sb. hit him on the head
	are being interviewed	during a football match
A suspect	is responding to calls	at that time
A police officer	were protecting the public	when a policeman appeared
		appeared
The witnesses	will be investigating a crime	now
A criminal	prevented crime	from 10 a.m. till 12 a.m. tomorrow (yesterday)
	was being searched	every day
Police in cars	will be searching the scene	in large cities
	combat organized crime	the whole day yesterday
	improve the quality of life	
	conduct patrol duties	on weekdays
	will be interviewing suspects	at that moment
	is preparing crime report	yesterday
	maintain law and order	for an hour yesterday
	broke the law	
	was being interrogated	

**13. Say what (police) Constable John Brown was doing (will be doing) at a definite time in the past (in the future).**

*Example:*

9 a.m. yesterday	Interview witnesses	9 a.m. to- morrow	Provide legal advice
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Constable John Brown *was interviewing* witnesses at 9 a.m. yesterday.

Constable John Brown *will be providing legal advice* to citizens at 9 a.m. tomorrow.

10 a.m. yesterday	maintain public order	9.30 a.m. tomorrow	search the scene
All day the day before yesterday	deal with minor offences	All day the day after tomorrow	visit victims of crime
11 a.m. yesterday	detain a suspect	11.30 a.m. tomorrow	gather evidence
12.30 p.m. yesterday	seize drugs	12.30 p.m. tomorrow	work with community
14. p.m. yesterday	prevent crime	14. p.m. tomorrow	give evidence in criminal court
15. p.m. yesterday	respond to calls	14.30 p.m. tomorrow	question suspects
15.30. p.m. yesterday	tackle antisocial behaviour	15 p.m. tomorrow	conduct patrol duties by car
16.30 p.m. yesterday	conduct initial investigation	16.30 p.m. tomorrow	do paperwork
17 p.m. yesterday	prepare crime report	17 p.m. tomorrow	report to the Chief

## Progress Check

### 1. Choose the correct translation.

1. противодействие угрозе терроризма
  - a) reduce the fear of crime
  - b) ensure successful prosecutions
  - c) countering the threat of terrorism
2. поддерживать правопорядок
  - a) protect the public and their property
  - b) maintain law and order
  - c) reduce the fear of crime
3. борьба с организованной преступностью
  - a) combating organized crime
  - b) ensure successful prosecutions
  - c) identify the perpetrators
4. выявить правонарушителей
  - a) provide advice
  - b) countering the threat of terrorism
  - c) identify the perpetrators
5. уменьшить страх перед преступностью
  - a) break the law
  - b) key priorities
  - c) reduce the fear of crime

### 2. Choose the right word from the box to complete the phrase.

evidence • calls • peace • individuals • initial investigations • crime

1. deter ...
2. identify ...
3. respond to ...
4. keep the ...
5. gather ...
6. conduct ...

### 3. Fill in the gaps with the words from the box.

prevention • intelligent • partnership • protect • usefulness

1. Police officers ... the public from crime, as well as supporting victims and witnesses of crime,
2. As a police officer you'll work in ... with the communities.
3. The .... of the police depends on the ability of the constable on the beat or in the patrol car.
4. The primary object of an efficient police is the ... of crime.
5. The ideal police officer should be quick-witted, ..., and observant.

#### 4. Choose the correct item.

1. As a police officer you'll need to keep the peace at public *libraries / meetings*, social events, processions, disputes or strikes.

2. An investigator interviews suspects, victims, and *witnesses / visitors* in accordance with relevant legislation.

3. One of the duties of a police officer is to provide crime *prevention / commission* advice.

4. An investigator should act with *initiative / sensitivity* when dealing with situations such as delivering news of a sudden death or when dealing with sexual crimes.

5. One of the *key / home* principles of modern policing in Britain is that the police seek to work with the community.

#### 5. Choose the corresponding English version.

1. Патрулируя улицы

- a) having patrolled the streets
- b) patrolling the streets
- c) patrol the streets

2. Опросив свидетелей

- a) having interviewed witnesses
- b) interview witnesses
- c) interviewing witnesses

3. Подозреваемый, которого допрашивают

- a) having interrogated suspect
- b) the suspect being interrogated
- c) interrogated suspects

4. Подозреваемый, которого допросили

- a) having interrogated suspects
- b) the suspect having been interrogated
- c) interrogating a suspect

5. Офицер, допрашивающий подозреваемого

- a) An officer interrogating a suspect
- b) An officer interrogated a suspect
- c) An officer is interrogating a suspect



## Law Enforcement in the USA

**Discuss these questions:**

- What is community policing?
- What is the main purpose of community policing?



### LISTENING 1

**1. Watch a video “Newport CSO Community Service Officer” and do the tasks.**

*Before watching*

**2. Remember the vocabulary.**

1	ordinance	a	постановление, указ, распоряжение, предписание
2	junk or debris	b	мусор или грязь
3	recreational equipment	c	снаряжение для отдыха
4	feel something needs to be improved	d	чувствовать, что что-то должно быть улучшено
5	correct in a timely manner	e	своевременно исправить
6	take the steps	f	принять меры
7	warning	g	предупреждение
8	with a date it's being corrected (by)	h	с датой, к которой оно будет исправлено
9	extension to get their violation corrected	i	продление срока, для исправления нарушения
10	in a reasonable amount of time	j	в разумные сроки
11	give the opportunity for criminal behavior to occur	k	создание условий для проявления криминального поведения

**3. Match the English and Russian equivalents.**

1	assist	a	удержать этих людей
2	day-to-day activities	b	помогать
3	code violations	c	быть постоянно занятым
4	deal with	d	иметь дело, заниматься
5	vehicle	e	чувствовать, что-то должно быть улучшено
6	grass	f	теория разбитых окон
7	needs to be painted	g	содержать собственность в чистоте
8	get busy lives	h	нарушение кодекса

9	feel something needs to be improved	i	транспортное средство
10	contact the Newport Police Department	j	повседневная деятельность
11	broken windows theory	k	держат город в безопасности
12	keep the property clean	l	нуждается в покраске
13	keep those people out	m	обратиться в отдел полиции Ньюпорта
14	keep the city safe	n	трава

#### 4. Match the English and Russian equivalents.

1	ordinance violations	a	с датой, к которой оно будет исправлено
2	junk or debris	b	в разумные сроки
3	recreational equipment	c	предупреждение
4	take the steps	d	своевременно исправить
5	with a date it's being corrected (by)	e	нарушение постановления
6	correct in a timely manner	f	снаряжение для отдыха
7	warning	g	мусор или грязь
8	extension to get their violation corrected	h	создание условий для проявления криминального поведения
9	in a reasonable amount of time	i	продление срока для исправления нарушения
10	give the opportunity for criminal behavior to occur	j	принимать меры

#### *After watching*

#### 5. Watch the video and say which activities, mentioned in the video, a PSO does not deal with.

- park patrol
- ordinance (code) violations
- fine people
- junk or debris in people yards
- vehicles and recreational equipment parked on the grass
- house needs to be painted
- take people to police facilities
- grass too long
- something needs to be improved and take steps to improve it
- give warnings to citizens
- remove abandoned vehicles
- work out an extension to get their violations corrected
- keep the city safe

**6. With a partner, work out the roles based on the video. Then switch the roles.**

*Cadet A is a PSO.*

*Cadet B is a citizen who violated an ordinance.*

**Use such language as:**

Cadet A	Cadet B
<ul style="list-style-type: none"> <li>• you have done ordinance violations</li> <li>• junk and debris in the yard</li> <li>• grass too long</li> <li>• abandoned vehicles</li> <li>• house needs to be painted</li> <li>• criminal may hide in long grass</li> <li>• burglars may think that your house is abandoned and break into it</li> <li>• your vehicles may be stolen</li> <li>• keep the city safe</li> <li>• give you a warning</li> </ul>	<ul style="list-style-type: none"> <li>• What violations...?</li> <li>• I promise</li> <li>• Cut the grass</li> <li>• Put the car (vehicles) in the garage</li> <li>• Have our house painted</li> <li>• What time should I (we)...?</li> <li>• Keep the property clean</li> <li>• contact the Newport Police Department</li> <li>• correct in a timely manner</li> </ul>

**Reading and Language Development**

**READING 1**

**7. Read the text and do the tasks.**

**What is Community Policing?**

Can one officer really transform a community? Under the community **policing** model, where officers are empowered to **identify** and solve problems proactively, and the answer is certainly YES. Being an effective community policing officer involves a unique blend of skills. Community policing is defined as involving three key components: developing community **partnerships**, engaging in problem solving, and implementing community policing organizational features. More information on these central components of community policing:

- Community Partnerships
- Problem Solving
- Organizational Features



### ***Community Partnerships***

Community policing **encourages** interactive partnerships between law enforcement agencies, their officers, and the people they serve. By developing connections within the community, police are better informed and empowered to solve public **safety** problems.

### ***Other Government Agencies***

Police partner with agencies such as probation and parole, health and human services, schools, and other law enforcement agencies. All agencies benefit from sharing resources and experience.

### ***Community Members and Groups***

Police forge partnerships with people who live and work in the community. These partnerships can help develop trust and **transparency**, leading to more efficient and effective policing and better community-police relationships.

### ***Nonprofits and Service Providers***

Police often partner with entities such as **support** groups, issue and advocacy organizations, and the faith-based community. These partnerships allow for more coordinated and targeted use of shared resources.

### ***Private Businesses***

Police develop partnerships with the small business community, large corporations, and local chamber of commerce and visitors bureaus.

### ***Media***

Police develop partnerships with local newspapers, television outlets, radio stations, and bloggers. These lead to greater transparency, better public image, and more effective crime-solving.

### ***Skills and Abilities***

Community policing is an important aspect of a law enforcement career. Many agencies today hire in the spirit of service, not in the spirit of adventure. In other words, agencies are looking for individuals who are drawn to and exhibit characteristics in line with the service element of policing over the prospect of excitement and adventure. And rightly so — analysis of calls for service shows the vast majority of calls to which officers **respond** are not crime related.

The following are core competencies for law enforcement officers:

- Ability to use good judgment and to problem solving
- Capacity for empathy and compassion
- Capacity for multi-tasking
- Ability to demonstrate courage and to take responsibility
- Ability to be resourceful and show initiative
- Demonstrate assertiveness
- Possess and demonstrate integrity
- Capacity for engaging in teamwork and ability to collaborate.

**Notes:**

*implementing community policing organizational features* — внедрение (осуществление) организационных особенностей охраны общественного порядка  
*health and human services* — здравоохранение и социальные услуги

**8. Study the vocabulary list.****Vocabulary list**

ability <i>n</i>	способность
adventure <i>n</i>	приключение
allow <i>v</i>	позволять
assertiveness <i>n</i>	настойчивость
benefit <i>v</i>	извлекать выгоду
blend <i>n</i>	сочетание
call <i>n</i>	звонок, вызов
certainly <i>adv</i>	безусловно, конечно
chamber <i>n</i> chamber of commerce	палата ... торговая палата
compassion <i>n</i>	сострадание
competence <i>n</i> core competence	компетенция основная компетенция
connection	соединение, связь
depend (on)	зависеть (от)
develop <i>v</i>	развивать, сознать
discourage <i>v</i>	не поощрять, препятствовать
effective <i>adj</i>	эффективный, фактический, действительный
efficient <i>adj</i>	эффективный, рациональный, результативный
empower <i>v</i>	уполномочивать
empathy <i>n</i>	сочувствие
encourage <i>v</i>	воодушевлять, поощрять
engage <i>v</i>	вовлекать, задействовать
entitle <i>v</i>	называть, озаглавливать
entity <i>n</i>	организация, сущность
exhibit <i>v</i>	демонстрировать, экспонировать
experience <i>n</i>	опыт
faith <i>n</i> faith-based community	вера сообщество, основанное на вере
feature <i>n</i>	характеристика, особенность
forge <i>v</i> forge partnership	двигаться (потихоньку) налаживать отношения
hire <i>v</i>	нанимать на работу

implement <i>v</i>	осуществлять, выполнять
integrity <i>n</i>	целостность, единство
involve <i>v</i>	задействовать
issue <i>n, v</i>	вопрос, проблема; издавать, выпускать
issue organization	издательская организация
key <i>n, adj</i>	ключ, важный, основной
lead (to)	приводить к
outlet <i>n</i>	выход, вывод
television outlets	телевизионные каналы
partner <i>v</i>	сотрудничать
possess <i>v</i>	обладать, иметь
proactive <i>adj</i>	превентивный, упреждающий
prospect <i>n</i>	перспектива
relationship <i>n</i>	отношения
resourceful <i>adj</i>	находчивый, изобретательный
sharing <i>n</i>	совместное пользование, долевое участие
spirit <i>n</i>	дух
support <i>n</i>	поддержка
target <i>v</i>	направлять, нацеливать, ориентировать
transparency <i>n</i>	прозрачность
trust <i>n</i>	доверие

### 9. Match the English and Russian equivalents.

1	empower	a	превентивный, упреждающий
2	benefit	b	взаимодействовать
3	encourage	c	зависеть (от)
4	proactive	d	прозрачность
5	develop	e	отношения
6	depend (on)	f	направлять
7	ability	g	уполномочивать
8	experience	h	сотрудничать
9	relationship	i	поощрять
10	implement	j	доверие
11	target	k	извлекать выгоду
12	collaborate	l	осуществлять
13	partner	m	развивать, создавать
14	transparency	n	способность
15	trust	o	опыт

### 10. Match the Russian and English equivalents.

1	Способность использовать здравый смысл и решать проблемы	a	Capacity for multi-tasking
2	Способность к сопереживанию и состраданию	b	Ability to demonstrate courage and to take responsibility
3	Способность к многозадачности	c	Ability to be resourceful and show initiative
4	Способность проявлять мужество и брать на себя ответственность	d	Possess and demonstrate integrity
5	Способность быть находчивым и проявлять инициативу	e	Capacity for engaging in teamwork and ability to collaborate
6	Демонстрировать напористость	f	Capacity for empathy and compassion
7	Быть честным и демонстрировать честность	g	Ability to use good judgment and to solve problems
8	Способность к командной работе и способность к сотрудничеству	h	Demonstrate assertiveness

### 11. Match the words from the box to the synonymous ones underlined in the sentences.

characteristics • security • main • react • demonstrate • includes • create • partnership • employ • efficient • realizing

1. An effective community policing officer involves a unique blend of skills.
2. Community policing is defined as involving three key components: developing community partnerships, engaging in problem solving, and implementing community policing organizational features.
3. By developing connections within the community, police are better informed and empowered to solve public safety problems.
4. Police develop partnerships with local newspapers, television outlets, radio stations, and bloggers.
5. Many agencies today hire in the spirit of service, not in the spirit of adventure.
6. Agencies are looking for individuals who are drawn to and exhibit characteristics in line with the service element of policing over the prospect of excitement and adventure.
7. Analysis of calls for service shows the vast majority of calls to which officers respond are not crime related.



**12. Decipher the scrambled words.**

tyliabi • lopvede • nerpart • sueis • mucomtyni • volinve • teginrity • shiptionrela

**13. Match the words in bold from the text to their definitions.**

1	The maintenance of law and order by a police force.
2	Establish or indicate who or what (someone or something) is
3	An association of two or more people as partners
4	The condition of being protected from or unlikely to cause danger, risk, or injury
5	The condition of being transparent
6	Do something as a reaction to someone or something (of a person).
7	Give assistance to, especially financially.
8	Give support, confidence, or hope to (someone)

**14. Complete the word combinations with the words from the box.**

experience • • solving • transparency • partnership • policing • relationships • policing • features •, community • organizational features • transparency • agencies • characteristics • problems • service • services • related • adventure • partnerships

1	developing community ...	11	sharing resources and ...
2	engaging in problem...	12	forge ...
3	community...	13	develop trust and ...
4	central components of community...	14	community-police ...
5	organizational...	15	faith-based ...
6	implementing community policing...	16	lead to greater ....
7	interactive ...	17	in the spirit of ...
8	law enforcement ...	18	exhibit...
9	solve public safety...	19	not crime ...
10	health and human ...	20	not in the spirit of...



**15. Fill in the gaps with the words from the box.**

community • agencies • organizational • solving • connections • partner with • encourages • relationship • career • corporations • partnerships • the spirit of service

1. Community policing is defined as involving three key components: developing community ..., engaging in problem ..., and implementing community policing ... features.

2. Community policing ... interactive partnerships between law enforcement ..., their officers, and the people they serve.

3. By developing ... within the community, police are better informed and empowered to solve public safety problems.

4. Police ... agencies such as probation and parole, health and human services, schools, and other law enforcement agencies.

5. Partnerships with people who live and work in the community can help develop trust and transparency and better community-police .....

6. Police often partner with support groups, issue and advocacy organizations, and the faith-based ....

7. Police develop partnerships with the small business community and large ....

8. Many agencies today hire in ..., not in the spirit of adventure.

9. Community policing is an important aspect of a law enforcement ....

**16. Answer the questions on the text.**

1. What are the 3 components of the community policing?

2. What do community policing encourage?

3. Why are developing connections within the community necessary for the police?

4. What agencies do police partner with?

5. What do trust and transparency lead to?

6. What individuals are police agencies looking for to hire?

7. What are core competencies for law enforcement officers?

**Communication**

**LISTENING**

**17. Watch a video “Community Policing” and be ready to do the tasks.**

***Before listening***

**18. Try to remember the words and word combinations.**

invention	изобретение
enhancing	усиление
hang (around)	бродить вокруг, слоняться
resolve	разрешать

response	реагирование
resident	житель
visibly	заметно
frequently	часто
achieve	достигать
approachable	доступный
concern	интерес, озабоченность
assign	назначать
proactive	упреждающий, превентивный
facility	объект
police facility	полицейский участок
non-emergency	неэкстренный

**Note:**

*shared commitment and ownership by police and the public* — совместные обязательства и ответственность полиции и общества.

**19. Revise the words and word combinations.**

require	требовать (ся)
neighbourhood	район, окружающая территория
trust	связь
bond of trust	основанный на доверии
representative	представитель
set (up)	установить, создать
solution	решение, раскрытие
relationship	отношение
walk	ходить пешком
a dog	выгуливать собаку
provide	обеспечивать

***While listening***

**20. Fill in the gaps.**

1. The police maintain law and order, they ... and combat crime, they protect and respect fundamental rights and freedoms, and they provide assistance and services to the public.

2. Community policing is not a new ....

3. In 1829, Sir Robert Peel, known as the father of modern policing, established the London Metropolitan police force based on the idea of building and strengthening a ... between a community and the police.

4. People in the neighbourhood do not feel safe walking through the ... in the dark.

5. They might organise a meeting where residents, municipal officials and school representatives can look for ... together.

6. School teachers should speak about the problem with their ... in the classroom
7. In partnership with others community policing provides increased ... for all.
8. Community policing means building ... of trust between the police and the people.
9. When all segments of the society cooperate to prevent and combat crime, the result is improved ... and quality of life for all.

***After watching the video***

**21. Choose the answer (A, B or C) which you think fits best according to the video.**

1. In all democratic societies the tasks of the police service ...
  - a) are the same
  - b) are many and complex
  - c) are very different
2. London Metropolitan Police force was based on the idea of
  - a) increasing the number of personnel
  - b) building and strengthening a bond of trust between communities and the police
  - c) making police officers armed
3. Some problems cannot...
  - a) be resolved through crime response alone
  - b) be solved by increasing the salary
  - c) be solved by personnel training
4. The municipal officials might arrange a place .....
  - a) to play football
  - b) to do the shopping
  - c) where youth can meet
5. To achieve such partnerships the police must ...
  - a) be integrated into the community
  - b) wear a uniform
  - c) undergo training
6. They must be seen and approachable, know...
  - a) all the suspects
  - b) the neighbourhood and be known, listen people's concerns, respond to community's needs
  - c) the latest news
7. When all the society cooperate to prevent crime, the result is ...
  - a) very effective
  - b) visible
  - c) improved safety and quality of life for all

**22. With a partner, act out the roles below based on the video. Then switch the roles.**

**Cadet A:** *You are a Russian policeman. Ask Cadet B about community policing in the US.*

**Cadet B:** *You are the US police officer. Answer cadet's A questions.*

**23. Complete the dialogue. Read the police community support officer's answers and find the suitable questions given in the box.**

<b>A</b>	
<b>B</b>	The police maintain law and order, prevent and combat crime, protect and respect fundamental rights and freedoms, and provide assistance and services to the public
<b>A</b>	
<b>B</b>	The OSCE along with the United Nations defines the strategy of community-oriented policing as a strategy for encouraging the public to enter as partners of the police in preventing and managing crime
<b>A</b>	
<b>B</b>	In 1829, Sir Robert Peel, known as the father of modern policing, established the London Metropolitan Police force based on the idea of building and strengthening a bond of trust between communities and the police
<b>A</b>	
<b>B</b>	When a problem appears in a community, it cannot be resolved through crime response alone, all parties dealing with the problem should look for the solution together. In partnership with others community policing provides increased safety for all
<b>A</b>	
<b>B</b>	They must be seen and be approachable, listen to people's concerns, respond to community's needs
<b>A</b>	
<b>B</b>	Police should define fixed neighbourhood areas with assigned police officers and police facilities aimed at non-emergency servicing, engaging communities to create partnership, introducing a proactive-solving approach, involving all agencies and services and all branches of the police
<b>A</b>	
<b>B</b>	It means building partnership of trust of trust between the police and the people. When all segments of the society cooperate to prevent and combat crime, the result is improved safety and quality of life for all

What does community policing mean for you? • Could you tell me, what the tasks of police are? • How does community policing work? • What must police do to achieve this goal? • When did the idea about community policing appear? • Do you have any key strategies to follow? • Who defines the strategy of community-oriented policing?

## Progress Check (US Police)

### 1. Choose the correct translation.

1. Способность использовать здравый смысл и решать проблемы
  - a) Capacity for multi-tasking
  - b) Ability to demonstrate courage and to take responsibility
  - c) Ability to use good judgment and to solve problems
2. Способность к соперничеству и состраданию
  - a) Ability to be resourceful and show initiative
  - b) Capacity for empathy and compassion
  - c) Demonstrate assertiveness
3. Способность проявлять мужество и брать на себя ответственность
  - a) Ability to demonstrate courage and to take responsibility
  - b) Possess and demonstrate integrity
  - c) Capacity for engaging in teamwork and ability to collaborate

### 2. Complete the phrases with the words from the box.

relationships • policing • agencies • solving • community • problems • collaborate • partnerships

1. law enforcement ...
2. community-police ....
3. faith-based ...
4. engaging in problem ...
5. developing community ...
6. community ....
7. public\_safety....
8. ability to ...

### 3. Fill in the gaps with the words from the box.

community • transparency • experience • partner • enforcement

1. Police ... with agencies such as probation and parole, health and human services, schools, and other law enforcement agencies.
2. All agencies benefit from sharing resources and ....
3. These partnerships can help develop trust and ....
4. Police often partner with support groups, issue and advocacy organizations, and the faith-based ....
5. Community policing is an important aspect of a law ... career.

### 4. Choose the correct word.

1. Community policing involves three key *components / parts*: developing community partnerships, engaging in problem solving, and implementing community policing organizational features.

2. Community policing encourages interactive *teaching / partnerships* between law enforcement agencies, their officers, and the people they serve.

3. By developing connections within the community, police are better informed and empowered to solve public *political / safety* problems.

4. Police forge partnerships with people who live and work in the *community / city*.

5. Police *organize / develop* partnerships with local newspapers, television outlets, radio stations, and bloggers.

### 5. Choose the correct translation.

1. When John came into the courtroom, the judge was listening to the testimony of a witness.

- a) Когда Джон входил в зал суда, судья слушал показания свидетеля.
- b) Когда Джон вошел в зал суда, судья слушал показания свидетеля.
- c) Когда Джон вошел в зал суда, судья уже прослушал показания свидетеля.

2. When a burglar broke into the house, everybody was sleeping.

- a) Когда вор проник в дом, все спали.
- b) Когда вор забирался в дом, все спали.
- c) Когда вор забирался в дом, не все спали.

3. Look! A burglar is trying to break into our neighbour's house.

- a) Посмотри, вор пытался проникнуть в дом.
- b) Посмотри, вор проник в дом.
- c) Посмотри, вор пытается проникнуть в дом.

4. At this time tomorrow they will be having examination in English.

- a) В это время завтра у них будет экзамен по английскому языку.
- b) В это время у них был экзамен по английскому языку.
- c) В это время завтра у них не будет экзамена по английскому языку.

*By Serving the Law  
We Serve the People*

**Discuss these questions:**

- When was the law establishing the Police of Russia adopted?
- What were the main aims of the reform?

### Reading and Language Development

**READING 1****1. Read the text and be ready to do task 2 after the text.**

#### Russian Police

The police are the central law enforcement body in Russia, operating under the Ministry of Internal Affairs. Russian police were established in 2011 replacing the militia, the former police service.

The police operate according to the Law on police which was approved by the Federal Assembly and subsequently signed into law on February 7, 2011 by



President of Russian Federation Dmitry Medvedev.

#### *Main aims of the reform*

- *Name change.* Under the reform, the name of Russian law enforcers was changed from the Soviet-era term *militia* to the more universal *police* on March 1, 2011.
- *Personnel reduction.* The number of police officers was reduced by 20%, dropping from 1.28 million to 1.1 million by 2012. The reduction was accomplished via a comprehensive evaluation of all officers.
- *Centralization.* As a result of the reform, the Russian police was made a federal-level institution, funded by the federal budget.

Under the old system, police units responsible for public order and petty crimes were under the jurisdiction of regional and city authorities, financed from regional budget and responsible more to the regional governors rather than to the federal center.

- *Changes to police and detainee rights.* According to the new law, the detainee received the right to make a telephone call within 3 hours of detention. They also received the right to have a lawyer and interpreter from the moment of

detention. The police must inform the detainees of their rights and duties and may no longer detain a citizen for an hour just to find out their identity.

**2. Choose the answer (A, B or C) which you think fits best according to the text.**

### Multiple Choice

1. The main changes in the Russian police as a result of the reform are:
  - a) increase of the police personnel.
  - b) increase in police budget.
  - c) personnel reduction, salary increase, centralization, changes to police and detainee rights.
2. As a result of the reform the number of police personnel
  - a) increased by 20 %.
  - b) decreased 20 %.
  - c) didn't change.
3. As a result of the reform and centralization
  - a) police became responsible more to the regional governors rather than to the federal center.
  - b) all police authority are (is) located in one centre.
  - c) police have been made a federal-level institution.
4. According to the new law, the detainee has received a right
  - a) to have a mobile phone and talk on it when he needs.
  - b) to make a telephone call within 3 hours of the detention and to have a lawyer and translator from the moment of his detention.
  - c) to be visited by his relatives once a week.

## READING 2

**1. Read the text and be ready to do tasks after the text.**

### Main Activities and Duties of Russian Police

#### *Purpose of the Police*

The police are intended for protecting the life, health, rights, and **freedoms** of citizens of the Russian Federation, foreign citizens and stateless persons countering crime, enforcing law and order, protecting property and ensuring public safety.

The police shall immediately come to rescue of everyone who needs their protection against criminal and other wrongful encroachments.

#### *Rule of Law*

The police shall pursue their activities in strict compliance with the law.





### *Impartiality*

The police shall protect the rights, freedoms and lawful interests of a human being and citizen, irrespective of the sex, race, ethnicity, language, origin, property **status** and office, residence, **religion**, convictions, membership in public associations and other circumstances.

Police are prohibited to be members of political parties, provide material **support** to political parties, and take part in their activities. Both when on duty and off-duty hours police shall abstain from any actions that can cause doubt as to their impartiality or compromise the authority of the police.

### *Activities of Russian Police*

The main police activities are:

- Protection of the person, the society, and the state against wrongful encroachments.
- Prevention and stopping of crime and administrative offences.
- Detection and solution of crimes and inquiries in criminal cases.
- Search for people.
- Administrative offenses proceedings, execution of administrative penalties.
- Maintenance of law and order in public places; ensuring the safety of citizens.
- Ensuring of road traffic safety.
- Carrying out expert and forensic activities.
- Protection of victims, witnesses, and other participants in criminal court proceedings (judges, prosecutors, investigators, and officials of law-enforcement and supervising bodies as well as other people being protected)
- Under the decision of the President of the Russian Federation police officers may participate in activities aimed at maintaining or restoring international peace and security.

## 2. Vocabulary.

abstain from <i>v</i>	воздерживаться от (чего-либо)
both...and <i>conj</i>	как ... так и
case <i>n</i>	дело
carry out <i>v</i>	выполнять
cause <i>n, v</i>	причина; вызывать, заставлять
cause a doubt	вызывать сомнение
circumstance <i>n</i>	обстоятельство, факт
compliance <i>n</i>	соответствие
conviction <i>n</i>	убеждение
court <i>n</i>	суд
crime <i>n</i>	преступление
countering crime	противостояние преступности
crime solution	раскрытие преступления
detect <i>v</i>	обнаруживать
encroachment <i>n</i>	нарушение, посягательство
ensure <i>v</i>	гарантировать

immediately <i>adv</i>	немедленно
impartiality <i>n</i>	беспристрастность
intend <i>v</i>	предназначать, намереваться
inquiry <i>n</i>	расследование, дознание
irrespective <i>a, adv</i>	независимый, безотносительный; безотносительно
maintenance <i>n</i>	поддержание
membership <i>n</i>	членство
observance <i>n</i>	соблюдение
offence <i>n</i>	правонарушение, преступление
order <i>n</i>	порядок
law and order	правопорядок
origin <i>n</i>	происхождение
party <i>n</i>	сторона (в судебном процессе)
perpetrator <i>n</i>	нарушитель уголовного закона, преступник
prosecutor <i>n</i>	прокурор
prohibit <i>v</i>	запрещать
provide <i>v</i>	обеспечивать
purpose <i>n</i>	цель
pursue <i>v</i>	преследовать, проводить
require <i>v</i>	требовать(ся)
residence <i>n</i>	место жительства
rescue	спасение, спасать
come to (the) rescue	приходить на помощь
safety <i>n</i>	безопасность
ensure safety	обеспечить безопасность
search <i>n</i>	поиск; обыск
search for	искать
strict <i>adj</i>	строгий
support <i>n, v</i>	поддерживать; поддержка
suspect <i>n, v</i>	подозреваемый; подозревать
victim <i>n</i>	жертва, пострадавший
weapon <i>n</i>	оружие
witness <i>n</i>	свидетель
wrongful <i>adj</i>	противоправный, незаконный

### 3. Match the Russian and English equivalents.

<b>1</b>	поддержка, поддерживать	<b>a</b>	compliance
<b>2</b>	соответствие	<b>b</b>	conviction
<b>3</b>	запрещать	<b>c</b>	support
<b>4</b>	пострадавший	<b>d</b>	witness
<b>5</b>	происхождение	<b>e</b>	circumstance

6	свидетель	f	prohibit
7	выполнять	g	origin
8	убеждение	h	impartiality
9	обстоятельство	i	abstain from
10	цель	j	victim
11	воздерживаться от	k	carry out
12	беспристрастность	l	purpose

#### 4. Match the English and Russian equivalents.

1	countering crime	a	поиск людей
2	administrative offenses proceedings	b	обеспечить безопасность
3	law and order	c	прийти на помощь
4	search for people	d	производство по делам об административных правонарушениях
5	ensure safety	e	противостояние преступности
6	cause a doubt	f	исполнение административных наказаний
7	Rule of Law	g	Верховенство закона
8	come to (the) rescue	h	неправомерные посягательства
9	countering crime	i	приходить на помощь
10	crime solution	j	правопорядок
11	administrative offenses proceedings	k	раскрытие преступления
12	execution of administrative penalties	l	вызывать сомнение

#### 5. Match the Russian and English equivalents.

1	поиск людей	a	provide material support
2	воздерживаться от любых действий	b	wrongful encroachments
3	контроль над соблюдением законодательства	c	maintenance of law and order
4	обеспечение дорожной безопасности	d	prevention and stopping of crime and offences
5	оказывать материальную помощь	e	abstain from any actions
6	полиции запрещено	f	control over the observance of the legislation
7	выявление и раскрытие преступлений	g	lawful interests of a human being and citizen
8	предотвращение и пресечение преступлений	h	search for people

	и правонарушений		
9	может вызвать сомнение их беспристрастности	i	police are prohibited
10	торговля оружием	j	countering crime
11	поддержание правопорядка	k	ensuring of road traffic safety
12	неправомерные посягательства	L	can cause a doubt as to their impartiality
13	законные интересы человека и гражданина	m	detection and solution of crimes
14	противостояние преступности	n	come to rescue of everyone who is in need of their protection
15	приходить на помощь всем, кто нуждается в их защите	o	weapons trafficking

### 6. Match the antonyms.

1	wrongful	a	disorder
2	safety	b	illness
3	prohibit	c	native
4	order	d	allow
5	private	e	imprisonment
6	foreign	f	legal
7	on duty	g	public
8	freedom	h	offender
9	victim	i	danger
10	health	j	off-duty

### 7. Match the words underlined in the sentences to their synonyms in the box.

legal • observance of • illegal • banned • participate • investigations •  
defence • keeping • procurators • performing • basic • keep from

#### 1. The main police activities are:

- Protection of the person, the society and the state against wrongful encroachments
- Detection and solution of crimes and inquiries in criminal cases
- Maintenance of law and order in public areas
- Carrying out of expert criminalistics activities
- Protection of victims, witnesses, judges, prosecutors, investigators, and other parties to criminal court proceedings.
  2. Police are prohibited to be members of political parties, provide material support to political parties and take part in their activities.
  3. The police shall pursue their activities in strict compliance with the law.
  4. The police shall protect the rights, freedoms and lawful interests of a human being and citizen.

5. Both when on duty and off-duty hours police shall abstain from any actions that can cause a doubt as to their impartiality or compromise the authority of the police.

**8. Match the words in bold from the text to their definitions.**

1	A thing or things owned
2	A position or rank in relation to others
3	Help or encouragement giving to sb/sth in a difficult situation
4	Personal or civil liberty
5	Belief in the existence of god or gods
6	The fact of not supporting any of the sides involved in an argument; the quality of not being biased or prejudiced; fairness

**9. Choose the correct word.**

1. The police are intended for protecting the life, health, *duties / rights* and freedoms of citizens of the Russian Federation, foreign citizens and stateless persons.

2. The police shall *immediately / slowly* come to rescue everyone who is in need of their protection.

3. The police shall pursue their *activities / purposes* in strict compliance with the law.

4. Prevention of *crime / criminals* and offences needs much effort.

5. Policemen shall abstain from any actions that can cause doubt as to their *effectiveness / impartiality* or compromise the authority of the police.

6. Protection of victims, witnesses and other *parties / offices* to criminal court proceedings is also the task of police.

7. Police control over the observance of the legislation of the Russian federation in the area of *vehicles / weapons* trafficking.

8. Expert criminalistics *activities / experiments* are carried out by police.

9. Much time is devoted to ensuring of road traffic *accidents / safety*.

10. Police are prohibited to be members of political *meetings / parties*, provide material support to political parties and take part in their activities.

**10. Use the words in the box to complete the sentences.**

enforcing • police • protect • criminal • were established • stateless • the authority • compliance • to rescue • citizens • are prohibited

1. The police shall ... the rights, freedoms and lawful interests of a human being and citizen.

2. Saint Petersburg Police ... by Peter the Great on June 7, 1718 as the main police force in Saint Petersburg.

3. Russian Police protect citizens of the Russian Federation, foreign citizens and ... persons.

4. The police shall pursue their activities in strict ... with the law.

5. Police shall abstain from any actions that can cause doubt as to their impartiality or compromise ... of the police.

6. ... law and order, protecting property and ensuring public safety also falls on police.

7. Police duty is to protect the life, health, rights and freedoms of ....

8. Police ... to be members of political parties.

9. ... must not provide material support to political parties and take part in their activities.

10. It is a police duty to immediately come ... everyone who is in need of their protection.

11. Police should protect citizens against ... and other wrongful encroachments.

### 11. Decode the scrambled words

domfree • corinrublepti • ingenttelli • hiprobit •  
rongst • protitecon • miseprocom • cougeraous • opceli •  
tafuctl • entconfid • sechar

### 12. Complete the chart.

<b>Noun</b>	<b>Adjective/Participle</b>	<b>Verb</b>
offence		
observance	detective maintained	solve legislate
investigator		
	intended	
		free
prohibition provision	protective	associate

**13. Read the text. Use the words at the end of some of the lines to form a word that fits the gap in the line. There is an example at the beginning.**

(0) <b>According</b> to the Minister of Internal Affairs police work within the framework of their authority. The (1) ... prevention, suppression and a	(0) <b>Accord</b>
solution of crime is within the (2) ... of the Ministry	(1) <b>detect</b>
of Internal Affairs. The functions of the (3) ...	(2) <b>compete</b>
Committee include the investigation of crimes. It means (4) ... and detaining persons who have (5) ...	(3) <b>Investigate</b>
crimes. Efficiency of the police is a direct consequence of the strict (6) ... discipline. The chief officers should be (7) ... for the actions and the	(4) <b>identify</b> (5) <b>commit</b>
conduct of the (8) ... under their command.	(6) <b>execute</b> (7) <b>respond</b>
They should (9) ... manage subordinate	(8) <b>officer</b>
officers through coaching, counseling, and (10) ....	(9) <b>effective</b> (10) <b>discipline</b>

**14. Make up sentences (positive, negative, interrogative) from the following words. Start with the word in bold.**

1. **The police** / activities / their / compliance / with strict / in the law / pursue.
2. **The police** / come / protection / need / to rescue / of everyone / who / is / immediately / in / of their.
3. **Victims** / should / witnesses / and / protected / be / by police.
4. **The police** / shall / the rights, / freedoms / protect / and / lawful / citizen / interests / of a human / and / being.
5. **The life,** / health, / of citizens / rights / and / protected / are / freedoms / the police / by.
6. **Crime** / main / prevention / police / is / the duty.
7. **Police** / prohibited / are / members / to be / parties / of / political.
8. **Police** / shall / abstain from / actions / compromise / any / that / can / the authority / the police / of.
9. **Police** / must not / support / provide / material / parties / to political.
10. **By maintaining** / order / public / police / ensuring / are / safety public.

**15. Find in the text the English equivalents to the following:**

1. Полиция предназначена для защиты жизни, здоровья, прав и свобод граждан.
  - Полиция должна немедленно приходить на помощь всем, кто нуждается в ее защите.
  - Полиция должна проводить (осуществлять) свою деятельность в строгом соответствии с законом.
  - Полиция должна защищать права, свободы и законные интересы человека и гражданина независимо от....
  - Полицией запрещено быть членами политических партий.

- Полицейские должны воздерживаться от любых действий, которые могут вызвать сомнение в их беспристрастности.

2. Деятельность полиции России:

- Защита личности, общества и государства от неправомерных посягательств.

- Поддержание правопорядка в общественных местах.

- Проведение (осуществление) экспертно-криминалистической деятельности.

- Выявление и раскрытие преступлений и расследование уголовных дел.

- Контроль над соблюдением законодательства Российской Федерации в области торговли оружием.

**16. Fill in:** crimes; encroachments; people; associations; political parties; law and order (2); public safety; crime and offences; the state; citizens; persons; the authority of the police; property; the law; a doubt; crime; rights and freedoms.

**Make sentences based on the text, using the phrases.**

1	protection of the person, the society and....	10	stateless...
2	prevention and stopping of ...	11	protecting ...
3	detection and solution of...	12	countering ...
4	against wrongful ....	13	enforcing ....
5	search for ...	14	in strict compliance with ...
6	maintenance of ...	15	members of ....
7	ensuring ...	16	public ...
8	protecting the life, health...	17	cause ...
9	foreign ...	18	compromise...

**17. Match the English and the Russian equivalents.**

1	рядовой полиции	a	lieutenant colonel of police ... police officer, lieutenant colonel...
2	младший сержант полиции	b	colonel of police ... police officer, colonel...
3	сержант полиции	c	police officer, sergeant-major ...
4	старший сержант полиции	d	warrant officer of police ... police warrant officer ...
5	старшина полиции	e	captain of police ... police officer, captain ...
6	прапорщик полиции	f	major of police ... police officer, major ...
7	старший прапорщик полиции	g	senior sergeant of police (senior police sergeant) ... police officer, senior sergeant ...
8	младший лейтенант полиции	h	lieutenant of police ... police officer, lieutenant ...



<b>9</b>	лейтенант полиции	<b>i</b>	senior lieutenant of police ... police officer, senior lieutenant ...
<b>10</b>	старший лейтенант полиции	<b>j</b>	General of Police of the Russian Federation
<b>11</b>	капитан полиции	<b>k</b>	private of police ... police officer, private ...
<b>12</b>	майор полиции	<b>l</b>	Lieutenant General of the Russian Police Federations
<b>13</b>	подполковник полиции	<b>m</b>	junior sergeant of police (junior police sergeant) ... police officer, junior sergeant ...
<b>14</b>	полковник полиции	<b>n</b>	Colonel General of the Russian Federation
<b>15</b>	генерал полиции Российской Федерации	<b>o</b>	sergeant of police (police sergeant) ... police officer, sergeant ...
<b>16</b>	генерал-полковник Российской Федерации	<b>p</b>	senior warrant officer of police ... police senior warrant officer ...
<b>17</b>	генерал-лейтенант полиции Российской Федерации	<b>q</b>	junior lieutenant of police ... police officer, junior lieutenant ...

**18. Check whether you have done the previous task correctly.**

Специальные звания сотрудников полиции  
Special ranks of police officers

рядовой полиции	— private of police ... — police officer, private ...
младший сержант полиции	— junior sergeant of police (junior police sergeant) ... — police officer, junior sergeant ...
сержант полиции	— sergeant of police (police sergeant) ... — police officer, sergeant ...
старший сержант полиции	— senior sergeant of police (senior police sergeant) ... — police officer, senior sergeant ...
старшина полиции	— sergeant-major of police ... — police officer, sergeant-major ...
прапорщик полиции	— warrant officer of police ... — police warrant officer ...
старший прапорщик полиции	— senior warrant officer of police ... — police senior warrant officer ...

младший лейтенант полиции	— junior lieutenant of police ... — police officer, junior lieutenant ...
лейтенант полиции	— lieutenant of police ... — police officer, lieutenant ...
старший лейтенант полиции	— senior lieutenant of police ... — police officer, senior lieutenant ...
капитан полиции	— captain of police ... — police officer, captain ...
майор полиции	— major of police ... — police officer, major ...
подполковник полиции	— lieutenant colonel of police ... — police officer, lieutenant colonel...
полковник полиции	— colonel of police ... — police officer, colonel...
генерал полиции Российской Федерации	— General of Police of the Russian Federation
генерал-полковник Российской Федерации	— Colonel General of Police of the Russian Federation
генерал-лейтенант полиции Российской Федерации	— Lieutenant General of Police of the Russian Federation

**19. You are a Russian police officer talking to a group of high school students. They are interested in some police ranks and ask what rank is higher (lower).**

**Example:**

**Student:** *Which rank is higher: Colonel General of Police or Lieutenant General of Police of the Russian Federation?*

**Police officer:** *Lieutenant General is.*

### READING 3

**1. Read the text and be ready to do the task after the text.**

#### Saint Petersburg Police

Saint Petersburg Police are officially known as the Main Administration for Internal Affairs of St. Petersburg and Leningrad Region (Oblast). Saint Petersburg Police were established by Peter the Great on June 7, 1718 as the main police force in Saint Petersburg. Saint Petersburg Police were considered the best police department in Imperial Russia until 1918. In 1918, Police were replaced by the soviet police force which was called



Militsiya (Militia) until the police reform on February 7, 2011, when the police were renamed Politsiya (Police) again.

The main responsibilities have always been the internal security, upholding human rights and freedoms, suppression and detection of crime, and protection of public order.

Saint Petersburg Police Commissioner is the head of the Saint Petersburg Police Department who is appointed by the President of the Russian Federation.



