МВД России
Санкт-Петербургский университет

Н. В. Парнюк
Н. В. Хисматулина
С. А. Пугачева

АНГЛИЙСКИЙ ЯЗЫК

Учебное пособие

Санкт-Петербург
2025

План-график 2025, поз. 12

УДК 378: 372.881.111.1
ББК 81.432.1
П18

Парнюк Н. В., Хисматулина Н. В., Пугачева С. А.

П18 **Английский язык:** учебное пособие / Н. В. Парнюк, Н. В. Хисматулина, С. А. Пугачева. — Санкт-Петербург: СПб ун-т МВД России, 2025. — 128 с.

EDN: AJNFJH

Вклад авторов:
Парнюк Н. В. (Unit 1, Unit 4, Unit 8); Хисматулина Н. В. (Unit 5, Unit 6, Unit 7); Пугачева С. А. (Unit 2, Unit 3).

Учебное пособие, в основу которого заложен принцип профессионально-коммуникативной направленности, предназначен для иноязычной подготовки обучающихся образовательных организаций системы МВД России. Целью учебного пособия является формирование всех видов иноязычной речевой деятельности, а также развитие профессионально-коммуникативных компетенций, необходимых для профессионального взаимодействия сотрудников органов внутренних дел в реальных ситуациях иноязычного общения, направленных на оказание помощи гражданам, охрану общественного порядка, предупреждение правонарушений.

Издание имеет четкую профессиональную направленность, соответствует современным требованиям образовательных стандартов и целям обучения дисциплины «Иностранный язык», направленным на формирование всех видов иноязычной речевой деятельности и развитие коммуникативных компетенций, необходимых для осуществления профессиональной деятельности будущих сотрудников правоохранительных органов. Учебное пособие разработано на основе сочетания андрагогического, гуманитарно-антропологического и коммуникативно-деятельностного подходов с включением цифровых технологий, позволяющих создать открытый информационно-образовательный ресурс. Подобный формат отвечает современным мировым требованиям к разработке дидактических материалов.

Предназначено для курсантов и слушателей образовательных организаций системы МВД России.

УДК 378: 372.881.111.1
ББК 81.432.1

Рецензенты:
Кравчук Л. С., доцент
(Белгородский юридический институт МВД России имени И.Д. Путилина);
Куприянчик Т. В., кандидат педагогических наук, доцент
(Сибирский юридический институт МВД России)

© Санкт-Петербургский университет
МВД России, 2025

Contents

Unit 1. Greeting & Welcoming 5

Word list. Training start 6
Role of communicative skills 7
Greeting & meeting people 11
Small talk 14
Acting out the dialogues 15
Check yourself! 17

Unit 2. Asking for & Giving directions 19

Word list. Training start 20
Asking for directions 23
Giving directions 24
Acting out the dialogues 27
Check yourself! 28

Unit 3. Traffic law enforcement 29

Word list. Training start 30
Road users' responsibilities 33
What are traffic police? 41
Traffic violations 42
Acting out the dialogues 44
Check yourself! 46

Unit 4. Security checkpoint passing 47

Word list. Training start 48
Mass event safety 51
Acting out the dialogues 53
Ways of dealing with different types of people 56
Role play 59
Check yourself! 60

Unit 5. Helping a person in trouble 61

Word list. Training start 62
Police role in the community 65
Police day-to day assistance 67
Police routine assistance 70
Police urgent assistance 72

Emergency cases.....74
Acting out the dialogues.....78
Check yourself!.....80
Unit 6. Interviewing a witness.....81
Word list. Training start.....82
Role of interviewing.....85
Art of witness interviewing.....87
Acting out the dialogues.....92
Check yourself!.....94
Unit 7. Describing a person.....95
Word list. Training start.....96
Verbal portrait.....99
Physical description.....100
Physical description in law enforcement.....103
Missing persons cases.....104
Criminal cases.....106
Acting out the dialogues.....112
Check yourself!.....114
Unit 8. Crime preventing.....115
Importance of crime prevention.....116
Role play.....119
Stop! Think Fraud!.....120
Role play.....125
References.....126
Figures references.....127