**Note:**

*The Main Administration for Internal Affairs of of St. Petersburg and the Leningrad Region* — Главное управление внутренних дел Санкт-Петербурга и Ленинградской области

**2. Choose the answer (A, B or C) which you think fits best according to the text.**

**Multiple Choice**

1. The date of establishment of Saint Petersburg Police is
  - a) June 7, 1918.
  - b) June 7, 1718.
  - c) February 7, 2011.
2. The main responsibilities have always been
  - a) investigation of international crimes.
  - b) traffic regulations.
  - c) the internal security, human rights and freedoms, suppression and detection of crime, and protection of public order.
3. The head of the Saint Petersburg City Police Department is
  - a) The Commissioner.
  - b) The Governor.
  - c) The Prime Minister
4. The Control over the activities of the police is carried out by
  - a) The president of the Russian Federation.
  - b) The Chief of Police.
  - c) The Ministry of Internal Affairs of the Russian Federation, the Governor, the Government of Saint Petersburg and the Saint Petersburg Legislative Assembly.

**COMMUNICATION Characteristics of an Ideal Police Officer**

**3. Read the list of characteristic features of an ideal police officer. Say which features you think should Russian police officers have.**

*The ideal police officer* should be quick-witted, intelligent, and observant; he should have a wide knowledge of human nature, should be exceptionally tactful,

which means the ability to deal with all types and classes of people, should have a cool unprejudiced mind; should be confident, always ready to act on his own initiative; should also be courageous, strong, and incorruptible.

#### 4. Name the skills and qualities you would like to have from this list:

I'd like to be...

quick-witted • intelligent • tactful • confident • able to handle responsibility •  
• courageous • strong • incorruptible

I'd like to have such skills (qualities) as...

open-mindedness • maturity • effective communication skills • tact and  
diplomacy for dealing with sensitive situations • problem-solving skills • a  
wide knowledge of human nature • able to remain calm in challenging or  
dangerous situation

## LISTENING

**5. Watch a video “The Nine Peelian Principles”. Choose the answer (a, b or c) which you think fits best according to the video. Say what principles are valid for contemporary Russian Police.**

### Multiple Choice

1. From 1822 till 1827 Sir Robert Peel was...
  - a) the Prime Minister of Great Britain
  - b) Home Secretary
  - c) the Leader of the Liberal Party.
2. “Bobbies” and “peelers” were...
  - a) nicknames given to offenders.
  - b) nicknames given to British policemen.
  - c) nicknames given to British politicians.
3. Peelian Principle number 1:
  - a) to repress crime by military force.
  - b) to introduce more severe punishment.
  - c) to prevent crime and disorder, as an alternative to their repression by military force.
4. Principle number 2: To recognize always that the power of the police to fulfill their functions & duties is dependent on...
  - a) the police authority, their guidelines and all kinds of instructions.
  - b) public approval of their existence, actions and behaviour, and on their ability to secure and maintain public respect.
  - c) the number of detained, arrested and convicted people.
5. Principle number 3: To always recognize that to secure and maintain the respect and approval of the public means also...

- a) the securing of the willing co-operation of the public in the task of securing observance of the laws.
  - b) organizing meeting with the public, various parties and competitions for them.
  - c) equip citizens with buttons and sprays to patrol streets.
6. Principle number 4: To recognize always that the extent to which the co-operation of the public can be secured ...
- a) diminishes proportionately the necessity of the use of the physical force & compulsion for achieving police objectives.
  - b) increases proportionately the necessity of the use of the physical force & compulsion for achieving police objectives.
  - c) doesn't depend on the use of physical force for obtaining police goals.
7. Principle number 5: To seek & preserve public favour ....
- a) by constantly demonstrating impartial service to the law, in complete independence of policy.
  - b) by constantly threatening public with crime and criminals
  - c) by offering the citizens all kinds of bonuses and presents for their service to the law.
8. Principle number 6: To use physical force only when the exercise of persuasion, advice & warning is found to be...
- a) insufficient to obtain public co-operation to secure the observance of law or to restore order, and to use only the minimum degree of physical force which is necessary ...for achieving a police objective.
  - b) the only legal method.
  - c) prohibited for achieving a police objective.
9. Principle number 7: To maintain at all times the relationship with the public that gives reality to the historic tradition that ...
- a) the police are the public & the public are the police, the police being the members of the public ...
  - b) organized police in special units which work throughout Great Britain.
  - c) has existed for many years and cannot be broken.
10. Principle number 8: To recognize always the need for ...
- a) good cars, computers and other necessary equipment.
  - b) proper number of personnel.
  - c) strict adherence to police-executive functions....and authoritatively judging the guilt and punishing the guilty
11. Principle number 9: To recognize always that the test of the police efficiency is ...
- a) the quantity of people in prison.
  - b) visible presence of police in the streets.
  - c) the absence of crime and disorder, and not the visible evidence of police action in dealing with them.

**6. Watch a video “What is Community Policing?”**

## *Before watching*

### 7. Try to remember the words and word combinations.

invention	изобретение
enhancing	усиление
hang (around)	бродить вокруг, слоняться
resolve	разрешать
response	реагирование
resident	житель
visibly	заметно
frequently	часто
achieve	достигать
approachable	доступный
concern	интерес, озабоченность
assign	назначать
proactive	упреждающий, превентивный
facility	объект
police facility	полицейский участок
non-emergency	неэкстренный

**Note:** *shared commitment and ownership by police and the public* — совместные обязательства и ответственность полиции и общества

### 8. Revise the words and word combinations.

require	требовать (ся)
neighbourhood	район, окружающая территория
trust	связь
bond of trust	основанный на доверии
representative	представитель
set (up)	установить, создать
solution	решение, раскрытие
relationship	отношение
walk	ходить пешком
a dog	выгуливать собаку
provide	обеспечивать

## *While watching*

### 9. Fill in the gaps.

1. The police maintain law and order, they ... and combat crime, they protect and respect fundamental rights and freedoms, and they provide assistance and services to the public. Community policing is not a new ....

2. In 1829, Sir Robert Peel, known as the father of modern policing, established the London Metropolitan police force based on the idea of building and strengthening a ... between a community and the police.

3. People in the neighbourhood do not feel safe walking through the ... in the dark.

4. They might organize a meeting where residents, municipal officials and school representatives can look for ... together.

5. School teachers should speak about the problem with their ... in the classroom.

6. In partnership with others community policing provides increased ... for all.

7. Community policing means building ... of trust between the police and the people.

8. When all segments of the society cooperate to prevent and combat crime, the result is improved ... and quality of life for all.

### *After watching*

**10. Choose the answer (a, b or c) which you think fits best according to the video.**

1. In all democratic societies the tasks of the police service ...
  - a) are the same
  - b) are many and complex
  - c) are very different
2. The London Metropolitan Police force was based on the idea of
  - a) increasing the number of personnel
  - b) building and strengthening a bond of trust between communities and the police
  - c) making police officers armed
3. Some problems cannot...
  - a) be resolved through crime response alone
  - b) be solved by increasing the salary
  - c) be solved by personnel training
4. The municipal officials might arrange a place .....
  - a) to play football
  - b) to do the shopping
  - c) where youth can meet
5. To achieve such partnerships the police must ...
  - a) be integrated into the community
  - b) wear a uniform
  - c) undergo training
6. They must be seen and approachable, know...
  - a) all the suspects
  - b) the neighbourhood and be known, listen people's concerns, respond to community's needs
  - c) the latest news

7. When all the society cooperate to prevent crime, the result is ...
- very effective
  - visible
  - improved safety and quality of life for all

**11. With a partner, act out the roles below based on the video.**

**Cadet A:** *You are a Russian policeman. Ask Cadet B about community policing in the US.*

**Cadet B:** *You are the US police officer. Answer cadet's A questions.*

**Use the language and information from task 2.**

**12. Watch a video "A Day in the Life of an American Police Officer". Choose the answer (a, b or c) which you think fits best according to the video.**

**Multiple Choice**

- How many police officers are there in the United States?
  - 700
  - about 700,000
  - about 7000
- What kinds of forces do police officers work for?
  - Town, village and suburb police forces
  - State, city and county police forces
  - Foreign and national police forces
- How many police officers are there in New York police department?
  - over 34,000
  - over 10,000
  - over 4,000
- What police department does Scott work for?
  - Nevada state police
  - Arizona state police
  - New Jersey state police
- How many officers work for New Jersey state police?
  - 7,000
  - 4,500
  - 5,000
- How many shifts does Scott usually work?
  - 3 shifts
  - 2 shifts
  - 1 shift.
- What are the hours of shift?
  - A day shift is from 7a.m. till 5p.m; a night shift is from 9 p.m. till 7 a.m.
  - A day shift is from 6 a.m. till 5p.m; a night shift is from 5 p.m. till 6 a.m.
  - A day shift is from 11a.m. till 11p.m; a night shift is from 11 p.m. till 11 a.m.
- How many hours a week does he work?



- a) 50 hours a week
  - b) 36 hours a week
  - c) 40 hours a week
9. What uniform does he wear in summer?
- a) Black boots, black pants, a safety vest, and a white shirt
  - b) Black boots, black pants, and a black shirt
  - c) Black boots, black pants, a safety vest, and a black shirt
10. What uniform does he wear in winter?
- a) Black boots, black pants, a safety vest and a black shirt and a warmer jacket
  - b) Brown boots, brown pants, a safety vest and a brown shirt and a warmer jacket
  - c) Black boots, black pants, a safety vest, and a black shirt and a raincoat

**13. Answer the questions:**

1. What equipment does Scott have?
2. How does he get in contact with his command centre?
3. Does he carry any weapons?
4. Does he often go on patrol?
5. How does he carry out his patrol?
8. What work can he do in his car?
9. Does Scott work in his office as well?
10. Why is Scott's job important?

**14. Act out the situations.**

**Situation 1.**

*You are a US Police officer.*

*A new employee asks you about your working day. Answer his questions.*

*Use the situation from the video and your own knowledge on the topic.*

**Situation 2.**

*You have come across your classmate from high school. He is interested in specifics of your job and especially in your common working day.*

**Describe the working day of a Russian police officer.**

**Use the situation from the video and your own knowledge on the topic.**

**Situation 3. A missing (lost) camera.**

**Using the words in the box make up a dialogue between a police officer and a tourist.** The first sentence is the beginning of the dialogue.

1. A tourist.
2. A police officer.

Oh, officer, can you help me? • At the Russian museum. • Use the phone number I am calling. • Where did you last see it? • I stood admiring paintings of Russian artists and must have left it on a bench after taking some pictures.

• Yes, but they didn't notice anything. • Did you ask museum employees about it? • What's the matter? • My name is printed on the side of it, and I also have a receipt [rɪ'si:t]. • Well, we can post it in the lost and stolen section of our website. • I went back but didn't find it. • We'll also need your contact information. • You will have to provide the proof of ownership. • My camera is missing. • I checked my bag an hour later after I left, and it wasn't there Okay. • I'll give one hundred dollars to the person that returns it. • So, call us back tomorrow or so. • Sure. • Yes, how much? • Could I mention the reward?

**Situation 4.** *An attempted theft.*

**Using the words in the box make up a dialogue between a police officer and a victim of crime.** The first sentence is the beginning of the dialogue.

1. Police officer (at police a precinct)
2. A victim (Jane Bennet) of an attempted theft

Hello. My name is Jane Bennet. • I was standing here talking on the phone. • Can you tell me what happened, Madam? • I saw the guy looking at it. • He didn't know I was watching him. • He looks very much like him. • I left my backpack by the wall. • He was rather tall. • Did you see what he looked like? • Yes, he did. • Did he try to take the backpack? • But I ran up and took it away from him. • He was surprised and scared a bit. • What did the suspect do then? • We'll put this guy away with your help. • He ran off that way through the crowd. • What was he wearing? • He had dark hair, a pale complexion and a mustache. • He was wearing a black raincoat. • We're going to ask you to do so. • It sounds like the guy we picked up. • Could you identify him if you saw him? • Probably. • I'll send you a picture of him at first. • Is this the guy that attempted to steal your backpack? • Thank you, officer. • I'm glad I can help.

**Situation 5.** *At the airport.*

**Using the words in the box make up a dialogue between a police officer and a passenger.** The first sentence is the beginning of the dialogue.

1. Police officer
2. A passenger (a young man)

Sir, can you confirm that it is your bag? • Yes, it's mine. • What's going on here, anyway? • Did you mean the joke I said? • All what I said was." Yeah, I want to take over the plane". • You were pulled out of line because of what is in your bag, and because of what you said. • Everyone knew I wasn't serious. • Listen up. You are in more trouble than you realize. • To begin with, you attempted to bring several knives onto a plane in your carry-on bag. • Okey. • Why did you pull me out of line? • It was just a mistake. • But that's all it was, a mistake. • Doesn't matter. • You tried to pass weapons through security and made a terrorist threat. • And you'll be arrested and prosecuted for it. • Hang on a second. • I meant to pack them in my luggage. • That's what I am trying to tell you. • Airport Security is no laughing matter. • That's a good idea. • Law enforcement treats all potential threats seriously. • Every potential threat is treated equally. • We'll get you a phone. • Look, I want to call a lawyer. • This is ridiculous. • I didn't mean a threat; I made a joke.

**Situation 6.** *At the stadium.*

**Using the words in the box make up a dialogue between a police officer and a tourist.** The first sentence is the beginning of the dialogue.

1. Police officer
2. A tourist

What's going on, officer? • Well, it's just a gift I'm bringing home for my brother. • I am a tourist and want to watch the match, why won't you let me through? • I'm sorry Sir [sɜ:], but we found a switchblade in your luggage. • I'm not going to hurt anyone with it. • Where did you get the knife? • I bought it at a street fair (stall) yesterday. • Knives are included in prohibited items to be carried through. • It is just a souvenir ['su:vənɪə]. • I don't want to add resisting arrest to your charges. • I didn't think it is such a problem. • I need you to come with me, Sir. • I must ask you some more questions. • Why? • I don't understand what I've done wrong! • Do you know that it is illegal to bring concealed weapons to the stadium? • If you don't answer my questions, I will take you into custody right now. • All right, I'm following you.

**Situation 7.** *Theft at a hotel.*

**Using the words in the box make up a dialogue between a police officer and a tourist.** The first sentence is the beginning of the dialogue.

1. Police officer
2. A tourist (Missis Thompson)

I am so upset; I don't know what to do. • And what about my passport? • We'll help you, Misses Thompson. • All right, what can I do? • Give me the list of the items you are missing from your hotel room. • Well, considering all these things are gone, you need to worry about identity theft. • Did you have any cards in your wallet? • Everything that was in my travel bag is gone. • So that's my wallet and passport. • My debit card and my credit cards. • Anything else? • Let's see. • Calling the police was a good start. • Oh, and my travel checks! • That's bad, isn't it? • There was some cash, not much. • They'll be able to get you a new passport and help sort this out. • We have ways of dealing with it. • If I were you, I'd (I would) contact your bank and credit card companies to let them know what happened. • Okay. • Go to the Embassy first thing tomorrow morning.

## GRAMMAR SECTION

## Participle II

Verb	Participle I V <sub>4</sub> (ing)	Participle II V <sub>3</sub> <small>(третья форма неправильного глагола или окончание -ed для правильного глагола)</small>
protect защищать	protecting защищающий	protected защищенный
get получать	getting получающий	got полученный

### Причастие прошедшего времени (Past Participle / Participle II)

**Причастие прошедшего времени**, как и причастие настоящего времени — это неличная форма глагола, имеющая свойства глагола, прилагательного и наречия. Причастие прошедшего времени в английском языке соответствует русскому страдательному причастию:

to give (давать) — given (данный)  
to teach (обучать) — taught (обученный)  
to break (ломать) — broken (сломанный)  
to collect (собирать) — collected (собранный)  
*Collected evidence were transported to the laboratory.*  
*(Собранные улики были доставлены в лабораторию).*

**Причастие прошедшего времени** образуется так же, как и временная форма Past Simple, то есть при помощи окончания -ed. Для неправильных английских глаголов используется их третья форма:

to break – broke – broken  
do – did – done  
*An effective work is the work done in time.*

*(Эффективная работа — это работа, выполненная вовремя).*

**Причастие прошедшего времени (Participle II)** употребляется для образования совершенных (перфектных) времён. Эти времена образуются при помощи вспомогательного глагола *have, has (Present Perfect) had (Past Perfect), will have (Future Perfect)* и причастия прошедшего времени (т. е. третьей формы неправильного глагола или прибавления окончания *-ed* для правильных глаголов).

**Present Perfect:** *Police have prevented a serious crime recently.*

*(Недавно полиция предотвратила серьёзное преступление).*

**Past Perfect:** *Police had prevented a serious crime before it could happen.*

*(Полиция предотвратила серьёзное преступление до того, как оно могло произойти).*

**Future Perfect:**

*They will have completed forensic investigation by tomorrow.*

*(К завтрашнему дню они завершат судебно-медицинскую экспертизу).*

**Причастие прошедшего времени** также употребляется для образования страдательного залога:

*When people break the law, they are brought to justice.*

*(Когда люди нарушают закон, они привлекаются к ответственности).*

**Причастие прошедшего времени** употребляется в функциях:

именной части составного сказуемого после глаголов: *to be* (быть), *to feel* (чувствовать), *to look* (выглядеть), *to get* (получать), *to become* (становиться), и др.

**В этом случае Participle II переводится на русский язык страдательным причастием, прилагательным или наречием:**

*The law is broken.* *(Закон нарушен).*

*She looked scared.* *(Она выглядела испуганной).*

**Определения** — причастие может находиться как перед существительным, так и после него:

*The jury took into account all evidence presented by witnesses.*

*(Присяжные приняли во внимание все доказательства, представленные свидетелями).*

**Обстоятельства времени** — причастие отвечает на вопрос: когда? А в функции обстоятельства причины на вопросы: почему? по какой причине?

*When asked what he intended to do after release, he said he didn't know.*

*(Когда его спросили, что он намеревается делать после освобождения, он сказал, что не знает).*

*Confronted by physical evidence, the suspect had to confess.*

*(Столкнувшись с вещественными доказательствами, подозреваемый был вынужден признаться).*

**Сложного дополнения** с существительным в общем падеже или местоимением в объектном падеже:

*She heard her name mentioned during the hearing.*

*(Она слышала, как ее имя упоминалось во время слушания).*

*His supervisor wanted the work done immediately.*

*(Его руководитель хотел, чтобы работа была выполнена немедленно).*

**Причастия прошедшего времени действительного залога переводятся на английский язык придаточными предложениями:**

*Делегация, прибывшая вчера на экономический форум, остановилась в гостинице "Санкт-Петербург".*

*(The delegation that arrived at the economic forum yesterday is staying at the Saint Petersburg Hotel).*

*Полицейский, подошедший к нему, попросил показать водительские права.*

*(The policeman who came up to him asked him to show his driver's license).*

**Глагол to have + причастие прошедшего времени в функции сложного дополнения означает, что действие совершается не самим подлежащим, а кем-то другим для него, за него:**

*He had his uniform cleaned.*

*Он почистил свою форменную одежду в химчистке.*

*I want to have my laptop mended.*

*Я хочу починить свой ноутбук. (Я хочу, чтобы мне починили мой ноутбук).*

**Самостоятельный причастный оборот**, в котором причастие имеет своё собственное подлежащее, может содержать причастие прошедшего времени. **Предложения с самостоятельным причастным оборотом переводятся на русский язык придаточными предложениями:**

*All things considered, the plan seems reasonable.*

*(Учитывая все обстоятельства, план кажется разумным).*

*With so little time left, there was no time for delay.*

*(Так как времени оставалось мало, медлить больше было нельзя).*

*Времени оставалось так мало, что откладывать было нельзя).*

### **1. Form Participle I and Participle II from the given verbs.**

to investigate, to collect, to know, to solve, to preserve, to leave,  
to organize, to hide, to obtain, to arrest, to tell, to commit, to apprehend,  
to shoot, to interview, to lose, to interrogate, to see, to suspect, to steal,  
to record, to find, to catch.

### **2. Translate Participle I and Participle II in the function of an attribute.**

**Example:**

*accusing – обвиняющий; accused – обвиняемый*

Arresting — arrested, committing — committed, investigating — investigated,  
depending — depended, robbing — robbed, preparing — prepared, informing —  
informed, accusing — accused, controlling — controlled, prohibiting — prohibited,  
preventing — prevented.

### **3. Choose the correct item.**

1. Police *are prohibiting / are prohibited* to be members of political parties.

2. Police *have immediately come* / *have immediately come* to rescue victims of a car crash.

3. *Arrived* / *having arrived* at a crime scene police were able to apprehend suspects.

4. *Having burgled* / *having been burgled* a house a burglar escaped through the window.

5. The victim's neighbours saw a burglar *entering* / *entered* their house through an opened window.

6. All *collected* / *collecting* evidence *will be transported* / *transport* to the laboratory for examination.

7. One of the police responsibilities is attending *road-related* / *relation* accidents.

8. *Having passed* / *passing through* security checkpoint, football fans entered the stadium.

9. Police proceeded to the follow-up investigation, after the preliminary investigation had been *completed* / *have been complete*.

10. All police activities *are performed* / *is performing* within the framework of their authority.

11. Lawful interests of a human being and citizen *are protected* / *is protecting* irrespective of property status and office.

12. Police *are intended* / *is intending* for protecting the life, health, rights and freedoms of citizens of the Russian Federation, foreign citizens and stateless persons.

## CONTINUOUS TENSES

### Passive Voice

В группе времен **Continuous** пассивную форму имеют: **Present Continuous** и **Past Continuous**. (*Future Continuous* пассивной формы не имеет).

**Present Continuous** образует пассивную форму при помощи глагола *to be* в Present Continuous (*am, is, are*) + *being* и причастия прошедшего времени (глагола с окончанием *-ed* или 3й формы неправильного глагола).

**Past Continuous** образует пассивную форму при помощи глагола *to be* в Present Continuous (*was, were*) + *being* и причастия прошедшего времени (глагола с окончанием *-ed* или 3й формы неправильного глагола).

**Вопросительная** форма образуется путем вынесения формы глагола *to be* на первое место перед подлежащим.

**Отрицательная форма** образуется путем постановки отрицательной частицы *not* после формы глагола *to be*.

В пассивном залоге **исполнитель действия** может быть опущен, когда субъектом активного предложения является одно из следующих слов: *people, one, someone/somebody, they, he, etc.*

<b>Present Continuous</b>	to be ( <i>am, is, are</i> ) + <b>being</b> + V3 (V -ed)
<b>Past Continuous</b>	to be ( <i>was, were</i> ) + <b>being</b> + V3 (V -ed)

<b>Present Continuous</b>	
<p><b>I <i>am being watched.</i></b>  He (she, it) <b><i>is being watched.</i></b>  <b><i>Is</i></b> he (she, it) <b><i>being watched?</i></b>  He (she, it) <b><i>is not being watched.</i></b></p>	<p>We (you, they) <b><i>are being watched.</i></b>  <b><i>Are</i></b> we (you, they) <b><i>being watched?</i></b>  We (you, they) <b><i>are not being watched.</i></b></p>

<b>Past Continuous</b>	
<p>I (he, she, it) <b><i>was being watched</i></b>  <b><i>Was</i></b> I (he, she, it) <b><i>being watched?</i></b></p>	<p>We (you, they) <b><i>were being watched.</i></b>  <b><i>Were</i></b> we (you, they) <b><i>being watched?</i></b>  We (you, they) <b><i>were not being watched.</i></b></p>

**Future Continuous is not used in passive**

**Study the examples.**

<p>I feel that <i>we are being watched.</i>  When they were coming here, they <i>were being watched</i> by someone.</p>	<p>Я чувствую, что <i>за нами наблюдают.</i>  Когда они шли сюда, <i>за ними</i> кто-то <i>наблюдал.</i></p>
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**4. Choose the correct item.**

1. When patrolling the streets police *is protecting / are protecting* citizens against criminal encroachments.
2. While *maintaining* public order police *are ensuring / is ensure* public safety.
3. Law and order *are being constantly enforcing / are being constantly enforced* by police.
4. Their unit *will be maintaining / was maintaining* public order during a football match at this time tomorrow.
5. The suspects on the crime are detained and *are being interviewed / are interviewed* now.
6. In the USA police *are protecting / were protecting* the people's houses when their owners are on holiday.
7. Police *are searching / were searching* for the prisoners who escaped two days ago.
8. Crime *is constantly decreasing / are decreased* in this area of the city.
9. Who was the witness to the crime and what *was the witness doing / the witness do* when it was committed?
10. The crime scene *is examining / is being examined* by criminalists at the moment.



11. Police usually deal with sensitivity when they are delivering / delivered news of sudden death or sexual crime.

13. Anti-drug operation *is being conducted / is conducting* by police on the border with Afghanistan.

**5. Make up as many sentences as possible.**

Ted	was walking home	late at night
Sue	was reporting the crime	when a stranger came in
	were tracing a suspect	
A burglar	will be interviewing witnesses	at the moment
		when the doorbell rang
An investigator	is giving evidence	when the host came
The judge	was being asked questions	during dinner time
The witness	will be answering questions	at this time tomorrow
The jury	is being passed	at 8 a.m. yesterday
Police	was just getting ready for bed	(tomorrow)
Investigation	was breaking into the house	when sb. Hit him on the
	were smuggling drugs	head
		for a long time
Suspects	was robbing a bank	at that time
Evidence	is being recorded	when a policeman
	was watching	appeared
	will be searching the scene	
The sentence	are passing the sentence	from 10 a.m. till 12 a.m.
Ann		tomorrow (yesterday).
Drug dealers	is giving his evidence	when the alarms went off
Supermarket		for two years
security	is being collected	
	are investigating a crime	a girl put on new shoes
The crime	dealing with arson	and was trying to leave
	is being committed	
	was snatching Jane's bag	
A mugger	is being conducted	
A criminal	is pronouncing the sentence	

## Progress Check

### Choose the right item.

1. Two robbers, who robbed a bank an hour ago, ... by police
  - a. are being chased
  - b. was chasing
  - c. were chasing
2. More and more new technologies and methods ... in crime detection now.
  - a. are using
  - b. were using
  - c. are being used
3. When two schoolboys ... the street, they were knocked down by a reckless driver.
  - a. are crossing
  - b. were crossing
  - c. was crossing
4. The witnesses of robbery ... at the moment.
  - a. was interviewed
  - b. are being interviewed
  - c. are interviewing
5. Both witnesses said that both suspects ... masks on their faces.
  - a. is wearing
  - b. was wearing
  - c. were wearing
6. When Brian ... the door of his car, somebody knocked him to the ground and drove away in his car.
  - a. was opening
  - b. will be opening
  - c. are opening
7. Police ... the street when they saw a vandal breaking a shop window.
  - a. will be patrolling
  - b. were patrolling
  - c. are patrolling
8. When a burglar ... the house, he lost his glove.
  - a. was leaving
  - b. were leaving
  - c. will be leaving
9. Jane's bag was stolen while she ... home late in the evening.
  - a. was walking
  - b. is walking
  - c. were walking
10. The shoplifter didn't know that he ...
  - a. was being watched
  - b. is being watched
  - c. was watching
11. Armed robbery case ... in court this week.
  - a. was being heard
  - b. is being heard
  - c. are being heard

**Ensuring policing is increasingly focused on proactive preventative activity as opposed to reacting to crime once it has occurred**

*Policing Vision 2025 Keeping people safe by National Police Chiefs' Council<sup>24</sup>*

### Reading and Language Development

#### READING 1

##### 1. Read the abstract and comment on its statements.

All successful organizations, like all successful people, routinely root out and solve problems. They also aim to continuously improve what they do. Many of you are natural problem-solvers. Resolving issues that affect the public is why a lot of you joined the police service. (from *Sidebottom, A., Bullock, K. et al. (2020). Successful police problem-solving: a practice guide. University College London, p. 31*).

#### Vocabulary list

accountable <i>adj</i>	ответственный
achieve <i>v</i>	добиваться, достигать
appropriate <i>a</i>	подходящий, соответствующий; должный
assessment <i>n</i>	оценка, оценивание (качества, эффективности)
evaluate <i>v</i>	оценивать
harm <i>n, v</i> cause harm	вред, ущерб; причинять вред, наносить ущерб причинять вред, наносить ущерб
implement <i>v</i>	выполнять, осуществлять
make <i>v</i> make smb. do smth.	заставлять заставлять, побуждать (к.-л. сделать ч.-л.)
objective <i>n</i>	цель
response <i>n</i>	ответное действие, реагирование
scanning <i>n</i>	изучение, обследование
suited (to) <i>adj</i>	подходящий, соответствующий

##### 2. Read the text and decide if the following sentences are true, false or not stated.

<sup>24</sup> <https://www.npcc.police.uk/NPCCBusinessAreas/ReformandTransformation/PolicingVision2025.aspx>

1. Police deal with a range of community problems, many of which are not strictly criminal in nature.

2. Herman Goldstein is known for developing the theory of community policing.

3. Problem-oriented policing is the primary strategy of community oriented policing.

4. Problem-oriented policing is an approach to tackling<sup>25</sup> crime that involves the identification of a specific problem, thorough<sup>26</sup> analysis to understand the problem, the development of a tailored<sup>27</sup> response and an assessment of the effects of the response.

5. POP can be described in the context of the SARA model.

6. Problem-oriented policing is known in the US as problem-solving policing.

## PROBLEM-ORIENTED POLICING

The most effective police strategies in preventing crime are considered to be *problem-oriented policing*, *hot-spot policing*, and *crime prevention through environmental design*.

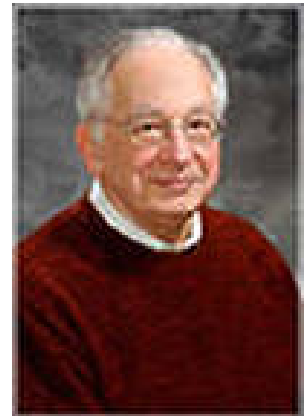
Problem-oriented policing has been practiced widely in many countries for many years. It was firstly described by professor Herman Goldstein<sup>28</sup> in 1979.

The fundamental aim of problem-oriented policing (POP) is to make the police achieve their objectives better – to **prevent** crime better, to assist victims better, to make **communities** feel safer, and so forth.

Key elements of POP are scanning, analysis, response, and assessment (SARA). Police officers must identify and examine problems that cause harm to citizens; analyze them; **implement** responses suited to each particular problem. Responses should not be limited to the use of arrest.

Officers must be accountable for their decision-making. The effectiveness of new responses must be evaluated. So, the department can systematically learn what does and does not work.

Problem-oriented policing is effective in dealing with a wide range of crime problems including thefts and burglary, street-level drug markets, youth gun homicide, alcohol-related **violence** in pubs and clubs.



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<sup>25</sup> Dealing with

<sup>26</sup> Detailed

<sup>27</sup> Personalized

<sup>28</sup> An American criminologist and legal scholar

**Notes:**

*crime prevention through environmental design* — предупреждение преступлений посредством улучшения окружающей среды;

*hot-spot policing* — деятельность полиции, направленная на криминогенные зоны;

*problem-oriented policing* — деятельность полиции, ориентированная на разрешении возникающих проблем

**3. Give synonyms or explain in English the meaning of the following words or make up sentences with them.**

- burglary
- theft
- homicide
- violence

**4. Match the English and Russian equivalents.**

<b>1</b>	examine	<b>a</b>	включать
<b>2</b>	assist	<b>b</b>	оценивать
<b>3</b>	evaluate	<b>c</b>	изучать
<b>4</b>	prevent	<b>d</b>	помогать
<b>5</b>	deal with	<b>e</b>	достигать
<b>6</b>	implement	<b>f</b>	предотвращать
<b>7</b>	achieve	<b>g</b>	решать (проблему)
<b>8</b>	accountable	<b>h</b>	вред
<b>9</b>	harm	<b>i</b>	ответственный

**5. Match the Russian and English equivalents.**

<b>1</b>	ответственный за принятие решение	<b>a</b>	implement responses
<b>2</b>	давать оценку ответным действиям	<b>b</b>	examine problems
<b>3</b>	решать широкий спектр проблем преступности	<b>c</b>	achieve objectives
<b>4</b>	предотвращать преступления	<b>d</b>	deal with a wide range of crime problems
<b>5</b>	достигать целей	<b>e</b>	evaluate responses
<b>6</b>	осуществлять ответные действия	<b>f</b>	assist victims
<b>7</b>	оказывать помощь пострадавшим	<b>g</b>	accountable for decision-making
<b>8</b>	изучать проблемы	<b>h</b>	cause harm
<b>9</b>	причинить вред	<b>i</b>	prevent crime

## 6. Read and translate the following words and word combinations.

Problem-oriented policing; make the police achieve their objectives better; to assist victims better; assessment; identify and examine problems; cause harm; evaluate responses; deal with a wide range of crime problems.

## 7. Find in the text the English equivalents to the following.

1. Широко практикуется;
2. Впервые был описан;
3. Способствовать обеспечению большей безопасности населения;
4. Осуществлять ответное действие;
5. Ответные действия, приемлемые для решения данной проблемы;
6. Быть ответственным за принятые решения;
7. Уличные рынки сбыта наркотиков;
8. Убийства с применением огнестрельного оружия, совершаемые молодежью;
9. Насилие, совершаемое в состоянии алкогольного опьянения.

## 8. Match the words in bold from the text to their definitions.

<b>1</b>	make impossible for someone to do something
<b>2</b>	put (a decision, plan, agreement, etc.) into effect
<b>3</b>	all the people who live in a particular area or place
<b>4</b>	behavior which is intended to hurt, injure, or kill people

## 9. Choose the correct words.

1. The most effective police strategies in preventing crime are considered to be *community* / *problem-oriented* policing, hot-spots policing, and crime prevention through environmental design.

2. The fundamental aim of problem-oriented policing is to make the police achieve their *ambition* / *objectives* better.

3. Key elements of POP are *searching for* / *scanning*, analysis, response, and assessment.

4. Police officers must examine problems and implement *responses* / *recommendations* suited to each particular problem.

## 10. Match the underlined words to the synonyms given in the box. Some words are odd.

• examining • murder • public • include • appropriate • decrease • city • evaluation • reaction • put into practice • responsible • successful
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1. The fundamental aim of problem-oriented policing is to prevent crime better, to assist victims better, and to make communities feel safer.

2. Key elements of POP are scanning, analysis, response, and assessment.

3. Police officers must identify and examine problems that cause harm to citizens; analyze them; implement responses suited to each particular problem.

4. Officers must be accountable for their decision-making.
5. Problem-oriented policing is effective in dealing with thefts and burglary, street-level drug markets, youth gun homicide, alcohol-related violence in pubs and clubs.

**11. Work in pairs. What element(s) of the triangle can police influence? What element(s) are difficult or even impossible to be effected by police? What elements are responsibility of citizens?**

The crime triangle offers an easy way to visualize and understand crime problems. Three things must exist in order to have a crime: an offender, a victim, and a location. Lacking any one of these, a crime will not occur.

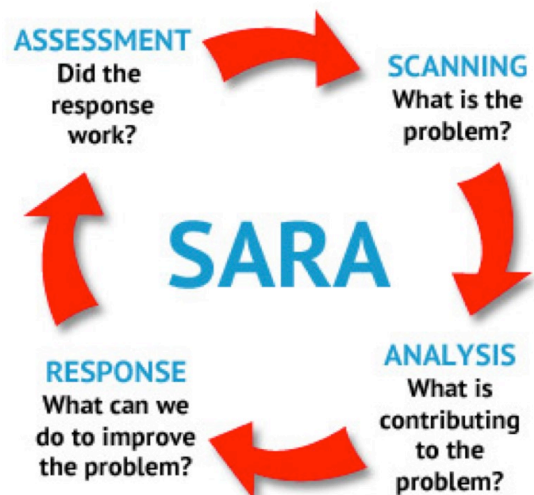


## LISTENING

*Before listening*

**12. Discuss the following questions.**

- What does the abbreviation SARA mean?
- What do you know about POP?



### Vocabulary list

community cohesion [kəu'hi:ʒ(ə)n]	сплоченность сообщества
drug dealing	торговля наркотиками
drug abuse	наркомания
gang	банда
abuse	злоупотребление
the worst licensed premises	трусщобы
supply	поставка
neighborhood	микрорайон
panel	совет
saving cost of crime	сбережение, экономия
perception	восприятие
stand up for	защитить что-л.

*While listening*

**13. Watch the first part of the video “Problem Oriented Policing. How Canterbury District Police turned crime around in Phillipstown”<sup>29</sup> and answer the questions. Then compare your answers with a partner.**

1. What is the ultimate goal of POP?
2. What is the method of POP?
3. What does the SARA model contain?
4. What are the results of POP in Phillipstown?

**14. Tick ✓ the problems the initial Scanning revealed.**

- a) lack of community cohesion
- b) people didn't feel safe
- c) youth gun homicide
- d) increase of crime
- e) drug dealing
- f) gangs
- g) drug markets
- h) alcohol abuse
- i) the worst licensed premises
- j) murders

**15. What were the incidents linked to?**

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_

**16. Look through the hypotheses. Watch the second part of the video and choose the main cause of the crime revealed by the Analysis.**

1. Active burglars with local knowledge are targeting Phillipstown.
2. High rates of unemployment are increasing motivation to offend.
3. Local drug use/supply is increasing.
4. Null<sup>30</sup>.

**17. Watch the third part of the video “Response”. Are these phrases true or false? Correct the false ones.**

*To improve the problem Police:*

- 1) disrupted the drug dealing trade;
- 2) made a start of community education;
- 3) created pamphlets concerning drug prevention and spread them among residents;
- 4) organized a safety panel among members of the police college;
- 5) initiated a safe area program using the CPTED principles.

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<sup>29</sup> A suburb of the city of Christchurch, New Zealand

<sup>30</sup> Отсутствие





## Project Work Tips

*Problem-Oriented Policing:* use the key strategies of POP to overcome the most common crime problem in your city/ town/ neighbourhood.

- Find out what is producing your problem or enabling it to persist. This will involve visiting locations where the incidents occur, thinking, and consulting third parties.

- Use the ‘problem analysis triangle’ to think through the range of possible causes and enablers.

- If your problem is one of organised or complex crime, work out who is involved and what they do to commit the offences. This often helps work out where the weakest links are and where you can successfully intervene.

- Remember that your initial guesses about causes and suspects may be mistaken. Check them against the best information you can reasonably gather. We are all sometimes wrong!

*Hot-Spots Policing:* discover hot-spots in your city / town / neighbourhood. What crimes are likely to happen there? Draw your own crime mapping and analyze it. Evaluate crime prevention or crime reduction programs and further understanding of causes of crime.

*Crime Prevention through Environmental Design:* review environmental conditions on and around neighborhood / homes / apartment buildings / business / stores and recommend appropriate action to reduce the potential for crime.

## READING 2

### Vocabulary list

arise <i>v</i>	возникать, появляться
average <i>a</i>	средний
focus (on) <i>v</i>	сосредотачиваться
hotspot (hot spot) <i>n</i>	«горячая точка», опасный район, злачное место
occur <i>v</i>	происходить, случаться, совершаться
proactive <i>a</i>	упреждающий, профилактический, проактивный
reduce <i>v</i>	уменьшать
significant <i>a</i>	значительный, существенный
spread <i>v</i>	распространяться
study <i>n</i>	исследование
suggest <i>v</i>	полагать
support <i>v</i>	поддержать, подтверждать
treatment <i>n</i>	обработка, обращение
treatment area	территория обслуживания отделения полиции

## 1. Read the text.

### HOT SPOT POLICING

Many problem-solving projects focus on hotspots. Understanding your hotspots is an important part of scanning.

Crime does not spread throughout an urban area. It's concentrated at hot spots of crime. A **hot spot** is an area that has a greater than average number of criminal or disorder events, or an area where people have a higher than average **risk** of victimization. A hot spot is a place where a lot of crimes occur.

Examples of high-activity crime places include shopping centers, homes, apartment buildings, street corners, subway stations etc. In the case of a drug and violent crime or prostitution a hot spot isn't just one street segment, it's a group of street segments.

When police **focus on** hot spots policing, new questions arise. What can be done to decrease the opportunities for a crime at that place? How can I make that place safer? If it's a mall, police can increase their presence or get more security guards in the mall. If robberies are likely to occur at particular times of day, police cars can be there at those times.

Many studies suggest that directed patrols, **proactive** arrests, and problem-oriented policing can produce significant reduction at high-activity crime places. The latest study results support the idea that focusing police efforts on hot spots reduces the number of violent crimes and calls for service in the treatment areas.



## 2. Match the English and Russian equivalents.

1	focus (on)	a	профилактический
2	reduce	b	происходить
3	treatment	c	средний
4	hot spot	d	сосредотачиваться
5	proactive	e	возможность
6	occur	f	опасный район
7	amount	g	обращение
8	average	h	уменьшать
9	opportunity	i	значительный
10	significant	j	количество

## 3. Match the Russian and English equivalents.

1	среднее количество	a	treatment area
2	патрулирование	b	proactive arrests

3	территория обслуживания отделения полиции	c	hot spot policing
4	превентивные аресты	d	average number
5	сосредотачивать усилия	e	decrease the opportunities
6	деятельность полиции, ориен- тированная на разрешении воз- никающих проблем	f	increase presence
7	повышать присутствие	g	calls for service
8	снижать возможности	h	directed patrols
9	сокращать количество насильственных преступлений	i	problem-oriented policing
10	деятельность полиции по разрешению возникающих проблем	j	reduces the number of violent crimes
11	вызов полиции	k	focus efforts
12	существенное понижение	l	significant reduction

#### 4. Match the antonyms.

1	reduce	a	friendly
2	violent	b	rural
3	urban	c	increase
4	disorder	d	lower
5	higher	e	insignificant
6	risk	f	safety
7	significant	g	order

#### 5. Read and translate the following words and word combinations.

Does not spread throughout an urban area; concentrated at hot spots of crime; lot of crimes occur; subway stations; drug and violent crime; new questions arise; increase police presence; get more security guards in the mall; robberies; occur at particular times of day; directed patrols; proactive arrests; focusing police efforts on hot spots; reduce the number of violent crimes.

#### 6. Find in the text the English equivalents to the following.

1. Район, в котором уровень преступности выше среднего;
2. Выше среднего вероятность стать жертвой преступления;
3. Многоквартирный дом;
4. Несколько улиц;
5. Уменьшить возможность совершения преступлений в данном месте;
6. Совершаться в определенное время суток;
7. Действия полиции, направленные на решение проблемы;
8. Создать существенное понижение преступности в зонах повышенной криминогенности;
9. Вызов полиции на территорию обслуживания отделения полиции.

**7. Visit the webpage of College of Policing (UK) <https://www.college.police.uk/research/crime-reduction-toolkit/hot-spots-policing>. Find out what crimes hot spots policing effectively deals with.**

**8. Match the words in bold from the text to their definitions**

<b>1</b>	a situation involving exposure to danger
<b>2</b>	pay particular attention to
<b>3</b>	creating or controlling a situation rather than just responding to it after it has happened
<b>4</b>	a place of significant activity or danger

**9. Choose the correct word/ words.**

1. A hot spot is an area that has a greater than *average number / minimum number* of criminal or disorder events.

2. Examples of hot spots include *schools / shopping centers*, homes, apartment buildings, street corners, subway stations etc.

3. To decrease the opportunities for a crime at a hot spot police can increase their *presence / presentation* at that place.

4. Many studies suggest that directed patrols, proactive arrests, and problem-oriented policing can *produce / manufacture* significant reduction at high-crime hot spots.

5. Focusing police efforts on hot spots reduces the amount of violent crimes and calls for service in the *urban / treatment* areas.

**10. Match the underlined words to the synonyms given in the box. Some words are odd.**

• directing • happen • reaction • reduce • city • large • realize • underground

1. Crime does not spread throughout an urban area.

2. A hot spot is a place where a lot of crimes occur.

3. Examples of high-activity crime places include shopping centers, homes, apartment buildings, street corners, subway stations, etc.

4. To decrease the opportunities for a crime at a hot spot police can increase their presence at that place.

5. Directed patrols, proactive arrests, and problem-oriented policing can produce significant reduction at high-crime hot spots.