Unit 1. GREETING & WELCOMING

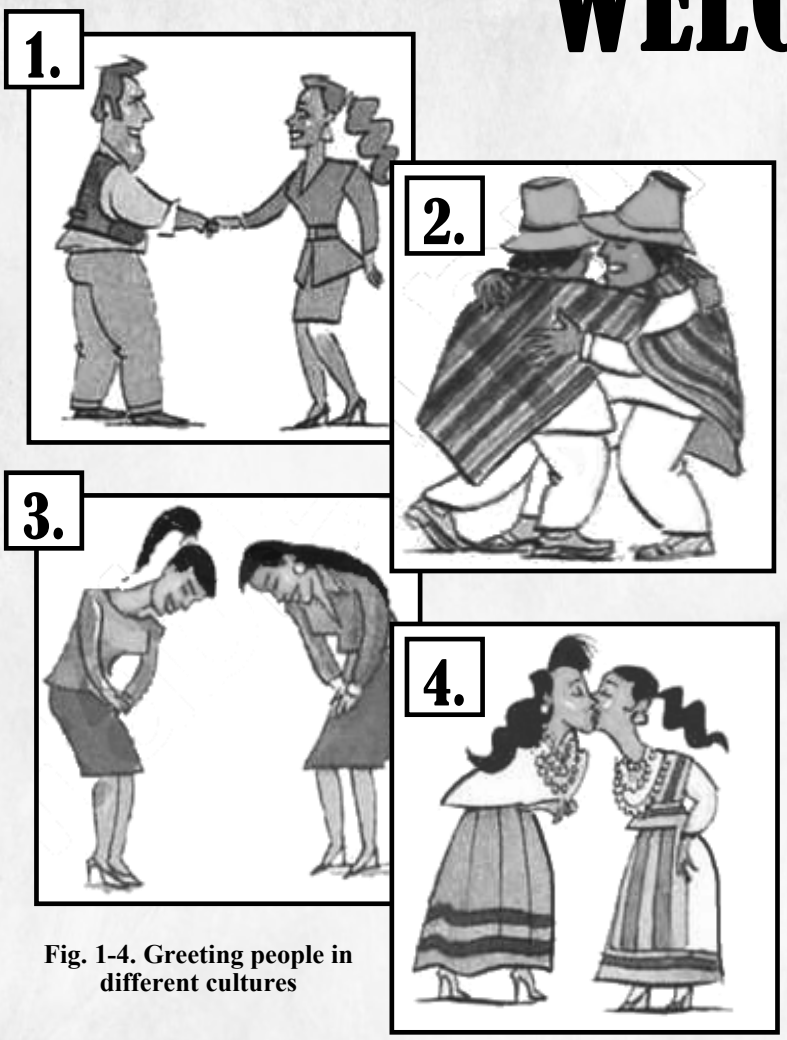


Fig. 1-4. Greeting people in different cultures

Look it up!

Greeting in different countries always reflects cultural traditions.

It can be expressed in: a bow, a pat on the back, a hug, a handshake, a kiss on the cheek, etc.

What ways of greeting are depicted on the left?

Look up other ways of greeting.

What form(s) does greeting usually take in Russia?

What about you?

You certainly know greeting words used in different countries. Which gaps can you fill in?

For greetings, Englishmen may say "_____", French people - "_____", Italians - "_____", Spaniards - "_____", Germans - "_____", Finns - "_____", Indians - "_____", Chinese people - "_____", Japanese people - "_____", Arabians - "_____".

Can you add your own examples of greetings in other foreign languages? What language is considered as the most popular in the world?