6. Focusing police efforts on hot spots reduces violent crimes and calls for service in the treatment areas.

**LISTENING**

*Before listening*

**11. A) Look through the headings of newspaper articles. What is the location of the hotspots and what crime is likely to happen there?**

• Map reveals hotspots for gambling addiction harm in London Эта фраза шла заголовком к картинке-карте

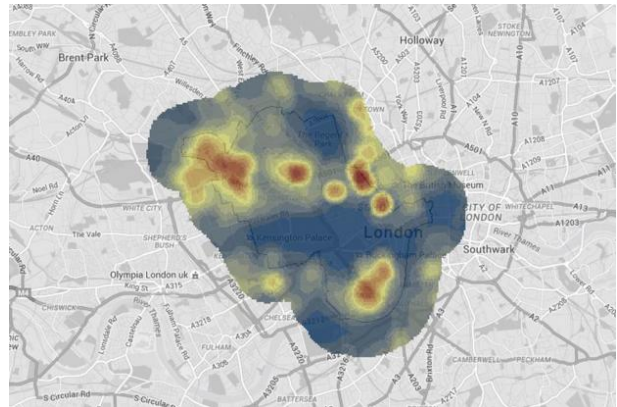
• Sheffield's worst robbery hotspots revealed

• Greater Manchester named as biggest hot spot for illegal puppy farms outside London

• Europe's pickpocketing hotspots revealed: Why you'll need to be extra vigilant in Barcelona, Rome and Paris

• Sydney feels heat from just a few gun crime hot spots

• Bluewater shopping center is fourth biggest crime hotspot in England and Wales



**12. B) Read any regional mass media and find out any information about hotspots and crime occurring there.**

*While listening*

**13. A) Watch the video “The Crime Experiment” about a long-term experiment with the police set up by famous criminologist professor Lawrence Sherman.**

**14. B) Are these phrases true or false? Correct the false ones.**

1. The experiment took place in Cambridge.
2. A hot spot becomes “hot” if there are a lot of people, lot of potential victims, lot of potential offenders.
3. Most places in all cities have many violent accidents.
4. Professor Sherman believes that if crime can be licked<sup>31</sup> in hot spots it can be licked all together.
5. In the USA it was discovered that concentrating police in high crime hot spots and reducing police presence in low crime areas cut crime at 2/3.
6. Pr. Sherman suggests that simply by having a police officer in the middle of one of the hot spots can spoil<sup>32</sup> the party for the offenders.
7. If you can prevent offenders from committing crime in these areas, it may be possible to stop them altogether.
8. If the experiment produces the results police practice could be revolutionized by putting police in neighbourhood or beats not at hot spots.

---

<sup>31</sup> Разгромить, одолеть

<sup>32</sup> Испортить



## Communication

### After listening

#### ROLE PLAY

#### Finding out hot spot policing

*Situation:* You are participants of the World Congress of Criminology. Discuss with your colleagues the problems of hot spot policing and the experiment being conducted in the UK.

**Cadet A:** *You are a professor of Department of Criminology at St. Petersburg University of MIA of Russia. Use the ideas below to prepare questions to ask professor Lawrence Sherman.*

**Cadet B:** *You are professor Lawrence Sherman. Use the ideas below to prepare what you are going to tell participants of the Congress about hot spot policing.*

- if crime spread throughout the whole city
- countries where hot spot policing is implemented
- how even one police officer can influence crime situation
- suggestions for future policing

#### READING 3

#### Vocabulary list

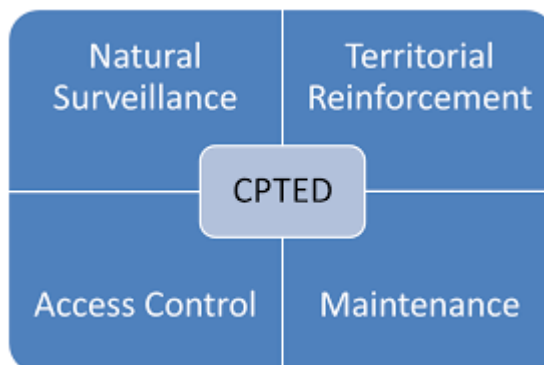
access <i>n</i>	доступ, проход; подход
access control	контроль доступа
appropriate <i>adj</i>	подходящий, должный, соответствующий
defend <i>v</i>	защищать
defensible <i>adj</i>	защищённый
environment <i>n</i>	окружающая среда
built environment	искусственная среда
environmental <i>adj</i>	относящийся к окружающей среде
environmental design	преобразование окружающей среды; изменения окружающей обстановки
fear <i>n</i>	боязнь, страх
improvement <i>n</i>	улучшение
lead (to) <i>v</i>	приводить к (каким-л. результатам)
potential (for) <i>n</i>	(потенциальные) возможности
proper <i>adj</i>	правильный, должный
reinforcement <i>n</i>	укрепление, усиление
surveillance <i>n</i>	надзор, наблюдение

## 1. Read the text.

### CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN

Crime prevention through environmental design (CPTED) is based on the idea that proper design and effective use of the built **environment** can lead to a reduction in the opportunity and fear of crime, and an improvement in the quality of life.

CPTED focuses on “defensible space”, using **access control**, **lighting** and **surveillance**, territorial **reinforcement** as key strategies in preventing crime.



CPTED is considered to be the responsibility not only of police. It’s a team effort of architects, landscape and interior designers, city planners, and residents.

Police departments throughout the world are becoming more involved in CPTED. The majority of American crime prevention officers have been trained in Crime Prevention through Environmental Design. The CPTED officer is responsible for reviewing environmental conditions on and around neighborhood as well as recommending appropriate action to reduce the potential for crime.

## 2. Match the English and Russian equivalents.

1	focus (on)	a	потенциальные возможности
2	surveillance	b	доступ
3	potential	c	сосредоточивать, обращать внимание
4	environmental	d	приводить
5	access	e	укрепление
6	defensible	f	наблюдение
7	lead	g	улучшение
8	proper	h	защищённый
9	reinforcement	i	относящийся к окружающей среде
10	improvement	j	правильный

## 3. Match the Russian and English equivalents.

1	преобразование окружающей среды	a	lead to a reduction of crime
2	защищённое пространство	b	environmental design
3	правильный проект	c	potential for crime
4	улучшение качества	d	defensible space
5	усиление безопасности территории, земельного участка	e	territorial reinforcement
6	приводить к снижению преступлений	f	proper design



7	потенциальные возможности для совершения преступлений	g	built environment
8	использование системы наблюдения	h	improvement in the quality
9	искусственная среда	i	using surveillance
10	соответствующие меры	j	appropriate action

#### 4. Read and translate the following words and word combinations.

Proper design; effective use of the built environment; lead to a reduction in the opportunity of crime; focus on “defensible space”; access control; surveillance; territorial reinforcement; key strategies; the responsibility not only of police; team effort; responsible for reviewing environmental conditions.

#### 5. Find in the text the English equivalents to the following.

1. Предупреждение преступлений посредством улучшения окружающей среды;
2. Совместные усилия ландшафтного архитектора, дизайнера по интерьеру и местных жителей;
3. Департаменты полиции по всему миру;
4. Ландшафтный дизайнер;
5. Анализ окружающей среды в самом микрорайоне и вокруг него;
6. Предоставление рекомендаций для принятия соответствующих мер по снижению причин и условий, способствующих совершению преступлений.

#### 6. Match the words in bold from the text to their definitions

1	close observation
2	the surroundings or conditions in which a person, animal, or plant lives or operates
3	the means or opportunity to approach or enter a place
4	the action or process of reinforcing or strengthening
5	equipment in a room, building, or street for producing light

#### 7. Choose the correct word / words.

1. Crime prevention through environmental design is based on the idea that *proper* / *natural* design and effective use of the built environment can lead to a reduction in the opportunity and fear of crime.

2. CPTED focuses on *defensible* / *enclosed* space, using access control, lighting and surveillance, territorial reinforcement as key strategies in preventing crime.

3. CPTED is a team *spirit* / *effort* of architects, landscape and interior designers, city planners, and residents.

4. The CPTED officer is responsible for *reviewing* / *creating* environmental conditions on and around neighborhood as well as recommending appropriate *conduct* / *action* to reduce the crime.

**8. Match the words underlined in the sentences to their synonyms in the box.**

• examining • citizens • decrease • accountability  
•all over • suggesting

1. CPTED is based on the idea that proper design and effective use of the built environment can lead to a reduction in the opportunity and fear of crime, and an improvement in the quality of life.

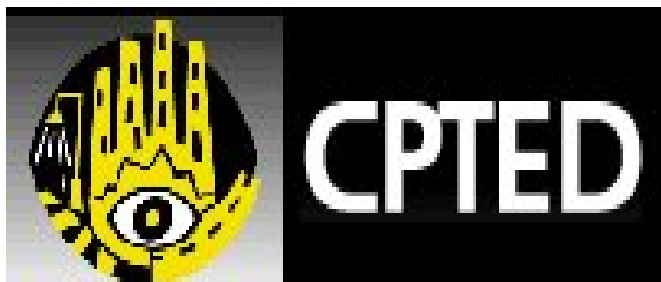
2. CPTED is considered to be the responsibility not only of police.

3. It's a team effort of architects, designers, city planners, and residents.

4. Police departments throughout the world are becoming more involved in CPTED.

5. The CPTED officer is responsible for reviewing environmental conditions on and around neighborhood and recommending appropriate action to reduce the potential for crime.

**9. Work in pairs. Study the symbol of CPTED and describe it.**



**LISTENING**

*You are going to hear an officer of Avondale police department (Arizona) speaking about his activities relating to CPTED. What do you think you see in this video?*

**10. Watch the video, check your suggestions and be ready to answer the following questions:**

1. What did the officer reveal?
2. What did these signs mean?
3. What crime prevention advice did the officer give?

**READING 4**

**Crime Prevention Tips**

**Vocabulary list**

approach <i>n</i>	ПОДХОД
assist <i>v</i>	ПОМОГАТЬ, СОДЕЙСТВОВАТЬ
aware <i>adj</i> become aware	ЗНАЮЩИЙ, ОСВЕДОМЛЁННЫЙ (о)сознавать, понимать
business <i>n</i>	ПРОМЫШЛЕННОЕ / ТОРГОВОЕ ПРЕДПРИЯТИЕ; ФИРМА
educate <i>v</i>	ОБУЧАТЬ

eliminate <i>v</i>	устранять, исключать
ensure <i>v</i>	гарантировать, обеспечивать
establishment <i>n</i>	предприятие
retail establishment	розничное торговое предприятие
homeowner <i>n</i>	домовладелец
offer <i>v</i>	предлагать
partnership <i>n</i>	сотрудничество
proactive <i>adj</i>	профилактический
senior <i>n</i>	пожилой человек
tip <i>n</i>	(полезный) совет

**1. Work in groups. What does educating and assisting the community mean to you?**

**2. Read the information from Peterborough<sup>33</sup> Police Department website <http://www.peterboroughpolice.com/learn/crime-prevention/> and compare your answers from Task 1 with the information given.**

### Educating & Assisting the Community

1 | Through crime prevention, the goal of the Peterborough Police Service is to  
 2 | educate and assist community members to **become aware** of their own safety  
 3 | and to be **proactive** in the reduction of crime and **eliminating** the opportunity  
 4 | for crime.  
 5 | Crime prevention through the team-policing and **community-based policing**  
 6 | is a part of the essential philosophy of how we approach all of our duties. We  
 7 | work in partnership with the community to ensure that people's rights, lives  
 8 | and property are secure. We **offer** crime prevention **tips** through personal  
 9 | interaction, media, presentations, and events. You can find tips for parents,  
 10 | students of all ages, seniors, business & retail establishments, homeowners,  
 11 | and traffic safety here in our Crime Prevention section.

**3. Which lines talk about:**

- crime prevention goals
- crime prevention basis
- the way crime prevention tips are offered
- categories of citizens involved in crime prevention programmes

**4. Match the columns.**

1	обеспечивание (обеспечивать) безопасности общества	a	be proactive in the reduction of crime
2	обучать и помогать населению	b	become aware of their own safety
3	принимать превентивные меры по	c	keep the community safe

<sup>33</sup> Peterborough (/ˈpi:tərbərəʊ/) is a city on the Otonabee River in Ontario, Canada.

	сокращению преступлений		
<b>4</b>	исключение (исключить) возможностей для совершения преступлений	<b>d</b>	eliminate the opportunity for crime
<b>5</b>	осознавать собственную безопасность	<b>e</b>	work in partnership with the community
<b>6</b>	офицеры подразделений по профилактике преступлений	<b>f</b>	crime prevention officers
<b>7</b>	взаимодействовать с населением	<b>g</b>	educate and assist community members
<b>8</b>	общественно-ориентированная деятельность полиции	<b>h</b>	organize and present educational programs to residents
<b>9</b>	дать советы по предотвращению преступлений	<b>i</b>	community-based policing
<b>10</b>	организовывать мероприятия по профилактике преступности	<b>j</b>	offer crime prevention tips

### 5. Match the words in bold with their definitions

<b>1</b>	completely remove or get rid of (something)
<b>2</b>	understand clearly, realise
<b>3</b>	a small but useful piece of practical advice
<b>4</b>	creating or controlling a situation by causing something to happen rather than responding to it after it has happened
<b>5</b>	present or proffer (something) for (someone) to accept or reject as so desired
<b>6</b>	a philosophy and an organizational strategy that allows the police and the community to work together to solve problems of crime, disorder and safety issues and to improve the quality of life for everyone in that community

### 6. Complete the sentences with the words in the list.

• all ages • partnership • tips • community-based • proactive • media • prevention

1. Crime ... is an important part of keeping the community safe.
2. A strong community ... is an essential element of any crime reduction strategy.
3. ... educational programs are designed to ... and all community.
4. Crime prevention officers organize ... crime prevention programs such as Citizen's Police Academies, Personal Safety, and others.
5. Police educate community on crime prevention strategies through the ..., and direct communications.
6. Police websites provide informative safety ... and measures to ensure residents' safety.

**7. Answer the questions.**

1. What is the goal of crime prevention of the Peterborough Police Service?
2. What is crime prevention based on?
3. Is crime prevention the duty of the police only?
4. What way do the police provide community with crime prevention tips?
5. What category of citizens are involved in crime prevention programmes?
6. What is community-based policing?

**8. A) Read the announcement (page 172) issued by Peel Regional Police (Ontario, Canada) and do the following tasks.**

**8. B) Mark the statements as true or false.**

1. Peel Regional Police have organized Crime Prevention Academy.
2. Peel Regional Police offer a free nine-week Crime Prevention Academy.
3. At the end of the course each participant will be issued a certificate<sup>34</sup>.

**8. C) Answer the question.**

- What crime prevention courses is the Academy going to offer?

**8. D) Think and say. What other crime prevention programs would you add to this course?**

**8. E) Work in groups. Find information about crime prevention programs on the website of Peel Police**

**8. F) *<https://www.peelpolice.ca/en/safety-tips/keeping-our-community-safe.aspxcommunity-safe.aspx#>*. Choose any you like and speak on it.**

**8. G) Can this experience be shared among our police services and departments?**

---

<sup>34</sup> Выдавать свидетельство



# CRIME PREVENTION ACADEMY

**LIMITED SEATING**  
Register TODAY!

**THURSDAY EVENINGS**  
7:00 PM – 9:30 PM

**FREE**  
ADMISSION

**EMIL V. KOLB CENTRE**  
FOR POLICE EXCELLENCE  
**COMMUNITY ROOM**  
180 Derry Road East  
Mississauga  
**905-453-2121 EXT. 4021**

**REGISTER ON-LINE**  
[www.peelpolice.ca](http://www.peelpolice.ca)

**P**eel Regional Police is pleased to announce a breakthrough concept in **CRIME PREVENTION**. The crime prevention experts at Peel Regional Police have designed a certificate program that will help keep you and your family safe and secure. We spend most of our lives preparing to meet life's challenges. Yet few of us are prepared to prevent or deal with a criminal challenge should it come our way. Think about it! Whether its personal safety, home security, travel safety, telemarketing, door-to-door sales, credit card fraud, automobile safety and security, the average person has little more than an awareness about these issues and generally finds that they are ill prepared once its too late.

The Peel Regional Police recognizes this fact and has developed a better alternative! The Peel Regional Police **CRIME PREVENTION Academy**® will teach you the things you need to know to keep you, your family and property safe. This fun, interactive and informative course will be taught in six evening sessions by the experts at Peel Regional Police. At the conclusion of the course, you, your family and property will be much safer and a certificate will be issued acknowledging your completion of the course.

<b>MARCH 31</b>	<ul style="list-style-type: none"> <li>✓ <b>CRIME &amp; PREVENTION</b></li> <li>✓ <b>POLICE COMMUNICATIONS</b></li> <li>✓ <b>PERSONAL SAFETY WHILE DRIVING</b></li> </ul>
<b>APRIL 7</b>	<ul style="list-style-type: none"> <li>✓ <b>HOME SECURITY</b> <ul style="list-style-type: none"> <li>- Burglary</li> <li>- C/P/TED</li> <li>- Physical Security</li> <li>- Valuables</li> <li>- Law &amp; You</li> </ul> </li> </ul>
<b>APRIL 14</b>	<ul style="list-style-type: none"> <li>✓ <b>PERSONAL SAFETY</b></li> <li>✓ <b>TRAVEL SAFETY</b></li> <li>✓ <b>RESIDENTIAL ALARMS</b></li> </ul>
<b>APRIL 21</b>	<ul style="list-style-type: none"> <li>✓ <b>FRAUDS</b></li> <li>✓ <b>COUNTERFEIT DETECTION</b></li> <li>✓ <b>COMPUTER SECURITY</b></li> </ul>
<b>APRIL 28</b>	<ul style="list-style-type: none"> <li>✓ <b>THEFT OF / THEFT FROM MOTOR VEHICLES</b></li> <li>✓ <b>MOTOR VEHICLE COLLISIONS</b></li> <li>✓ <b>ROAD RAGE</b></li> <li>✓ <b>BUYING A USED VEHICLE</b></li> </ul>
<b>MAY 5</b>	<ul style="list-style-type: none"> <li>✓ <b>DEALING WITH COMMON NEIGHBOURHOOD PROBLEMS</b></li> </ul>

**LISTENING**<https://www.youtube.com/watch?v=j3Pp-N-VLhQ>***Before watching*****9. Check the words. Make a prediction of the video.**

elementary	начальная (школа)
reach out to	держатъ связь
capacity	возможность способность
share	делиться
liaison	посредник; связь
scam	жульничество, мошенничество
neighborhood watch	программа наблюдения за микрорайоном, осуществляемая самими жителями
get out into	встречаться
adult	взрослый

***While watching*****10. Choose the correct option to complete sentences about crime prevention work of Mentor Police Department. In some sentences more than one answer is possible.**

- Children's Crime Prevention Program at Mentor has been educated over
  - 13 years
  - 40 years
  - 30 years
- The program teaches kids to be safe and responsible through
  - a lecture
  - a visit to the police department
  - a fun presentation
- Crime prevention officers' duties are:
  - to share information
  - to assist community members to become aware of their own safety
  - to act as a liaison for the police department
  - to reach out into neighborhoods, schools and the community
- Crime prevention officers:
  - get out into the public
  - present educational programs to residents
  - educate adults and children
  - work with seniors on scam prevention
  - organize Neighborhood Block Watchers
  - provide security check
  - teach parents and grandparents how properly to install child safety seats



## *After watching*

### 11. With a partner discuss the following:

- Crime prevention officers' duties
- Categories of citizens Mentor Police Department educate
- Proactive strategies police offer

### 12. Translate the sentences from Russian into English.

1. Предотвращение преступлений — важная часть поддержания безопасности общества.

2. Предотвращение преступлений — ответственность каждого.

3. Предотвращение преступлений направлено на уменьшение возможности их совершения.

4. Офицеры полиции обучают граждан принимать превентивные меры.

5. Офицеры подразделений по профилактике преступлений поддерживают связь с населением, являются связующим звеном между населением и полицейским управлением.

6. Офицеры подразделений по профилактике преступности разрабатывают программы, такие как полицейская академия, надзор соседей, предотвращение мошенничества, безопасность детей и подростков и др.

7. Профилактические программы рассчитаны на людей любого возраста.

## COMMUNICATION Be Safe in The Street

### 1. Remember the words you'll use speaking about safety in the street.

well-lit	хорошо освещенный
shortcut	кратчайшее расстояние; путь напрямик
wallet	бумажник
purse	женский кошелёк (для монет)

### 2. A) Discuss with a partner and then rate the following actions (A–E) from 1 — very safe to 5 — very dangerous.

A – Walking in a busy, well-lit area at night.

B – Taking a “shortcut” through a park at night.

C – Carrying your PIN number in your wallet / purse.

D – Walking home with a group of friends.

E – Listening to loud music on an MP3 player.

### 2. B) Why did you choose these answers? Compare your answers with the groupmates.



**2. C) Think of the town / city where you are from. Do people feel safe out and about?**

*I am from Saint Petersburg. People living in my city feel safe/ not safe because ....*

**3. In groups, discuss safety in different places (parts of the city, parks, cafes etc.), at different time (hours, days etc) and actions (things people can do). Write your ideas in the table below:**

places	safe	
	dangerous	
time	safe	
	dangerous	
actions	dangerous	

## LISTENING 1

### *Before listening*

**4. Watch the video “Holiday Prevention tips” brought by Baltimore Police Department. What places/time and actions are discussed in the video?**

#### Vocabulary list

dedicate to	посвящать (себя, свою жизнь чему-л.)
keep safe	охранять, защищать
stay alert (to)	будьте бдительны
surroundings	окружение
safety in numbers	безопаснее действовать сообща
avoid	избегать
carry	носить
large amount of cash	большая сумма наличных денег
follow	следовать, идти за
make sure	убедиться; удостовериться
ATM (automatic teller machine)	банкомат
distract	отвлекать
cell phone (N. Amer.)	сотовый телефон
device	устройство
resist	оказывать сопротивление
recover	вновь обретать; получать обратно
replace	восстанавливать
chase	гнаться, преследовать

**5. Fill the gaps of Public Safety Announcement brought by Baltimore Police Department. Watch the video again and check your answers.**

**Simple Crime Prevention Tips  
to Keep You Enjoying the Holiday Season**

- Stay alert to your surroundings and the people around you;
- Shop with a \_\_\_\_\_;
- There's safety in \_\_\_\_\_;
- Avoid carrying large amounts of cash;
- If possible \_\_\_\_\_ only your driver's license, personal checks or necessary credit or debit cards.

**While walking back to your car**

- \_\_\_\_\_ for people who may be following you;
- Pay attention, \_\_\_\_\_ can be behind you.

**While getting money from a cash machine**

- Make sure you are aware of your surroundings;
- Make sure you are not \_\_\_\_\_ by cell phones or other electronic devices;
- When taking out \_\_\_\_\_ put it away immediately.

**If you are involved in confrontation with a suspect who may have a weapon**

- Don't \_\_\_\_\_;
- Property may be \_\_\_\_\_ and replaced;
- Never \_\_\_\_\_ a suspect.

**6. Match the phrases.**

<b>1</b>	Будьте бдительны ко всему, что вас окружает	<b>a</b>	Avoid carrying large amounts of cash
<b>2</b>	В темное время суток безопаснее передвигаться группами	<b>b</b>	Stay alert to your surroundings
<b>3</b>	Не носите с собой большую сумму наличных денег	<b>c</b>	There's safety in numbers
<b>4</b>	Убедитесь, что гаджеты вас не отвлекают	<b>d</b>	Don't resist
<b>5</b>	После снятия наличных в банкомате, немедленно уберите их	<b>e</b>	Avoid short cuts through vacant lots or unlit areas

6	Не оказывайте сопротивления	f	Make sure you are not distracted by electronic devices
7	Не преследуйте подозреваемого	g	Carry cash that you need
8	Не срезайте свой маршрут через пустыри или неосвященные участки местности	h	When taking out cash put it away immediately
9	Носите с собой только необходимую сумму денег	i	Never chase a suspect
10	Держите свою сумку, застегнутой на молнию/ закрытой	j	Keep the bag in front of you
11	Держите / Носите сумку перед собой	k	Keep your wallet close to your heart
12	Закрывайте двери и окна	l	Place valuables out of sight// Don't leave valuables in a car
13	Не оставляйте ценные вещи в машине	m	Keep doors locked and windows rolled up
14	Не оставляйте свои вещи без присмотра в общественных местах	n	Do not leave your drink unattended at the table or bar while you are dancing, talking, etc.
15	Держите кошелек при себе	o	Keep your purse zipped/ closed
16	Не оставляйте свой напиток без присмотра	p	Do not leave your belongings unattended in public areas
17	Пользуйтесь официальным такси	q	Don't use unlicensed taxis
18	Для вызова такси пользуйтесь онлайн-сервисом или приложением	r	Use online service or app to get a taxi

**7. Work with a partner or in a group and read the 5 situations. Discuss what each person should or shouldn't do, then write some advice.**

1. Sherri is walking home late at night.

*Advice:*

2. Nancy is walking on the street chatting on the phone. Someone walks over to her and asks for (demands) her phone.

*Advice:*

3. William is going to park his car and go to the cinema.

*Advice:*

4. Patricia is going to the airport. She is going to phone for a taxi.

*Advice:*

5. Ann is going to get money from a cash machine.

*Advice:*

## Communication

### ROLE PLAY Personal safety out and about

<p><b>Cadet A:</b> You are a <b>foreign student studying in Saint Petersburg.</b> Ask <i>Cadet B</i> about:</p> <ul style="list-style-type: none"><li>• <i>personal, vehicle and property safety</i></li><li>• <i>safety while shopping</i></li><li>• <i>getting money from a cash machine</i></li><li>• <i>fraudulence</i></li></ul>	<p><b>Cadet B:</b> You are a <b>police officer of the Ministry of the Interior of Russia, Saint Petersburg.</b> Answer <i>Cadet A</i>'s questions and offer some safety tips</p>
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### LISTENING 2

#### *Before listening*

#### 8. Discuss the questions.

- Do you like Christmas?
- Why do criminals become very active during the holiday season?

#### 9. Watch the video “*Crime Prevention. Holiday season*” and answer the questions.

- What country is the action taking place?
- What police forces are involved in crime prevention?
- What tips are provided?

#### *After listening*

#### 10. Write down some safety holiday tips for coming holidays in the card or make a leaflet (similar to a below one).

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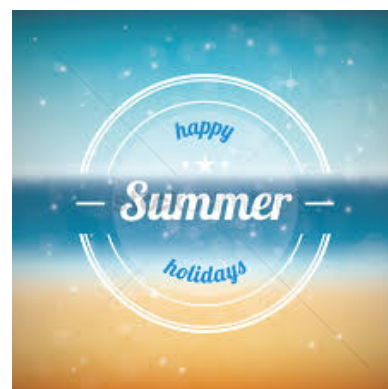
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## Progress Check

### 1. Complete the chart.

Noun	Adjective	Verb
		harm
	preventive	
reduction		
analysis		
		respond
account		
	evaluated	
		violate
similarity		
occurrence		
		improve
	lost	
intelligence		–

### 2. Use the words at the end of some of the lines to form a word that fits the gap in the line. There is an example at the beginning.

<p>The objectives of crime <b>(0) prevention</b> are to reduce the <b>(1)</b> ... of a crime occurring, decrease the number of victims and to minimize the <b>(2)</b> ... caused by those crimes.</p> <p>Hot spots policing focuses on small geographic areas and <b>(3)</b> ... of crime. Its ultimate goal is to improve order in these <b>(4)</b> ... areas to create broad crime— <b>(5)</b> ... results across the greater area. ‘Hotspotting’ has <b>(6)</b> ... with POP in the way it uses <b>(7)</b> ... and <b>(8)</b> ... to identify problems.</p>	<p><b>(0)</b> prevent</p> <p><b>(1)</b> possible</p> <p><b>(2)</b> lose</p> <p><b>(3)</b> concentrate</p> <p><b>(4)</b> specify</p> <p><b>(5)</b> reduce</p> <p><b>(6)</b> similar</p> <p><b>(7)</b> analyze</p> <p><b>(8)</b> intelligent</p>
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### 3. Find the correct preposition.

1. The goal of crime prevention is to reduce the opportunity *to / for* a crime.
2. POP focuses *by / on* drug and alcohol related crime.
3. POP is a widely used strategy *between / among* law enforcement agencies.
4. Effective use of the built environment can lead *for / to* a reduction in the opportunity and fear of crime.
5. Officers must be accountable *for / to* their decision-making.

### 4. Complete the sentences with the words in the list.

- *CPTED*
- *problem-oriented policing*
- *hot-spots policing*
- *examines*
- *assess*
- *identify*
- *relationships*
- *responses*

1. The most effective preventive police strategies are considered to be ..., hot-spots policing, and crime prevention through environmental design.

2. Problem-oriented approaches systematically ... and analyze crime and disorder problems, develop specific ... to individual problems and ... whether the response has been successful.

3. POP also ... repeat offenders, repeat victims.

4. POP brings local police officers into ... with local people.

5. ... is a strategy that involves the targeting of resources and activities to those places where crime is most concentrated.

6. ... comprises five principles: physical security; surveillance; movement control; management and maintenance; and defensible space.

**5. Give pickpocketing prevention advice / fraud prevention tips.**

## History and Law Enforcement

**Discuss these questions:**

- What is your idea about the existence of juvenile delinquency?
- How old is the problem?
- What causes of juvenile delinquency can you name?

## Reading and Language Development

## READING 1

**1. Read the text and do the tasks after it.****From the History of Juvenile Justice**

The history of the Western world reveals the fact that children who committed crimes in past centuries could expect no preferential treatment because of their youth. They were tried and punished alongside of adults. The earliest legal document written in the English language (circa 600 A.D.) made no special preferences for the age of the offender. Several recorded cases have come down through children as young as 6 or 8 being hanged or burned down. Children were also imprisoned equal with adults. No segregated juvenile facilities existed. Little distinction was made between



criminality and delinquency or other kinds of undesirable behaviour.

By the Middle Ages social conceptions of children had become strongly influenced by Christian churches. Church doctrine held that children under the age of 7 had not yet reached the age of reason and could not be liable for their transgressions. In adopting the perspective of the church English law of the period excepted children under the age of 7 from criminal responsibility. Juveniles aged 7 to 14 were given a special status, being tried as adults in case it was proved that they fully understood the nature of their criminal acts. Adulthood was considered to begin at the age of 14, when marriage was allowed. Early English institutions placed a large burden of responsibility on the family, and especially the father who was responsible for the behaviour of all family members.

**Note:**

*circa 600 A.D* (Anno Domini) — около 600 года нашей эры  
*age of reason* — возраст здравого смысла (совершеннолетие)

**2. You may need a little help with the vocabulary:**

adulthood <i>n</i>	зрелость
burden <i>n</i>	бремя
burn <i>v</i> burn down at the stake	сжигать сжигать на костре
except from <i>v</i>	зд. освободить от ответственности
hang <i>v</i>	повесить
marriage <i>n</i>	брак
preference <i>n</i>	предпочтение
preferential <i>adj</i>	предпочтительный
segregate <i>v</i>	разделять, изолировать
several <i>num</i>	несколько
transgression <i>n</i>	проступок
treatment <i>n</i>	обращение
try <i>v</i>	судить
undesirable <i>adj</i>	нежелательный

**3. Look through the text and answer the questions.**

1. Were there any preferences for the age of the offender in past centuries?
2. Were children imprisoned separately from adults?
3. What institution strongly influenced social conceptions of children in the Middle Ages?
4. What category of children was excepted from criminal responsibility?
5. What does special status for juveniles aged 7 to 14 mean?
6. At what age did adulthood begin?
7. Who was accountable for the behaviour of all family members?
8. If you know any peculiar information from the history of juvenile delinquency share it with your friends.



## READING 2

1. Look through the text and choose the appropriate title for it from the options given below.

- The chances of delinquents to become chronic offenders
- Antisocial behavior never predicts juvenile delinquency
- The risk factors for child delinquency and their classification

The research conducted in the 1990s concluded that youth referred to juvenile court for their first delinquent offense before age 13 are far more likely to become chronic offenders than youth first referred to at a later age. The Study Group of experts on child delinquency found evidence that some young children engage in very serious behavior, and, in some cases, this behavior foreshadows early delinquency. Early antisocial behavior may be best predictor of later delinquency. Antisocial behavior usually includes various forms of oppositional rule violation and aggression, such as theft, physical fighting, and vandalism. In fact, early aggression appears to be the most significant social behavior characteristics to predict delinquent behavior before age 13.



The risk factors for child delinquency are categorized in four groups: (1) individual, (2) family, (3) peer, and (4) school and community.

Individual risk and protective factors are defined as an individual's genetic, emotional, cognitive, physical and social characteristics.

Family risk factors include lack of parental supervision, family violence, divorce, and others.

Peer factors are association with deviant peers and peer rejection.

School and community factors: poor academic performance, living in a poor family, low academic aspirations, access to weapons, neighborhood disadvantage, etc.

2. You may need a little help with the vocabulary:

access <i>n</i>	доступ
aspiration <i>n</i>	стремление, желание
low academic aspirations	небольшое стремление к учебе
cognitive <i>adj</i>	познавательный
divorce <i>n</i>	развод
engage (in) <i>v</i>	вовлекать
foreshadow <i>v</i>	предвещать
neighborhood <i>n</i>	соседство, район, окрестность, квартал, микрорайон
peer <i>n</i>	сверстник
peer rejection	отвержение сверстников

	(сверстниками)
performance <i>n</i> poor academic performance	выполнение плохая успеваемость
predict <i>v</i>	предсказывать
refer to <i>v</i>	ссылаться
weapons <i>n pl</i>	оружие

## READING 3

### 1. Read the text and do the tasks after it.

#### Role of Police in the Prevention and Control of Juvenile Delinquency

It is known that most of the inmates in adult penitentiaries were juvenile delinquents. It proves the fact that starting point in efforts to prevent crime is with the child in his formative years.

The police role with juveniles is expended because they handle many noncriminal matters referred to as status offences, including running away, **curfew** violations, and truancy as well as non-delinquent juvenile matters such as neglect, abuse, and missing persons reports. Most urban police departments have special units or juvenile bureaus for handling the increasing number of juvenile cases.

Duties of special juvenile officers include taking **missing** children reports; investigating juvenile crimes; contacting and interviewing juveniles, their parents, school officials, and complainants regarding the circumstances of an offence; maintaining juvenile records; and appearing in juvenile court. The juvenile officer is often selected and trained to relate youths, know much about relevant legal issues, and is sensitive to special needs of young offenders.

This officer is also an important link between the police and other community institutions, such as schools and other organizations serving people. The police must make three major decisions with regards to processing the juveniles:

- Whether to take the child into custody.
- Whether to request that the child be detained following apprehension.
- Whether to refer the child to court.

Although young people commit many serious crimes, the juvenile function of the police work is concerned largely with order maintenance. Many offences committed by juveniles that involve physical and monetary damage are minor infractions: breaking windows, hanging around the business district, disturbing the peace, and **shoplifting**. Here the function of the investigating officer is not so much to solve crimes as to handle complaints involving juveniles.

The officer seeks both to satisfy the complaint and to keep the youth from the future trouble. Giving this emphasis on settling cases within the community – instead of strictly enforcing the law – the police power to arrest is a weapon that can be used to deter juveniles from criminal activity and to encourage them to conform to the law.

**2. Choose the answer (a, b or c) which you think fits best according to the text.**

**Multiple Choice**

1. The police role with juveniles is expanded because they handle...
  - a) criminal matters referred to as status offences including running away.
  - b) crimes committed by adults.
  - c) noncriminal matters referred to as status offences including truancy.
2. Duties of special juvenile officers include...
  - a) investigating juvenile crimes.
  - b) hanging around the business district.
  - c) keeping traffic order.
3. Most urban police departments have special units or juvenile bureaus for...
  - a) maintaining law and order on the railway, air lines and water ways of the country.
  - b) handling the increasing number of juvenile cases.
  - c) handling the increasing number of traffic accidents.
4. Many offences committed by juveniles that involve physical and monetary damage are minor infractions:
  - a) breaking windows, hanging around the business district, disturbing the peace, and shoplifting.
  - b) kidnapping, murder, robbery.
  - c) littering, killing bald eagles, tearing down historical houses.

**Vocabulary List**

abuse <i>n, v</i>	злоупотребление; злоупотреблять, оскорблять
complaint <i>n</i>	жалоба, официальное обвинение
conform <i>v</i>	согласоваться, подчиняться
curfew <i>n</i>	комендантский час, временной режим
custody <i>n</i> take into custody	охрана, задержание взять под стражу
delinquency <i>n</i>  juvenile delinquency	нарушение, правонарушение, делинквентность  преступность несовершеннолетних
delinquent <i>n</i>	правонарушитель, делинквент (несовершеннолет.)
handle <i>v</i>	рассматривать, осуществлять контроль
hang around <i>v</i>	бродить вокруг, шляться, слоняться
deter <i>v</i>	удерживать от совершения чего-либо
encourage <i>v</i>	поощрять, способствовать, подстрекать
expand <i>v</i>	расширять (ся)
infraction <i>n</i>	нарушение
missing <i>n</i>	пропавший без вести
neglect <i>n</i>	невыполнение, пренебрежение

offence <i>n</i> status offence	правонарушение, преступление правонарушение несовершеннолетних
offend <i>n</i> offend the law	оскорблять, нарушать нарушать закон
peer <i>n</i>	сверстник
predict <i>v</i>	предсказывать
shoplifting <i>n</i>	кража из магазина
record <i>n</i>	дело, документ
refer <i>v</i>	направлять, передавать, относиться
process <i>v</i>	возбуждать дело, начинать процесс
request <i>v</i>	просить, требовать
settle <i>v</i>	урегулировать
statutory <i>adj</i>	установленный законом, законный
supervision <i>n</i>	надзор, наблюдение, контроль
trouble <i>n</i>	проблема
truancy <i>n</i>	прогул (занятий в школе)

### 3. Match the English and Russian equivalents.

1	offend the law	a	нарушение
2	status offence	b	установленный законом
3	truancy	c	отношение
4	rejection	d	недостаток, отсутствие
5	performance	e	работа, достижение
6	delinquent	f	дело, документ
7	infraction	g	нарушать закон
8	relationship	h	прогул занятий в школе
9	take into custody	i	вести, поддерживать
10	statutory	j	неприятие
11	record	k	правонарушение несовершеннолетних
12	lack	l	несовершеннолетний правонарушитель
13	maintain	m	сверстник
14	peer	n	взять под стражу

### 4. Find in the text the English equivalents to the following.

1. Большинство городских отделов полиции имеют специальные полицейские подразделения по делам несовершеннолетних.

2. Полицейский по делам несовершеннолетних является важным связующим звеном между полицией и другими общественными институтами такими, как школа.

3. Хотя молодые люди совершают много серьёзных преступлений, работа отдела по делам несовершеннолетних в основном касается поддержания порядка.

4. Офицер стремится как удовлетворить жалобу, так и уберечь молодых людей от будущих неприятностей.

5. Многие преступления, совершаемые подростками, включая материальный и денежный ущерб, являются незначительными правонарушениями.

6. В обязанности специальных сотрудников по делам несовершеннолетних входит прием заявлений о пропаже детей; расследование преступлений среди несовершеннолетних; установление контактов и опрос несовершеннолетних, их родителей, школьного руководства и заявителей относительно обстоятельств правонарушения.

7. Сотрудники полиции по делам несовершеннолетних часто отбираются и обучаются общению с молодежью, соответствующим правовым вопросам и чутко относятся к особым потребностям молодых правонарушителей.

### 5. Use the words/phrases in the box to make sentences with the following:

- Many offences committed by juveniles that involve physical and monetary damage are minor infractions:
- Duties of special juvenile officers include:

breaking windows • hanging around the business district • handling many noncriminal matters referred to as status offences • including running away • curfew violations, and truancy • disturbing the peace • investigating juvenile crimes • appearing in juvenile court • contacting and interviewing juveniles, their parents, school officials • deterring juveniles from criminal activity • run away from home • parental abuse or neglect • missing persons reports • shoplifting, handling complaints involving juveniles • handling non-delinquent juvenile matters such as neglect, abuse, and missing persons reports

### 6. Choose the correct words/phrases.

1. Juvenile delinquency is participation in illegal behavior by *juveniles / adults* who fall under a statutory age limit.

2. Most urban police departments have special units or juvenile bureaus for handling the *increasing / decreasing* number of juvenile cases.

3. The juvenile officer is often selected and trained *to relate / to punish* youths.

4. Although young people commit many *serious / minor* crimes, the juvenile function of the police work is concerned largely with *order maintenance / crime investigation*.

5. Peer rejection affects the child's *ability / disability* to be socialized properly, and often leads to anti-social groups.

6. The police role with juveniles is expended because they handle many *noncriminal / criminal* matters.

**7. Use the words in the box to complete the sentences.**

youths • units • illegal • to deter • order • matters • complaint

1. Juvenile delinquency is participation in ... behavior by minors who fall under a statutory age limit.
2. The police role with juveniles is expanded because they handle many noncriminal ....
3. Most urban police departments have special police ... for handling the increasing number of juvenile cases.
4. The juvenile officer is often selected and trained to relate ....
5. Although young people commit many serious crimes, the juvenile function of police work is concerned largely with ... maintenance.
6. The officer seeks both to satisfy the ... and to keep the youth from the further trouble.
7. The police power to arrest is the weapon that can be used ... juveniles from criminal activity.

**8. Choose the correct form of the verb.**

1. The police role with juveniles *is expended / expends* because they handle many noncriminal matters referred to as status offences.
2. Police *are handled / handle* many noncriminal matters referred to as status offences.
3. The juvenile officer *is selected and trained / selects and trains* to relate youths.
4. Although young people *are committed / commit* many serious crimes, the juvenile function of the police work *is concerned / concerns* largely with order maintenance.
5. The officer *is sought / seeks* both to satisfy the complaint and to keep the youth from the future trouble.
6. Duties of special juvenile officers *are included / include* taking missing children reports; investigating juvenile crimes; contacting and interviewing juveniles and others.

**9. Work in pairs.**

**a) Match the questions on the text to their answers.**

**b) Ask your partner a question from the left-hand column, complete or correct the answer if necessary. Use the phrases: “Yes, you are right”; “I agree with you (but)”, “I don’t agree with you” etc.**

<b>1</b>	What status offences do police deal with?	<b>a</b>	Although young people commit many serious crimes, the juvenile function of the police work is concerned largely with order maintenance.
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2	What are the duties of special police officers?	<b>b</b>	<p>The police must make three major decisions with regards to processing the juveniles:</p> <ul style="list-style-type: none"> <li>• whether to take the child into custody</li> <li>• whether to request that the child be detained following apprehension</li> </ul> <p>whether to refer the child to court.</p>
3	How is the juvenile officer selected and trained?	<b>c</b>	<p>The function of the investigating officer is not so much to solve crimes as to handle complaints involving juveniles; to satisfy the complaint and to keep the child from the future trouble; to deter juveniles from criminal activity and to encourage them to conform to the law.</p>
4	What major decisions must police make to process the juveniles?	<b>d</b>	<p>They handle many noncriminal matters referred to as status offenses, including running away, curfew violations, and truancy as well as non-delinquent juvenile matters such as neglect, abuse, and missing persons reports.</p>
5	What is the juvenile function of the police work largely concerned with?	<b>f</b>	<p>The juvenile officer is often selected and trained to relate youths, knows much about relevant legal issues, and is sensitive to special needs of young offenders.</p>
6	What is the function of the investigating officer dealing with crimes and complaints involving juveniles?	<b>g</b>	<p>Duties of special juvenile officers include taking missing children reports; examining runaway cases; investigating juvenile crimes; contacting and interviewing juveniles, their parents, school officials, and complainants regarding the circumstances of an offense; maintaining juvenile records; and appearing in juvenile court.</p>



**10. With a partner, act out the roles below based on the previous task.**

**Cadet A:** *You are a correspondent interviewing a juvenile officer. Ask cadet B about his work and duties as a juvenile officer.*

**Cadet B:** *You are a juvenile officer. Answer the questions of cadet A, using the information from the text.*

**11. Make notes under the following headings. Choose any item to speak on. Use your notes to give the summary of the text.**

- Juvenile delinquency and its predictors
- The police role with juveniles
- The juvenile function of the police work



**12. Speak on juvenile delinquency and the role of the police in solving juvenile problems.**

## READING 4

### 1. Read the text and do the tasks.

#### Causes of Juvenile Delinquency

Juvenile delinquency is a term used to describe illegal actions by a minor. This term is broad in range and can include everything from minor violations like skipping school to more severe crimes such as burglary and violent actions.

Punishable offenses that are classified as criminal offenses for adults (e.g., murder, robbery, and larceny) are referred to as delinquency when committed by juveniles, whereas juvenile offenses mandating legal intervention only (e.g., alcohol and tobacco use, truancy, and running away from home) are referred to as status offenses.

Understanding why a minor commits a crime is essential to preventing future crimes from happening.

#### ***School Problems***

School problem is one of the roots of juvenile delinquency. There are a variety of factors related to **schooling** that can lead a minor to criminal activity. **Truancy** is one of the main causes. When a child misses a lot of schools they do not reap the benefits of **education** or learn the discipline of attending school each day.





These issues can be approached and corrected, and the child can move on to leading a **crime-free** life.

### ***Economic Problems***

Lack of food, clothing or a secure place to stay can also lead to criminal activity. Children will turn to steal when they are hungry. If a minor is in a position to not have their most basic needs met, there is a high potential for many types of criminal activity to take place.



### ***Substance Abuse***

When there is a life that has substance **abuse** taking place within the home, there is a high risk for criminal activity by the minors in that home. Crimes may be committed in order to get **necessities** that are not being provided, or they may be committed to support their habits. When a teen is using drugs or alcohol, there is a significantly higher risk for criminal activity. The second reason is that the decision-making process in the minor is altered, and they may do things that they have not actually thought through. It is much easier to **influence** someone to commit a crime when they are under the influence of a mind-altering substance because they do not have the thinking process to make the right decision.

### ***Physical Abuse at Home***

Violence breeds violence. The causes of committing a crime can also be domestic violence, parental indifference or their bad habits, etc. When a child or teen is being physically abused at home, it is not unusual for them to **act out** when away from home. This is generally in the form of more violent crimes against people or property. Children who have experienced violence are most likely to have infringed relationships with adults, cannot communicate with their peers, and become “bullies” to prove themselves; sometimes they link themselves to a criminal environment. All types of vandalism are often associated with physical abuse at home as well.

### ***Lack of Adult Interaction***

Children are influenced by those around them. Children who do not have an adult influence in their life to teach them right from wrong, encourage them to stay within the law, or just be a presence in their lives are more prone to criminal activity. Broken or disturbed families with bad relations can cause teens to go astray and become violent. If children have low parental supervision, they are much more likely to offend. When parents do not know where their children are, what their activities are, or who their friends are, children are more likely to truant from school, run away from home and have delinquent friends. A proper adult influence helps children make the right decision in all situations.

### ***Peer Pressure – Neighborhood Influence***

The people that the minor associates with can have a dramatic effect on what choices they make when they are away from home. In more dangerous neighborhoods you may see children acting out in fear of **gang** activity. Minors make choices to protect themselves or to impress gang members to protect their own

safety. Peer pressure is a very real thing, and minors will often act out in front of their “friends” so that they feel accepted and are a part of a group. Peer influence and personal safety can lead to a life of crime for any minor.

**Note:**

In law, the term minor (also infant or infancy) refers to **a person who is under the “age of majority”** — the age at which a person is legally recognized as an adult. For instance, minors accused of criminal conduct might not be tried or charged as an adult.

**Vocabulary List**

abuse <i>n, v</i>	злоупотребление
act out	вести себя плохо.
adult <i>n</i>	взрослый
approach <i>n, v</i>	подход; подходить
associate <i>v</i>	общаться
attend <i>v</i>	посещать
benefit <i>n</i>	польза
cause <i>n, v</i>	причина; вызывать, причинять
clothing <i>n, adj</i>	одежда
delinquency ... juvenile delinquency	правонарушения ... правонарушения несовершеннолетних
describe <i>v</i>	описывать
essential <i>adj</i>	существенный
indifference <i>n</i>	безразличие
influence <i>n, v</i>	влияние; влиять
infringe <i>v</i>	нарушать, ущемлять
lack <i>n</i>	недостаток
mandate [ˈmændət] <i>v</i>	поручать, предписывать
minor <i>n</i>	несовершеннолетний
neighborhood <i>n</i>	соседство, микрорайон, окружение
reason <i>n</i>	причина
significantly <i>adv</i>	значительно
skipping <i>n</i>	пропуск
truancy <i>n</i>	прогул

**2. Match the English and Russian equivalents.**

<b>1</b>	delinquency	<b>a</b>	прогул
<b>2</b>	influence	<b>b</b>	микрорайон
<b>3</b>	adult	<b>c</b>	причина
<b>4</b>	associate	<b>d</b>	посещать
<b>5</b>	truancy	<b>e</b>	недостаток
<b>6</b>	minor	<b>f</b>	правонарушение

7	neighborhood	g	одежда
8	clothing	h	взрослый
9	lack	i	злоупотребление
10	attend	j	влияние
11	abuse	k	несовершеннолетний
12	cause	l	общаться

### 3. Match the English and Russian word combinations.

a)

1	skipping school	a	вещество, изменяющее сознание
2	miss a lot of schools	b	процесс принятия решений
3	reap the benefits (of education)	c	посещать школу
4	attend school	d	пожинать плоды (образования)
5	crime-free life	e	предметы первой необходимости, которые не предоставляются (непредоставление предметов первой необходимости)
6	lead to criminal activity	f	иметь место, происходить
7	have their most basic needs met	g	принять правильное решение
8	take place	h	привести к преступной деятельности
9	necessities that are not being provided	i	жизнь без преступности
10	decision-making process	j	пропускают много занятий
11	mind-altering substance	k	пропуски занятий в школе
12	make the right decision	l	удовлетворять самые основные потребности

b)

1	is being physically abused at home	a	давление со стороны сверстников
2	act out when away from home	b	произвести впечатление на членов банды, чтобы защитить свою собственную безопасность
3	most likely	c	становятся хулиганами, чтобы самоутвердиться
4	become "bullies" to prove themselves	d	вероятнее всего
5	associated with physical	e	они гораздо более склонны совершать

	abuse at home as well		неправомерные поступки
6	teach them right from wrong,	f	более вероятно, что дети прогуливают школу
7	go astray and become violent	g	насилие порождает насилие
8	children are more likely to truant from school	h	научить их отличать хорошее от плохого
9	they are much more likely to offend	i	также связаны с физическим насилием дома
10	impress gang members to protect their own safety	j	вести себя плохо, находясь вдали от дома
11	peer pressure	k	подвергается физическому насилию дома
12	violence breeds violence	l	сбиться с пути и стать жестокими

**4. Match the words from the box to their synonyms (the synonymous ones) underlined in the sentences.**

truancy • worried • happen • important • changed • usually • grown-ups • safe • control • risky • study • considerably

1. This term can include everything from minor violations like skipping school to more severe crimes such as burglary and violent actions.
2. Understanding why a minor commits a crime is essential to preventing future crimes from happening.
3. When a child misses a lot of schools, they do not reap the benefits of education or learn the discipline of attending school each day.
4. Lack of food, clothing, or a secure place to stay can also lead to criminal activity.
5. If a minor is in a position to not have their most basic needs met, there is a high potential for many types of criminal activity to take place.
6. When a teen is using drugs or alcohol, there is a significantly higher risk for criminal activity.
7. The second reason is that the decision-making process in the minor is altered, and they may do things that they have not actually thought through.
8. This is generally in the form of more violent crimes against people or property.
9. Children who have experienced violence are most likely to have infringed relationships with adults, cannot communicate with their peers, and become “bullies” to prove themselves; sometimes they link themselves to a criminal environment.
10. Broken or disturbed families with bad relations can cause teens to go astray and become violent.
11. If children have low parental supervision, they are much more likely to offend.
12. In more dangerous neighborhoods you may see children acting out in fear of gang activity.

## 5. Decipher the scrambled words.

normi • ultad • surepres • tancesubs • drenchil • seabu  
• tysafe • enceviol

## 6. Choose the correct word.

1. Juvenile delinquency is a *term* / *type* used to describe illegal actions by a minor.
2. Understanding why a minor *prevents* / *commits* a crime is essential to preventing future crimes from happening.
3. *School/university* problem is one of the roots of juvenile delinquency.
4. Truancy is one of the *minor* / *main* causes.
5. Lack of food, clothing or an *unsafe* / *secure* place to stay can also lead to criminal activity.
6. Crimes may be *committed* / *investigated* to get necessities that are not being provided, or they may be committed to support their habits.
7. When a teen is using drugs or alcohol, there is a significantly *smaller* / *higher* risk for criminal activity.
8. A proper adult influence helps children make the *right* / *wrong* decision in all situations.
9. Children who do not have an adult *influence* / *presence* in their life to teach them right from wrong, are more prone to criminal activity.
10. All types of *thefts* / *vandalism* are often associated with physical abuse at home as well.
11. In more dangerous neighborhoods you may see children acting out in fear of *gang* / *police* activity.
12. Peer *friendship* / *influence* and personal safety can lead to a life of crime for any minor.

## 7. Match the words in bold from the text to their definitions in the box.

1	not affected by or involving illegal activities
2	something that is necessary
3	education received at school
4	physically, sexually, or mentally injuring a child either with intent or through neglect
5	a process of teaching, training and learning, especially in schools, colleges or universities, to improve knowledge and develop skills
6	an organized group of criminals
7	the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself
8	behave badly, especially when unhappy or stressed
9	the action of staying away from school without good reason; absenteeism

## 8. Fill in the gaps with the words from the box.

communicate • indifference • schooling • violence • benefits  
• to steal • dramatic • preventing • necessities • influence • criminal  
• a term • supervision • lead to

1. Juvenile delinquency is ... used to describe illegal actions by a minor.
2. Understanding why a minor commits a crime is essential to ... future crimes from happening.
3. There are a variety of factors related to ... that can lead a minor to criminal activity.
4. When a child misses a lot of schools, they do not reap the ... of education.
5. Children will turn ... when they are hungry.
6. Crimes may be committed in order to get ... that are not being provided, or they may be committed to support their habits.
7. When a teen is using drugs or alcohol, there is a significantly higher risk for ... activity.
8. The causes of committing a crime can also be domestic violence, parental ... or their bad habits, etc.
9. Children who have experienced ... are most likely to have infringed relationships with adults, cannot ... with their peers, and become “bullies” to prove themselves.
10. If children have low parental ..., they are much more likely to offend.
11. A proper adult ... helps children make the right decision in all situations.
12. The people that the minor associates with can have a ... effect on what choices they make when they are away from home.
13. Peer influence and personal safety can ... a life of crime for any minor.

## 9. Make up phrases or sentences from the following words. The first word is given.

1. **School** / Is / delinquency / of juvenile / one of / the roots / problem.
2. **Truancy** / causes / one of / the main / is.
3. **Lack** / place to stay / clothing / or / a secure / of food, / criminal / lead to / activity / can also.
4. **Crimes** / necessities / committed / in order to / may be / get.
5. **When** / criminal / drugs / is using / or / a teen / there is / a higher / alcohol, / risk for / activity.
6. **A proper** / children / helps / make / influence / decision / the right / in all / adult / situations.
7. **All types** / are / often / abuse / physical / associated with / at home / of vandalism / as well.
8. **If children** / low / parental / supervision, / they / are much more / likely / have / to offend.
9. **Peer** / and / personal / lead to / can / safety / a life of / influence / crime / for any minor.
10. **Violence** / violence / breeds.

## Communication

### LISTENING

**10. Watch a video “What causes young people to commit crimes” and do the tasks.**

**11. Choose the information saying what drives teens to use drugs, join gangs and commit crimes (Tasks 1–5). Match A, B and C to the statements chosen by you to give additional information.**

- 1) trauma
- 2) absent or irresponsible parenting
- 3) illnesses
- 4) bad teachers at school
- 5) poverty/ living in a depressed neighbourhood

- a) we almost starved to death; it was a complicated neighbourhood
- b) there was a lot of violence
- c) there isn't a sober person in the family. I started running with a gang because they felt like my own family.

**13. Complete the sentence using the word combinations from the second column.**

1	In, CA teens as young as 14	a	-serving life sentence without possibility of parole in CA
2	The U.S. is the only country in the world	b	California has built 23 new prisons ...and 1 college
3	There are currently 310 juveniles	c	is not a solution
4	It costs CA taxpayers	d	can be prosecuted as adults and sent to adult prisons
5	Since 1980,	e	\$207,338 to incarcerate one youth for one year
6	More teens in prison	f	that sentences juveniles to life without possibility of parole

### ROLE PLAY

*A cadet of Saint Petersburg University of the MIA of Russia is talking to the US Police College senior student.*

**14. Choose the vocabulary from the box to make up a dialogue based on the video. Reproduce the dialogue.**

**Notes:**

CA — Калифорния

try (a case) — слушать (дело)

parole — условно-досрочное освобождение

serve a sentence — отбывать срок

What do you think are the causes of juvenile delinquency? • Is this the only reason? • In addition, absence or irresponsible parenting can lead a child to criminal gangs. • Since 1980, California has built 23 new prisons and 1 college. • Can financial situation of the family influence a child? • It's one of the roots of delinquency. • Most of them. • But in CA, teens as young as 14 can be prosecuted as adults and sent to adult prisons. • First, it's psychological trauma in childhood and a lot of violence. • Are the punishments serious? • The USA is the only country that sentences juveniles to life without possibility of parole. • Do juveniles really receive such punishment? • There are currently 310 juveniles serving life sentence without possibility of parole in CA. • Are juveniles tried in a juvenile court? • Has anything been done to solve the problem? • We've got "Second Chance Youth Programs" which provide:

- A safe place
- Mentoring
- Job Readiness Training
- Access to Education
- Behavioral Healthy Treatment
- Emotional Literacy
- Leadership Training
- Paid Internships
- Thank you. You are welcome

**15. Watch a video "What is youth violence" and do the tasks.**

***Before listening***

**Vocabulary List**

figure	цифра
treat	лечить
occur	происходить
affect	влиять
harsh	жесткий, строгий
rejection	отвержение
poverty	бедность
impact	влиять, влияние
lessen	уменьшать



violence previously experienced violence	насилие ... ранее пережитое насилие
--	--

**16. Say what these figures are associated with.**

- a) 15 youth
- b) 1,300 youth

**17. Chose the 6 strategies to prevent youth violence mentioned in the video.**

- 1) Promote family improvements that support healthy development.
- 2) Provide quality education early in life.
- 3) Provide entertainment for youth.
- 4) Strengthen youth skills.
- 5) Connect youth to caring adults and activities.
- 6) Police supervision of young people at schools.
- 7) Create protective community environment.
- 8) Intervene to lessen harms and prevent future risk.

**18. Watch a video “What is Juvenile Delinquency? What does Juvenile Delinquency mean? Juvenile Delinquency meaning, definition, explanation” and do the tasks.**

***While listening***

**19. Fill in the gaps.**

1. Juvenile delinquency, also is known as juvenile offending, is ... in illegal behaviour by minors.
2. Juvenile delinquent is in the United States a person who is typically below eighteen, ... in New York, North Carolina, New Hampshire ....
3. Depending on the type and ... of the offence committed it is possible for people under 18 to be charged and treated as adults.
4. Juvenile crimes can range from status offences such as underage smoking to ... crime and violent crimes.
5. Repeated and/or violent offending is likely to lead to later and more violent ....
6. According to the development of research of Moffitt 2006, there are 2 types of ... that emerge in adolescence.
7. It is important to account for these behaviours in ... in order to determine whether they will be life-course persistent offenders or adolescence-limited offenders.
8. Delinquency prevention is a broad term for all efforts aimed at ... youth from becoming involved in criminal or other antisocial activity.
9. Prevention services may include ... such as substance abuse, education and treatment.

10. Education also promotes economic growth, national productivity, and ... and values, and democracy and social cohesion.

11. Peer groups, particularly associations with antisocial ..., is one of the biggest predictors of juvenile delinquency and of life – course persistent delinquency.

12. Parenting style being the other large predictor of ... delinquency.

### *After listening*

#### **20. Choose the answer (a, b or c) which you think fits best according to the text.**

1. Juvenile delinquency is ...

- a) participation in illegal behaviour by adults.
- b) participation in illegal behaviour by minors.
- c) participation in legal behaviour by minors.

2. Juvenile delinquent is in the United States a person who is...

- a) a child below eight.
- b) typically, over eighteen and commits an act that would have been charged as a crime if they were an adult.
- c) typically, below eighteen and commits an act that would have been charged as a crime if they were an adult.

3. Depending on the severity of a crime it is possible...

- a) for the people under 18 to be charged and treated as adults.
- b) for the people under 18 not to be charged.
- c) for the people under 14 to be charged and treated as adults.

4. Juvenile delinquent offending can be separated into: ...

- a) five categories.
- b) two categories.
- c) ten categories.

5. There are 2 types of repeat offenders: ...

- a) a life course persisting offender and adolescence limited offender.
- b) a short time offender and limited time offender.
- c) a first-time offender and hardened offender.

6. Delinquency prevention is a broad term aimed at...

- a) incarcerating young people.
- b) preventing youth from becoming involved in criminal or other antisocial activity.
- c) charging young people.

7. Prevention through education aids the young people...

- a) to interact more effectively in social contexts.
- b) to learn to read and to write.
- c) to be involved in sports activities.

8. Bad teams get together to talk about ...

- a) their progress at school.
- b) their plans for future.
- c) the bad things they've done.

9. An association with antisocial peer groups ...
- is welcomed by all parents.
  - is one of the biggest predictors of juvenile delinquency.
  - helps children to study well at school.
10. The most efficient interventions are those that ...
- separate at-risk teens from antisocial peers and improve their home environment.
  - predict juvenile delinquency.
  - help children to study well at school.

## ROLE PLAY

**Situation 1.** The US juvenile officer was interviewed by a journalist from Russia about the problems of juvenile delinquency. The questions were lost. The answers are given below.

**21. Choose the questions from the box corresponding to (suitable for) the answers and reproduce the dialogue.**

- A Russian journalist
- The US juvenile police officer.

<b>A</b>	
<b>B</b>	A minor who commits an act that would have been charged as a crime if they were an adult
<b>A</b>	
<b>B</b>	A person who is typically below eighteen years of age; seventeen in New York, North Carolina, New Hampshire
<b>A</b>	
<b>B</b>	Yes, depending on the type and severity of the offence
<b>A</b>	
<b>B</b>	They can range from status offences such as underage smoking to property crime and violent crimes
<b>A</b>	
<b>B</b>	So-called a life course persisting offenders continue their criminal activity in adulthood
<b>A</b>	
<b>B</b>	Prevention services may include activities such as substance abuse, education, and treatment
<b>A</b>	
<b>B</b>	The most efficient measures are those that separate at-risk teens from antisocial peers and improve their home environment

- Do juvenile offenders continue their criminal activity in adulthood?
- Who is considered a juvenile delinquent in the United States?

- What crimes do juveniles usually commit?
- Do you take any measures to prevent juvenile delinquency?
- What are the most effective preventive measures?
- Could people under 18 be charged with crime?
- What is the age of criminal responsibility for minors in your country?

**Situation 2.** You are Russian police officer working at juvenile inspection. You are talking to the US juvenile officer about the causes of juvenile delinquency.

**22. Make up a dialogue. Use the proper vocabulary from the box based on the text and the videos.**

- A. Russian police officer
- B. The US juvenile police officer.

A	There's a lot of violence in the world and violent acts committed by juveniles. When (Why) do you think youth violence occur?
B	
A	What actions can be called violent?
B	
A	Who does this program affect?
B	
A	What are risk factors of violence?
B	
A	Could you explain the difference between criminal offenses and status offenses.?
B	
A	And what are the roots of juvenile delinquency?
B	
A	I see. Can economic problems lead a teenager to delinquency?
B	
A	How can substance abuse influence minors?
B	
A	Are there any more causes of JD?
B	
A	Can and peers influence a juvenile?
B	
A	How can adults influence children's life?
B	
A	Is this problem preventive? (If so, how can it (youth violence) be prevented?)
B	
A	What are these strategies?
B	

<b>A</b>	Whose do you think is juvenile delinquency responsibility?
<b>B</b>	

- We all have a role to play in preventing violence (JD).
- Peer pressure is a very real thing, and minors will often act out in front of their “friends” so that they feel accepted and are a part of a group.
- Bullying, fighting, treats with weapons, gang-related violence.
- Criminal offenses for adults (e.g., murder, robbery, and larceny) are referred to as delinquency when committed by juveniles, whereas juvenile offenses mandating legal intervention only (e.g., alcohol and tobacco use, truancy, and running away from home) are referred to as status offenses.
- It affects thousands of young people, their families and communities, genders, and ethnicities.
- If a minor is in a position to not have their most basic needs met, there is a high potential for many types of criminal activity to take place.
- The causes of committing a crime can also be domestic violence, parental indifference or their bad habits, etc. Violence breeds violence. Children who have experienced violence are most likely cannot communicate with their peers and become “bullies” to prove themselves; sometimes they link themselves to a criminal environment. All types of vandalism are often associated with physical abuse at home as well.
- School problem is one of the roots of juvenile delinquency. There are a variety of factors related to schooling that can lead a minor to criminal activity. Truancy is one of the main causes.
- When substance abuse is taking place within the home, there is a high risk for criminal activity by the minors in that home.
- It is a public youth problem that is preventable. It can be prevented by solving problem skills, positive relationship with adults, and commitment to school.
- Children who do not have an adult influence in their life to teach them right from wrong, are more prone to criminal activity. A proper adult influence helps children make the right decision in all situations.
- Youth violence occurs when young people intentionally use physical force or power to threaten or harm others.
- Factors that protect people from violence:
  - a) Promote family improvements that support healthy development.
  - b) Provide quality education early in life.
  - c) Strengthen youth skills.
  - d) Connect youth to caring adults and activities.
  - e) Create protective community environment.

f) Intervene to lessen harms and prevent future risk.

- Some risk factors include previously experienced violence, harsh discipline at home, social rejection, and poverty



**23. Watch a video “A school for Russia’s young offenders” and answer the questions on the video.**

1. Who is the school in Seraphimovka created for?
2. How many boys are there in the school?
3. What is the purpose of this correctional facility?
4. What does the day start with?
5. Why did Vadim Seleznoy come here?
6. What does education include?
7. What do the teachers say about the boy’s life in the facility?
8. What does Vadim say how his life has changed in the facility?
9. How are the boys treated here?
10. What are other boys’ life stories?
11. What are the boys taught to do?
12. What are the boys going to do after leaving the facility?

## GRAMMAR SECTION

### Perfect Tenses (Active Voice)

#### *Перфектные времена (Действительный залог)*

В английском языке существуют три совершенных времени, которые показывают завершенное действие (слово *perfect* буквально означает «завершенный» или «полностью выполненный»). В русском языке нет подобных времен. Они могут быть переведены на русский язык либо как глаголы прошедшего времени, либо как глаголы настоящего времени. Времена группы Perfect образуются при помощи вспомогательного глагола *to have* в настоящем, прошедшем или будущем времени: ***have, has (Present Perfect), had (Past Perfect), will have (Future Perfect)*** и смыслового глагола с окончанием ***-ed*** или ***третьей формы неправильного глагола***.

#### Present Perfect

##### *(Настоящее совершенное время)*

Обозначает действие, которое совершено в прошлом, но связано с настоящим своим результатом. Нас интересует результат действия, а не время, когда действие было совершено.

Пример:

*Yesterday two teenagers **broke** a window in a supermarket (действие было совершено в прошлом — **Past Simple**).*

*Two teenagers **have broken** a window in a supermarket (нас не интересует, когда было совершено действие, нас интересует результат — **Present Perfect**).*

Показателями ***Present Perfect*** могут быть: показатели, время действие которых не закончилось:

**This** week (month, year, century, etc.) — **на этой** неделе (в **этом** месяце, году, столетии и т. д.).

Наречия:

**Just** – только что; **already** – уже; **yet** – уже (в вопросит. форме), еще — в отрицательной форме; **for** — в течение; **recently** — на днях; **lately** — недавно, в последнее время.

Предлог **since** – с, с тех пор.

Present Perfect никогда **не** используется с показателями прошедшего времени: **ago, last, in 2021, etc.**

#### Present Perfect

Have (has) + V <sub>3</sub> ; V-ed		
An action is completed with respect to the present. We are interested in the result of the action (not in the time when the action was committed).		
<b>Affirmative (Positive)</b>	I (we, you, they) <i>have</i> He (she, it) <i>has</i>	<i>solved</i> a crime
<b>Interrogative (Question)</b>	<i>Have</i> you (I, we, they) <i>Has</i> he (she, it)	<i>solved</i> a crime?
<b>Negative</b>	We (I, you, they) <i>have</i> He (she, it) <i>has</i>	<i>not solved</i> a crime.

## Example:

### Affirmative (Positive) Form

He *has served* in police for ten years (since last year).  
Он *служит* в полиции десять лет (с прошлого года).

They *have* (just/already) *solved* a crime committed by juveniles.  
Они (только что/уже) *раскрыли* преступление, совершенное подростками

### Interrogative (Question) Form

Have you completed your work <i>yet</i> ?	Вы уже закончили свою работу?
Have you <i>ever</i> been to a crime scene?	Вы <i>когда-нибудь</i> были на месте преступления?

## Note:

**Present Perfect is never used** in “*when*” questions. **Past Simple** is used in “*when*” questions.

*When did you complete your work?*

*When were you at a crime scene?*

### Negative Form

He <b>hasn't graduated</b> from the University <i>yet</i> .	Он <i>еще не окончил</i> университет.
He <b>has never been</b> to a crime scene.	Он <i>никогда не был</i> на месте преступления.

**1. Say what a juvenile inspector has done (hasn't done) today (recently, this week, this month, this year, yet, already, just, for, since).**

## Example:

respond to calls and complaints  
find a missing child

*A juvenile officer has responded to all community citizens' calls and complaints today.*

*A juvenile officer hasn't found a missing child yet.*

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• prevent violent actions</li><li>• call/visit juveniles' parents</li><li>• visit schools and talk to teachers</li><li>• interview juvenile delinquents</li><li>• communicate with the citizens of the community</li><li>• to talk to the witnesses of</li></ul> | <ul style="list-style-type: none"><li>today</li><li>recently</li><li>this week</li><li>this month</li><li>this year</li><li>already</li></ul> |
|--|---|



- shoplifting/vandalism
- write a report
- visit the juvenile's delinquent friends
- report to the authority
- reveal youth gang activity
- talk to "bullies" at school

yet  
just  
since last week / month  
for some days / weeks /  
months

**2. On behalf of a juvenile inspector use the word combinations from the previous task to ask a juvenile whether he/she has ever done such action. Let them respond. In case of positive answer, ask them when they did it.**

*Example:*

To smoke; to rob.

- Have you ever smoked?
- Yes, I have.
- When did you do it for the first time?
- (I did it) when I was 10.
- Have you ever robbed people?
- No, I haven't. I have never robbed people.

draw graffiti  
commit shoplifting  
vandalize  
offend peers  
truant from school  
pickpocket  
run away from home  
steal money from somebody  
take part in committing any crime  
be a part of a criminal group  
take drugs  
drink alcohol  
be abused by parents  
be bullied by peers  
have delinquent friends

### **3. Choose the correct form of the verb.**

1. The investigating officer *have handled / has handled* a lot of complaints from citizens this month.

2. The juvenile officer *have speak / has spoken* recently to the parents of crime-prone children.

3. An unattended child *has leave / has left* home having quarreled with parents.

4. A girl *have committed / has committed* a shoplifting being under pressure of her peers.

5. The teacher says that their son *has skipped / have skipped* school several times this week.

6. Several teenagers *have just overthrown / have just overthrow* dust bins in the park.

7. A proper adult influence *has helped / have helped* children make their right decision in difficult situations.

8. Broken or disturbed families with bad relationship *have caused / has caused* teens to go astray and become violent.

9. Most urban police departments *have create / has created* juvenile bureaus to deal with minors.

### Past Perfect

(Прошедшее совершенное время)

Обозначает действие, которое завершилось до определенного времени или другого действия в прошлом, которое выражено глаголом в Past Simple. Часто используется с предлогами **by, before, when, after**. Образуется при помощи вспомогательного глагола **had** (прошедшее времени от глагола *to have*) и смыслового глагола с окончанием **-ed** или **третьей формы неправильного глагола**.

Пример:

*The owner of the shop called the police and said that teenagers **had broken** a window.*

### Past Perfect

#### Had + V-ed; V3

One event happened before another event in the past or by a definite time in the past

<b>Affirmative</b>	I (he, she, it, we, you, they) <b>had</b>	<b>solved</b> a crime by that time.
<b>Interrogative</b>	<b>Had</b> he (I, she, it, we, you, they)	<b>solved</b> a crime by that time?
<b>Negative</b>	I (he, she, it, we, you, they) <b>hadn't</b>	<b>solved</b> a crime by that time.

Example:

#### Affirmative (Positive) Form

*Teenagers **had escaped** before the police arrived.*

Подростки **сбежали** до прибытия полиции.

### Interrogative (Question) Form

*Had teenagers escaped before the police arrived?*  
*Подростки сбежали до прибытия полиции?*

### Negative Form

*Teenagers hadn't escaped by the time the police arrived.*  
*К тому времени, когда прибыла полиция, подростки еще не сбежали.*

#### 4. Put the verbs in the box in the Past Perfect.

Influence, • escape, • skip school, • shoplift, • burgle, • run away (from home), • vandalize, • break, • shoplift, • steal, • pickpocket, • detain, • speak (to), • deter from, • miss, • lead to, • truant (from school)

#### 5. Choose the correct form of the verb.

1. Witnesses stated that the juvenile *has been / had been* under drug influence.
2. Mrs. Bennett was informed that her daughter *had truant / had truant* from school.
3. The juvenile officer considered that irresponsible parenting *had led / was led* the juvenile to criminal gangs.
4. The speaker said that the USA was the only country that *has sentenced / had sentenced* juveniles to life without possibility of parole.
5. It was noted that since that time the USA *had built / had build* 23 new prisons and only 1 college.
6. A victim identified the juvenile who *had stolen / was stolen* her purse when she was on a bus.
7. Basil was detained by the supermarket security after he *had try / had tried* to shoplift.
8. The juveniles *had escaped / has escaped* from the crime scene before police arrived.
9. By the time Alex left school he *had commit / had committed* several petty crimes.
10. The owners of the house called the police after teenagers *had broken / have broken* their window.

## Future Perfect (*Будущее совершенное время*)

Используется для обозначения времени, которое **завершится до определенного момента или другого действия в будущем**, (выраженного глаголом в Present Simple или Present Perfect).

Future Perfect образуется при помощи **вспомогательного глагола will** (редко — shall для подлежащих I и We) и **have + глагола с окончанием -ed для правильных глаголов или третьей формы смыслового глагола для неправильных глаголов(V3)**.

Показателями Future Perfect могут быть предлоги: before (до; перед тем, как); till / until (до); by (к).

**В устной речи** используется вспомогательный глагол **will** для всех лиц единственного и множественного числа.

### Future Perfect

Will (shall) have + V-ed; (V3)		
An action will be completed by a definite time or another action in future		
<b>Affirmative</b>	I (we) <b>shall have</b> He (she, it, you, they) <b>will have</b>	<b>solved</b> the crime by that time.
<b>Interrogative</b>	<b>Shall I (we) have</b> <b>Will he (she, it, you, they) have</b>	<b>solved</b> a crime by that time?
<b>Negative</b>	I (we) <b>shall not have</b> He (she, it, you, they) <b>will not have</b>	<b>solved</b> a crime by that time.

**Example:**

#### Affirmative (Positive) Form

*Police **will have completed** investigation of juvenile crime by the end of the week.*

*Полиция **завершит** расследование преступления несовершеннолетних к концу недели.*

#### Interrogative (Question) Form

***Will police have completed** investigation of juvenile crime by the end of the week?*

*Полиция **завершит** расследование преступления несовершеннолетних к концу недели?*

#### Negative Form

*Police **will not have completed** investigation of juvenile crime by the end of the week.*

*Полиция **не завершит** расследование преступления несовершеннолетних к концу недели.*

## 6. Put the verbs in the box in the Future Perfect.

influence • escape • skip school • shoplift • burgle • run away  
(from home) • vandalize • break • shoplift • steal • pickpocket  
• detain • speak to • deter from • miss • lead to • truant (from school)

## 7. Choose the correct form of the verb.

1. Most urban police departments *have created / has created* special units or juvenile bureaus for handling the increasing number of juvenile cases.

2. The investigating officer *have handled / has handled* complaints from citizens involving juveniles.

3. The juvenile officer *has spoken / will have spoken* recently to the parents of crime-prone children who caused trouble to the community.

4. By the end of the week police *will have issued / will have issue* leaflets dealing with prevention of juvenile delinquency.

5. Citizens of the neighbourhood complained that teenagers *have broken / had broken* their windows when playing football.

6. Nobody saw who *had damaged / has damaged* a new bench in the yard.

7. Information of all persons under 18 who *have come / had come* to police notice in any way is recorded.

8. Families and young children who *has come / have come* to the notice of police due to social problems are also taken into account.

9. Police are looking for 2 juveniles who *have escaped / will have escaped* from the juvenile facility this week.

10. Lack of food, clothing, secure place to stay and parents' care *have led / had led* many children to criminal activity.

11. One more reason for criminal activity is that children may do things that they *had not actually thought / have not actually thought* through.

12. Their child *will have left / has left* home because he wanted to escape parental control.

13. Police *have obtained / had obtained* a recent photo of the missing child and details of his disappearance.

## Perfect Tenses (Passive Voice)

### *Перфектные времена (Страдательный залог)*

Страдательный залог глаголов времен группы Perfect образуется при помощи глагола to be в Present, Past, Future Perfect

<b>To Be (Present Perfect, Past Perfect, Future Perfect) + V3; V-ed</b>	
Present	have (has) been + V3; V-ed
Past	had been + V3; V-ed
Future	shall (will) have been + V3; V-ed

The case <b>has just been investigated</b>	Дело только что <b>было расследовано</b>
The case <b>had been investigated</b> by the end of last month	Дело <b>было расследовано к концу</b> прошлого месяца
The case <b>will have been investigated</b> when you come back	Дело (уже) <b>будет расследовано, когда</b> вы вернетесь

### 8. Make the sentences passive.

*Example:*

*Police **have reported** children missing.*

*Children **have been reported** missing.*

1. Most urban police departments have created special units or juvenile bureaus for handling the increasing number of juvenile cases.

2. The investigating officer has handled complaints from citizens involving juveniles.

3. The juvenile officer has spoken recently about children who caused trouble to the community.

4. By the end of the week police will have issued leaflets dealing with prevention of juvenile delinquency.

5. Nobody saw who had damaged a new bench in the yard.

6. Police have reported about 2 juveniles who escaped from the juvenile facility.

7. Lack of food, clothing, secure place to stay and parents' care have led many children to criminal activity.

8. The police have issued the photofit of the missing child.

9. Police have obtained a recent photo of the missing child and details of his disappearance.

10. A group of juveniles have stolen a car for joyriding.

### 9. Make up your own sentences using *Perfect Tenses* (active or passive).

## Progress Check

### 1. Choose the correct translation.

1. Пропуски занятий в школе
  - a) Attend school
  - b) Skipping school
  - c) Take place
2. Привести к преступной деятельности
  - a) Lead to criminal activity
  - b) Crime-free life
  - c) Make the right decision
3. Вести себя плохо, находясь вдали от дома
  - a) Ability to demonstrate courage and to take responsibility
  - b) Have their most basic needs met
  - c) Act out when away from home
4. Становятся хулиганами”, чтобы самоутвердиться
  - a) Go astray and become violent
  - b) Teach them right from wrong
  - c) Become “bullies” to prove themselves
5. Насилие порождает насилие
  - a) violence breeds violence
  - b) they are much more likely to offend
  - c) associated with physical abuse at home

### 2. Complete the phrases with the words from the box.

pressure • decision • activity • life • needs met • school • violence • decision
---

1. crime-free ...
2. lead to criminal ...
3. make the right ...
4. children are more likely to truant from ...
5. per ...
6. violence breeds ...
7. make the right ...
8. have their most basic ... ..

### 3. Choose the correct word.

1. When a child *misses* / *attend* a lot of schools they do not reap the benefits of education.
2. When a teen is using drugs or alcohol, there is a significantly *lower* / *higher* risk for criminal activity.
3. The *causes* / *consequences* of committing a crime can also be domestic violence, parental indifference or their bad habits, etc.

4. Broken or disturbed *people / families* with bad relations can cause teens to go astray and become violent.

5. In more *dangerous / safe* neighborhoods you may see children acting out in fear of gang activity.

#### 4. Fill in the gaps with the words from the box.

commits • delinquency • to support • activity • lead to
---

1. Juvenile ... is a term used to describe illegal actions by a minor.
2. Understanding why a minor ... a crime is essential to preventing future crimes from happening.
3. There are a variety of factors related to schooling that can lead a minor to criminal ....
4. Lack of food, clothing or a secure place to stay can also ... criminal activity.
5. Crimes may be committed in order to get necessities that are not being provided, or they may be committed ... their habits.

#### 5. Choose the correct version to fill in the gaps.

1. By the early 1970, several police forces ... to appoint officers who specialized in dealing with juvenile offenders.
  - a) has already begun
  - b) have already begun
  - c) had already begun
2. The new police juvenile bureau not only succeeded in increasing the number of juvenile offenders cautioned, but they ... prosecutions as well.
  - a) had also increased
  - b) has also increased
  - c) have also been increased
3. Conflict between the parties ... and the trial didn't take place.
  - a) has been reduced
  - b) had been reduced
  - c) have reduced
4. Since the early 1980s, a seminar ... specifically for police officers with senior command responsibilities.
  - a) has held
  - b) had been held
  - c) has been held
5. The week's programme .... around a field investigation of a minority community in Derby.
  - a) has been organized
  - b) has been organized
  - c) has organized



## APPENDIX

### REMEDIAL COURSE

#### Вводно-коррективный курс

#### АНГЛИЙСКИЙ АЛФАВИТ

A, a	[eɪ]	N, n	[en]
B, b	[bi:]	O, o	[əʊ]
C, c	[si:]	P, p	[pi:]
D, d	[di:]	Q, q	[kju:]
E, e	[i:]	R, r	[a:]
F, f	[ef]	S, s	[es]
G, g	[dʒi:]	T, t	[ti:]
H, h	[eɪtʃ]	U, u	[ju:]
I, i	[aɪ]	V, v	[vi:]
J, j	[dʒeɪ]	W, w	[ˈdʌblju:]
K, k	[keɪ]	X, x	[eks]
L, l	[el]	Y, y	[waɪ]
M, m	[em]	Z, z	[zed]

**Гласные звуки.** Краткие — расслабленные звуки, долгие — напряженные. Долгота звука обозначается двоеточием.

**Краткие гласные:** [i, e, æ, ʌ, ə, u, ə]. **Долгие гласные:** [i:, a:, ə:, ə:, u:].

**Апостроф** внутри слова, записанного транскрипцией, означает, что следующий гласный звук — ударный. Например, слово *reduce* будет записано так: [rɪ'dju:s].

Необходимо помнить, что транскрипция даёт лишь приблизительное понятие о звучании слова. Она может быть полезна лишь при изучении новых слов, чтобы избежать грубых ошибок. В действительности одни и те же звуки могут произноситься немного по-разному. Поэтому при изучении слов лучше пользоваться «говорящими» приложениями и сервисами.

#### Типы чтения гласных в ударном положении

<b>Открытый слог</b>	Слог оканчивается на <u>гласную</u> или <u>непроизносимую</u> букву “e”. <b>Сочетания <i>ld, nd</i> в английском языке считаются слоогообразующими</b>
<b>Закрытый слог</b>	Слог оканчивается на <u>согласную</u> букву.

Типы чтения	
<b>I</b>	Открытый слог.
<b>II</b>	Закрытый слог.
<b>III</b>	Гласная + <b>r</b> (+ согласная)
<b>IV</b>	Гласная + <b>r</b> + гласная

[ə] — нейтральный звук в безударных слогах.

	<b>I</b> <b>[eɪ]</b>		<b>II</b> <b>[æ]</b>
<i>state</i>	государство	<i>act</i>	закон
<i>case</i>	судебное дело	<i>fact</i>	факт
<i>trace</i>	след	<i>panel</i>	список присяжных
	<b>III</b> <b>[ɑ:]</b>	<b>a</b>	<b>IV</b> <b>[eə]</b>
<i>article</i>	статья закона	<i>care</i>	забота
<i>argue</i>	спорить	<i>declare</i>	заявлять
<i>arson</i>	поджог	<i>parents</i>	родители

	<b>I</b> <b>[i:]</b>		<b>II</b> <b>[e]</b>
<i>legal</i>	юридический	<i>defence</i>	защита
<i>procedure</i>	процедура	<i>offence</i>	преступление
<i>intervene</i>	вмешиваться	<i>cell</i>	юремная камера
	<b>III</b> <b>[ə:]</b>	<b>e</b>	<b>IV</b> <b>[ɪə]</b>
<i>persecute</i>	преследовать	<i>mere</i>	явный, простой
<i>service</i>	служба	<i>sincere</i>	чистосердечный
<i>deserter</i>	дезертир	<i>here</i>	здесь

	<b>I</b> <b>[aɪ]</b>		<b>II</b> <b>[ɪ]</b>
<i>crime</i>	преступление	<i>witness</i>	свидетель
<i>fine</i>	штраф	<i>commit</i>	совершать
<i>bribe</i>	взятка	<i>injury</i>	повреждение, оскорбление
	<b>III</b> <b>[ə:]</b>	<b>i</b>	<b>IV</b> <b>[aɪə]</b>
<i>girl</i>	девочка, девушка	<i>hire</i>	нанимать
<i>confirm</i>	подтверждать	<i>conspire</i>	замышлять
<i>circumstances</i>	обстоятельства	<i>retire</i>	уйти в отставку

	<b>I</b> <b>[əu]</b>		<b>II</b> <b>[ɔ]</b>
<i>code</i>	кодекс		<i>loss</i> потеря, утрата
<i>notary</i>	нотариус		<i>rob</i> грабить
<i>foe</i>	противник		<i>convict</i> осужденный
		<b>o</b>	
	<b>III</b> <b>[ɔ:]</b>		<b>IV</b> <b>[ɔ:]</b>
<i>order</i>	предписание	<i>before</i>	до
<i>perform</i>	исполнять	<i>sore</i>	рана
<i>forge</i>	подделывать	<i>forecast</i>	предвидеть

	<b>I</b> <b>[(j)u:]</b>		<b>II</b> <b>[ʌ]</b>
<i>duty</i>	обязанность, долг	<i>judge</i>	судья
<i>rule</i>	постановление	<i>custody</i>	заключение под стражу
<i>accuse</i>	обвинять	<i>drug</i>	наркотик
		<b>u</b>	
	<b>III</b> <b>[ɜ:]</b>		<b>IV</b> <b>[juə]</b>
<i>murder</i>	убийство	<i>lure</i>	завлекать
<i>burglar</i>	грабитель	<i>pure</i>	чистый
<i>hurt</i>	причинять вред поранить(ся)	<i>endure</i>	терпеть, продолжаться

	<b>I</b> <b>[aɪ]</b>		<b>II</b> <b>[ɪ]</b>
<i>spy</i>	шпион		<i>typical</i> типичный
<i>deny</i>	отрицать		<i>system</i> система
		<b>y</b>	
<i>apply</i>	применять	<i>mystery</i>	тайна
	<b>III</b> <b>[ə:]</b>		<b>IV</b> <b>[aɪə]</b>
<i>Byrd</i>	Берд	<i>tyre</i>	шина
<i>gyrfalcon</i>	кречет	<i>gyropilot</i>	автопилот
		<i>gyre</i>	круговорот

### І тип чтения гласных

Открытый слог оканчивается на гласную или непроизносимую букву *e*, которая делает предыдущий слог открытым. Гласная читается в открытом слоге так, как называется в алфавите (*y* — читается [aɪ]): *no*, *be*, *so*, *me*, *go*, *take*, *late*, *crime*, *note*, *use*, *place*, *safe*, *side*, *five*, *these*, *those*, *code*, *type*, *my*.

<b>a</b>	[eɪ]	wave, game, safe, take; wait, say
<b>i</b>	[aɪ]	mile, like, ice, side; child, kind
<b>o</b>	[əʊ]	note, motor, Poland; cold, road
<b>e</b>	[i:]	be, me, metre, meet, seat
<b>u</b>	[ju:]	tune, usual, unit, use, union
<b>y</b>	[aɪ]	type, my, eye

**Запомните чтение буквосочетаний:**

<b>igh</b> [aɪ]	high	fight	night	right	sight
<b>ai</b> [eɪ]	wait	train	plait	main	aid
<b>ea</b> [i:]	lead	seat	sea	beat	meal
<b>ee</b> [i:]	meet	see	deep	street	knee
<b>oa</b> [əʊ]	road	coat	boat	road	float
<b>i + ld, nd</b> [aɪ]	child	kind	find	mild	bind
<b>Исключения:</b>					
<b>ea</b> [eɪ]	break	steak	great		
<b>ea</b> [e]	bread	heavy	health	death	ready

### II тип чтения гласных

За ударной гласной следует одна или более согласных.