Word list

ROLE OF FOREIGN LANGUAGE COMMUNICATIVE SKILLS -
роль коммуникативных навыков на иностранном языке

Law Enforcement & Peacekeeping

peacekeeping mission - миротворческая миссия
disarmament - разоружение
reintegration of combatants - реинтеграция бывших комбатантов
rule of law - верховенство закона
public safety - общественная безопасность

Greetings & Social Interactions

to high-five - «дать пять»
to fist-bump - «отбить кулачок»
to wave to someone - помахать кому-либо
to bow to someone - поклониться кому-либо
to nod your head - кивнуть головой
to give a salute - отдать воинское приветствие
to hug someone - обнять кого-либо
to shake hands - пожать руку
to put hands together - сложить ладони

Academic & Professional activities

PhD thesis - диссертация на соискание ученой степени кандидата наук
scientific articles - научные статьи
abstract - аннотация
foreign literature - иностранная литература
department (university) - кафедра

Cultural Notes

namaste (indian greeting) - намасте (индийское приветствие)
taboo topics - запретные темы
networking opportunities - возможности для нетворкинга

Useful small talk phrases:

1. **Common Phrases:**

Nice to meet you - Приятно познакомиться
How's everything? - Как дела (общее состояние)
Not too bad, thanks - Неплохо, спасибо
Really? (showing interest) - Правда? / Да? (проявление интереса)
How interesting! - Как интересно!
Where are you from? - Откуда Вы?
I come from … - Я из ...
How was your journey? - Как прошла ваша поездка?
Have you been here before? - Вы здесь впервые?
What are your hobbies? - Какие у вас хобби?

2. **Location & Travel:**

I've never been there - Я никогда там не был(а)
What is it like? - Как там?
exciting place / country / area - захватывающее место / страна / регион
Have you been anywhere nice lately? - за последнее время посетили что-нибудь интересное?

3. **Food & Dining:**

How's the food here? - Как здесь еда?
nice spread (meal) - хороший стол (угощение)
local cuisine [kwɪˈziːn] - местная кухня

Useful small talk phrases:

4. **Introduction. Work & Studies:**

I'm a police officer - Я полицейский
What do you do? - Чем вы занимаетесь?
How did you get into that? - Как вы начали этим заниматься?
to get into - вовлекаться во что-либо
What are you working on? - Над чем вы сейчас работаете?
current project - текущий проект
research topic - тема исследования
field of study - область изучения
work responsibilities - рабочие обязанности

5. **Hobbies and Free Time:**

What do you get up to …? - Чем вы занимаетесь … ?
to get up to - делать, заниматься в свободное время для удовольствия
Seen any good films lately? - Смотрел(и) что-то интересное в последнее время?
Read any good books? - Читал(и) хорошие книги?
Been to any concerts? - Был(и) на концертах?

6. **Weather:**

How's the weather? - Какая погода?
Nice day, isn't it? - Хороший день, правда?
Look's like it's going to rain - Похоже, будет дождь
unusual weather - необычная погода

ROLE OF COMMUNICATIVE SKILLS

Ex.1. Study the list of skills. What skills do you have?

LISTENING
PRONUNCIATION
FORMAL SITUATIONS
READING
VOCABULARY
WRITING
INFORMAL SITUATIONS
GRAMMAR
SPEAKING
PROFESSIONAL SITUATIONS

What skills are the most important for you and your future life? Why?

What about you?

Ex.2. Study the situations. Do the tasks. Exchange your ideas with the group:

Card 1

You've been given the chance to go to a four-month international mission (United Nations (UN) peacekeeping). It will be held in South Sudan and attended by police officers from 44 different countries. Today's multidimensional peacekeeping operations are called upon not only to maintain peace and security, but also to facilitate the political process, protect civilians, assist in the disarmament, demobilisation and reintegration of former combatants; support the organisation of elections, protect and promote human rights and assist in restoring the rule of law.

Discuss in pairs and think of other skills apart from those in English that would help you in the situation described in their scenario. Think about which aspects of your communication skills in English you would like to improve in order to prepare for the mission.

Card 2

You've been offered a position in the Department of National central bureau of Interpol in Saint Petersburg. Your job will include the following duties: to facilitate information exchange and assist local law enforcement in apprehending suspects, one of your main duties will be communicating with staff of other Interpol member countries via letters.

Discuss in pairs and think of other skills apart from those in English that would help you in the situation described in their scenario.

Think about which aspects of your communication skills in English you would like to improve in order to occupy position.

Card 3

You are not on duty. You've met a foreigner on your way home / in situations not connected with illegal behaviour. People around don't speak English and you understand that a foreigner has difficulties you don't know.

Discuss in pairs and think of other skills apart from those in English that would help you in the situation described in their scenario. Think about which aspects of your communication skills in English you would like to improve in order to deal with the situation.

Card 4

You've been offered a position in the Tourist Police Department in Moscow/ Saint Petersburg. Your job will include the following duties: ensuring the safety of citizens of other countries during their stay in Russia; patrolling tourist areas; providing advice to foreign tourists; operative investigation of thefts and robberies against tourists.

Discuss in pairs and think of other skills apart from those in English that would help you in the situation described in their scenario. Think about which aspects of your communication skills in English you would like to improve in order to occupy position.

Card 5

You are not on duty. You've met a foreigner on your way home / in situations not connected with illegal behaviour. People around don't speak English and you understand that a

foreigner has difficulties you don't know.

Discuss in pairs and think of other skills apart from those in English that would help you in the situation described in their scenario. Think about which aspects of your communication skills in English you would like to improve in order to deal with the situation.

Card 6

You've been given the chance to go to a two-week international conference called 'World Security Congress'. It will be held in India and attended by representatives from 18 different countries. There will be reports in English on a variety of subjects, and workshops in which you will have the opportunity to discuss topics with the other representatives. You'll also go on outings to museums, art galleries and the theatre, when you'll be able to get to know the other delegates.

Discuss in pairs and think of other skills apart from those in English that would help you in the situation described in their scenario. Think about which aspects of your communication skills in English you would like to improve in order to prepare

for the conference.

Card 7

You are going to ensure public safety during the upcoming event (mass international events – economic, cultural forums, sports championship).

Your service will include the following duties: to maintain public order, to give (first) aid, to providing advice to foreign tourists (how to get around the city and others), to check IDs, to prevent and deter illegal behaviour, to check individuals at the checkpoint.

Discuss in pairs and think of other skills apart from those in English that would help you in the situation described in their scenario. Think about which aspects of your communication skills in English you would like to improve in order to prepare for the service.

Card 8

You are a PhD student. The requirement for a PhD thesis and scientific articles is the use of foreign literature no less than 30-40% of all references. Articles should include personal information and an abstract in English.

Discuss in pairs and think of other skills apart from those in English that would help you in the situation described in their scenario. Think about which aspects of your communication skills in English you would like to improve in order to have a success in writing articles and a dissertation.

a) Fill the table. Write down skills necessary in the situations above. Tick✓ the columns I have/ I should improve***. Complete the last column*** with the tips that can help **YOU** to develop/improve necessary skills**.**

SKILLS				
Card	**Skills**	**I have**	**I should improve**	**Steps to do it**
1				
2				
3				
4				
5				
6				
7				
8				

Keep in mind!

There are some **life hacks** to develop skills:

- study hard;
- play videogames;
- regularly review language;
- use artificial intelligence;
- work through practice activities;
- spend much time doing home assignments;
- take online courses or platforms (like Duolingo, Quizzlet, etc.);
- actively participate in activities/extra activities and competitions of Foreign Languages Departments of different institutions;
- communicate with someone through online messaging or chat platforms (chat on the Internet);
- self-recording;
- listen to songs in English and sing them;
- read literature in English;
- watch films in English;
- participate in speaking clubs around the city.
- **YOUR own recommendation?**

b) Exchange ideas why the skills are (not) important? What could you do to help improve the skills?