*bad*, *plan*, *if*, *has*, *his*, *him*, *gun*, *net*, *met*;

*lack*, *list*, *lost*, *system*, *struggle*, *since*, *loss*, *catch*, *check*, *test*

<b>a</b> [æ]	sat, man, am, and, can, stand
<b>e</b> [e]	let, bed, pen, yes, men, well, better
<b>i</b> [ɪ]	fit, ship, ticket, king, shilling, kiss
<b>o</b> [ɔ]	not, spot, hot, song, lost, rock, coffee
<b>u</b> [ʌ]	up, but cut, sun, much, butter
<b>y</b> [ɪ]	system, carry, gym, gypsy, mystery, myth

### III тип чтения гласных

Гласная + r		
<b>a+r</b>	[a:]	car, star, far, card
<b>o+r</b>	[ɔ:]	for, border, sport, born
<b>e+r</b>	[ə:]	her, service, verdict
<b>i+r</b>	[ɪ:]	first, bird, third
<b>u+r</b>	[ʊ:]	burn, murder, hurt
<b>y+r</b>	[ə:]	Byrd, myrmidon, myrtle

#### IV тип чтения гласных

##### Гласная + re, две гласных + r

are	[eə]	fare, care, hair, fair, dare
air		

ore	[ɔ:]	more, score, course, court
our		

ire	[aɪə]	fire, tired, tyre
yre		

ere	[ɪə]	here, near, ear, clear
ear		

ure	[juə]	cure, pure
-----	-------	------------

#### *Прочтите слова в III и IV типах чтения гласных.*

Board, clear, tyre, sport, lord, large, first, circle, force, sir, wire, more, turn, murder, here, fire, spare, fear, care, hare, hair, dear, bird, first, her, hire, your, card, star, term, course, chair.

#### *Особые случаи чтения гласных.*

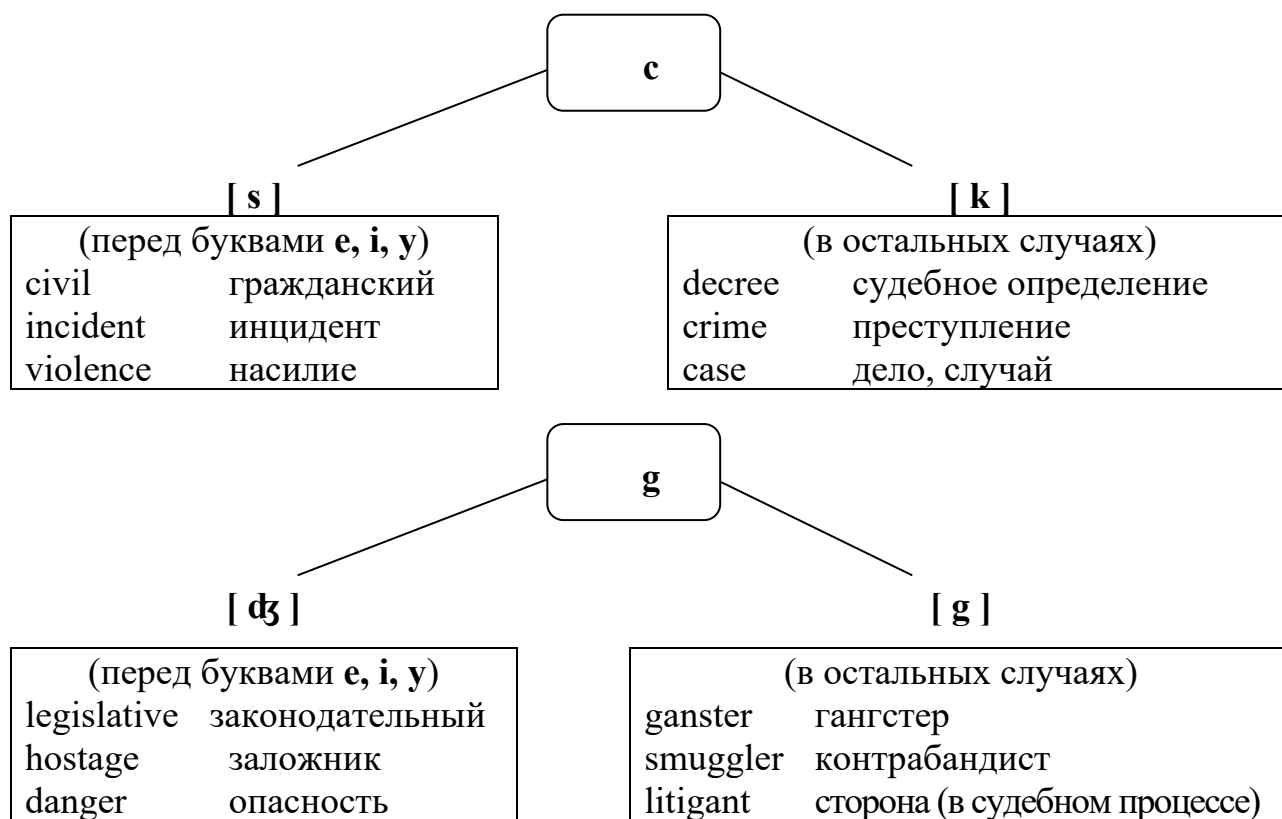
##### Сочетания гласных

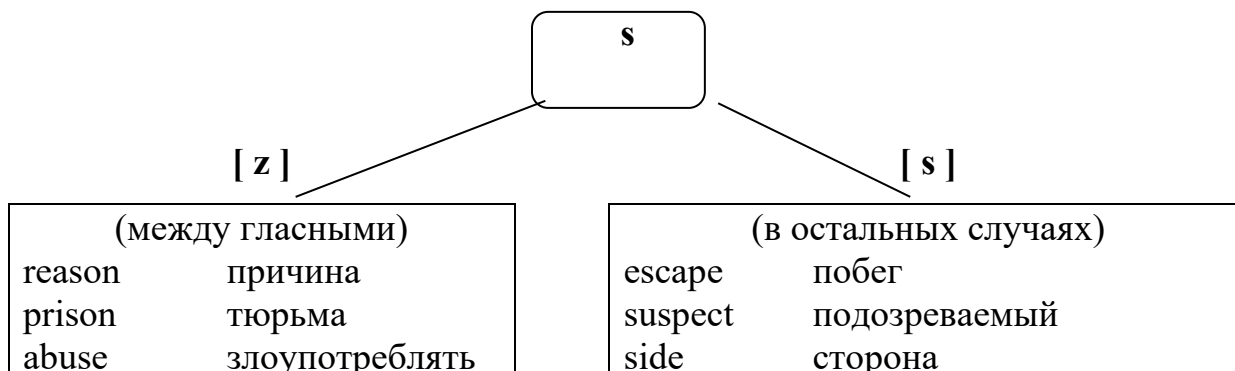
oi, oy	[ɔɪ]	soil, boy, toy, oil
oo	[u:]	moon, too, spoon, room, proof
	[u] <sup>1</sup>	book, took, good, foot, food
	[ʌ]	blood, flood
ou	[aʊ]	proud, out, house, ground
ow	[aʊ] <sup>2</sup>	town, down; how, now
	[əʊ] <sup>3</sup>	grow, low

## Запомните особые случаи чтения гласных

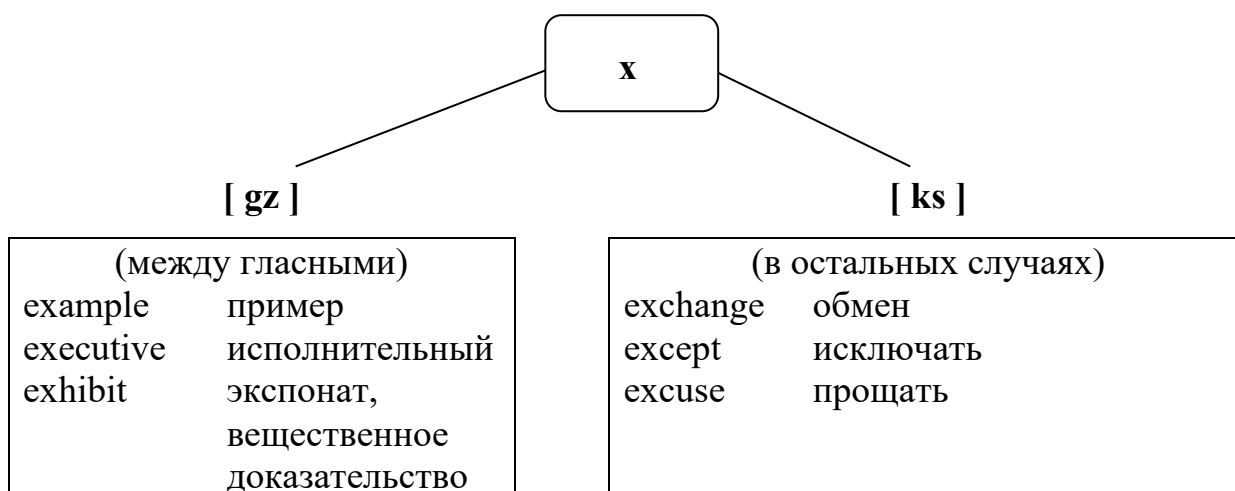
<b>a + n, f, l, s + согласная</b>	<b>[a:]</b>	plant, staff, half, craft, pass;
<b>a + th</b>	<b>[a:]</b>	path
<b>a + l + l(k)</b>	<b>[ɔ:]</b>	talk, all, pall
<b>au, aw, war</b>	<b>[ɔ:]</b>	cause, saw, war, award
<b>wa</b>	<b>[ɔ:]</b>	was, want
<b>r, l, j, + u</b>	<b>[u:]</b>	true, blue, June
<b>y</b>	<b>[j]</b>	yes, yellow (в начале слова)
	<b>[ɪ]</b>	very, policy (в конце слов с двумя и более слогами)
<b>wor</b>	<b>[ə:]</b>	work, word
<b>ear</b>	<b>[ə:]</b>	heard, learn (перед согласной)

## Запомните чтение согласных





В некоторых словах буква s читается [s]: *increase* — увеличивать(ся), *abuse* — злоупотребление.



**Прочтите слова, обращая внимание на чтение согласных.**

- [ p ]** pen, pay, people, pull, open, help, public
- [ b ]** be, bath, boy, bad, husband, bed
- [ t ]** train, tree, sit, tea, inkpot, table, stop
- [ d ]** door, day, sad, kind, desk, word
- [ k ]** cold, back, clock, cat, class, king
- [ g ]** gold, good, bag, go, get, egg
- [ f ]** fine, feet, safe, fifty, after
- [ v ]** very, save, seven, never
- [ s ]** so, set, see, sleep, place, cigarette
- [ z ]** zero, has, comes, plays, noise
- [ h ]** his, happy, hero, handle, help
- [ m ]** man, make, many, my, swim
- [ n ]** name, finish, not, nine
- [ r ]** red, read, rode, rich, very, room
- [ l ]** leap, long, last, like, lake, full
- [ w ]** will, wet, window, wash, was
- [ j ]** yellow, year, you, young, yes, piano, your

*Запомните буквосочетания и прочтите слова.*

<b>th</b>	[ θ ]	thank, think, thin, nothing, fifth
	[ ð ]	then, that, there, with, together

<b>sh</b>	[ ʃ ]	ship, sharp, fish, English, shilling
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<b>ch</b>	[ tʃ ]	each, Richard, much, change, lunch
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<b>tch</b>	[ tʃ ]	match, catch
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<b>ck</b>	[ k ]	back, black, clock, luck, track, pack
-----------	-------	---------------------------------------

<b>g</b>	[ dʒ ]	age, language, page, stage
		<b>j</b>

<b>sure</b>	[ ʒə ]	pleasure, measure, leisure
<b>zure</b>		seizure

<b>ng</b>	[ ŋ ]	sing, thing, English, king
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<b>nk</b>	[ ŋk ]	bank, tank, sink, link, drink
-----------	--------	-------------------------------

<b>ph</b>	[ f ]	photo, phone, phrase, physic
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<b>wh</b> (перед "o")	[ w ]	white, when, while, why
	[ h ]	who, whose, whole, whom

<b>wr</b>	[ r ]	write, wrong, wrap
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<b>kn</b>	[ n ]	know, knife, knee, knowledge
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<b>ps</b>	[ s ]	psychology, psychiatric
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<b>qu</b> (в конце слова)	[ kw ]	quite, quick, queen, quest
	[ k ]	clique, technique



*Прочитайте слова, обращая внимание на чтение буквосочетаний согласных.*

Three, when, catch, faith, whose, why, with, those, luck, think, such, lack, link, twice, wrote, whole, wrap, they, much, shut, phase, shape, quite, thing, when, know, where, knew, quote, shy, knife, shame, long, whose, wrench, photo, sphere.

## THE NOUN

*Существительное*

### Множественное число существительных

Множественное число существительных *образуется:*

1) *путем прибавления к существительному окончания -s, которая читается:*

**a) + s [z] после гласных, звонких согласных**

a boy — boys	a plan — ...
a judge — ...	a day — ...
a case — ...	a jail — ...
an exercise — ...	a crime — ...
a trace — ...	a law — ...
a friend — ...	an area — ...

**b) + es [ɪz] после -s, -x, -sh, -ch, -tch**

a box — boxes	a kiss — ...
a brush — ...	a bus — ...
a witness — ...	a church — ...
match — ...	watch — ...

**c) + s [s] после глухих согласных**

a text — texts	a flat — ...
a book — ...	a map — ...
a cup — ...	a court — ...
a street — ...	a print — ...

2) **a) изменение букв:**

$y \longrightarrow i + es [ɪz]$ (если y стоит после согласной)	$f \longrightarrow v + (e)s [ɪz]$
a city — cities	a wife — wives
a duty — ...	a thief — ...
an army — ...	a self — ...
a lady — ...	a leaf — ...
a story — ...	a knife — ...
a fly — ...	a shelf — ...

**b) + es [ɪz] после o (если o стоит после согласной)**

negro — negroes	hero — ...
potato — ...	cargo — ...
tomato — ...	motto — ...

**Запомните исключения!**

- a child — children (дети)  
 a man — men (мужчины)  
 a woman — women (женщины)  
 a tooth — teeth (зубы)  
 a foot — feet (ноги)

**Употребляются только:**

в единственном числе		во множественном числе	
money	- деньги	trousers	- брюки
advice	- совет	police	- полиция
evidence	- улики	thanks	- благодарность
information	- сведения	clothes	- одежда
news	- новость, новости	goods	- товары
knowledge	- знания	scissors	- ножницы
This news is very important.		The police are the official organization that is responsible for making people obey the law.	

**Притяжательный падеж существительных**

my friend's sister — сестра моего друга
my brothers' friends — друзья моих братьев
these children's names — имена этих детей

**Предлоги, передающие падежные окончания**

the streets <i>of</i> the city	улицы города
one <i>of</i> my friends	один из моих друзей
give this book <i>to</i> my friend.	дайте эту книгу моему другу
to play <i>with</i> children	играть с детьми
to write <i>with</i> a pen	Писать ручкой
to do something <i>by</i> mistake	сделать что-то по ошибке
to go home <i>by</i> bus	ездить домой автобусом
to tell <i>sb about</i> the event	рассказать кому-либо о событии

## THE PRONOUN

### Местоимение

	<b>Personal (Личные)</b>		<b>Possessive (Притяжательные)</b>	
	Именительный падеж	Косвенный падеж	Относительная форма	Абсолютная (без сущ.)
ед. число	I (я) you (ты) he (он) she (она) it (с неодуш.)	me (мне, меня) you (тебе, тебя) him (ему, его) her (ей, её) it (с неодуш.)	my (мой, -я, -ё) your (твой, -я, -ё) his (его) her (её) its	mine yours his hers its
мн. число	we (мы) you (вы) they (они)	us (нам, нас) you (вам, вас) them (им, их)	our (наш, -а, -е) your (ваш, -а, -е) their (их)	ours yours theirs

### Demonstrative Pronouns

#### Указательные местоимения

	<b>Singular (ед. ч.)</b>	<b>Plural (мн. ч.)</b>
This (эта, этот, это)	These (эти)	Указывает на лицо, понятие, событие, предмет, действие, близкие по месту или времени; указывает на нечто недавно упомянутое
That (та, тот, то)	Those (те)	Указывает на лицо, понятие, событие, предмет, действие, отдалённые по месту или времени

### Reflexive Pronouns

#### Возвратные местоимения

my him her it one	}	+ self	our your them	}	+ selves
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I do my home task *myself*.  
We read it *ourselves*.

Я делаю домашнее задание сам.  
Мы читаем это сами.

## Interrogative Pronouns

### Вопросительные местоимения

**Remember:**

<b>When?</b>	Когда?
<b>What?</b>	Что? Какой?
<b>Where?</b>	Где? Куда?
<b>Who?</b>	Кто?
<b>Whom?</b>	Кого? Кому?
<b>Whose?</b>	Чей?
<b>Which?</b>	Который? (при выборе)?
<b>How</b>	Как?
<b>How many?</b>	Сколько? (с исчисляемыми)
<b>How much?</b>	Сколько? (с неисчисляемыми)
<b>How old?</b>	Сколько лет?

## THE ADECTIVE

### Прилагательное

### Degrees of Comparison of Ajectives

#### Степени сравнения прилагательных

<b>Positive</b> <i>Положительная</i>	<b>Comparative</b> <i>Сравнительная</i>	<b>Superlative</b> <i>Превосходная</i>
large	larger	<u>the</u> largest
interesting	<u>more</u> interesting	<u>the most</u> interesting
<b>исключения:</b> good bad many (much) little	better worse more less	the best the worst the most the least
far	father (дальший) further (дальнейший)	the farthest (самый далекий) the furthest (самый дальний)
old	older (старее) elder (старше)	the oldest (самый старый) the eldest (самый старший)

**Note:**

Far — farther — the farthest (о расстоянии)

Far — further — the furthest (о времени)

## THE NUMERAL

### Числительное

Cardinal <i>Количественные</i>	Ordinal <i>Порядковые</i>	Cardinal <i>Количественные</i>	Ordinal <i>Порядковые</i>
1 one	1 <sup>st</sup> first	12 twelve	12 <sup>th</sup> twelfth
2 two	2 <sup>nd</sup> second	13 thirteen	13 <sup>th</sup> thirteenth
3 three	3 <sup>rd</sup> third	14 fourteen	14 <sup>th</sup> fourteenth
4 four	4 <sup>th</sup> fourth	15 fifteen	15 <sup>th</sup> fifteenth
5 five	5 <sup>th</sup> fifth	40 forty	40 <sup>th</sup> fortieth
6 six	6 <sup>th</sup> sixth	50 fifty	50 <sup>th</sup> fiftieth
7 seven	7 <sup>th</sup> seventh	60 sixty	60 <sup>th</sup> sixtieth
8 eight	8 <sup>th</sup> eighth	70 seventy	70 <sup>th</sup> seventieth
9 nine	9 <sup>th</sup> ninth	80 eighty	80 <sup>th</sup> eightieth
10 ten	10 <sup>th</sup> tenth	90 ninety	90 <sup>th</sup> ninetieth
11 eleven	11 <sup>th</sup> eleventh	100 a/one hundred	100 <sup>th</sup> hundredth

202 two hundred and two

1001 a (one) thousand and one

2325 two thousand, three hundred and twenty five

100,000 a hundred thousand

1,000,000 a million

0.8 nought point eight

1.02 one point nought two

### Dates

2000 two thousand

2004 two thousand and four (twenty o four)

In 2011 in twenty eleven

In 1945 in nineteen forty-five

In 1961 in nineteen sixty-one

November 10	10 November	}	read as:	November the tenth
November 10 <sup>th</sup>	10 <sup>th</sup> November			the tenth of November

25th January, 2021	the twenty fifth of January, twenty (and) twenty-one
the 3 <sup>d</sup> -millennium	the third millennium

Telephone number 01 — 629-8-495	o one — six two nine — eight — four nine five
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### Read and memorize the words:

minute	Sunday	January
hour	Monday	February
day	Tuesday	March
week	Wednesday	April
month	Thursday	May
	Friday	June
	Saturday	July
		August
		September
		October
		November
		December

### Prepositions of Time

*Предлоги времени*

<b>in</b> the morning	-	утром
<b>in</b> spring	-	весной
<b>in</b> February	-	в феврале
<b>in</b> 1988	-	в 1988 году
<b>in</b> two days	-	через два дня
<b>on</b> Sunday	-	в воскресенье
<b>on</b> the 1st of May	-	первого мая
<b>from</b> 9 a.m. <b>till</b> 7 p.m.	-	с 9 утра до 9 вечера
<b>during</b> the holidays	-	во время каникул
<b>for</b> two hours	-	в течение двух часов
<b>for</b> three years	-	в течение трех лет
<b>since</b> 1980	-	с 1980 года

### Time

*Время*

Excuse me, what time is it now? (Could you tell me the time?) It's ...	}	Который час?
10 o'clock now 5 minutes past two a quarter past six half past nine ten minutes to eleven a quarter to three		
		Сейчас 10 часов 5 минут третьего Четверть седьмого Половина десятого Без 10 минут 11 без четверти 3

## THE VERB

*Глагол*

### Infinitive

*Неопределенная форма глагола*

to work — работать

to read — читать

to go — идти

### Imperative Mood

*Повелительное наклонение*

Read it!

Прочтите это!

Let him do it!

Пусть он сделает это!

Let us (let's) go there.

Давайте пойдём туда.

Don't come in!

Не входите!

Don't let her do it today.

Пусть она не делает этого сегодня

## IRREGULAR VERBS

<b>Infinitive</b>	<b>Past Simple</b>	<b>Participle II</b>	<b>Participle I</b>	<b>Meaning</b>
be	was/were	been	being	быть
bear	bore	born	bearing	рождать, терпеть
beat	beat	beaten	beating	бить
become	became	become	becoming	становиться
begin	began	begun	beginning	начинать
bend	bent	bent	bending	сгибаться
bet	bet	bet	betting	держат пари
bite	bit	bitten	biting	кусать
blow	blew	blown	blowing	дуть, цвести
break	broke	broken	breaking	ломать
bring	brought	brought	bringing	приносить
build	built	built	building	строить
burst	burst	burst	bursting	раздражаться, взрывать(ся)
buy	bought	bought	buying	покупать
catch	caught	caught	catching	ловить
choose	chose	chosen	choosing	выбирать
come	came	come	coming	приходить
cost	cost	cost	costing	стоить
cut	cut	cut	cutting	резать
deal	dealt	dealt	dealing	иметь дело
dig	dug	dug	digging	копать
do	did	done	doing	делать
draw	drew	drawn	drawing	тащить, рисовать
drink	drank	drank	drinking	пить
drive	drove	driven	driving	гнать, ехать
eat	ate	eaten	eating	есть
fall	fell	fallen	falling	падать
feed	fed	fed	feeding	кормить
feel	felt	felt	feeling	чувствовать
fight	fought	fought	fighting	сражаться
find	found	found	finding	находить
fly	flew	flown	flying	летать
forbid	forbade	forbidden	forbidding	запрещать
forget	forgot	forgotten	forgetting	забывать
forgive	forgave	forgiven	forgiving	прощать
freeze	froze	frozen	freezing	замерзать
get	got	got	getting	получать, достигать
give	gave	given	giving	давать



go	went	gone	going	идти, уходить
grow	grew	grown	growing	расти
hang	hung	hung	hanging	висеть, вешать
have	had	had	having	иметь
hear	heard	heard	hearing	слышать
hide	hid	hidden	hiding	прятать
hit	hit	hit	hitting	ударять, падать
hold	held	held	holding	держаться, проводить
hurt	hurt	hurt	hurting	причинять вред, боль
keep	kept	kept	keeping	хранить
know	knew	known	knowing	знать
lay	laid	laid	laying	класть
lead	led	led	leading	вести
leave	left	left	leaving	оставлять
lend	lent	lent	lending	одалживать
let	let	let	letting	пускать
lie	lay	lain	lying	лежать
light	lit	lit	lighting	освещать
lose	lost	lost	losing	терять
make	made	made	making	делать, заставлять
mean	meant	meant	meaning	значить
meet	met	met	meeting	встречать
pay	paid	paid	paying	платить
put	put	put	putting	класть, ставить
read	read	read	reading	читать
ride	rode	ridden	riding	ехать верхом
ring	rang	rung	ringing	звонить
rise	rose	risen	rising	подниматься
run	ran	run	running	бегать
say	said	said	saying	говорить, сказать
see	saw	seen	seeing	видеть
seek	sought	sought	seeking	искать
sell	sold	sold	selling	продавать
send	sent	sent	sending	посылать
set	set	set	setting	устанавливать
shake	shook	shaken	shaking	трясти
shine	shone	shone	shining	светить(ся), сиять
shoot	shot	shot	shooting	стрелять
show	showed	shown	showing	показывать

shrink	shrank	shrunk	shrinking	сокращать(ся)
shut	shut	shut	shutting	закрывать
sing	sang	sung	singing	петь
sit	sat	sat	sitting	сидеть
sleep	slept	slept	sleeping	спать
speak	spoke	spoken	speaking	говорить
spend	spent	spent	spending	тратить
spill	spilled (spilt)	spilled (spilt)	spilling	проливать, разливать
split	split	split	splitting	расщеплять(ся)
spread	spread	spread	spreading	распространять
spring	sprang	sprung	springing	вскакивать, возникать
stand	stood	stood	standing	стоять
steal	stole	stolen	stealing	красть(ся)
stick	stuck	stuck	sticking	колоть, приклеиваться
strike	struck	struck	striking	ударять(ся)
swear	swore	sworn	swearing	клясться
sweep	swept	swept	sweeping	мести
swim	swam	swum	swimming	плавать
swing	swung	swung	swinging	качать(ся)
take	took	taken	taking	брать
teach	taught	taught	teaching	учить
tear	tore	torn	tearing	рвать
tell	told	told	telling	рассказывать
think	thought	thought	thinking	думать
throw	threw	thrown	throwing	бросать
understand	understood	understood	understanding	понимать
wake	woke	woken	waking	просыпаться, будить
wear	wore	worn	wearing	носить(ся) (одежда)
win	won	won	winning	выигрывать,
write	wrote	written	writing	писать

## GRAMMAR TABLES

### Глагол TO BE в Present Simple Tense

*Table 1*

+	–	?
I am	I am not	Am I?
You We They <span style="font-size: 2em; vertical-align: middle;">}</span> are	You We They <span style="font-size: 2em; vertical-align: middle;">}</span> are not	Are you? Is he?
He She It <span style="font-size: 2em; vertical-align: middle;">}</span> is	He She It <span style="font-size: 2em; vertical-align: middle;">}</span> is not	Are you a cadet? Yes, I am. No, I am not.

#### Глагол to be употребляется:

а) для обозначения существования или местонахождения кого-то (чего-то), для информации о ком-то (чем-то), о его деятельности.

Peter is a cadet.	Петр — курсант.
We are police officers.	Мы сотрудники полиции.
Moon is a planet.	Луна — это планета.
He is a capable student.	Он способный ученик.

б) в сочетании с прилагательным, выражая физическое, моральное или умственное состояние:

I am cold.	Мне холодно.
They are happy.	Они счастливы.
He is brave.	Он храбрый.

с) для обозначения возраста, времени ...

He is 20.	Ему 20 лет
It is 10 o'clock.	10 часов.

## Конструкция THERE IS / ARE

Употребляется для указания на наличие или отсутствие лица или предмета в определенном месте.

Конструкция **there is / are** соответствует русским предложениям со словами «имеется», «находится», «есть» и, как правило, не переводится.

There is There's	a correspondence faculty at Sant Petersburg University of the Ministry of the Interior	В Санкт-Петербургском университете МВД России есть факультет заочного обучения
There are There're	many faculties at our University	В нашем университете много факультетов

*Table 3*

		There	is 's	a book	on the table
			are 're	some books	
		There	is no is not (isn't) any	book	on the table
			are no aren't any	books	
	Is	there	a book any book	on the table?	Yes, there is. No, there isn't (any)
	Are		books any books		Yes, there are. No, there aren't (any)
What	is	there	on the table?	<b>There is a book on the table</b>	

**! Маршрут перевода:** перевод предложений с **there is/are ...** начинается с обстоятельства места, (со слов, отвечающих на вопрос: где?)

There are many lecture-halls at the university.

2
3
1

В университете много лекционных залов.

## Глагол TO HAVE (Present Simple Tense)

*Table 3*

	Утвердительная форма	Отрицательная форма	Вопросительная форма
I We You They	have	have no (no = not any) or do not have	Have ? Have any... ? Do ... have...?
He She It	has	has no (no = not any) or does not have	Has....? Has....any...? Does ... have...?

**Note!** В *Present Simple* в значении «иметь» может также использоваться форма **have (has) got** (преимущественно в разговорной устной и письменной речи).

## Функции глагола TO HAVE

*Table 4*

1. Смысловой глагол, значение: иметь	I <u>have</u> a father, a mother and a sister — У меня есть папа, мама и сестра.
2. Вспомогательный глагол, служит для образования времен группы Perfect; не переводится, обозначает завершенность действия	He <u>has graduated</u> from the University — Он окончил университет.
3. Модальный глагол — эквивалент глагола must (to have to); означает: 1) Have to в основном выражает общие обязательства (или правила), в то время как must используется для конкретных и личных обязательств; 2) долженствование, необходимость совершения действия в силу каких-то обстоятельств	1) To get a driving licence you have to pass a driving test and show your skills in driving. Чтобы получить водительские права, вы должны сдать (пройти) тест на вождение и показать свои навыки вождения. 2) I <u>have to</u> get up early tomorrow. Завтра мне нужно встать рано.

## English Grammar Tenses

### Active Voice PRESENT TENSES

Table 5

	<b>SIMPLE (Indefinite) V-1</b>	<b>CONTINUOUS (Progressive) to be (am, is, are) + V-ing</b>	<b>PERFECT to have (have, has) + V-ed; V-3</b>
<i>Affirmative</i>	I (We, You, They) <b>ask</b> . He (She, It) <b>asks</b>	I <b>am asking</b> . He (She, It) <b>is asking</b> . We (You, They) <b>are asking</b>	I (We, You, They) <b>have asked</b> . He (she, it) <b>has asked</b>
<i>Interrogative</i>	<b>Do</b> I (we, you, they) <b>ask</b> ? <b>Does</b> he (she, it) <b>ask</b> ?	<b>Am</b> I <b>asking</b> ? <b>Is</b> he (she, it) <b>asking</b> ? <b>Are</b> we (you, they) <b>asking</b> ?	<b>Have</b> I (we, you, they) <b>asked</b> ? <b>Has</b> he (she, it) <b>asked</b> ?
<i>Negative</i>	I (We, You, They) <b>do not (don't) ask</b> He (She, It) <b>does not (doesn't) ask</b>	I <b>am not asking</b> . He (She, It) <b>is not (isn't) asking</b> We (You, They) <b>are not (aren't) asking</b>	I (You, We, They) <b>have not (haven't) asked</b> He (she, it) <b>has not (hasn't) asked</b>

### PAST TENSES

Table 6

	<b>SIMPLE (Indefinite) V-2</b>	<b>CONTINUOUS (Progressive) to be (was, were) + V-ing</b>	<b>PERFECT to have (had)+ V-ed; V-3</b>
<i>Affirmative</i>	I (He She, It, We, You, They) <b>asked</b> .	I (He, She, It) <b>was asking</b> . We (You, They) <b>were asking</b>	I (He She, It, We, You, They) <b>had asked</b> .
<i>Interrogative</i>	<b>Did</b> I (he she, it we, you, they) <b>ask</b> ?	<b>Was</b> I (he she, it) <b>asking</b> ? <b>Were</b> we (you, they) <b>asking</b> ?	<b>Had</b> I (he she, it we, you, they) <b>asked</b> ?
<i>Negative</i>	I (He, She, It, We, You, They) <b>did not (didn't) ask</b>	I (He She, It) <b>was not (wasn't) asking</b> We (You, They) <b>were not (weren't) asking</b>	I (He, She, It, We, You, They) <b>had not (hadn't) asked</b>

## FUTURE TENSES

Table 7

	Simple (Indefinite) <b>Will +V-1</b>	Continuous (Progressive) to be ( <b>will be</b> ) + <b>V-ing</b>	Perfect to have ( <b>will have</b> ) + <b>V-ed</b> ; <b>V-3</b>
<i>Affirmative</i>	I (He She, It, We, You, They) <b>will ask.</b>	I (He She, It, We You, They) <b>will ('ll) be asking.</b>	I (He (She, It We, You, They) <b>will have asked.</b>
<i>Interrogative</i>	<b>Will</b> I (he, she, it, we, you, they) <b>ask?</b>	<b>Will</b> I (he, she, it, we, you, they) <b>be asking?</b>	<b>Will</b> I (he, she, it. we, you, they) <b>have asked?</b>
<i>Negative</i>	I (He, She, It, We, You, They) <b>will not (won't) ask.</b>	I (He, She, It, We, You, They) <b>(will not (won't) be asking.</b>	I (He, She, It, We, You, They) <b>will not (won't) have asked.</b>

## Passive Voice PRESENT TENSES

Table 8

	<b>SIMPLE (Indefinite)</b> to be ( <i>am, is, are</i> ) <b>V-3</b>	<b>CONTINUOUS (Progressive)</b> to be ( <i>am being, is being, are being</i> ) + <b>V-3</b>	<b>PERFECT</b> to be ( <i>have been, has been</i> ) + <b>V-ed</b> ; <b>V-3</b>
<i>Affirmative</i>	I <b>am asked.</b> He (She, It) <b>is asked.</b> We (You, They) <b>are asked</b>	I <b>am being asked.</b> He (She, It) <b>is being asked.</b> We (You, They) <b>are being asked</b>	I (We, You, They) <b>have been asked.</b> He (she, it) <b>has been asked</b>
<i>Interrogative</i>	<b>Am</b> I asked? <b>Is</b> he (she, it) asked? <b>Are</b> we (you, they) asked?	<b>Am</b> I being asked? <b>Is</b> he (she, it) being asked? <b>Are</b> we (you, they) being asked?	<b>Have</b> I (we, you, they) been asked? <b>Has</b> he (she, it) been asked?
<i>Negative</i>	I <b>am not asked.</b> He (She, It) <b>is not asked.</b> (You, We, They) <b>are not asked</b>	I <b>am not being asked.</b> He (She, It) <b>is not being asked.</b> We (You, They) <b>are not being asked</b>	I (We, You, They) <b>have not (haven't) been asked.</b> He (she, it) <b>has not (hasn't) been asked.</b>

## PAST TENSES

Table 9

	<b>SIMPLE (Indefinite)</b> to be ( <i>was, were</i> ) V-3	<b>CONTINUOUS (Progressive)</b> to be ( <i>was being, were being</i> ) + V-3	<b>PERFECT</b> to be ( <i>had been</i> ) + V-ed; V-3
<i>Affirmative</i>	I (She, It) <b><i>was asked.</i></b> We (You, They) <b><i>were asked</i></b>	I (She, It) <b><i>was being asked.</i></b> We (You, They) <b><i>were being asked</i></b>	I (He, she, it, We, You, They) <b><i>had been asked</i></b>
<i>Interrogative</i>	<b><i>Was</i></b> I (he, she, it) <b><i>asked?</i></b> <b><i>Were</i></b> we, (you, they) <b><i>asked?</i></b>	<b><i>Was</i></b> I (she, it) <b><i>being asked?</i></b> <b><i>Were</i></b> we (you, they) <b><i>being asked?</i></b>	<b><i>Had</i></b> I (he, she, it, we, you, they) <b><i>been asked?</i></b>
<i>Negative</i>	I <b><i>am not asked.</i></b> He (She, It) <b><i>is not (isn't) asked.</i></b> (You, We, They) <b><i>are not (aren't) asked</i></b>	I (He, She, It) <b><i>was not (wasn't) being asked.</i></b> We (You, They) <b><i>were not (weren't) being asked</i></b>	I (He, She, It We, You, They) <b><i>had not (hadn't) been asked</i></b>

## FUTURE TENSES

Table 10

	<b>SIMPLE (Indefinite)</b> Will + V-1	<b>CONTINUOUS (Progressive)</b>	<b>PERFECT</b> To have ( <i>will have</i> ) + V-ed; V-3
<i>Affirmative</i>	I (He She, It, We, You, They) <b><i>will be asked</i></b>	<i>There is NO PASSIVE FORM in the Future Continuous!!!</i>	I (He (She, It We, You, They) <b><i>will have been asked</i></b>
<i>Interrogative</i>	<b><i>Will</i></b> I (he, she, it, we, you, they) <b><i>be asked?</i></b>		<b><i>Will</i></b> I (he, she, it. we, you, they) <b><i>have been asked?</i></b>
<i>Negative</i>	I (He, She, It, We, You, They) <b><i>will not (won't) be asked</i></b>		I (He, She, It, We, You, They) <b><i>will not (won't) have been asked</i></b>



## MODAL VERBS AND THEIR EQUIVALENTS

### Modal Verbs

*Table 11*

<b>can</b>	мочь (физическая или умственная способность)
<b>may</b>	мочь (разрешение, позволение)
<b>must</b>	должен
<b>should ought to</b>	должен, следует (моральная обязанность, совет)
<b>need needn't</b>	нужно? надо? (вопросительные предложения) не следует, нет необходимости (отрицательные предложения)
<b>shall</b>	1. (вопросительные предложения) оттенок долженствования при обращении к собеседнику с целью получить от него распоряжение, указание 2. (утвердительные предложения) обозначает инструкции или команды — должен, следует = should (в формальной речи)

*Examples:*

The suspect may take any position in the identification group he wishes.

Unfortunately, once you begin a life of crime you can't get out of it easily.

The prosecution must provide evidence to establish defendant's guilt.

People should not drive too fast and they should always wear seat-belts.

“Need I go to the crime scene with you?”

“Yes, you must.”

“(No, you needn't.)”

“Must I go with you?”

“No, you needn't, you must stay here till I come back.”

“Shall I call another witness?”

“No, you needn't, I've interviewed him.”

“The police shall protect the rights, freedoms and lawful interests of a human being and citizen.”

Подозреваемый может занять любое место, которое он хочет, в группе опознаваемых.

К сожалению, начав однажды преступную жизнь, вы не можете легко ее бросить.

Обвинение должно представить доказательство для установления вины подсудимого.

Водители не должны ездить очень быстро, и они должны (им следует) пристегивать ремни безопасности.

— Мне нужно идти (ехать) на место преступления с Вами?

— Да

— (Нет).

— Я должен ехать с вами?

— Нет, не нужно, вы должны оставаться здесь до тех пор, пока я вернусь.

— Мне позвать другого свидетеля?

— Нет, не нужно, я его опросил.

— Полиция должна защищать права, свободы и законные интересы человека и гражданина.

## Modals and their Equivalents

Table 12

<i>Present</i>	<i>Past</i>	<i>Future</i>	<i>Equivalents</i>
<b>can</b>	could	—	be able to
<b>may</b>	might (в согласовании времен)	—	be allowed to
<b>must</b>	—	—	have to (должен, вынужден — по обстоятельствам); be to (должен — по плану, расписанию, договоренности); should, ought to (следует, должен — совет, моральный долг, обязанность)

**NOTE!** **Have to** mainly expresses general obligations (or rules), while **must** is used for specific or personal obligations:

**Have to** в основном выражает общие обязательства (или правила), в то время как **must** используется для конкретных и личных обязательств:

Cadets **have to** wear a uniform.

I **must** tell you something.

*Examples:*

He *could* drive a car when he was 16.

Он *умел* водить машину, когда ему было 16 лет.

The policeman was wounded but he *was able to* catch the criminal.

Полицейский был ранен, но он *смог* поймать преступника.

Our lecture *was to* begin at 9.

Наша лекция должна была начаться в 9 часов.

Table 13

**don't have to = needn't** (нет необходимости)  
**didn't have to = didn't need** (не было необходимости)

They don't have to (needn't) appeal as he is acquitted.

Им не нужно (нет необходимости) подавать апелляцию, т. к. он оправдан.

He didn't have to (didn't need) to wear uniform yesterday as he had his day off.

Ему не нужно было (не было необходимости) надевать форму вчера, т. к. у него был выходной.

## LEISURE TIME

### (Going Abroad)

#### At the Airport

#### 1. Listen to the announcements and do the tasks (video “Flight Announcements”).

##### Flight Announcements in the Airport

*Объявления о рейсах в аэропорту*

flight number	номер рейса
destination	пункт назначения
gate	выход
passenger	пассажир
delay	задержка, задерживаться
board final boarding call	борт, окончание посадки (заканчивается посадка)
be ready to leave	быть готовым к вылету
boarding ticket	посадочный талон (билет)

#### Check in

*Регистрация*

ticket	билет
suitcase	чемодан
pack	упаковывать
electrical goods	электроприборы
electric shaver	электробритва
hand luggage	ручная кладь
aisle (window) seat	место у прохода (окна)
seat number	номер места
departure gate (boarding gate)	выход на посадку
boarding	посадка
certainly	конечно
newspaper (Daily Mail)	газета
there you go	вот
Take ...mind off things	отвлечься от всего
be nervous	нервничать
worry	волнуйся
safest	самый безопасный
travel	путешествовать
take off	взлетать

entertainment	развлечение
film guide	фильмам
magazine	журнал
shortly	вскоре
call for assistance	позвать на помощь
serve dinner	подавать ужин
fish	рыба
steak	стейк
vegetarian	вегетарианский
option	вариант, возможность выбора
be back	возвращаться
enjoy the flight	наслаждаться полетом
in-flight shop	в магазине самолета
order	заказывать
duty-free goods	беспошлинные товары
pay by credit card	платить кредитной картой
major	основной
accept	принимать
purchase	покупка, покупать
exceed	превышать
a bottle of scotch whiskey	бутылка шотландского виски
titanium sunglasses	титановые солнцезащитные очки
a total bill comes to....	общий счет составляет ....
sure	конечно

**Watch a video “At the Airport”. Make up a dialogue based on the video. Use the vocabulary above.**

**Work with vocabulary.**

**Present this information in Russian for passengers from Russia and Russian – speaking people.**

Items that are NOT allowed in your carry-on: Pack these in your checked luggage	
Self defence items	Nerf guns, BB guns, and their ammunition Firearms — packed securely in a hard-sided case Pepper spray and mace spray — allowed in checked luggage if equipped with a safety mechanism to prevent accidental discharge.
Sporting goods	Hockey/ lacrosse sticks, golf clubs, baseball/cricket bats, martial arts equipment
Sharp objects	Box cutters, large scissors, tent spikes, knives are allowed in your checked baggage if they are securely wrapped.
Alcohol	Bottles of wine/ alcoholic beverages (up to 70 percent alcohol)

	are permitted if they are in their unopened retail packaging. For the number of bottles allowed check with your airline or confirm the country limits.
<i>Items NOT allowed in carry-on or checked luggage: Leave these at home</i>	
Flammable items	Paints, fuels, gasoline, lighter fluid, being highly flammable, are not allowed on board.
Chemicals	Chlorine, bleach, fertilizers, spray paint cannot be transported.
Explosive items	Fireworks, Christmas crackers and flares are not permitted.
Alcohol (over 70%)	Alcoholic beverages over 140 proofs, such as grain alcohol, are not allowed on board or in the cargo hold.

**Situation:**

Stephen Jones is going through Security Check.

Match the information from the 2 columns to make up a dialogue.

<i>Security</i>		<i>Stephen</i>	
	Please put on carry-on baggage on the conveyer. This way, Sir. (Beep). Please empty your pockets and go through again through, Sir. Pardon me, what do you have in this pocket?		No, not at all. Here you go.
	Would you mind opening your briefcase, Sir?		Sorry. I didn't actually know this.
	Thank you. I see you have some fireworks in it.		Oh, sorry, just some keys.
	Fireworks, Christmas crackers and flares are prohibited on board a plane.		Yes, I've bought them for Christmas holiday.
	Would you mind turning on MP3 player for me, Sir?		Of course. There you are.
	Thank you. And could you please remove your shoes for examination?		Oh, yes,
	Thank you for your cooperation, Sir. You can go through now.		Thank you, officer

**Make up your own dialogue dealing with going through Security Check.**

**Arrival**  
*Прибытие*

**Note:**

Mind the difference:

*Where do you come from = Where are you from? – откуда Вы (родом).*

*Where have you come from? – Откуда Вы прибыли?*

*Here you are = There you go — Вот (то, что вам было нужно или о чем вы просили; я представляю вам это)*

*How long are you staying? = How long will you be staying? –*

*Как долго вы пробудете здесь?*

**Situation:**

An inspector is carrying out passport control in the airport.

Choose questions to Mr. Kim's answers from the words in the box.

Reproduce the dialogue.

What is the nature of your visit? Fine. Here's your passport back, Mr. Kim. May I see your passport? Good morning. Where have you come from? Welcome to Russia and enjoy your stay. And how long are you staying in Saint Petersburg?

Inspector:	
Mr. Kim:	Good morning. From China
Inspector:	
Mr. Kim:	Here you are
Inspector:	
Mr. Kim:	I am on business trip
Inspector:	
Mr. Kim:	For a week
Inspector:	
Mr. Kim:	Thank you.
Inspector:	
Mr. Kim:	Thank you, officer.

**Customs Control**

*Таможенный контроль*

**Situation 1:**

Mr. Kim is going through the Customs.

Choose Customs Officer's questions and Mr. Kim's answers from the words in the box to make up a dialogue.

Reproduce the dialogue.

No, nothing. Just normal allowance. Excuse me, do you have anything to declare? Have you read the Customs form, Sir? Yes, I have. Sure. That's fine, thank you. You may proceed. Enjoy your stay in Russia. OK, then, could you open your suitcase for me, please? Thanks.

### Situation 2:

Jane Ford is going through the Customs.

Choose Customs Officer's questions and Jane Ford's answers from the words in the box to make up a dialogue.

Reproduce the dialogue.

Do you have anything else? One bottle. It's a liter, I think. That's OK. Yes, I have some perfume. How much whisky do you have? Yes, that's it. There are no restrictions on perfume for personal use. Is that all? That's OK. Well, I have some whisky. You can go through. Excuse me, do you have anything to declare?

### Notes!

declare — заявлять

restrictions — ограничения

### Lost Baggage

#### *Потерянный багаж*

baggage (luggage)	багаж
baggage (luggage) claim	получение багажа
lose (lost, lost)	потерять (потерял, потерянный)
representative	представитель
come off	сходить
zip code	почтовый индекс
fill out	заполнить
description	описание
value	ценность, стоимость
value of contents	стоимость содержимого
item	предмет
insurance	страховка
insurance company	страховая компания
turn up	
shirt	рубашка
socks	носки
underwear	нижнее белье
No, why?	Нет, а что?

**Situation:**

James Baker is waiting at the baggage claim at Boston's Logan airport. Match the questions of the airport representative and James Baker's answers. Reproduce the dialogue.

<b>James</b>	<b>Airport representative</b>
Excuse me. My bag hasn't arrived yet	Do you have the list of all missing items?
GA642 from Rome. All bags came off the baggage claim and mine is missing.	We'll try to find it for you. Can you fill out this form? Description of bag, flight number, value of contents, etc.
It had my name, address, zip code, and telephone number.	And don't worry. Ninety-eight percent of lost bags turn up eventually.
Oh, yes.	Did you write your name on it?
No. Why?	If it doesn't turn up in twelve hours your insurance will pay for the things you need right now – a clean shirt, socks, underwear, this kind of things.
OK.	What flight?
I hope so.	Your insurance company might ask you for a list. You'd better write one.

**Make up your own dialogue dealing with missing luggage.**

### Flight Reservation

#### *Бронирование авиабилетов*

reserve a seat	зарезервировать место
round-trip ticket	билет туда и обратно
one-way ticket	билет в один конец
fixed date ticket	билет с фиксированной датой
open ticket	билет с открытой датой
via	через/с помощью
afford	позволить себе
non-stop flight	беспосадочный полет (полет на воздушном судне без промежуточных посадок)
coach (economy) class	эконом-класс
cheap	дешевый
depart	вылет
(sitting) preference	предпочтения (в выборе места)
how much is that going to be?	сколько это будет стоить?
available	доступный



suit	ПОДХОДИТЬ
window seat	МЕСТО у ОКНА
aisle seat	МЕСТО у ПРОХОДА

**Read and reproduce the dialogue.**

Travel agent	Good morning. Can I help you?
Emily	Yes. I'd like to reserve a seat for a flight Dubai.
Travel agent	Dubai? Would that be a round-trip ticket or one-way?
Emily	Round-trip, please.
Travel agent	And for what date?
Emily	The 20 <sup>th</sup> of May, if possible.
Travel agent	Saturday, the 20 <sup>th</sup> ? What about the return date? Do you have a fixed date in mind, or do you have an open ticket?
Emily	I have to return on the 10 <sup>th</sup> of June. Fixed, please.
Travel agent	Non-stop?
Emily	Non-stop, please.
Travel agent	What class?
Emily	Coach, please.
Travel agent	What time do you want to depart?
Emily	Are day-time flights available?
Travel agent	Does 11:30 suit you? It's a seven-hour flight.
Emily	Yes, that's fine.
Travel agent	Do you have a sitting preference?
Emily	Window seat, please. How much is that going to be?
Travel agent	Nine hundred and twenty dollars, please.
Emily.	Here you are.

**Situation:**

You are going on a business trip /holiday. Reserve a seat.

**Profession and Occupations**

*Профессия и работа*

**a) Match the English and Russian Equivalentents.**

<b>1</b>	accountant	<b>a</b>	a person that prepared food for others, often in a restaurant or café
<b>2</b>	actor / actress	<b>b</b>	a person that designs building and houses
<b>3</b>	architect	<b>c</b>	they write books or novels
<b>4</b>	astronomer	<b>d</b>	-a person that collects trash/rubbish

			from bins in the street
<b>5</b>	author	<b>e</b>	a person that drives buses
<b>6</b>	baker	<b>f</b>	a person that makes things from wood including houses and furniture
<b>7</b>	bus driver	<b>g</b>	a person who studies the stars and the universe
<b>8</b>	carpenter	<b>h</b>	a person that works with electric circuits
<b>9</b>	chef/cook	<b>i</b>	They make bread and cakes and normally work in a bakery
<b>10</b>	cleaner	<b>j</b>	a person that works with the money and accounts of a company
<b>11</b>	dentist	<b>k</b>	a person you go to see when you are ill or have some type of health problem
<b>12</b>	designer	<b>l</b>	a person that cleans/tidies an area or place (such as in an office)
<b>13</b>	doctor	<b>m</b>	a person that acts in a play or a movie
<b>14</b>	dustman/refuse collector	<b>o</b>	a person who has the job of designing things.
<b>15</b>	electrician	<b>p</b>	a person that can fix problems you have with your teeth

b)

<b>1</b>	engineer	<b>a</b>	a person that puts out fires
<b>2</b>	factory worker	<b>b</b>	a person that gives lectures, usually in a university
<b>3</b>	farmer	<b>c</b>	a person that keeps gardens clean and tidy. They take care of the plants in the garden
<b>4</b>	fireman/fire fighter	<b>d</b>	a person that repairs machines, especially car motors
<b>5</b>	gardener	<b>e</b>	a person trained to help a doctor look after the sick or injured.
<b>6</b>	hairdresser	<b>f</b>	a person that defends people in court and gives legal advice
<b>7</b>	journalist	<b>g</b>	they cut your hair or give it a new style
<b>8</b>	judge	<b>h</b>	a person that reads the news, normally on television
<b>9</b>	lawyer	<b>i</b>	a person that works on a farm, usually with animals

<b>10</b>	lecturer	<b>j</b>	a person that saves lives where people swim (at a beach or swimming pool)
<b>11</b>	librarian	<b>k</b>	a person that works in a factory
<b>12</b>	lifeguard	<b>l</b>	a qualified person that decides cases in a law court
<b>13</b>	mechanic	<b>m</b>	a person that works in a library.
<b>14</b>	newsreader	<b>o</b>	a person who develops solutions to technical problems. They sometimes design, build, or maintain engines, machines, structures or public works
<b>15</b>	nurse	<b>p</b>	a person that makes new reports in writing or through television

c)

<b>1</b>	optician	<b>a</b>	a person who flies a plane
<b>2</b>	painter	<b>b</b>	a person that delivers mail to your house
<b>3</b>	pharmacist	<b>c</b>	a person that organizes and sells holidays and flights for others
<b>4</b>	photographer	<b>d</b>	a person that takes photos
<b>5</b>	pilot	<b>e</b>	a person that passes knowledge to students, usually at school
<b>6</b>	plumber	<b>f</b>	a person that patrols areas to check that people do not park in the wrong place
<b>7</b>	policeman/policewoman	<b>g</b>	a qualified person that works with and dispenses medicine
<b>8</b>	postman	<b>h</b>	a person who works for the army
<b>9</b>	receptionist	<b>i</b>	a person that works in a food outlet, looking after customers and serving food
<b>10</b>	scientist	<b>j</b>	a person that paints pictures or the interior and exterior of buildings
<b>11</b>	shop assistant	<b>k</b>	a qualified person that looks after sick animals
<b>12</b>	soldier	<b>l</b>	a person that translates from one language to another
<b>13</b>	teacher	<b>m</b>	a person that checks your eyes and try and correct any problems with your sight
<b>14</b>	translator	<b>o</b>	a person that works in the science industry. They do many experiments
<b>15</b>	traffic warden	<b>p</b>	a member of the police force. They

			(try and) prevent crime
16	travel agent	q	a person that works in a shop or store selling products
17	veterinary doctor (vet)	r	a person that is at the reception (entrance) of a company
18	waiter/waitress	s	a person that repairs your water systems or pipes

**Watch a video “Learn English — Asking About Occupations, what is your Job”.**

**Make up dialogues dealing with occupations.**

Example:

- What do you do for living?
- I am a travel agent.
- What does your work include?
- I organize and sell holidays and flights for people.
- Do you like your job?
- Yes, I do. I like to help people enjoy their holiday.

## Introduction

### Знакомство

#### 1. Learn how to introduce oneself and others.

A. *To introduce yourself to other person you can use these expressions*

Formal

- How do you do. My name is ...
- How do you do. I don't think we've met before. My name is ...
- May I introduce myself?
- Allow me to introduce myself ...

Informal

- Hello, I'm ...
- Hi, I'm ...

B. *To introduce someone to another person you can say:*

Formal

- I'd like to introduce ...
- Can I introduce ... This is ...
- I don't think you've met ...
- May I introduce you to ...
- Let me introduce you to ...

Informal

- Hi, this is ...
- Hello, this is ...
- Meet ... This is ...

C. *The answer can be:*

Formal

- How do you do.
- I'm glad to meet you
- I'm very glad to meet you
- It's very nice to meet you
- I'm happy to meet you

Informal

- Hi/Hello
- Glad to meet you.
- Pleased to meet you

## Starting Conversation

### *Начало разговора*

#### 1. Match the questions and responses

1	Where are you from? Where do you come from?	a	I've been here since Friday. I've been here for three days.
2	How long have you been here? Have you been here long?	b	I am on a business trip here.
3	Where are you staying?	c	I am from Vienna. I come from Vienna.
4	When did you get there?	d	Yes, I am.
5	How long are you staying? How long will you be staying?	e	At Generator Madrid Hostel.
6	Why are you here for? Why are you here?	f	I like very much. It has a lot of attractions to be seen.
7	Are you here on business?	g	I got here three days ago.
8	Do you like Madrid? What do you think of Madrid?	h	Until next Sunday. For another five days.

#### 2. Watch a video "Introduction. Greetings" and do the tasks.

### Introduction

#### *Знакомство*

#### Informal (неофициальное)

Hi, I am..	Привет, я..
Hello. My name is...	Здравствуйте. Меня зовут...
This is my friend, Sue	"Hi, Sue. Nice to meet you." "Nice to meet you too." <b>Or:</b> "Hello, Sue. I am happy to meet you." "Lovely to meet you too."

#### Formal (официальное)

Hello. I don't think we've met. Let me introduce myself. My name is...	
Good morning/afternoon/evening. Allow me to introduce myself. My name is...	
May I introduce my colleague, Sue Halen?	"How do you do, Ms. Halen." "How do you do."

Allow me to introduce my colleague, Sue Halen. I would like you to meet my colleague, Sue Halen.	<b>Or:</b> “It’s a pleasure to meet you, Ms. Halen.” “I am very pleased to meet you too.”
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## Greetings

### *Приветствие*

#### Informal

Hi, Sue. How are you?	Fine, thanks. And you?
Hello, Sue. How are you doing?	Great, thanks. How about you?
	“Hi, Sue. Nice to meet you.” “Nice to meet you too.” <b>Or:</b> “Hello, Sue. I am happy to meet you.” “Lovely to meet you too.”

#### Formal

Good morning Ms. Halen. How are you today?	I am very well, thank you. And you? <b>Or:</b> “Hello, Ms. Halen. It’s nice to see you again.” “It’s nice to see you again too.” <b>Or:</b> And you.
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## Saying goodbye

### *Прощание*

#### Informal

I must go. Catch you later.	Ok. See you later. Bye.
I’ll be off now. Speak to you later.	Sure. Take care.

#### Formal

Goodbye. It’s been a pleasure meeting.	The pleasure is mine. I hope to see you again soon.
I must be on my way. It was nice seeing you again.	Likewise. I look forward to seeing you again soon.

## Conversation

### *Разговор*

#### Informal

Kate: Hello. My name is Kate.

Julie: Hi, Kate, I'm Julie.

Kate: Nice to meet you, Julie.

Julie: Nice to meet you too.

Kate: This is my friend Sue.

Julie: Yes, I know. We've already met. How are you, Sue?

Sue: Fine, thanks. And you?

Julie: Great, thanks.

Kate: We must go now. Speak to you later, Julie.

Julie: OK. See you both later.

#### Formal

Kate: Good morning. I don't think we've met. Let me introduce myself. My name is Kate Russel.

Julie: How do you do. My name is Julie Bates.

Kate: How do you do, Ms. Bates. Allow me to introduce my colleague, Sue Halen.

Julie: Well, actually, we've already met. Hello, Ms. Halen. How are you?

Sue: Very well, thanks you. It's very nice to see you again.

Julie: And you?

Kate: Well, we must be on our way. It has been a pleasure meeting you, Ms. Bates. I hope to see you again soon.

Julie: I likewise. I look forward to seeing you again.

#### Situations:

- a) You are on business trip. Introduce yourself to Mr. James Green.
- b) You've met your friend whom you are studying with at university. Introduce him to your brother.

#### Staying at a Hotel

##### *Проживание в отеле*

book a room	забронировать номер
a single room	одноместный номер
sure	конечно
a rent (for the room)	плата (за номер)
make the booking	сделать заказ
confirm	подтверждать
check in	зарегистрироваться
have a reservation	забронировать номер
according to	в соответствии с
record	запись
guest	гость



hold on	подождать, не класть трубку
mistake	ошибка
check	проверять
exactly	именно
confusion	путаница. недоразумение
luckily	к счастью
available	доступный, в наличии
luggage	багаж
bell boy	посыльный
check out	выписаться
bill	счет
reception	стойка администратора
arrive	прибытие
welcome	добро пожаловать
feedback	обратная связь, отзыв
let me know	дайте мне знать
housekeeping department	отдел ведения домашнего хозяйства
housekeeper	горничная
reception	стойка администратора, регистратура
key	ключ
change the bedding	сменить постельное белье
porter	портье, носильщик
guide	провести
assistant housekeeping manager	помощник менеджера по уборке номеров отеля

Watch a video “At a hotel – English video lesson”.

Match the receptionist’s (or assistant housekeeping manager) and client’s questions and answers to make up dialogues. Word combinations in the right-hand columns are put in the correct order.

### Making a room reservation

*Бронирование номера*

Receptionist	Client
Yes, it is. How can I help you, Sir?	Hello, is that The Resident?
Sure. What sort of room do you want?	OK. No problems.
All right. The rent for the room is \$60 per day.	All right. Thank you.
I will make the booking, Sir. Someone will call you up from the hotel later and conform it.	I want to book a room for the 19 <sup>th</sup> .

**Check in**  
*Регистрация*

1st Example

<b>Receptionist</b>	<b>Mark Nelson</b>
May I have your name, please?	Yes, exactly.
Okay, Mr. Nelson. According to our records a room for two guests was booked under your name.	It's Mark Nelson.
Okey, let me check again. Here we are. Your booking is for the 19 <sup>th</sup> , right?	Thank you.
I am sorry. There must have been some confusion. Luckily, we have a single room available. You can use the room 309.	Hi, I have a reservation for tonight.
	A single room, please. For 3 days.
	No, hold on. There must be some mistake. I have booked a room for one person only.

**Check in in**  
*Регистрация*

2<sup>nd</sup> Example

<b>Receptionist</b>	<b>Mark Nelson</b>
Welcome to The Resident Hotel. How can I help you?	It's Mark. Mark Nelson.
Sure. May I have your name?	Thanks.
Yes. We have your room ready, Mr. Nelson. It's on the 3 <sup>rd</sup> floor. The porter will guide you.	I have a booking here. For a single room.
I will ask the bell boy to get it.	Thank you. My luggage is in the taxi outside.

**Checking out**  
*Выезд из отеля*

<b>Receptionist</b>	<b>Mark Nelson</b>
	Hi! I want to check out. Can you please get my bill? I will be at the reception in about 15 minutes.

Sure. I will have it ready for you when you arrive.	Yes, it was fine, thank you.
I hope your stay here was comfortable, Sir.	Well, my dinner arrived a bit late, but everything else was okay.
Welcome. If you have any feedback, you can let me know.	No problem. I like this hotel
I am sorry to hear that, Sir. I will make sure that doesn't happen again.	Thanks. I appreciate it.

### Requesting Housekeeping Assistance

*Просьба о помощи*

Assistant housekeeping manager	Mark Nelson
Sure, Sir. You will have to leave your keys at the reception.	Okay. That's not a problem.
The housekeeping department will have your room cleaned and the bedding changed.	Thank you.
You are welcome, Sir.	Hi, I am going out and I will be back in the evening. Can you please ask the housekeeping to clean my room?

**Watch the video once more and make up your own dialogues dealing with staying at a hotel.**

**Watch a video “At a Hotel Part II – Basic English Conversation Lessons — English Conversations at a Hotel”.**

**Choose statements which correspond to the video.**

1. The first client is from room 365.
2. The client asks a receptionist to wake him up next morning at 5:30 and serve coffee at a quarter to 6.
3. The first client asks a receptionist to wake him up next morning because he wants not to be late for a train.
4. The second client asks a receptionist to book a taxi for him because he is having a meeting at 7 tomorrow morning,
5. The café where the meeting is going to take place is far from the hotel.
6. The third client wants his clothes to be taken to the laundry. He cannot do this because doing laundry usually takes 3 days.
7. A woman from room 563 asks for her room to be cleaned.
8. She wants it to be done right now because she wants to go to the cinema later.

**Watch a video “How to Describe Common Hotel Problems”.**

**Remember some words and word combinations.**

complain	жаловаться
remote control	дистанционное управление
shower	душ
clean the room	убирать комнату
serve the tea	подавать чай
towel	полотенце
noise	шум
next room	соседняя комната (соседний номер)
the bedding	постельное белье
loud	громкий

**Choose the statement which fits best to the video.**

**Choose the answer (a, d or c) which you think fits best according to the video.**

1. The first client's complaint is ...
  - a) the Internet doesn't work.
  - b) the remote control doesn't work.
  - c) the shower doesn't work.
2. The first client also wants ...
  - a) to have the room cleaned.
  - b) to have tea served.
  - c) to have more towels.
3. The second client's complaint is ...
  - a) that he couldn't sleep last time because of noise, and he wanted to have another room.
  - b) that the window in his room was broken
  - c) that only one TV program works.
4. Mrs. Gibson from room 303 complains that ...
  - a) young people in the next room play music too loud.
  - b) something was wrong with a shower.
  - c) the bedding was not changed in the morning.

**Situation: You are staying at a hotel. Make a complaint about problem.**

## Meals

*Еда*

### Vocabulary

**appetizer** — закуски, аперитив

— *For an appetizer I'll have spring rolls, please.*

**bill (also US "check")** — счет

— *Can we have the bill, please?*

**café (also "coffee shop")** — кафе

— *Is there an all-night café around here?*

**cafeteria (also "canteen")** — столовая

— *What's the food in the school cafeteria like?*

**cheese platter** — выбор сыров и крекеров, подаваемых на большой тарелке  
— *After dessert, we had a cheese platter and some more wine.*

**course** — блюдо (часть еды)

— *French meals usually include three or four courses.*

**cuisine** [kwɪ'zi:n] — кухня

— *There's more to Indian cuisine than curries, you know.*

**dessert** [dɛ'zɜ:t] — десерт

— *You love desserts, don't you?*

**eat out** — пойти в ресторан

— *We usually eat out three or four nights a week.*

**entrée** —

1. основное блюдо

*We had steak as an entrée.*

2. Блюдо перед основным блюдом (Br English)

— *What are you having for your entrée?*

**fast food** — быстрое питание — *I'll get some fast food on the way home.*

**high-class** — высококлассный

— *We can't afford to go to those high-class restaurants.*

**hors d'oeuvre** — закуска

— *Let's order some hors d'oeuvres first.*

**maître d'hôtel (also "head waiter»)** — метрдотель

— *Good maitre d's earn a lot of money these days.*

**make a booking (also "book a table")** — сделать заказ (также — забронировать столик")

— *It's a popular restaurant so we'd better make a booking.*

**menu** — меню

— *Let's check the menu before deciding whether to eat here.*

**pasta** — паста (блюдо из макарон)

— *You can order any of our pasta dishes as an appetizer if you want.*

**pudding** — пудинг — *My grandma used to make the best chocolate pudding ever!*

**savoury** — пикантный, пряный

— *Most appetizers are savoury dishes.*

**service charge** — плата за обслуживание

— *They've already added a 20% service charge.*

**set menu** — фиксированное меню

— *Are the set menus good value?*

**side dish (also "side order»)** — гарнир

— *I'll have the steak with a side dish of potato salad, please.*

**sommelier (also "wine steward")** сомелье (также "винный стюард")

— *Our sommelier also developed our wine list and orders the wines.*

**special** — блюдо дня

— *Today's specials are grilled Hawaiian salmon and Australian tiger prawns.*

**Tip** — чаевые, давать чаевые

— *If the service is great, leave a big tip.*

— *Waiters don't earn much, so I always tip them.*

**vegetarian** – вегетарианский

— *My doctor says I should switch to a vegetarian diet.*

**waiter** — официант

**waitress** — официантка— *Have you ever been a waiter?*

**wine list** — список вин, винная карта

— *Would you like to see the wine list, madam?*

### American Dishes

*Блюда американской кухни*

baked beans	печеные бобы
fried chicken and waffles	жареная курица и вафли
lobster lobster rolls	омар, лобстер роллы из лобстера
apple pie	яблочный пирог
barbecue ribs	ребрышки для барбекю
green chile stew	тушеное мясо с зеленым чили
chocolate-chip cookie	печенье с шоколадной крошкой
Chicago-style pizza	пицца в чикагском стиле
Philly cheese steak	Филадельфийский сырный стейк
hot dog	хот-дог (пшеничная булка с сосиской или колбасой, приправленной кетчупом, майонезом, горчицей и иногда овощами (свежими, маринованными или жареными), зеленью, сыром или беконом)
Cobb-salad	Кобб (салат) распространенный в кухне США салат, состоящий, как правило, из нарезанной зелени (салат ромен, салат айсберг, водяной кресс, эндивий), помидоров, жареного бекона, отварного куриного мяса, авокадо, варёных яиц, лука, сыра рокфор и винегретной заправки
pot roast	жаркое в горшочке
cornbread	кукурузный хлеб
ham	ветчина

### Traditional British Food

*Традиционная британская кухня*

Fish and Chips. ...	Рыба с жареной картошкой. ...
Chicken Tikka Masala. ...	Курица Тикка Масала (Тикка — это

	кусочек; Масала — смесь пряностей (специй)
Steak and Kidney Pie	Стейк и пирог с почками
Eton Mess	Итонская путаница (смесь из ягод)
Afternoon Tea	Послеобеденный чай
Cornish Pasty	Корнуольский пирог
A Full Breakfast	Полноценный завтрак
Roast Dinner	жаркое
<b>Beef Wellington</b>	Говядина «Веллингтон» (праздничное блюдо из говяжьей вырезки: мясо, запечённое в слоёном тесте)

**Read the dialogue and reproduce it.**

à la carte	блюдо, которое можно приобрести отдельно, а не вместе другими
I'd prefer	я бы предпочел
it's all gone	здесь: уже нет в наличии
entrée ['ɒntreɪ]	основное блюдо, блюдо перед основным блюдом
beefsteak	бифштекс
coming right up.	(прямо) сейчас

Kathrine: Could I have a menu, please?

Waiter: Sure, there's an a à la carte or today's

Kathrine: I'd prefer specials.

Waiter: Good choice.

Kathrine: OK. I'll have vegetable soup.

Waiter: I'm sorry, it's all gone.

Kathrine: I'll take fish soup then.

Waiter: Good. What about the entrée?

Kathrine: Beefsteak, please.

Waiter: How do you want that? Rare, medium or well-done?

Kathrine: Well-done, please.

Waiter: Would you like to order a dessert right now?

Kathrine: Yes, a cheesecake, please.

Waiter: Anything to drink?

Kathrine: A glass of mineral water, I think.

Waiter: OK. Coming right up.

Watch a video “Food and Drinks Vocabulary” and make up a dialogue about the meals of the day.

breakfast	завтрак
lemon water	вода с лимоном
fried eggs with sausages	яичница глазунья с сосисками
sweet	сладкий
cereals and milk	крупы и молоко
pancake	блин
lunch	обед
vegetables	овоци
apple	яблоко
brunch	поздний завтрак
the same dishes	те же блюда
pastry	кондитерские изделия
tea	чай
coffee	кофе
juice	сок
snack	закуска
have a snack	перекусить
cookies	печенье
a bar of chocolate	плитка шоколада
dinner	обед
chicken	курица
delicious	вкусный
desert	десерт
ice-cream	мороженое
a take-out	еда на вынос
beer	пиво

*Speak with your friend about dishes you have for breakfast, lunch, and dinner; and what you can eat if you want to have a snack.*

*Watch a video “Everyday English for ESL 8 – Restaurant Meal” and do the tasks.*

*Match the English and Russian English equivalents.*

order	хорошо прожаренный
starter	десерт
main course	два бокала красного вина
desert	то же самое для меня
steak	заказ, заказывать
well-done	бутылка минеральной воды
fruit salad	фруктовый салат
the same for me	закуска
two glasses of red wine	стейк
a bottle of mineral water	основное блюдо



***Listen to the tapes (27,57, 68 – Basic Survival. Class CD-1).***

Fries — картофель фри

Self-service – Самообслуживание

It's up to you – как хочешь, тебе решать

Situation:

***You've met an old friend of yours and decided to have dinner at a restaurant. Act out the situation.***

## VOCABULARY

### A

ability <i>n</i>	способность
abolish <i>v</i>	отменять
abstain from <i>v</i>	воздерживаться от(чего-либо)
abuse <i>n, v</i>	злоупотребление; злоупотреблять
abuse of power	злоупотребление властью
accept <i>v</i>	принимать
access <i>n</i>	доступ, проход
access control	контроль доступа
accident <i>n</i>	(несчастный) случай
accomplice <i>n</i>	сообщник
according to <i>adv</i>	в соответствии с
account <i>n</i>	отчет, учет
on account of	за счет, по причине
accountability <i>n</i>	подотчетность, ответственность
accountable <i>adj</i>	подотчетный, ответственный, объяснимый
accurate <i>adj</i>	точный
accuse (sb. of smth) <i>v</i>	обвинять (кого-либо в чем-либо)
accused <i>adj</i>	обвиняемый
achieve <i>v</i>	достигать
acknowledge <i>v</i>	признавать
acquisition <i>n</i>	приобретение
act <i>n, v</i>	действие, действовать вести себя работать
act (out) <i>v</i>	вести себя плохо
activity <i>n</i>	деятельность
actor <i>n</i>	исполнитель, субъект
actual <i>adj</i>	фактический, реальный,
additional <i>adj</i>	дополнительный
adjudication <i>n</i>	решение суда, вынесение судебного приговора
adventure <i>n</i>	приключение
admire <i>v</i>	восхищаться
admit <i>v</i>	признавать, допускать
adopt <i>v</i>	принимать, одобрять
adult <i>n</i>	взрослый, совершеннолетний человек
adulthood <i>n</i>	зрелость
advise <i>v</i>	советовать
affect <i>v</i>	влиять
affront <i>v</i>	оскорблять, обижать
afraid <i>adj</i>	испуганный

be afraid of	бояться
against <i>prep</i>	против
age <i>n</i>	возраст
agree <i>v</i>	соглашаться
aid <i>n</i>	помощь
give first ~ to	оказывать первую помощь
aim <i>n</i> ,	цель, задача;
aim (at) <i>v</i>	иметь целью,
	целиться, направлять, стремиться
aim directly and indirectly	направлять прямо (непосредственно)
	или косвенно
alarm <i>n</i>	тревога
security (burglar) alarm	система сигнализации
set off an alarm	включить сигнализацию
allege <i>v</i>	утверждать, заявлять
alert <i>n</i>	тревога
stay alert	быть бдительным
allow <i>v</i>	разрешать
alone <i>a</i>	один, одинокий
already <i>adv</i>	уже
also <i>adv</i>	также
alter <i>v</i>	менять, изменять(ся)
although <i>conj</i>	хотя, несмотря на то, что
ambiguity <i>n</i>	двузначность
ambulance <i>n</i>	скорая помощь
amend <i>v</i>	скорректировать
amount <i>n</i>	сумма, количество
anger <i>n</i>	гнев
any <i>pron</i>	кто-нибудь; что-нибудь;
	сколько-нибудь; любой
anyone <i>pron</i>	любой
appeal <i>n</i>	апелляция, обращение
file an appeal	подавать апелляционную жалобу
appear <i>v</i>	появляться
applicant <i>n</i>	податель заявления, претендент
apply <i>v</i>	применять
appoint <i>v</i>	назначать
appreciate <i>v</i>	ценить
apprehend <i>v</i>	арестовать, задержать
approach <i>n</i>	подход
approachable <i>a</i>	доступный
appropriate <i>a</i>	подходящий, должный, соответствующий
approve <i>v</i>	одобрять
area <i>n</i>	территория
core areas	основные области

arise <i>v</i>	возникать
arm <i>n, v</i>	рука; вооружать
spread arms out	развести руки в стороны.
armoury <i>n</i>	склад оружия
arraignment <i>n</i>	предъявление обвинения
arrive <i>v, n</i>	прибывать, прибытие
arson <i>n</i>	поджог
art <i>n</i>	искусство
work of ~	произведение искусства
article <i>n</i>	раздел, статья, предмет
asertiveness <i>n</i>	настойчивость
aside from <i>prep</i>	помимо
aspiration <i>n</i>	стремление, желание
low academic aspirations	небольшое стремление к учебе
assailant <i>n</i>	нападающий
assassin <i>n</i>	убийца по политическим мотивам или по найму
assassination <i>n</i>	убийство по политическим мотивам, заказное убийство
assault <i>n</i>	нападение
aggravated assault	нападение при отягчающих обстоятельствах
Assembly <i>n</i>	Ассамблея
General ~	Генеральная Ассамблея
assess <i>v</i>	оценивать
assessment <i>n</i>	оценивание
psychological assessment	психологическая оценка
assign <i>v</i>	назначать
assist <i>v</i>	помогать
assistance <i>n</i>	помощь, содействие
associate <i>v (with)</i>	соединять, общаться, объединяться
ATM (automatic teller machine)	мат
attend <i>v</i>	посещать
attention <i>n</i>	внимание
pay attention	обратить внимание
draw attention	привлечь внимание
attitude <i>n</i>	отношение
attract <i>v</i>	привлекать
attraction <i>n</i>	достопримечательность
author <i>n</i>	автор
authority <i>n</i>	власть, полномочие
legal ~	правовой документ, авторитетный специалист по праву
available <i>adj</i>	оценка, оценивание (качества, эффективно-
evaluate <i>v</i>	сти) доступный, имеющийся в наличии

aver <i>v</i>	утверждать, доказывать
average <i>a</i>	средний
avoid <i>v</i>	избегать
aware <i>adj</i>	осведомленный
become aware	(о)сознавать, понимать

## В

backpack <i>n</i>	рюкзак
oversized backpack	слишком большой по размеру рюкзак
background	происхождение
background check	проверка биографических данных
badge <i>n</i>	значок
bail <i>n, v</i>	залог, поручительство; брать на поруки
leave on bail	освободить из заключения под залог
barrister <i>n</i>	барристер (адвокат, имеющий право выступать в высших судах)
base <i>v</i>	основывать(ся), опираться
battery <i>n</i>	избиение, побои
bear <i>v</i>	рождать, перевозить, нести
bearing <i>n, v</i>	опора; опираться, иметь отношение
beat <i>n</i>	участок полицейского патрулирования
because <i>conj</i>	потому что
begin <i>v</i>	начинать
behaviour <i>n</i>	поведение
behavioral <i>adj</i>	поведенческий
behind <i>prep</i>	позади
believe <i>v</i>	полагать, верить
belong (to) <i>v</i>	принадлежать
belongings <i>pl n</i>	вещи, имущество
belt <i>n</i>	лента конвейера, ремень
benefit <i>n</i>	польза
beside <i>prep</i>	рядом с; близ, около
bill <i>n</i>	законопроект
pass a bill	принять законопроект
bin <i>n</i>	контейнер, мусорное ведро
blame <i>n</i>	вина
blameworthiness <i>n</i>	наказуемость
blend <i>n</i>	сочетание
block <i>n</i>	квартал (города)
in / on a block	в квартале
boarding <i>n</i>	посадка, высадка
boarding public transport	посадка в общественный транспорт
booking <i>n</i>	регистрация
bordering <i>n, adj</i>	граница; граничащий, прилегающий

both <i>a</i>	оба, обе
both ... and <i>conj</i>	как ..., так и
boundary <i>n</i>	граница
brainpower <i>n</i>	умственные способности, мыслительные способности
brake <i>v</i>	тормозить
branch <i>n</i>	ветвь, отрасль, власть
break <i>v</i>	нарушать (право, закон)
break in	прерывать, незаконно вторгаться в помещение
break out	бежать (из тюрьмы); внезапно начинаться
breaker <i>n</i>	нарушитель
law-breaker <i>n</i>	правонарушитель
bribe <i>n, v</i>	взятка; дать или предложить взятку
bribery <i>n</i>	взяточничество
bridge <i>n</i>	мост
bascule bridge	разводной мост
bring <i>n</i>	приносить, доставлять
bring forward	выдвигать
build <i>v</i>	строить
bully <i>n</i>	хулиган
burden <i>n</i>	бремя
burglary <i>n</i>	насильственное вторжение в чужое жилище, кража со взломом
buy <i>v</i>	покупать

## С

call <i>v</i>	называть, звонить, позвать, требовать
calling <i>n</i>	призвание
calm <i>adj</i>	спокойный
camera <i>n</i>	фотоаппарат
capacity <i>n</i>	способность
capture <i>n</i>	поимка
care <i>n</i>	забота
career <i>n</i>	карьера
career ladder	карьерная лестница.
careful <i>a</i>	осторожный, внимательный
carefully <i>adv</i>	тщательно, осторожно
careless <i>adj</i>	беспечный, неосторожный
carelessness <i>n</i> ,	беспечность;
caring <i>adj</i>	заботливый
carry <i>v</i>	нести
carry out	выполнять

case <i>n</i>	судебное дело, случай
civil case	гражданское дело
criminal case	уголовное дело
handle a case	вести судебный процесс
try a case	рассматривать дело
cash <i>n</i>	наличные деньги
catch (caught, caught) <i>v</i>	ловить, поймать, схватить
catch red-handed	поймать на месте преступления, поймать с поличным
cathedral <i>n</i>	собор
cause <i>n, v</i>	причина; причинять
cause a doubt	вызывать сомнение
cause harm	причинять вред
intentional causing	умышленное причинение
celebration <i>n</i>	празднование
cell (prison cell) <i>n</i>	(тюремная) камера
cell phone (Amer.)	сотовый телефон
certain <i>a</i>	определенный
certainly <i>adv</i>	безусловно, конечно
challenge <i>n</i>	вызов
challenging <i>adj</i>	перспективный многообещающий
chamber <i>n</i>	палата
chamber of commerce	торговая палата
change <i>n, v</i>	мелочь, мелкие деньги; менять(ся)
charge <i>n, v</i>	обвинение; обвинять
chase <i>v</i>	преследовать (syn. hunt)
cheating <i>n</i>	мошенничество, обман
check <i>n, v</i>	контроль, досмотр; проверять
health checks	проверки состояния здоровья
checkpoint <i>n</i>	контрольно-пропускной пункт, проходная
chemist's <i>n</i>	аптека
choice <i>n</i>	выбор
church <i>n</i>	церковь
Church of the Savior on Spilled Blood	Спас-на-Крови
circumstance <i>n</i>	условие, положение, ситуация
attendant circumstances	сопутствующие обстоятельства
citation <i>n</i>	цитирование, повестка
citizen <i>n</i>	гражданин
civilian <i>n</i>	гражданское лицо, гражданский, штатский
close <i>v, a</i>	закрывать; близкий, тщательный
closely <i>adv</i>	близко, тщательно
clothing <i>n</i>	одежда
code <i>n</i>	кодекс

penal code	уголовный кодекс
Criminal Code	уголовный кодекс
under the Criminal Code	в соответствии с Уголовным Кодексом
in accordance with the ~	в соответствии с Уголовным Кодексом
cohesion	сплоченность
community cohesion	сплоченность (со)общества
social cohesion	социальная сплоченность
coincide <i>v</i>	совпадать
collaboration <i>n</i>	сотрудничество, участие, совместная работа
collect <i>v</i>	собирать
collect evidence	собирать доказательства
combat <i>v</i>	бороться
come <i>v</i>	подходить
come over here	пройдите сюда
command <i>v</i>	приказывать, приказать, повелеть, повелевать
commemorate <i>v</i>	читать память, увековечивать, ознаменовать
commission <i>v</i>	осуществлять действие
common <i>adj</i>	общий, обычный
community <i>n</i>	местное сообщество, население, общество
compare <i>v</i>	сравнивать
comparison <i>n</i>	сравнение
compassionate <i>adj</i>	сострадательный
compelling <i>adj</i>	убедительный
competence <i>n</i>	компетенция
core competence	основная компетенция
complainant <i>n</i>	истец
complaint <i>n</i>	жалоба
complete <i>v</i>	закончить; завершить
complex <i>adj</i>	сложный
compliance <i>n</i>	соответствие, соблюдение (правовых норм)
non-compliance	несоблюдение
comply with <i>v</i>	соответствовать, подчиняться
compose <i>v</i>	составлять
comprehension	понимание
comprehensive <i>adj</i>	всеобъемлющий, исчерпывающий
comprise <i>v</i>	включать, заключать в себе
compulsory <i>adj</i>	обязательный
compulsory labour	принудительный труд
conceal <i>v</i>	скрывать
concern <i>v</i>	касаться
conclude <i>v</i>	делать вывод, решить
conduct <i>n, v</i>	поведение;
	осуществлять, проводить



disorderly conduct	хулиганство, нарушение общественного порядка
confess <i>v</i>	признавать(ся), сознавать(ся)
confession <i>n</i>	признание
inculpatory confession	чистосердечное признание
confident <i>adj</i>	уверенный
confine <i>v</i>	ограничивать
conform <i>v</i>	согласоваться, подчиняться
connection <i>n</i>	соединение, связь
cool <i>a</i>	хладнокровный
conscious <i>adj</i>	сознательный
consciousness <i>n</i>	сознание
consequence <i>n</i>	последствие
consider <i>v</i>	рассматривать, обдумывать
considerable <i>adj</i>	значительный
consist (of) <i>v</i>	состоять
constable <i>n</i>	констебль, полицейский
constitutive <i>adj</i>	основополагающий
contain <i>v</i>	содержать
contemporaneous <i>adj</i>	современный, одновременный
contemporary <i>adj</i>	современный
contend <i>v</i>	утверждать, состязаться
content <i>n</i>	содержимое
the content of a bottle	содержимое бутылки
contents <i>n, pl</i>	содержание, содержимое
contents (table of contents)	содержание книги
contents of container (pockets)	содержимое контейнера (карманов)
contradictory <i>n</i>	противоречивость
contradictory <i>n</i>	противоречивость
contrary <i>adv</i>	в противоположность
convey <i>v</i>	передавать
convict <i>n, v</i>	осужденный; осуждать, признать виновным
conviction <i>n</i>	осуждение
convulsion <i>n</i>	судорога
cooperation <i>n</i>	сотрудничество
corner <i>n</i>	угол
round the corner	за углом
corpus delicti	состав преступления
correction <i>n</i>	исправление, исправительное наказание
corresponding (to)	соответствующий
counter <i>v</i>	противодействовать
counterfeiting <i>n</i>	подделка, фальшивомонетничество
counterpart <i>n</i>	аналог
country <i>n</i>	страна; сельская местность

courageous <i>adj</i>	храбрый, находчивый, сообразительный
course <i>n</i>	курс, направление
in the course of	в течение
court <i>n</i>	суд
European Court of Human Rights	Европейский суд по правам человека
courtesy <i>n</i>	вежливость; учтивость; этикет
cover <i>v</i>	охватывать, покрывать
cover the core areas	охватывать основные направления
crack <i>n</i>	разновидность кокаина
crash <i>v</i>	разбить(ся), удариться с грохотом
create <i>v</i>	создавать, творить
create a route	прокладывать маршрут
credit <i>n</i>	«кредит» (зачётная единица в высшем учебном заведении); балл (условный балл)
crime <i>n</i>	преступление
crimes against the person	преступления против личности
crimes against property	преступления против собственности
crimes against public order	преступления против общественного порядка
cyber crime	киберпреступление
hate crime	преступление на почве ненависти (расовой, религиозной)
countering crime	противодействие преступности
crime investigation	расследование преступления
crime prevention	предотвращение преступления
crime-prone <i>a</i>	склонный к преступлениям
crime solution	раскрытие преступления
curfew <i>n</i>	комендантский час, временной режим
custody <i>n</i>	охрана, задержание
take into custody	взять под стражу; взять под охрану
petty crime	малозначительное преступление
serious (grave) crime	серьезное (тяжкое) преступление
charge of a crime	обвинение в преступлении
charge with a crime	обвинять в совершении преступления
commit a crime	совершить преступление
tackle (solve) a crime	раскрыть преступление
white-collar crime	беловоротничковое преступление
criminal <i>n, adj</i>	преступник; преступный
first-time criminal (offender)	человек, совершивший преступление
hardened criminal (offender)	в первый раз
repeat criminal (offender)	закоренелый преступник,
	преступник-рецидивист
cross <i>n, v</i>	перекресток, переходить, пересекать

crowd <i>n</i>	толпа людей
culpability <i>n</i>	виновность
culpable <i>adj</i>	виновный, преступный
culpable omission	преступное бездействие
cumulative <i>adj</i>	совокупный, суммарный
current <i>adj</i>	нынешний, текущий, современный
currently <i>adv</i>	
custody <i>n</i>	охрана; содержание под стражей
take into custody	взять под стражу
custom-house <i>n</i>	таможня
cycle <i>n, v</i>	велосипед; ездить на велосипеде

## D

damage <i>v</i>	повреждать
damage to property	имущественный, материальный ущерб, повреждение имущества
inflict damage	причинять (наносить) ущерб
danger <i>n</i>	опасность
put one's life in danger	подвергать опасности чью-либо жизнь
deal <i>n</i>	дело, сделка
a good deal	много (с неисч.)
deal with <i>v</i>	иметь дело с ...
deadline <i>n</i>	крайний срок <i>n</i>
meet a deadline	уложиться в крайний срок
death <i>n</i>	смерть
decide <i>v</i>	решать
decision <i>n</i>	решение
majority decision	решение большинством голосов
arrive at (come to, make, reach) a decision	принять решение
decision-making	принятие решения
declare <i>v</i>	заявлять, объявлять
dedicate (to) <i>v</i>	посвящать
deep <i>adj</i>	глубокий
defeat <i>n, v</i>	поражение; наносить поражение защищать
defend <i>v</i>	
defendant <i>a, n</i>	подсудимый, ответчик
defender <i>v</i>	защитник
defensible <i>a</i>	защищённый
define <i>v</i>	определять
definition <i>n</i>	дефиниция, определение
degree <i>n</i>	степень, ученая степень, диплом
delay <i>n, v</i>	задержка; задерживать
delict <i>n</i>	нарушение закона, правонарушение
corpus delicti	состав преступления

delinquency <i>n</i>	правонарушения
juvenile delinquency	правонарушения несовершеннолетних
delinquent <i>a, n</i>	виновный, правонарушитель
demand <i>n, v</i>	требование, требовать
demarcating <i>n</i>	разграничение
demarcating line	демаркационная линия
denial <i>n</i>	отрицание, опровержение
denote <i>v</i>	обозначать
deny <i>v</i>	отрицать
department <i>n</i>	отдел
depend (on, upon) <i>v</i>	зависеть (от)
dependent <i>adj</i>	зависимый
deposit <i>n</i>	хранение
deposit area	камера хранения
deprivation <i>n</i>	лишение
deprive <i>v</i>	лишать, отбирать
derive <i>v</i>	происходить, извлекать, вытекать
derogation <i>v</i>	отступление
describe <i>v</i>	описывать
deserted <i>adj</i>	безлюдный
design <i>n, v</i>	разработка; предназначать
desire <i>n</i>	желание
despite <i>adv</i>	несмотря (на)
destroy <i>v</i>	уничтожать
detached <i>adj</i>	беспристрастный, независимый
detain <i>v</i>	задерживать; содержать под стражей
detained <i>adj</i>	задержанный
detect <i>v</i>	обнаруживать
detention <i>n</i>	задержание, арест, заключение под стражу
device <i>n</i>	
deter <i>v</i>	сдерживать
determination <i>n</i>	определение
determine <i>v</i>	определять
deterrence <i>n</i>	удержание, устрашение
develop <i>v</i>	развивать, создавать
deviation <i>n</i>	отклонение
devote (to) <i>v</i>	посвящать
difficulty <i>n</i>	трудность
dignity <i>n</i>	достоинство
disappearance <i>n</i>	исчезновение
discordant <i>adj</i>	диссонирующий
discourage <i>v</i>	не поощрять, препятствовать
dispute <i>n</i>	разногласие, конфликт
disregard <i>n, v</i>	пренебрежение; пренебрегать, игнорировать

distinct <i>adj</i>	четкий
distinction <i>n</i>	различие
distribution <i>n</i>	распределение
district <i>n</i>	округ, район, участок, область
divert <i>v</i>	отвлекать
divide <i>v</i>	делить
divorce <i>n</i>	развод
dormitory <i>n (Am)</i>	общежитие
dorm (informal)	
halls of residence (Brit)	
accommodate in halls of residence	размещать(ся) в общежитиях
draw <i>v</i>	рисовать, чертить, тянуть
drift <i>v</i>	перемещаться
drive <i>v</i>	водить машину
drive away	уехать
driving	управление автомобилем
reckless driving	опасная езда, нарушение правил дорожного движения
drug <i>n</i>	лекарство, наркотик
drug addict	наркоман
drug addiction	наркомания
drug abuse	злоупотребление наркотиками
take drugs	принимать наркотики
drunkenness <i>n</i>	пьянство
public drunkenness	распитие алкогольных напитков в общественном месте
due to <i>prep</i>	из-за, вследствие
duration <i>n</i>	во время, в период
during <i>prep</i>	в течение
dust <i>n</i>	пыль, мусор
dust bin	мусорный бак
duty <i>n</i>	обязанность, долг

## Е

earn <i>v</i>	зарабатывать
educate <i>v</i>	обучать
education <i>n</i>	образование
advanced education	современное образование
educational institution	образовательное учреждение
efficiency <i>n</i>	эффективность
efficient <i>a</i>	эффективный, рациональный, результативный
effort <i>n</i>	движение, усилие
either or... <i>conj</i>	или...либо, или...или

elementary <i>adj</i>	элементарный, простой, начальный
elementary school	начальная школа
eligible <i>adj</i>	имеющий право
eliminate <i>v</i>	устранять, удалять, исключать
embezzlement <i>n</i>	растрата, присвоение имущества, хищение
embrace <i>v</i>	охватывать
emergency <i>n</i>	чрезвычайные обстоятельства
emergency call	экстренный вызов
emergency exit	запасный выход
empathy <i>n</i>	сочувствие
employ <i>v</i>	нанимать, использовать
employment <i>n</i>	работа, занятость
empower <i>v</i>	уполномачивать
empty <i>v</i>	опоражнивать, вынимать (всё)
enactment <i>n</i>	принятие, постановление
encourage <i>v</i>	поощрять, поддерживать
encroachment <i>n</i>	нарушение, посягательство
endure <i>v</i>	подвергаться, испытывать
endure stress	переносить стресс
engage <i>v</i>	вовлекать
engagement <i>n</i>	дело, занятие
enhance <i>v</i>	улучшать, усилить, укрепить
enhance security	повысить безопасность
enjoy <i>v</i>	получать удовольствие; наслаждаться
ensure <i>v</i>	обеспечивать
enter <i>v</i>	входить, поступать
entitle <i>v</i>	называть, озаглавливать
entity <i>n</i>	организация, сущность
entrant <i>n</i>	абитуриент
environment <i>n</i>	относящийся к окружающей среде
built environment	преобразование окружающей среды; изменения окружающей обстановки
equip <i>v</i>	оборудовать
equipment <i>n</i>	оборудование, оснащение
equitably <i>adv</i>	справедливо
escape <i>v</i>	совершать побег; избежать (опасности)
espionage <i>n</i>	шпионаж
essential <i>adj</i>	необходимый, весьма важный
establishment <i>n</i>	учреждение, организация
retail establishment	розничное торговое предприятие
ethical <i>adj</i>	этический, нравственный
even <i>adv</i>	даже

evidence <i>n</i>	улика, доказательство, свидетельское показание
circumstantial evidence	косвенное доказательство, косвенные улики
corroborating (corroborative) evidence	подтверждающие доказательства
physical evidence	вещественное доказательство
give evidence	давать показания
plant evidence	подбрасывать улики
evil <i>adj</i>	злостный, порочный
exact <i>adj</i>	точный
examination <i>n</i>	осмотр, проверка
examine <i>v</i>	рассматривать, досматривать, проверять
excessive <i>adj</i>	чрезмерный
exchange <i>n, v</i>	обмен, обменивать(ся), фондовая биржа
exclude <i>v</i>	исключать
exculpate <i>v</i>	оправдывать
exculpatory <i>adj</i>	оправдательный
execution <i>n</i>	исполнение, смертная казнь
executive <i>adj</i>	исполнительный
exhibit <i>n</i>	экспонат (на выставке)
exhibition <i>n</i>	выставка
exist <i>v</i>	существовать
exist <i>v</i>	существовать
existence <i>n</i>	существование
expand <i>v</i>	расширять (ся)
expect <i>v</i>	ожидать, предполагать
experience <i>n, v</i>	опыт; испытывать
experienced <i>adj</i>	опытный
explode <i>v</i>	взрывать(ся)
expose <i>v</i>	показывать, выявлять, разоблачать
exposure <i>n</i>	разоблачение, обличение
extent <i>n</i>	мера, степень
extortion <i>n</i>	вымогательство

## F

face <i>v</i>	сталкиваться, подвергаться
fail <i>v</i>	терпеть неудачу, подводить
failure <i>n</i>	неудача, провал;
fair <i>a</i>	честный, справедливый
faith <i>n</i>	вера
faith-based community	сообщество, основанное на вере
fake <i>n, v</i>	подделка, фальшивка; подделывать
facilities (pl) <i>n</i>	оборудование; сооружения
famous (for) <i>adj</i>	известный

fascinating <i>adj</i>	очаровательный
fault <i>n</i>	вина
fear <i>n</i>	боязнь, страх
feature <i>n</i>	характеристика, особенность
feel <i>v</i>	чувствовать
felony <i>n</i>	фелония, тяжкое преступление
few <i>adj, pron</i>	мало, немногие, немного
a few	несколько, немного
field <i>n</i>	область, сфера
file <i>n</i>	картотека
fine <i>n</i>	штраф, штрафовать
impose fine	назначать штраф
fingerprint <i>n</i>	отпечаток пальца
firearms <i>n</i>	огнестрельное оружие
flee (fled, fled) <i>v</i>	убегать
flow <i>n, v</i>	поток, течь
focus on <i>v</i>	сосредоточиться на
follow (sb) <i>v</i>	следовать (за кем-либо)
follow the law	следовать закону
footprint <i>n</i>	отпечаток ноги, след
forbid (forbade, forbidden) <i>v</i>	запрещать
force <i>n, v</i>	сила, принуждение, подразделение;
involve force	заставлять
	влечь насилие, сопряжены
	с применением насилия
forecast <i>v</i>	предвидеть
foreign <i>a</i>	иностранный
foreigner <i>n</i>	иностранец, приезжий
forensics <i>n</i>	судебная экспертиза
computer forensics	компьютерно-техническая экспертиза
foresight <i>n</i>	предвидение
foreshadow <i>v</i>	предвещать
forge <i>v</i>	подделывать документ
forge partnership	налаживать отношения
forgery <i>n</i>	подделка
forgive <i>v</i>	прощать
foster <i>v</i>	стимулировать, способствовать
found <i>v</i>	основывать
fraud <i>n</i>	обман; мошенничество
fraudulence <i>n</i>	мошенничество
fraught <i>adj</i>	наполненный, преисполненный
free <i>adj</i>	свободный
set free	освобождать



frequency <i>n</i>	частота
frequent <i>adj</i>	частый
frequently <i>adv</i>	часто
frighten <i>v</i>	пугать
frustration <i>n</i>	смятение, огорчение
fuel <i>v</i>	подпитывать, разжигать
fulfill <i>n</i>	выполнять
furnish <i>v</i>	предоставить
future <i>n, adj</i>	будущее; будущий
near future	ближайшее будущее
challenging <i>adj</i>	требующий усилий в преодолении; трудный, но интересный

## G

gambling <i>n</i>	азартные игры
gang <i>n</i>	группа, банда
gather <i>v</i>	собирать
general <i>adj</i>	общий, главный
in general	в основном, в общем
get <i>v</i>	получать
get away	убежать
get away with	сделать что-либо безнаказанно
get a taxi	вызвать такси
given <i>adv</i>	учитывая
glorious <i>a</i>	великолепный
glove <i>n</i>	перчатка
go <i>v</i>	идти
go along / down / straight ahead / straight on / up	идти прямо, вперед, вдоль
go over	идти через (мост)
go past	идти мимо
go through	идти через (парк)
goal <i>n</i>	цель, задача
goods <i>pl n</i>	товары
go through <i>v</i>	пройти
govern <i>v</i>	обуславливать, регулировать
government <i>n</i>	правительство
grab <i>v</i>	хватать
grade <i>n</i>	уровень, класс, оценка
grasping <i>n</i>	понимание, осознание
great <i>n, adj</i>	гений; великий, выдающийся
gross <i>adj</i>	тяжкий, грубейший
ground <i>n</i>	основание, основа
grow <i>v</i>	расти, увеличиваться
guard <i>n, v</i>	охрана; охранять

guilt <i>n</i>	вина, виновность
guilty <i>adj</i>	виновный
plead guilty	признать себя виновным
guilty mind	преступный умысел, вина

## Н

hand <i>adj</i>	ручной
hand-held wand	ручной металлодетектор
handle <i>v</i>	обрабатывать, оперировать, работать бродить
hang around <i>v</i>	вокруг, шляться, слоняться
happen <i>v</i>	случаться, происходить
harass <i>v</i>	причинять беспокойство (телефонными звонками)
harm <i>n</i>	вред
cause harm	причинять вред, убыток
inflict harm	нанести, причинить вред
hate <i>v</i>	ненавидеть
haunt <i>v</i>	преследовать
head <i>n, v</i>	голова, руководитель; возглавлять
headphones <i>pl n</i>	наушники
headquarters <i>n</i>	штаб-квартира
hear (heard, heard) <i>v</i>	слышать
hearing <i>n</i>	слушание (дела)
hide <i>v</i>	прятать(ся)
highlight <i>v</i>	освещать, подчеркивать, отмечать
hijack <i>v</i>	заниматься воздушным пиратством
hijacking <i>n</i>	захват самолета, угон (воздушных средств)
hit <i>v</i>	ударять
hit the books	усердно учиться
hypnotic <i>adj</i>	гипнотический
hypnosis <i>n</i>	гипноз
hit (hit, hit) <i>v</i>	ударять
hold <i>v</i>	вмещать, содержать; проводить
holder <i>n</i>	держатель, владелец
homeowner <i>n</i>	домовладелец
homicide <i>n</i>	убийство человека
honest <i>adj</i>	честный
honesty <i>n</i>	честность
hood <i>n</i>	капюшон
hope <i>v</i>	надеяться
hostage <i>n</i>	заложник
hostage-taking / taking of hostages	захват заложников

hostel <i>n</i>	общежитие
however <i>conj</i>	однако
huge <i>a</i>	огромный
hunt <i>v</i>	ловить, искать, охотиться

## I

identify <i>v</i>	опознавать, устанавливать личность
immediate <i>a</i>	немедленный, незамедлительный
impartial <i>a</i>	беспристрастный
implement <i>v</i>	осуществлять, выполнять
implicate <i>v</i>	вовлекать, подразумевать
importance <i>n</i>	важность
important <i>a</i>	важный
impose <i>v</i>	налагать, возлагать
impose sentence	вынести приговор
imposition <i>n</i>	навязывание, введение, назначение
impress <i>v</i>	произвести впечатление
imprisonment <i>n</i>	тюремное заключение, лишение свободы
improve <i>v</i>	улучшать, совершенствовать
imputation <i>n</i>	вменение (в вину), обвинение (в чем-либо)
inadmissibility <i>n</i>	недопустимость
incapable <i>a</i>	неспособный
incident <i>n</i>	инцидент, происшествие
domestic incident	бытовое насилие
include <i>v</i>	заключать в себе, содержать
inconsistent <i>adj</i>	непоследовательный
increase <i>n, v</i>	увеличение; увеличивать(ся)
incredible <i>adj</i>	невероятный, необыкновенный
independence <i>n</i>	независимость
independent <i>a</i>	независимый
indictable <i>a</i>	являющийся основанием для уголовного преследования по обвинительному акту
indifference <i>n</i>	безразличие
indistinction <i>n</i>	неразличимость
induce <i>v</i>	провоцировать, склонять, убеждать
influence <i>n, v</i>	влияние; влиять
driving under the influence	управление автомобилем в состоянии наркотической или алкогольной интоксикации
infraction <i>n</i>	нарушение (права, закона)
infringe <i>v</i>	нарушать, ущемлять
initial <i>adj, v</i>	начальный, исходный; парафировать (поставить подпись)
injure <i>v</i>	повредить, ранить

<i>injured a</i>	потерпевший, получивший телесные повреждения
<i>injury n</i>	телесное повреждение
<i>innocence n</i>	невиновность
<i>innocent n</i>	невиновный
<i>inquiry n</i>	расследование, дознание
<i>inspect v</i>	осматривать, проверять
<i>inspection n</i>	осмотр, проверка
<i>inspire v</i>	способствовать, стимулировать
<i>integrity n</i>	целостность, порядочность
<i>intelligence n</i>	разведка, ум
<i>intend v</i>	намереваться
<i>intent n</i>	умысел
<i>intention n</i>	намерение
<i>inter alia adv</i>	между прочим, среди прочего
<i>interference n</i>	вмешательство
<i>intermediate adj</i>	промежуточный
<i>internship n</i>	интернатура
<i>interrelated adj</i>	взаимосвязанный
<i>intersection n</i>	перекрёсток
<i>interwoven adj</i>	переплетенный, вплетенный
<i>introduce v</i>	вносить на рассмотрение, представлять
<i>invent v</i>	изобретать
<i>investigate v</i>	расследовать
<i>investigation n</i>	расследование
<i>criminal investigation</i>	уголовное расследование
<i>involve v</i>	задействовать, вовлекать
<i>irrespective a, adv</i>	независимый, безотносительный; безотносительно
<i>issue v</i>	издавать, опубликовать
<i>issue organization</i>	издательская организация
<i>item n</i>	пункт, предмет

## J

<i>jail n</i>	тюрьма (следственная или краткосрочного заключения)
<i>jaywalking</i>	переход улицы в неполюженном месте
<i>joyriding n</i>	угон автомашины с целью покататься
<i>judge n, v</i>	судья; судить
<i>judgement n</i>	суждение, мнение, судебное решение
<i>judicial adj</i>	судебный
<i>jurisdiction n</i>	юрисдикция, отправление правосудия
<i>waive the jurisdiction</i>	отказаться от слушания дела в данном суде
<i>juror n</i>	присяжный заседатель

jury <i>n</i>	суд присяжных
just <i>a, adv</i>	справедливый; только что
justly <i>adv</i>	справедливо
justice <i>n</i>	правосудие, справедливость
bring to justice	предать правосудию
Criminal Justice System	система уголовного правосудия
justify <i>v</i>	оправдать, подтверждать
juvenile <i>n, adj</i>	несовершеннолетний
juvenile delinquency	преступность несовершеннолетних

## К

keep <i>v</i>	держать, хранить
keep (to) <i>v</i>	придерживаться
keep to the left/ right	держитесь левой / правой стороны
keep safe	охранять, защищать
keep up with sb	не отставать от кого-либо
key <i>n, adj</i>	ключ; главный, основной
kidnap <i>v</i>	похищать людей
kidnapping <i>n</i>	похищение
kill <i>v</i>	убивать
knowledge <i>n</i>	знание

## L

lack <i>n</i>	недостаток
laptop <i>n</i>	ноутбук
larceny <i>n</i>	воровство
late <i>adj</i>	поздний
lately <i>adv</i>	недавно, за последнее время
lavish <i>adj</i>	роскошный
lay <i>v</i>	класть, положить
lay flat	положить в горизонтальном положении
lay down	излагать, установить, закладывать
law <i>n</i>	закон, право
law enforcement	правоприменение
law enforcement agency (body)	правоохранительный орган
law enforcement educational institution	образовательная организация системы МВД России
break the law	нарушать закон
common law	общее право
pass a law	принимать закон
obey the law	подчиняться закону, соблюдать закон
statutory law	статутное право
uphold the law	поддерживать закон
lead <i>v</i>	вести, возглавлять

lead to	приводить к
leading <i>adj</i>	ведущий
leaflet <i>n</i>	брошюра, листовка
learn <i>v</i>	учить
learn something by heart	учить что-то наизусть
literacy <i>n</i>	грамотность, образованность
test of computer literacy	тест на компьютерную грамотность
leave <i>v</i>	уезжать, оставлять, покидать
legal <i>adj</i>	юридический, правовой, законный
legal proceeding	судебное разбирательство
legislative <i>adj</i>	законодательный
let <i>v</i>	позволять
level <i>n</i>	уровень
liability <i>n</i>	ответственность
light <i>n, v</i>	освещение; освещать
badly-lit areas	плохо освещенные участки
like <i>adj</i>	подобный, похожий
likely <i>adv</i>	вероятно
likewise <i>adv</i>	подобно
limit <i>n, v</i>	предел; ограничивать
limit <i>n, v</i>	предел, ограничивать
limitation <i>n</i>	ограничение
line-up <i>n</i>	предъявление для опознания
link <i>n</i>	связь
causal link	причинная связь
liquid <i>n</i>	жидкость
list <i>n, v</i>	список, перечисление;
	перечислять, указать
literally <i>adv</i>	буквально
litter <i>v</i>	засорять, сорить
loan <i>n</i>	ссуда, заем
loan sharking	ростовщичество
local <i>adj</i>	местный
locate <i>v</i>	обнаруживать
located <i>adj</i>	расположенный
lock <i>n, v</i>	замок, закрывать на замок
lockup <i>n, v</i>	полицейская тюрьма, арестовывать
lonely <i>adj</i>	одинокий
look <i>v</i>	смотреть, выглядеть
look like	выглядеть как, быть похожим
lose <i>v</i>	терять
be lost	заблудиться
loss <i>n</i>	потеря
suffer heavy losses	нести большие потери

## М

magnificent <i>adj</i>	великолепный, величественный
maintain <i>v</i>	поддерживать
maintain law and order	поддерживать закон и порядок (правопорядок)
maintenance <i>n</i>	поддержание, обслуживание
major <i>adj</i>	главный, основной
make <i>v</i>	делать, производить
make smb. do smth.	заставлять, побуждать (кого-либо сделать что-либо)
make sure	убедиться; удостовериться
maliciousness <i>n</i>	злонамеренность
mandate <i>v</i>	поручать, предписывать
mankind <i>n</i>	человечество
manner <i>n</i>	способ, манера поведения
manpower <i>n</i>	кадры, личный состав
manslaughter <i>n</i>	непредумышленное убийство
manufacture <i>n</i>	производство
marble <i>n</i>	мрамор
mark <i>n</i>	отметка, знак
needle mark	татуировка
marriage <i>n</i>	замужество, женитьба
master <i>n, v</i>	магистр (учёная степень);
Master of law (LLM)	овладевать, преодолевать
master's degree	магистр юридических наук (права)
	степень магистра
masterpiece <i>n</i>	шедевр
match <i>v</i>	подходить, соответствовать
maturity <i>n</i>	зрелость
mean <i>v</i>	означать, иметь в виду, намереваться
means <i>n</i>	средство, способ
measure <i>n, v</i>	мера; измерять
take measures	принимать меры
medicine <i>n</i>	лекарство, лекарственный препарат
membership <i>n</i>	членство
mental <i>adj</i>	умственный, духовный, психический
mental health	психическое здоровье
mentoring <i>n</i>	наставничество, руководство
mind <i>n</i>	разум, рассудок, сознание, психика
state of mind	душевное состояние
requisite state of mind	необходимое состояние ума
minor <i>n</i>	несовершеннолетний, незначительный
misconduct <i>n</i>	проступок, неправомерное поведение
misdemeanour <i>n</i>	проступок, мелкое правонарушение, административное правонарушение

missing <i>adj</i>	пропавший, отсутствующий, недостающий
missing person	пропавший без вести
modus ( <i>лат.</i> ) <i>n</i>	способ
modus operandi	способ действия, способ совершения преступления
money <i>n</i>	деньги
money laundering	отмывание денег
move <i>v</i>	двигаться
movement <i>n</i>	движение
mug <i>v</i>	грабить (на улице)
murder <i>n, v</i>	тяжкое убийство (умышленное); убивать (жестоко)
must-see <i>n</i>	то, что необходимо увидеть

## N

narrow <i>adj</i>	узкий
natural <i>adj</i>	природный, естественный
nature <i>n</i>	природа, суть, сущность
nearly <i>adv</i>	почти
necessary <i>adj</i>	необходимый
necessities <i>n</i>	предметы первой необходимости
need <i>v</i>	нуждаться
neglected <i>adj</i>	забытый, заброшенный
negligence <i>n</i>	халатность, небрежность
gross negligence	грубая небрежность
negotiator <i>n</i>	переговорщик
nevertheless <i>adv</i>	тем не менее, однако, несмотря на
neighbourhood <i>n</i>	соседство, район, квартал
neighborhood watch	программа наблюдения за микрорайоном, осуществляемая самими жителями
neither...nor <i>conj</i>	ни..., ни
next to <i>prep</i>	рядом с; близ, около
newsagent's <i>n</i>	газетный киоск
nickname <i>n</i>	уменьшительное имя, прозвище, псевдоним
non-compliance <i>n</i>	несоблюдение
non-emergency <i>a</i>	неэкстренный
nosy <i>adj</i>	любопытный
note <i>n, v</i>	заметка; отмечать
notice <i>v</i>	замечать
number <i>n</i>	число, номер
a number (of)	ряд, некоторое количество
the number (of)	количество
numerous <i>adj</i>	многочисленный



## O

oath <i>n</i>	клятва
take (swear) an oath	принимать присягу
obey <i>v</i>	подчиняться
obey the law	соблюдать закон
object <i>n</i>	предмет, вещь, цель
objective <i>n</i>	цель
obligation <i>n</i>	обязательство
obscure <i>adj</i>	малоизвестный, непонятный
observance <i>n</i>	соблюдение
observe <i>v</i>	наблюдать, соблюдать
observant <i>adj</i>	наблюдательный
obtain <i>v</i>	получать
obvious <i>adj</i>	очевидный
occasionally <i>adv</i>	периодически, иногда, изредка,
occupy <i>v</i>	занимать
occur <i>v</i>	случаться, происходить
offence <i>n</i>	правонарушение
status offence	правонарушение несовершеннолетних
offend <i>v</i>	оскорблять, совершать преступление
offend the law	нарушать закон
offender <i>n</i>	преступник, правонарушитель
omission <i>n</i>	бездействие, недоработка, недосмотр,
culpable omission	преступное бездействие
omit <i>v</i>	не совершать
once <i>adv</i>	как только, когда
opinion <i>n</i>	мнение
opportunity <i>n</i>	возможность
oppressive <i>adj</i>	жестокий, репрессивный
order <i>n</i>	порядок, приказ, команда
in order to	чтобы, для того чтобы
law and order	правопорядок
public order	общественный порядок
organize <i>v</i>	организовывать
origin <i>n</i>	происхождение
originate <i>v</i>	происходить, возникать, возникнуть,
	зарождаться,
outline <i>v</i>	излагать, описать
outlet <i>n</i>	выход
television outlets	телевизионные каналы
over <i>prep</i>	над, выше, свыше
overdose <i>n</i>	слишком большая, вредная доза
overwhelming <i>adj</i>	подавляющий, убедительный

## P

package <i>n</i>	свёрток
palace <i>n</i>	дворец
parade <i>n</i>	парад, учебный плац
parade ground	плац
parenting	воспитание
irresponsible parenting	безответственное воспитание детей
parole <i>n</i>	условно-досрочное освобождение
part <i>n</i>	часть, сторона
on the part	со стороны
particular <i>adj</i>	особый, специфический, определенный
partnership <i>n</i>	сотрудничество
pass <i>v</i>	передавать, проходить, миновать
pass an examination	сдать экзамен
pass through the metal detector	пройти через металлодетектор
passion <i>n</i>	страсть, аффект
path <i>n</i>	путь
patient <i>n, adj</i>	пациент; терпеливый
pay <i>v</i>	платить
pay attention (to)	обращать внимание, уделять внимание
pedestrian <i>n</i>	пешеход
pen <i>v</i>	писать
penal <i>adj</i>	уголовный; наказуемый; пенитенциарный
penalty <i>n</i>	наказание
penitentiary <i>n</i>	тюрьма, исправительная колония
per cent <i>n</i>	процент (%)
peer <i>n</i>	сверстник
peer groups	группа сверстников
peer pressure	давление со стороны сверстников
peer rejection	отвержение сверстников (сверстниками)
performance <i>n</i>	выполнение
poor academic performance	плохая успеваемость
perhaps <i>adv</i>	возможно
peril <i>n</i>	опасность
perpetrator	правонарушитель, преступник
perpetual <i>adj</i>	вечный, нескончаемый
persist <i>v</i>	настаивать, настойчиво продолжать
persuade <i>v</i>	убеждать
petty <i>adj</i>	мелкий
petty crimes	мелкие преступления
pervade <i>v</i>	пронизывать, проникать
photofit (picture) <i>n</i>	фоторобот
pickpocket <i>n, v</i>	карманный вор; совершать карманную кражу
picture <i>n</i>	картина, фотография

take a picture of	фотографировать
plotting <i>n</i>	заговор
pocket <i>n</i>	карман
pocket <i>n</i>	карман
policy <i>n</i>	политика, стратегия
population <i>n</i>	население
possess <i>v</i>	владеть, иметь
possession <i>n</i>	владение
possibility <i>n</i>	возможность
potential (for) <i>n</i>	потенциал, возможность
postgraduate <i>n</i>	студент магистратуры, магистрант
postgraduate courses (studies)	магистратура (потенциальные) возможности, потенциал
pound <i>n</i>	фунт (единица веса; денежная единица)
poverty <i>n</i>	бедность
power <i>n</i>	сила, власть, полномочие
precaution <i>n</i>	предосторожность
precise <i>adj</i>	точный
prefer <i>v</i>	предпочитать
preliminary <i>a</i>	предварительный
premises	дом с прилегающими постройками и участком
the worst licensed premises	трущобы
prepare <i>v</i>	готовить
prescribe <i>v</i>	предписывать
prescription <i>n</i>	рецепт (врача)
presence <i>n</i>	присутствие, наличие
present <i>v</i>	представлять
pressure <i>n</i>	давление
undergo pressure	подвергаться давлению
prevent <i>v</i>	предотвращать
prevention <i>n</i>	предотвращение
pride <i>n</i>	гордость
primary <i>adj</i>	первичный, основной
print <i>n</i>	отпечаток
latent print	скрытый отпечаток
proactive <i>a</i>	профилактический
probation <i>n</i>	испытание, пробация, система испытания (вид условного осуждения)
probation service	служба пробации, отбывание пробации
proceed <i>v</i>	двигаться в определённом направлении
process <i>v, n</i>	обрабатывать, перерабатывать; процедура, процесс
prohibit <i>v</i>	запрещать
promise <i>v</i>	обещать

promote <i>v</i>	способствовать, повышать в должности
proof <i>n</i>	доказательство
proper <i>a</i>	правильный, должный, соответствующий
property <i>n</i>	собственность
proposition <i>n</i>	предложение
prosecute <i>v</i>	преследовать в судебном порядке
prosecution <i>n</i>	судебное преследование
prosecutor <i>n</i>	обвинитель
prospect <i>n</i>	перспектива
protect <i>v</i>	защищать
protection <i>n</i>	защита
proud <i>a</i>	гордый
prove <i>v</i>	доказывать
provide <i>v</i>	предполагать, обеспечивать
proximity <i>n</i>	близость, приближенность, соседство
punish <i>v</i>	наказывать, карать
punishability <i>n</i>	наказуемость
punishable <i>a</i>	наказуемый
punishment <i>n</i>	наказание
bring punishment	повлечь наказание
capital punishment	высшая мера наказания
impose punishment on smb	назначить наказание кому-либо
range of punishments	диапазон наказаний
severe punishment	суровое наказание
purely <i>adv</i>	чисто, исключительно
purpose <i>n</i>	цель
purse <i>n</i>	кошелек
leather purse	кожаный кошелек
pursue <i>v</i>	добиваться, стремиться, осуществлять
pursue a career	стремиться к карьерному росту
put off	откладывать

## Q

qualified <i>adj</i>	квалифицированный; компетентный, сведущий
quality <i>n</i>	качество
quarrel <i>n, v</i>	ссора, ссориться
question <i>n, v</i>	вопрос; опрашивать, допрашивать
questioning <i>n</i>	опрос, допрос
quick-witted <i>adj</i>	находчивый, смыслёный, сообразительный

## R

regulations <i>n</i>	положения <i>n</i>
rules and regulations	правила и положения
raise <i>v</i>	поднимать, повышать; воспитывать

rank <i>n</i>	звание, должность
rape <i>n</i>	изнасилование
rapidly <i>adv</i>	быстро
rate <i>n</i>	стоимость, уровень
rather than <i>conj</i>	а не, вместо того чтобы
rapidly <i>adv</i>	быстро
realize <i>v</i>	осознавать
reason <i>n</i>	причина
reasonable <i>adj</i>	разумный, здравый
receive <i>v</i>	получать
recently <i>adv</i>	недавно, в последнее время
reckless <i>adj</i>	безрассудный, безответственный
recklessness <i>n</i>	безрассудство, безответственность
recognize <i>v</i>	узнавать
record <i>n, v</i>	протокол, досье, дело, запись;
make a record	записывать, составить протокол
tape— record	записывать на магнитофон
recover <i>v</i>	выздоровливать, возвращать
recover stolen property	вернуть украденное имущество
reduce <i>v</i>	уменьшать, сокращать
refer (to) <i>v</i>	относиться, ссылаться
reflect <i>v</i>	отражать
reflection	осмысление, отражение
regard <i>v</i>	рассматривать, считать
regard smth as	рассматривать что-либо как
rehabilitation <i>n</i>	реабилитация
reinforcement <i>n</i>	укрепление, усиление
reject <i>v</i>	отклонять, отвергать
rejection <i>n</i>	отвержение
relate <i>v</i>	относиться, касаться
relationship <i>n</i>	отношения
relative <i>n, adj</i>	родственник; соответствующий,
	относительный
rely (on) <i>v</i>	полагаться (на)
remain <i>v</i>	оставаться
remain silent	хранить молчание
remember <i>v</i>	помнить
remove <i>v</i>	убирать, извлекать, снимать, удалять
remote <i>a</i>	дальний, далёкий, отдалённый
rename <i>v</i>	переименовать
renowned <i>a</i>	знаменитый, известный
repair <i>v</i>	ремонтировать
replace <i>v</i>	заменять, замещать
repeat <i>adj, v</i>	повторный; повторять
replete <i>adj</i>	переполненный

report <i>n, v</i>	доклад, сообщение; сообщать
report (a crime) to the police	сообщить (о преступлении) в полицию
represent <i>v</i>	представлять
request <i>n, v</i>	запрос; запрашивать, требовать
require <i>v</i>	требовать(ся)
requirement <i>n</i>	требование
meet requirements	отвечать, соответствовать требованиям
requisite <i>adj</i>	требуемый, необходимый
rescue <i>n, v</i>	спасение; спасать
come to (the) rescue	прийти на помощь
reside <i>v</i>	проживать, жить
residence <i>n</i>	место жительства
resign <i>v</i>	уйти в отставку
resilience <i>n</i>	устойчивость
resist <i>n</i>	оказывать сопротивление
resolve <i>v</i>	раскрывать, разрешать
resourceful <i>a</i>	находчивый, сообразительный
respond <i>v</i>	отвечать, реагировать,
response <i>n</i>	ответ, реагирование, реакция
responsibility <i>n</i>	ответственность
bear responsibility	нести ответственность
criminal responsibility	уголовная ответственность
subject to criminal responsibility	подлежащий уголовной ответственности
responsible <i>adj</i>	ответственный
responsive <i>adj</i>	отзывчивый
restraint <i>n</i>	сдержанность
restriction <i>n</i>	ограничение
result in <i>v</i>	приводить к
retake <i>n</i>	пересдача
reveal <i>v</i>	раскрывать
review <i>v</i>	пересматривать
right <i>n</i>	право
riot <i>n</i>	бунт, погром
rise <i>v</i>	увеличиваться, возрастать
robbery <i>n</i>	грабёж
root <i>n</i>	корень, первопричина
roundabout <i>n</i>	участок дороги с круговым движением
rule <i>n, v</i>	правило; управлять
run <i>v</i>	ехать, работать
run over	переехать, наехать, сбить

## S

safe <i>adj</i>	безопасный
salary <i>n</i>	жалованье, заработная плата

same <i>pron</i>	такой же, тот же самый
satisfactory <i>adj</i>	удовлетворительный
satisfy <i>v</i>	соответствовать
scam <i>n</i>	жульничество, мошенничество
scholar <i>n</i>	ученый
scientific <i>adj</i>	научный
scholarship <i>n</i>	стипендия
schedule <i>n</i>	расписание
search <i>n, v</i>	поиск; искать
search <i>v</i>	осматривать, обыскивать
search a crime scene	осматривать место происшествия
secure <i>adj, v</i>	безопасный;
	обеспечивать безопасность
security <i>n</i>	безопасность
seek (sought, sought) <i>v</i>	стремиться, искать
seem <i>v</i>	казаться, оказываться
segregate <i>v</i>	разделять, изолировать
select <i>v</i>	выбирать, отбирать
sell <i>v</i>	продавать
send <i>v</i>	посылать, отправлять
senior <i>n</i>	пожилой человек
sentence <i>n, v</i>	приговор осуждение, наказание; осуждать
impose sentence	назначать наказание
prison sentence	тюремное заключение
serve sentence	отбывать наказание
suspended sentence	отсрочка исполнения приговора
pass (pronounce) sentence on	вынести приговор
sentence to community	приговорить к обязательным
service	общественным работам
sentence to death	приговорить к смертной казни
sentence to life	приговорить к пожизненному
	тюремному заключению
sentence to probation	приговорить к пробации (условному сроку)
sentencing <i>n</i>	вынесение приговора, назначение наказания
separate <i>v, adj</i>	разделять; отдельный
separately <i>adv</i>	отдельно, поодиночке, порознь,
sequence <i>n</i>	последовательность
serious <i>adj</i>	серьезный, тяжкий
serve <i>v</i>	служить
servant <i>n</i>	служащий
service <i>n</i>	служба
set off <i>v</i>	отправляться, взрывать
set off a security alarm	подать сигнал тревоги, включить охранную
	сигнализацию
set up <i>v</i>	основывать, учреждать

severe <i>adj</i>	строгий, суровый
severity <i>n</i>	строгость, суровость
shall <i>v</i>	должен
sharing <i>n</i>	совместное пользование,
shape <i>v</i>	формировать
sharking <i>n</i>	ростовщичество
sheer <i>adj</i>	явный
shoot (shot, shot) <i>v</i>	стрелять
shoplift <i>v</i>	воровать в магазине
shoplifter <i>n</i>	магазинный вор
shoplifting <i>n</i>	магазинная кража
short-cut <i>n</i>	короткий путь
sight <i>n</i>	достопримечательность; поле зрения
out of sight	вне поля зрения
significance <i>n</i>	значение
significantly <i>adv</i>	значительно
similar <i>adj</i>	подобный, похожий
since <i>conj, prep</i>	так как; с, с тех пор
sinister <i>adj</i>	зловещий
situated <i>adj</i>	расположенный
skilled <i>adj</i>	квалифицированный, опытный
skip <i>v</i>	пропускать
skipping school	пропуски занятий в школе
smuggle <i>v</i>	перевозить контрабандным путем
snatch <i>v</i>	вырывать (кошельки, сумки и т. п.)
sneakers <i>n, pl</i>	кроссовки
society <i>n</i>	общество
solution <i>n</i>	решение, урегулирование
crime solution	раскрытие преступления
solve <i>v</i>	решать, раскрывать
solve a crime	раскрыть преступление
sophisticated <i>adj</i>	изощренный, сложный
source <i>n</i>	источник
speed <i>n, v</i>	скорость; превышать скорость
speeding <i>n</i>	превышение дозированной скорости
spend <i>v</i>	тратить
spirit <i>n</i>	дух
splendid <i>adj</i>	великолепный, величественный
spot <i>n</i>	место, район, местность
spread <i>v</i>	простирается, вытянуть, протягивать
spread apart	раздвигать, расставлять в стороны
square <i>n</i>	площадь
stab <i>n, v</i>	удар ножом; нанести удар колющим оружием
stakeout <i>n</i>	слежка, засада, наблюдение
	амер. полицейский надзор



standpoint <i>n</i>	зрения
state <i>n, v</i>	состояние, государство, штат; заявлять, утверждать
state of mind	состояние ума, душевное состояние, настроение
statement <i>n</i>	заявление, утверждение; показания
witness statement	свидетельские показания
statute <i>n</i>	законодательный акт, законоположение
steal <i>v</i>	воровать, красть
step <i>n</i>	шаг
take steps	принять меры
still <i>adv</i>	однако
stranger <i>n</i>	иностранец, незнакомец
strive (for)	стремиться
study <i>n, v</i>	учиться; исследование
stun <i>v</i>	оглушать, ошеломлять
subject <i>n, v, adj</i>	субъект, предмет; подчинять, подвергать; подчиненный
submit <i>v</i>	представлять на рассмотрение, подчиняться, предлагать
substance <i>n</i>	вещество
flammable substance	легковоспламеняющееся вещество
poisonous substance	ядовитое вещество
mind-altering substance	вещество, изменяющее сознание
substantive <i>adj</i>	основной
suburb <i>n</i>	пригород
successful <i>adj</i>	успешный
suddenly <i>adv</i>	вдруг
suffer <i>v</i>	(по)страдать
suffice <i>v</i>	быть достаточным, удовлетворять
sufficiently <i>adv</i>	достаточно
suggest <i>v</i>	предлагать
suggestion <i>n</i>	предположение, соображение
suitable <i>adj</i>	подходящий
summarize <i>v</i>	подводить итог
supervision <i>n</i>	надзор, наблюдение, контроль
supply <i>v</i>	снабжать
support <i>n, v</i>	поддержка; поддерживать
suppose <i>v</i>	(пред)полагать
sure <i>adj</i>	уверенный
make sure	убедиться
surrender <i>v</i>	сдаваться
surround <i>v</i>	окружать
survey <i>n</i>	опрос, исследование
surveillance <i>n</i>	надзор, наблюдение

suspect <i>n, v</i>	подозреваемый; подозревать
interrogate (question) <i>a</i>	допрашивать подозреваемого
suspicious <i>adj</i>	подозрительный
sweatshirt <i>n</i>	толстовка
swindle <i>n</i>	мошенничество, жульничество
sympathy <i>n</i>	сочувствие

## Т

take <i>v</i>	брать
take a bus	сесть в автобус
take a left / right	повернуть налево / направо
take away	отнимать
take off	снимать (одежду)
take out	вынимать
take (sb, smth) to	отвозить, относить
take (the second) left / right	(на втором повороте) повернуть налево / направо
target <i>n, v</i>	цель; направлять, нацеливать, ориентировать
tax	налог, налогообложение
tax evasion	уклонение от уплаты налогов
teach (taught, taught), <i>v</i>	учить, преподавать, обучать,
teen <i>n</i>	подросток
term <i>n</i>	термин, срок, семестр
in general terms	в общих чертах
technique <i>n</i>	техника
third degree technique	метод третьей степени (допрос с пристрастием)
theft <i>n</i>	кража
petty theft	мелкое хищение
thereto <i>adv</i>	к этому
thereto exceptions	к ним относятся исключения
thought <i>n</i>	мысль
threat <i>n</i>	угроза
threat of punishment	угроза наказания
threaten (with)	угрожать
threshold <i>n</i>	порог
through <i>prep</i>	через
tightrope <i>n</i>	туго натянутый канат
till <i>prep</i>	до (какого-либо времени)
time <i>n</i>	время
full-time	обучающийся в режиме полного дня
part-time	обучающийся в режиме неполного дня (неполной недели)
tip <i>n</i>	(полезный) совет, чаевые
title <i>n</i>	заглавие, название

tolerance <i>n</i>	терпимость
tool <i>n</i>	инструмен, орудие
touch <i>v</i>	соприкасаться, трогать, касаться
towards <i>prep</i>	по направлению
trace <i>v</i>	выслеживать
trace a criminal	выслеживать преступника
traffic <i>n</i>	транспорт, движение
traffic jam	транспортная «пробка»
traffic lights	светофор
trafficking <i>n</i>	торговля запрещенным товаром
human trafficking	торговля людьми
drug trafficking	торговля наркотиками
train <i>v</i>	обучать
trainers <i>n, pl</i>	кроссовки
trainee <i>n</i>	обучающийся
training <i>n</i>	подготовка
undergo training	пройти обучение
transfer <i>v</i>	перевозить, перемещать
transgression <i>n</i>	нарушение закона, проступок
transparency <i>n</i>	прозрачность
treason <i>n</i>	государственная измена
treasure <i>n</i>	сокровище, сокровищница, достояние
treat <i>n, v</i>	лечение, обращение, обслуживание; обращаться, относиться, рассматривать
treatment area	территория обслуживания отделения полиции
trespassing <i>n</i>	нарушение границы
trial <i>n</i>	судебное разбирательство
trouble <i>n</i>	проблема, беспокойство
truancy <i>n</i>	прогул
truant (from school) <i>v</i>	прогуливать (школу)
truncheon <i>n</i>	дубинка
trust <i>n, v</i>	доверие; доверять
trustworthiness <i>n</i>	надежность
truth <i>n</i>	правда
elicit the truth	выявить правду
try <i>v</i>	пытаться, стараться
try (a case)	слушать (дело)
turn <i>n, v</i>	очередь; поворачивать
around	обернуться
turn back	вернуться, повернуться, возвращать
turn left (right)	повернуть налево (направо)
turn off <i>v</i>	выключать
turn on <i>v</i>	включать
turn a blind eye (to)	закрывать глаза (на то, что)

## U

ultimate <i>adj</i>	окончательный
unarmed <i>adj</i>	невооруженный
unattended <i>adj</i>	оставленный без ухода, без присмотра
unconscious <i>adj</i>	без сознания
underground <i>n</i>	метрополитен
underground station	станция метро
underlie <i>v</i>	лежать в основе
underpin <i>v</i>	поддерживать, подкреплять (тезис, аргумент и т. п.), быть основой
undertaking <i>n</i>	обязательство
voluntary undertakings	добровольные обязательства
undo <i>v</i>	растёгивать; развязывать
unemployment <i>n</i>	безработица
uniform <i>n</i>	форма
wear a uniform	носить форму
unlawfulness <i>n</i>	незаконность, неправомерность
unsolicited <i>adj</i>	непрошенный
unwrap <i>v</i>	развёртывать, разворачивать
urban <i>adj</i>	городской
use <i>n, v</i>	применение, использование; применять, использовать
utmost <i>adj</i>	предельный, максимальный

## V

vagrancy <i>n</i>	бродяжничество
value <i>n, v</i>	значение, ценность, важность; оценивать, ценить, дорожить
valuable <i>a</i>	ценный
van <i>n</i>	фургон, вагон (товарный, багажный)
vandalize <i>v</i>	разрушать
variety <i>n</i>	разнообразие, множество
vary <i>v</i>	различаться, отличаться, варьироваться
venerable <i>adj</i>	древний
verify <i>v</i>	проверять
vehicle <i>n</i>	транспортное средство
motor vehicle	автомобиль
verdict <i>n</i>	решение присяжных, вердикт
reach a verdict	вынести вердикт
victim <i>n</i>	жертва, потерпевший
view <i>n, v</i>	вид, мнение; осматривать, рассматривать
violate <i>v</i>	нарушать
violation <i>n</i>	нарушение, правонарушение, насилие
violence <i>n</i>	насилие, жестокость
voice <i>v</i>	высказать, озвучить

voluntariness *n*  
voluntary *a*

добровольность, свобода воли  
добровольный

## W

wait (for) *v*

ждать (кого-либо)

wallet *n*

бумажник

wand *n*

тонкая палочка

hand-held wand

ручной металлодетектор

wanted *adj*

разыскиваемый

warden *n*

надзиратель, начальник

traffic warden

регулирующий

warehouse *n*

склад

warn *v*

предостерегать

warrant *n*

ордер

deliver an arrest warrant

выдать ордер на арест

deliver a search warrant

выдать ордер на обыск

waste *v*

терять даром (впустую)

waste time

зря тратить время

watch *n, v*

стража, караул; наблюдать, следить,

way *n*

путь, способ

in the same way

точно так же, таким же образом

weapon *n*

оружие

wear *v*

носить

wear a uniform

носить форму

welcome *v*

добро пожаловать

whether *conj*

или, ли

while *conj*

в то время как, при этом

wide *a*

широкий

wide range of punishments

широкий спектр наказаний

will *n, v*

воля, желание, намерение; хотеть,

желать,

withstand *v*

выдержать, выстоять

witness *n*

свидетель

interview (question) a witness

опрашивать свидетеля

word *n, v*

слово; формулировать, выражать словами

wording *n*

текст, формулировка

work *v*

работать, заниматься

work out

разрабатывать (план)

workload *n*

загруженность

wrongful *adj*

противоправный, незаконный

wrongful (illegal) actions

противоправные (незаконные) действия

## Y

yet *adv*

уже, еще, тем не менее

youth *n*

молодежь

## VOCABULARY FOR CLASSROOM USE

### *Словарь классного обихода*

1	Доброе утро (день)	Good morning (afternoon)
2	Доброе утро (день), всем	Good morning (afternoon), everybody
3	Займите свое место (места)	Take your seat(s)
4	Садитесь!	Seats!
5	Приготовьтесь к уроку	Get ready for the lesson
6	Поменяйтесь местами с (N)	Will you change places with (N)
7	Приведите свой стол в порядок, пожалуйста	Tidy your desk, will you?
9	Кто отсутствует?	Who is absent?
10	Сколько студентов (курсантов) отсутствует?	How many cadets are absent?
11	Есть ли у вас какая-либо причина (оправдание) для того, что Вы не выполнили задание?	Do you have any reason (excuse) for not having done the task?
12	Давайте прочитаем текст (это слово) (еще раз)	Let's read the text (this word) (again, once more)
13	Теперь я хочу, чтобы вы послушали, как я произношу этот звук (слово)	Now I want you to listen to how I pronounce this sound (word)
14	Давайте снова поработаем над этим звуком (этими словами).	Let's work on this sound (these words) again
15	Мы проведем наш (сегодняшний) урок, готовясь к тесту	We'll spend our (today's) lesson preparing on the test
16	Давайте пересмотрим материал, который мы сделали (в этом семестре)	Let's revise the material we've done so far (this term)
17	Не могли бы вы выйти вперед, пожалуйста?	Will you come to the front, please?
18	Не говори ему ответ (не подсказывайте ответ шепотом).	Don't tell him the answer (no whispering the answer)!
19	Это не совсем правильно (вы ошибаетесь)	That isn't quite right (you are wrong)
20	Вы обманываете, я понижу Вам оценку (отметку)	You are cheating, I'll lower your grade (mark)
21	Вы работали хорошо (усердно) во время урока. Я поставлю Вам «пять»	You worked (have worked; have been working) hard during the lesson. I'll give you a "five"
22	Вы пропустили последнее занятие (несколько занятий) и отстали от группы	You missed the last lesson (some lessons) and lagged behind the group
23	Давайте попрактикуемся (повторим) в сегодняшнем словаре	Let's practice (revise) today's vocabulary

24	Достанете свои учебники. Достаньте свои книги, пожалуйста	Will you take (get) out your textbooks? Take (get) your books out, please.
25	Давайте перейдем к чтению текста.	Let's move on to reading the text.
26	Поделитесь книгой с N. Поделитесь книгой с N, пожалуйста	Can (could) you share the book with N? Share the book with N, please.
27	Прочитайте страницу 10	Read page 10
28	Прочтите, пожалуйста, первый абзац	Read the first paragraph, please
29	Прочтите, пожалуйста, до следующего абзаца	Read up to the next paragraph, please
30	Следите за текстом, пока другие читают	Follow the text while others are reading
31	Переверните страницу	Turn over the page
32	Слушайте внимательно	Listen carefully
33	Будьте внимательны.	Pay attention, will you?
34	Говорите громче, пожалуйста. Не могли бы вы говорить громче, пожалуйста?	Speak up, please Could you speak louder, please?
35	Не могли бы вы говорить так, чтобы мы (все) могли вас слышать, пожалуйста?	Can you speak so that we (everybody) can hear you, please?
36	Не могли бы вы читать немного (немного) быстрее?	Could you read a little (a bit) faster?
37	Принесите книги из библиотеки, пожалуйста	Fetch the books from the library, please
38	Вы должны читать (старайтесь читать) вслух каждый день.	You must (should) read (try to read) aloud every day
39	Убери свои книги подальше	Put your books away
40	Подойдите к доске, пожалуйста	Will you come up to the whiteboard? Come up to the whiteboard, please
41	Обратите внимание на то, что он читает	Pay attention to what he is reading
42	Посмотрите на доску	Look at the whiteboard
43	Можете ли вы увидеть свою (его, ее) ошибку?	Can you see your (his, her) mistake?
44	Не могли бы Вы отойти в сторону? Отойдите, пожалуйста, в сторону, чтобы все могли увидеть презентацию	(Could you) step aside, please (?) Step aside, please, so that everyone could see the presentation
45	Кто знает ответ? Поднимите (поднимите) руки	Who knows the answer? Put up (raise) your hands
45	Не отвечайте сразу, пожалуйста.	Don't answer all at once, please.

	Говорите по одному	Speak one at a time
46	Сотрите (вычеркните) это слово	Rub off (out) this word
47	Откройте свои тетради и запишите дату и тему урока	Open your notebooks and write down the date and theme of the lesson
48	Пронумеруйте предложения	Number your sentences
49	Порядок слов в предложении неправильный. Следите за порядком слов	The word order in the sentence is wrong. Mind your word order
50	Вы выполнили свою задание уже?	Have you done your (the) task (yet)?
51	Не списывайте. Выполняйте свое задание (тест) самостоятельно.	No copying! Do your task (test) yourself
52	Соберите работы (листы, тесты, книги, тетради), пожалуйста.	Will you collect the papers (sheets, tests, books, copybooks), please?
53	Давайте пройдемся по вашим ошибкам. Давайте проанализируем ваши ошибки.	Let's go over your mistakes Let's analyse your mistakes
54	Раздайте книги, пожалуйста	Hand out the books, please
55	Это серьезная ошибка	That's a bad (serious) mistake
56	Прочтите этот отрывок до конца	Read this passage right to the end
57	Задайте (запишите) 10 вопросов по тексту	Ask (put down) 10 questions on the text
58	Запишите ответы на вопросы	Write down answers to the questions
59	Выполните задание 2 в письменной форме.	Do task 2 in writing (in a written form)
60	Выполните задание 4 на странице 5 устно	Do task 4 on page 5 orally
61	Выпишите новые слова (из текста)	Write out new words (from the text)
62	Посмотрите новые слова в словаре в конце книги.	Look up the new words in the vocabulary at the back of the book
63	Постарайтесь выполнить свой тест (это задание) самостоятельно (самостоятельно)	Try to do your test (this task) on your own (by yourself)
64	У вас есть 10 минут, чтобы выполнить эту (ваше) задание.	You've got 10 minutes to do this (your) task
65	Сделайте все возможное, чтобы завершить его вовремя	Do your best to complete it in time
66	(Ваш тест) хорошо выполнен	(Your test is) well done
67	Соберите свои вещи	Get your things together
68	Время почти истекло. Уже почти пора уходить. У вас есть какие-нибудь вопросы?	The time is almost up. It's nearly (almost) time to go Have you got any questions?
69	У нас еще есть время, чтобы/для... У нас осталось пять минут до... У нас еще есть пара минут в	We still have time to/for...  We have five minutes left to/for...



	запасе. Осталось еще две минуты.	We still have a couple of minutes left. There are still two minutes to go.
70	У нас кончилось время. Звонок уже прозвенел.	We've run out of time The bell has already gone
71	Ваша оценка за тест «5»	Your mark/grade on the test is 5
72	Мы сделаем пятнадцатиминутный перерыв (это означает, что вы должны вернуться в ...)	We'll take fifteen minutes' break (so, that means you have to be back at....)
73	Выполните задание 10 на странице 23 в качестве (вашего) домашнего задания. Это ваше домашнее задание для.... Выучите этот список слов (в качестве домашнего задания) к завтрашнему дню	Do task 10 on page 23 for (your) homework This is your homework for .... Learn this list of words (for homework / by tomorrow)
74	Подожди минутку Останься на минуту там, где Вы есть / Минутку, пожалуйста. / Секундочку / Подожди!	Wait a minute/ Hang on a moment/ Just hold on a moment/ Stay where you are for a moment/ Just a moment, please / Just a sec/ Wait for it!
75	Прощаясь: Увидимся на следующей неделе / завтра/ в среду/ в следующем семестре/ после каникул Приятного вам отдыха Хорошего вам отдыха, до свидания (всем)	Saying good-bye: See you next week/ tomorrow/ on Wednesday/ next term/ after the holiday Enjoy your vacation Have a good holiday Goodbye (everyone)
76	Слова команды: Встаньте! Смирно! Вольно! Садитесь! Разойдитесь! Отставить! Сделайте перерыв!!	The words of command: Stand up! Shun! At ease! (Easy!) Seats! Dismiss! As you were! Have a break!

## ADDITIONAL TEXTS

### CRIMINAL LAW IN CANADA

#### *Introduction*

Criminal law, in its widest sense, includes substantive criminal law, the operation of penal institutions, criminal procedure and evidence, and police investigations (see Criminal Investigation). More precisely, the term refers to substantive criminal law — a body of law that prohibits certain kinds of conduct and imposes sanctions for unlawful behaviour.

In general, the prohibitions contained in criminal offences are concerned with protecting the public at large and maintaining the accepted values of society. These values include the preservation of morality (through such laws as the obscenity and prostitution offences); protection of the person (e.g. murder and assault offences); protection of property (e.g. theft and fraud offences); preservation of the public peace (e.g. incitement to riot and causing a disturbance offences); and preservation of the state (eg, treason offences).

Underlying the various theories explaining the purpose of criminal law is the basic premise that criminal law is a means by which society reaffirms its values and denounces violators. A change in values entails a change in the types of conduct society wishes to prohibit. Amendments to the Criminal Code in areas such as sexual offences, abortion, pornography and punishment for murder demonstrate that Canadian criminal laws develop, at least to some extent, in response to changing social values.

Criminal law has also changed in response to technical advances, e.g. recent amendments to the Criminal Code concerning theft of telecommunications, and credit card fraud and provisions regulating the use of wiretap surveillance.

The sources of substantive criminal law in Canada are limited. Most offences are created by the Criminal Code, which prohibits conviction of an offence at common law (except for the offence of contempt of court). Criminal offences are also contained in other related federal statutes, such as the Narcotic Control Act, the Food and Drugs Act, and the Young Offenders Act.

A number of federal offences and offences under provincial statutes (eg, liquor and highway control offences) and municipal bylaws (eg, parking tickets, pet control) are not criminal offences in the true sense, but are generally processed through the courts in the same general manner as criminal offences. These offences are often called "regulatory offences."

#### *Origin of Criminal Law*

According to the Constitution Act, 1867, Parliament was granted legislative jurisdiction with respect to "the criminal law, except for the Constitution of the Courts of Criminal Jurisdiction but including the Procedure in Criminal Matters." This particular constitutional provision gives the federal government power to pass laws concerning criminal law and procedure.

The provinces can pass legislation dealing with subjects in which provinces have constitutional power and can enforce these laws (under s92 of the Constitution

Act, 1867) by imposing "punishment by fine, penalty, or imprisonment." It is therefore possible to have "provincial offences" enacted by the province, but if these offences conflict with a statute passed under the federal government's criminal-law power, the federal law is generally paramount.

The provinces were also granted legislative competence concerning "the administration of justice in the Province, including the Constitution, Maintenance and Organization of Provincial Courts, both of Civil and of Criminal Jurisdiction."

Therefore, policing, appointment of prosecutors, administration of the courts and appointment of lower-court judges are provincial responsibilities. The appointment of county and supreme court judges is a federal responsibility under s96 of the Constitution Act (see Judiciary).

Criminal law and procedures are subject to provisions of the Canadian Charter of Rights and Freedoms. The Charter is part of the Constitution of Canada. The Constitution Act, 1982, holds that "the Constitution of Canada is the Supreme Law of Canada, and any law that is inconsistent with the provisions of the Constitution is, to the extent of the inconsistency, of no force or effect."

The courts must therefore measure all legislation, including the Criminal Code and related statutes, against the Charter's provisions. The Charter may directly affect criminal-law procedure and may have an impact on the definition of certain crimes and the resulting punishment.

It is a cardinal principle of Canadian criminal law that there can be no crime or punishment except in accordance with fixed, predetermined law. To this end, the courts have concluded that a criminal prohibition must be in existence at the time of the alleged crime and that the offence created by such prohibition must be clearly ascertainable. If the provision providing for the criminal offence is ambiguous, then it will be interpreted by the courts in favour of the accused.

The application of the criminal law by police, prosecutors, judges and juries depends very much upon the facts of each case. Courts seek to apply the law consistently. Judges, when determining the law applicable to a case, are influenced greatly by previous court decisions, i.e., "precedents" involving similar situations. The fact that judges tend to follow precedents creates consistency in the interpretation of the statutory law and helps to indicate how the law will be interpreted in the future.

An appeal system exists in the criminal courts not only to correct injustices but also to avoid inconsistencies in the application of the law itself. Previous legal precedents, upon which the judge hearing the case feels bound, can be overruled by higher courts if it can be demonstrated that the precedent is either wrongly decided or out of date.

There are many legal wrongs that are not crimes. They fall in the field of civil law and are the basis of private lawsuits. A civil action is a private legal proceeding brought to court by one person against another. A civil court can compensate the aggrieved party by providing monetary damages or, in some cases, can cause the defendant to rectify the wrong caused.

In criminal law a crime is a wrong against the community as a whole rather than against the individual victim; consequently, a criminal prosecution is launched

by the state and the victim is merely a voluntary (and sometimes reluctant) witness for the prosecution. However, in recent years Parliament has passed legislation substantially amending the sentencing provisions of the Criminal Code, by which more attention will be paid to victims of crime, and which will provide for such measures as restitution and compensation to victims (see Criminal Code).

### *Constituents of a Crime*

A crime may be divided into 2 elements: the prohibited conduct or act (*actus rea*) and the required mental element (*Mens Rea*). Generally, before an act can become a crime it must fall precisely within the definition of the offence. It may be an act of omission as well as commission. However, in recent years Parliament has passed legislation substantially amending the sentencing provisions of the Criminal Code, by which more attention will be paid to the victims of crime and which will provide for such measures as restitution and compensation to victims (see Criminal Code).

*Mens rea* ("guilty mind") is a difficult concept. It is not defined in the Criminal Code and in Canada, depending upon the offence, the prosecution may be required to prove a state of mind that may include either intention (the most common state of mind required to be proven in criminal cases), advertent negligence, knowledge, recklessness, willful blindness, or more specific states of mind contemplated by such words as "maliciously" or "fraudulently."

Nevertheless, there is still an overriding principle in the criminal law that there is no criminal responsibility unless the guilty mind required by the offence can be proven. The idea of "guilty mind required by an offence" has been refined in light of the Charter. For example, the Supreme Court of Canada has held that murder is so serious a crime that it would be fundamentally unjust to convict someone of murder who did not, at the time of the killing, have a murderous state of mind. The Court then struck down, as unconstitutional, those sections of the Criminal Code which permitted murder convictions where the intent to kill had not been proven. Thus, the Charter has given rise to the principle that the *mens rea* to be proven must "fit" the crime. Most criminal trials are in fact contested on the basis of whether the accused had the requisite state of mind rather than whether he actually performed the prohibited act. This state of mind has to be proven with the same certainty as the other ingredients of a crime, and the prosecution must therefore present a clear picture of what was in the individual's mind at the time the offence was committed.

In order to ease this difficulty, some criminal law statutes create or recognize a presumption or inference regarding the required mental element; however, many of these "reverse onus clauses" have recently been declared unconstitutional as various courts have ruled the provisions conflict with the rights of an accused as set out in the Charter. But the Charter has impacted on the mental element required for so-called "strict liability" offences. The Supreme Court has held that where an offence carries with it the potential for imprisonment, if the accused has diligently, though unsuccessfully, attempted to avoid the prohibited action then he or she cannot be convicted of it. Such a conviction would offend fundamental justice.

In regulatory offences, the law distinguishes 3 different forms of the mental element. If the legislation uses words such as "wilfully" or "intentionally," the

legislature is presumed to have intended that the mental element required is an intent to commit the prohibited act. For the second class of regulatory offences, eg, those relating to public health, highway traffic, environmental law, and safety in the workplace, it is only necessary that the accused knows that his acts or omissions may result in the offence being committed. But the Charter has impacted on the mental element required for so-called "strict liability" offences. The Supreme Court has held that where an offence carries with it the potential for imprisonment, if the accused has diligently, though unsuccessfully, attempted to avoid the prohibited action then he or she cannot be convicted of it. Such a conviction would offend fundamental justice.

The final category of regulatory offences (strict liability offences) requires no mental element whatsoever and there is consequently no necessity of proving any fault on the part of the accused; the Crown need only prove that the accused was responsible for the prohibited act.

Under Canadian law, criminal responsibility may be placed on parties other than the actual perpetrator. Persons who aid, assist or counsel the commission of an offence can be found guilty of the same offence as the perpetrator. Also, attempting or conspiring to commit a crime or counselling an offence that is not actually committed are all criminal offences. However, courts have held that mere preparation to commit a crime is not sufficient to constitute an attempt.

In any criminal trial, one of the most important principles of all is the presumption of innocence. According to this principle, the Crown must prove the guilt of the accused, and it is not for the accused to establish innocence. Furthermore, the Crown must establish guilt beyond a reasonable doubt. This principle has been enshrined in the Charter and is considered by many to be one of the most important protections for the individual against the state.

### *Defences*

Both the Criminal Code and the common law recognize several defences to criminal charges.

#### *Defence of Capacity*

In certain cases, individuals will be found not guilty, even though the prohibited act and the intention to commit this act are proven, because the individuals are deemed incapable by law of committing the offence in question. For example, any child under the age of 12 years cannot commit a criminal offence. As well, any boy or girl under the age of 18 must be tried in the juvenile courts under the Young Offenders Act unless he or she is ordered to stand trial in the adult court by a juvenile court judge (see Juvenile Justice Systems).

Insane persons are also considered to be incapable of committing criminal offences. Section 16 of the Criminal Code presumes that everyone is sane but permits defendants to establish that they were insane at the time of the commission of an offence.

If insanity is established, then the person is found to be not guilty by reason of insanity and is detained indeterminately for treatment until a government-appointed

board of review determines that the individual may return to society. In addition, an individual cannot be found guilty of a crime if he or she is unfit to stand trial because of mental illness. These individuals are held in mental hospitals until they recover sufficiently to understand the legal proceedings against them.

#### *Defences that Negate Proof of the Prohibited Act*

To prove that someone has committed a prohibited act, it must be demonstrated that the act or omission was consciously and voluntarily committed. Defences that fall into this category include accident, duress (ie, a person has been compelled to commit an offence because his or his family's life or safety have been threatened), and automatism, which may be generally defined as involuntary, unconscious behaviour where the physical movements are performed without volition or without exercise of the will (eg, a person, as a result of an external blow to the head, commits a prohibited act while in an unconscious or semiconscious state, or a person who commits an offence while sleepwalking).

#### *Defences that Negate Proof of Mens Rea*

In most "true" criminal offences, the Crown must prove that, before committing the act, the accused actually intended to achieve the unlawful result. The law recognizes that certain factors raise a reasonable doubt that the person intended to achieve the unlawful consequence. The defences usually mentioned in this context include intoxication (which is commonly used to reduce a murder charge to the lesser offence of manslaughter), honest mistake of fact, and, in some very limited circumstances, mistake of law. However, in the vast majority of factual situations, ignorance of the law provides no defence.

#### *Defences of Excuse or Justification*

With these defences, the law recognizes human frailty and weaknesses and will hold that the accused was either justified in committing the unlawful act or is at least partially excused for the conduct. Examples of defences of justification are self-defence and defence of property. In 1990 the Supreme Court of Canada found the defence of self-defence can apply to a battered woman who kills her batterer at a time when her life is not in imminent danger. Recognition of the "battered woman syndrome" expanded the scope of evidence which could be used to prove self-defence to include the psychological effects of battering on women charged with assaulting or even killing their battering partners. Defences of excuse include obedience to authority (eg, a soldier who believes he is simply obeying lawful orders), provocation (which only applies in murder cases and involves a killing committed in the heat of passion, which has been caused suddenly by a wrongful act or insult sufficient to deprive an ordinary person of his self-control), and entrapment (in which the person has committed the offence under pressure by police authorities).

#### *Canada's Criminal Code*

Canada's Criminal Code is a federal statute. It was enacted by Parliament in accordance with section 91(27) of the Constitution Act, 1867, which gives the federal government exclusive jurisdiction to legislate criminal offences in Canada.

The Criminal Code contains most of the criminal offences that have been created by Parliament. Other criminal offences have been incorporated into other federal statutes. The Code defines the types of conduct that constitute criminal offences. It establishes the kind and degree of punishment that may be imposed for an offence, as well as the procedures to be followed for prosecution.

### *1996 Amendments*

Historically, criminal law has treated a crime as a wrong against the community, rather than against the individual victim. As a result, individual victims of crime have often felt outside the criminal justice process. The 1996 legislation amended the sentencing provisions of the Criminal Code. The courts are now required, when deciding an offender's sentence, to consider written statements of victims that describe the harm done to them or the losses they have suffered. The courts enjoy a wider discretion to order restitution or compensation from an offender to the victims of a crime. These orders are enforceable through the process of civil execution.

The changes to the Code also allow the courts to play a more active role in the rehabilitation of an individual offender. Alternatives to incarceration are more readily enforced. For instance, the new "Conditional Sentence" allows a judge to impose a term of imprisonment. But it allows the convicted offender to serve this sentence in the community on conditions that permit supervision of the offender within the community. This increases the likelihood of his or her rehabilitation. If the offender fails to live up to the conditions imposed, he or she can be made to serve the outstanding portion of the jail sentence. Also provided for under the 1996 provisions are "Alternative Measures" for adult offenders. These allow an offender to bypass criminal prosecution and go directly into rehabilitative programs or community service.

The new sentencing provisions are designed to respond to a growing attitude in society that the interests of victims of crime should have a more prominent place when an offender's sentence is decided. It is also recognized that prison should be something of a last resort, justifiable only when necessary in the public interest; or as a means by which to denounce serious offences.

### *Criminal Investigation*

Criminal investigation involves the investigation of violations of Criminal Law. In a criminal investigation, the state is responsible for all the expense of investigating the case and presenting it in court, with the exception of the accused's defence; however, if the accused is below a certain income level, the state will pay for a lawyer to defend him or her. This responsibility includes ensuring that all witnesses (prosecution and defence alike) appear at the trial. The victim of the criminal act is considered a witness and can be compelled to testify in almost all cases.

It is the state that decides whether a matter will proceed through the courts, and in making this determination it is not bound by the wishes of the victim or complainant. In contrast, in civil matters, the person who considers himself wronged

must launch the action, secure his own witnesses, serve all processes and be responsible for the costs of the hearing.

The 2 processes differ also in the type of penalty handed down. In a criminal matter, convicted individuals either serve a term of imprisonment or pay a fine to the state, or both. In civil cases, there can be no imprisonment and the disputants may be ordered to pay to the offended party certain sums of money. Also, the evidentiary burden of proving guilt or innocence differs. In criminal matters proof must be beyond any reasonable doubt, whereas in civil cases the proof need only be on a balance of probabilities.

Constitutionally, the federal government is responsible for legislating in all areas that relate to criminal matters, while the various provinces are responsible for legislating in the areas of Policing and the administration of justice within their boundaries. Each province has passed a Police Act to meet these responsibilities.

### **Types of Crime**

Historically, all crimes devolved either from a trespass against a person or a trespass against a person's property. Today the common terminology used is Crimes against Persons and Crimes Against Property. In recent generations the proliferation of crimes has been enormous, mainly because Canadian society has become so diversified and because so much material wealth has entered our lives. Today the distinction is less clear between person— and property-related crimes because of the growth of numerous so-called victimless crimes. Regarding victimless crimes, both the supplier and consumer of the illegal act are willing participants. Generally speaking, these types of crimes involve those having to do with the control of illegal drugs, sex and gambling.

The particular crime being investigated will, to a large degree, dictate the course that an investigation will follow; however, in order to convict all must meet the same evidentiary test — proof beyond any reasonable doubt that the accused intentionally committed the crime. Some crimes are planned and deliberate while others are spontaneous, unplanned acts. Crimes are variously motivated by greed, revenge, gain or pride. Some are committed by people suffering psychological abnormalities while others may be committed by exceptionally bright people. More often than not people who commit crime fall between these 2 extremes.

### *Evidence*

The purpose of a criminal investigation is to identify, gather and preserve evidence. Almost anything can constitute evidence, according to the particular circumstances of a case. The legal definition of evidence, all means by which a fact may be proved or disproved in a court of law, is of necessity very broad (see Law of Evidence). Evidence must be factual or based upon factual grounds. Opinion evidence is admissible, so long as the witness offering such evidence can satisfy the court that he or she qualifies as an expert on a specific matter.

Evidence can also be categorized by the forms it takes and the purpose it serves; e.g, real objects, documents or testimony.



Almost anyone, including children, qualifies as a witness as long as they can offer useful evidence on the matter before the court. A witness, however, must meet the competency test. Testimonial evidence is that given by witnesses under oath at a trial. All evidence, including real and documentary forms, must be presented in testimonial form so that the opposite side has the opportunity to cross-examine on that evidence (see Law of Evidence for the admissibility test).

While there are statute and common-law rules of evidence and admissibility that have developed over the centuries, there is no one set way a peace officer must conduct an investigation. In other words, there are no statutory (or court) imposed procedural rules for the general investigation of crime.

A peace officer may question anyone believed able to offer useful information, but that person is not compelled to answer those questions. However, once a police officer has decided to charge persons with a criminal offence he or she must caution that person immediately that they are not required by law to answer any question put to them. The individuals must also be told without delay that they are entitled to call a lawyer for advice.

Evidence is also categorized by the purpose it serves. Evidence may be direct or circumstantial. Direct evidence is testimonial evidence of eyewitnesses to all or part of a crime. Circumstantial evidence supports one of the circumstances that form part of the overall picture of the crime.

An example would be as follows. A is poisoned by B and dies, but there are no eye-witnesses to the murder other than B, who cannot be forced to testify against himself. The investigation, however, reveals certain circumstances that implicate B in the murder; B was being blackmailed by A; B purchased an amount of the same type of poison found in the A's body; B's vehicle was seen in the area of A's home on the night of the murder. None of these facts alone would be sufficient to convict B of the murder, but their cumulative effect likely would.

### *Ingredients of Crimes*

All crimes have essential ingredients, all of which must be proven beyond any reasonable doubt before an individual can be convicted. For example, the crime of possession of stolen property is composed of 4 essential ingredients: that the property was stolen by someone (not necessarily the accused); that the accused had possession of that property; that the accused knew that someone stole that property; and that the identity of the accused is known. The investigator must be aware of the ingredients of a crime before an investigation commences so that he or she can gather evidence to support each one.

### *Investigation of a Crime*

Simply put, a criminal investigation is a search for witnesses and evidence to support the charge in court by proving beyond any reasonable doubt that the crime was committed and that it was the accused who committed it. It is critical to a successful investigation that the investigator(s) know the essential ingredients of the particular crime(s) they are investigating, otherwise they do not know what evidence to look for to support each of those crime's essential ingredients.

Crimes are either confrontational or discovery in nature. Assaults and sex crimes are examples of the former, car theft and fraud examples of the latter. The crime may be discovered by the victim, a witness or a peace officer.

Although there are various ranks within a police service, all are, by law, peace officers, with no one rank having greater legal power to investigate crime than another. The role of the peace officer is defined in section 2 of the Criminal Code of Canada. For instance, a chief of police has no more legal power than a rookie peace officer. Front-end uniformed peace officers are called constables in Canada. The type and severity of the crime, however, will dictate the rank and specialized knowledge of the investigating peace officer(s).

When a crime of any nature comes to the attention of the police, a constable will almost always be the first peace officer to respond. In the majority of cases, the original constable attending the scene will conduct the entire investigation but will call in whatever specialized help is needed. For example, in all cases of break-and-entry, theft of all types and common and aggravated assaults, the original constable will lead the investigation, even though higher-ranking peace officers assist. In other cases such as homicide and rape, the original constable will call out specialized peace officers (eg, homicide or sex crimes detectives) who will come to the scene of the crime and take over responsibility for the investigation from the outset. In such situations, these specialized people will bring in the specialized help they need, such as identification officers. In other types of crimes, the original constable will advance the investigation as far as possible, producing a written report which can be passed on to a specialized unit for follow-up investigation.

All peace officers are trained to attend to various aspects of the crime in sequence and order of importance, depending upon the particulars of the individual case. The normal order would be as follows: care for the physical needs of any person at the scene; arrest or identify the suspect(s); identify and locate witnesses; and secure whatever physical evidence is available at the scene.

For example, a constable responding to a robbery call at a convenience store sees the suspect flee. He chases and catches the suspect and finds an amount of money stuffed in his clothing which matches the amount stolen. There would be a clear power to arrest and charge the suspect on a charge of robbery and there would be no need for specialized help from detectives or other specialists; however, the constable would continue to investigate in a search for more evidence.

Conversely, if a constable were dispatched to a stabbing in a restaurant and on arrival finds the victim dead, the assailant gone and 2 people present who witnessed the stabbing, the constable would immediately call for specialized help and lock all doors to keep the crime scene intact and uncontaminated. He would also keep the witnesses at the scene until the homicide detectives and identification officers arrive. Upon the arrival of the specialized investigators, the constable would assist them in any way necessary, which would include writing a detailed account of all he did and witnessed.

As a rule, detectives and other specialists are trained to investigate 3 general categories of crimes; those that are very serious (eg, homicide or rape), those that

are very complicated (eg, international drug dealings and white-collar crime), and those that require an extensive, protracted investigation.

Crimes are very often committed between people who know each other — eg, family violence, child abuse and sexual assault. History has shown in Canada that the majority of homicides each year occur between people who know each other. As a rule, these "acquaintance" crimes are easier to investigate and solve because there will be a starting point for the investigation.

Help from the community is absolutely critical to the apprehension and conviction of criminals but people are not required by law to assist their police. For this reason, police need to work very closely with their community in a common effort to limit crime. However, if the police know the identity of a person who can offer useful evidence at a trial, that person may be compelled to testify. It is part of the civic duty shared by all to preserve the peace and prevent crime.

Physical evidence (e.g., anything transferred from the victim or the scene to the assailant; anything transferred from the assailant to the victim or the scene), opportunity and motive are also crucial to a criminal investigation. An experienced detective will seek to understand the culprit's method of operation ("MO"). Successful investigators also build up a body of knowledge and expertise about those active in various types of crime in their community and they will also keep track on those people previously convicted but now on parole or probation.

### *Informants*

It would be impossible to solve some crimes without the help of informants. Often the best informants are criminals themselves. The old adage "you have to be one to know one" fits very well here. An informant is one who either sells or gives information about a crime to the police. The most successful investigators are quite comfortable in the company of the criminal element because that is literally their workplace. Informants, however, include anyone who can provide any information about any crime; therefore, skilled investigators cultivate acquaintances with people who have extensive contacts with other people, such as taxi drivers, hotel desk clerks, apartment-building managers, etc.

### *Crimestoppers*

Crimestoppers is a good example of police and community pulling together to fight crime. Most of the larger police services in Canada have well-advertised telephone numbers whereby people who wish to remain anonymous can provide information about crimes either free or in return for cash. For example, the Crimestoppers unit of the Edmonton Police Service is funded by the business community but staffed by police personnel. Each week those involved re-enact an unsolved crime and air it on local television and solicit telephone calls providing information about crime. Most informants are reluctant to testify at trial and generally will not be compelled to do so unless to prove the accused innocent.

### *Preservation of Evidence*

All investigators must record and preserve evidence to ensure that it is available at trial and they must also be able to prove that the articles produced at trial are those that were seized at the time of the investigation. For example, in a narcotics trial, if continuity of possession by the investigator cannot be proved, the defence could allege that between the investigation and the trial there was a switch of substance, creating reasonable doubt about what exactly was taken from the accused.

It is critical that any victims' or witnesses' statements be written down as soon after the incident as possible, so that people may refresh their memories from these recorded statements prior to testifying. The investigator also records an account of the investigation as soon as possible.

#### *Investigative Aids*

Great strides have been made in recent years in the area of forensic science, pathology and other technological discoveries, but these technologies by themselves rarely get the job done. There are 2 recent cases in the US that demonstrate the need for both quality human evidence and quality scientific evidence. In the O.J. Simpson trial and acquittal of 1995, the amount of scientific and physical evidence available to the prosecution was compelling and should have been enough to convict — but it could not overcome the jury's distrust of members of the Los Angeles Police Department and their evidence. On the other hand, the Unabomber in the United States stymied for 18 years the most intensive criminal investigation ever conducted by the Federal Bureau of Investigation until they received an informal outside tip pointing them to Ted Kaczynski.

#### *Identification Officers*

Most police services either have their own identification specialists or have access to those of a neighbouring service. These people (often civilian) are specially trained in the various methods of evidence gathering, for example, fingerprints and photography.

Generally, these specialists are called upon by an investigator when there are no good witnesses to the crime available and the investigator has been unable to find sufficient evidence to identify a subject. In all cases of serious crime, their assistance will be used.

#### *Search Warrants*

Search warrants are required before police may search private residences, buildings or lands. As a general rule, a judge will issue a search warrant if reasonable grounds exist to believe that the described articles will be found in a described building or place involving a particular crime. Search warrants empower police to enter private dwellings or other private places, using force, if necessary, for the purpose of searching for the articles named in the warrants. In some instances, searches of persons found on the premises are allowed. If evidence is found, it may be seized and held until the trial date.

## *Law Enforcement Agencies in Canada*

Law enforcement in Canada are public-sector police forces that are associated with and commissioned to the three levels of government: municipal (both lower and upper tier), provincial, and federal. Most urban areas have been given the authority by the provinces to maintain their own police force. All but two of Canada's provinces in turn, contract out their provincial law-enforcement responsibilities to the RCMP/GRC (Royal Canadian Mounted Police/Gendarmerie Royale du Canada), the national police force, which is commissioned to the federal level of government. In addition, many First Nations Reserves have their own police forces established through agreements between the governing native band, province and the federal government with 50,000 members.

### *Police Services*

Ontario, Quebec, Newfoundland and Labrador maintain their own provincial police forces—the Ontario Provincial Police, Sûreté du Québec (Quebec Provincial Police) and Royal Newfoundland Constabulary. Smaller municipalities often contract police service from the provincial policing authority, while larger ones maintain their own forces. Newfoundland's provincial police force is only responsible for the province's larger urban areas (St. John's, Corner Brook and Labrador West); the province has contracted the RCMP/GRC to patrol the rest of the province. The other seven provinces and the three territories contract police services to the RCMP/GRC. It also serves as the local police in all areas outside of Ontario and Quebec that do not have an established local police force, mostly in rural areas. Thus, the Royal Canadian Mounted Police/Gendarmerie Royale du Canada is the only police force of any sort in some areas of the country. There are also a few private police forces with some of the powers usually reserved for governmental forces (as it relates to company property). The Canadian National Railway, Canadian Pacific Railway and Via Rail each have their own police force (CN Police, Canadian Pacific Police Service, and Via Rail Police respectively). Any railway in Canada, under Federal jurisdiction, can request that a Superior Court judge appoint police officers under the Railway Safety Act. The duties of private railway police are to prevent crimes against the company and protection of goods, materials, and public rail transit being moved on their rail systems. They work to protect the public, rail personnel, and property owned or administered by the railways. The regular public police maintain authority and jurisdiction for all criminal offences, regardless of whether the offence occurs on public or private property. Some hospitals, universities, transit commissions, power authorities and other agencies employ special constables. The local police chief has statutory and Common Law authority and responsibility for the jurisdiction policed. The duties of private special constables are determined by their employers and have authorities limited by statutes under which they operate. All persons and companies have access to public police.

## *Canadian Forces Military Police*

The Canadian Forces Military Police (CFMP) contribute to the effectiveness and readiness of the Canadian Forces (CF) and the Department of National Defence (DND) through the provision of professional police, security and operational support services worldwide. Canadian Forces Military Police are classified as Peace Officers in the Criminal Code, which gives them powers similar to civilian law enforcement personnel to enforce some Acts of Parliament or in relation to DND property or assets anywhere in the world. The National Defence Act does not bestow the authority to the Minister of defense to appoint Police Officers. Section 156(1) of the National Defence Act does allow the Minister to confer Peace Officer Status to Specially Appointed Military Police Members. They have the power to arrest anyone who is subject to the Code of Service Discipline (CSD), regardless of position or rank under the National Defence Act (NDA). MP have the power to arrest and charge non-CSD bound civilians only in cases where a crime is committed on or in relation to DND property or assets, or at the request of the Minister of Public Safety, Commissioner of the Correctional Service of Canada or Commissioner of the Royal Canadian Mounted Police. Although MP jurisdiction is only on DND property across Canada and throughout the world, any civilian accessing these areas falls under MP jurisdiction and are dealt with in the same manner as any civilian policing agency. If in fact a crime is committed on or in relation to DND property or assets, MP has the power to arrest and charge the offender, military or civilian, under the Criminal Code. It is important to note though that the purpose of the CFMP is not to replace the job of a civilian police officer, but rather to support the Canadian Forces through security and internal policing services. MP also have the power to enforce the Provincial Highway Traffic Act on military bases in Canada.

### *Police Service Ranks*

The Chief of Police is the title of the head of most Canadian police forces except for the Royal Canadian Mounted Police (Commissioner), Ontario Provincial Police (Commissioner), South Coast British Columbia Transportation Authority Police Service (Chief Officer), Vancouver Police Department (Chief Constable), West Vancouver Police Department (Chief Constable), and the Sûreté du Québec (Director General). Other typical ranks include:

- 1) Cadet/Recruit
- 2) Special Constable
- 3) Police Constable
- 4) Senior Constable
- 5) Corporal
- 6) Sergeant
- 7) Staff Sergeant
- 8) Sergeant Major
- 9) Inspector
- 10) Staff Inspector

- 11) Superintendent
- 12) Staff Superintendent
- 13) Chief Superintendent
- 14) Deputy Chief of Police

### *Royal Canadian Mounted Police*

The Royal Canadian Mounted Police (RCMP) is both a federal and a national police force of Canada. The RCMP provides law enforcement at a federal level in Canada, and also on a contract basis to the three territories, eight of Canada's provinces (the RCMP does not provide provincial or municipal policing in either Ontario or Quebec), more than 150 municipalities, 600 aboriginal communities, and three international airports.

### *History*

The Royal Canadian Mounted Police was originally founded as Northwest Mounted Police by the first Canadian Prime Minister, Sir John A. MacDonal, on May 23, 1873. The need to form such a militarized structure was explained by the virtual lack of control over the vast territory in western Canada. The Provisional Council of the Northwest Territories feared that US migrants across the border with the US could penetrate 49 parallels, which in the future will inevitably lead to the annexation of modern British Columbia and Alberta in favor of the United States. The staff of the Northeastern mounted police was 300 men (selected from the Dominion Police Act of 1868), and was formed strictly according to the canons of the British military cavalry of that period (since that time the dress uniform of scarlet cavalymen). The primary goal of the police was to restore order and ensure the rule of law in Western Canada, so the motto of the mounted police (preserved to this day) sounded like "Defending the law". But the real tasks confronting the mounted police went far beyond simple monitoring of the rule of law. At that time the main enemies for the Canadian mounted police were American whiskey merchants. These merchants, being ingenious and unprincipled merchants, traded valuable and very expensive furs for the Indians, in fact, drinking them with cheap alcohol.

### *Conclusion*

It is clear from experience of the past half century that successful criminal investigators are fashioned not so much by physical fitness, training and education as by personal traits; eg, qualities such as curiosity, intuition, patience and the ability to judge people's characters and to analyse evidence. The emerging criminal investigator will soon learn that these qualities, rather than technical or legal skills learned in training, are crucial to criminal investigation. The best investigators also know that left to their own devices and working only within the knowledge and expertise of their police community, their success rates remain very low. Our police have learned in recent years that working alone they are relatively powerless in preventing or solving crime and that to the extent that they are helped by their community, so too will their success rate grow.

If an individual is convicted of a criminal offence, the presiding judge must impose a sentence. In Canada, judges have a great deal of discretion in sentencing. There are few

mandatory minimum sentences and the maximum sentences given in the Criminal Code are generally set quite high. A judge may choose an absolute discharge, conditional discharge, probation, suspended sentence, fines or imprisonment.

In determining an appropriate sentence, judges must consider a multitude of factors and remind themselves that each sentencing is unique because the individual characteristics of each crime and offender are never the same. Some of the more important factors that they take into consideration when imposing sentence are the degree of premeditation, whether the accused has a previous criminal record, the gravity of the crime committed, the degree of participation of the offender in the crime, the incidence of this particular crime in the jurisdiction, past sentences imposed for the same or similar offences, and the age, lifestyle and personality of the offender.

Large-scale changes to the sentencing provisions of the Criminal Code have been made recently and more are expected shortly. These changes are a response to a growing awareness in Canadian society that the process of sentencing offenders must account for the needs and interests of victims of crime and that effective alternatives to imprisonment are a likelier route to rehabilitation of an offender.



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## NOTES

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## АНГЛИЙСКИЙ ЯЗЫК

**В 2-х частях**

**Часть I**

Учебник

Редактор *Фролова А. В.*  
Компьютерная вёрстка *Фролова А. В.*  
Дизайн обложки *Шеряй А. Н.*

ISBN 978-5-91837-582-2



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Подписано в печать 06.12.2022. Формат 60×84 <sup>1</sup>/<sub>16</sub>

Печать цифровая 20,25 п. л. Заказ № 126/22

Тираж 300 экз. 1-й завод 1–100 экз.

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Отпечатано в Санкт-Петербургском университете МВД России  
198206, Санкт-Петербург, ул. Летчика Пилютова, д. 1