Language tips. Example:
To give first aid I am to know how to do it in practice. As for my English, I should know the vocabulary concerning health problems to address the needs of someone who has been injured. Therefore, except vocabulary I should know grammar to make interrogative questions and have listening skills to understand answers to make appropriate decisions. Considering all this, I should admit that awareness of English in this situation is urgent and life-saving.

What about you?

Think & say:
Who is **RESPONSIBLE** to help **YOU**?

MEETING & GREETING PEOPLE

Ex.1. In group discuss the following questions:

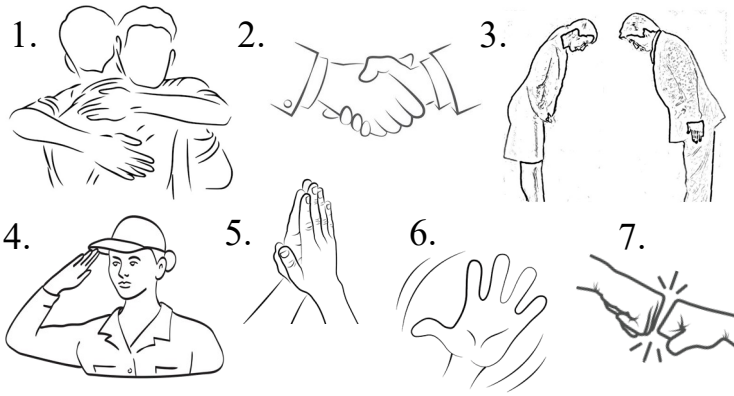
1. Are there any native-speaker accents or nonnative accents that you find difficult to understand?
2. What are the typical mistakes Russian people make when speaking English?
3. What are some rules for eye contact and how close you stand to people in Russia?
4. Are there any other customs in our country that are important when meeting new people (e.g., shaking hands, kissing, etc.)?

Ex.2. In each line, find one word that does not belong with the others based on its meaning:

1. Confident, self-confident, communicative, nervous.
2. Shy, quiet, embarrassed, communicative.
3. Nervous, embarrassed, shy, confident.

Ex.3. Match the columns and the pictures:

1.	high-	a)	bump
2.	fist-	b)	a salute
3.	wave	c)	hands
4.	bow	d)	five
5.	nod	e)	hands together
6.	give	f)	to someone
7.	hug	g)	someone
8.	shake	h)	your head
9.	put	i)	to someone



Do you use these signs to greet people? What situations do you use them in?

Fig. 5-13. Greeting people

Join in!

Work in pairs.

Imagine you are in a social situation with a group of English speakers. Choose words from Ex.2, p.11 to describe how you would feel in the situation and why.

What about you?

Do **you** feel the same speaking Russian?

Name social / professional situations that make you feel nervous / shy / comfortable.

Did you know?

In the UK, when someone asks, 'How are you?' people often reply, 'I'm fine, thanks', or 'I'm very well, thank you'. In other words, **people always pretend to be OK even if they're not**. You can only break this rule with a really good friend.

Is this true in your area / oblast / culture?

Ex.4. Work with a partner. Which words and phrases do you use when meeting someone or ending the conversation?

Meeting someone	1, …
Ending the conversation	…

1. Hello
2. How are things?
3. Good morning
4. Goodbye
5. See you later
6. Hi
7. Bye
8. Nice to meet you
9. See you
10. How are you?
11. Good after noon
12. Hey

Ex.5. What do you say in Russian when meeting / parting with:

- A friend
- A colleague (a cadet like you are)
- An unknown person of the same age/ elder/ younger than you
- A person higher than you in a status/ position/ rank
- A foreigner (a trainee of our University / an official delegate of a foreign university)

Ex.6. Use verbal (English) / non-verbal language to greet people above.

Ex.7. Read the conversations (1-3). Work in pairs. Introduce yourself and your partner to the class.

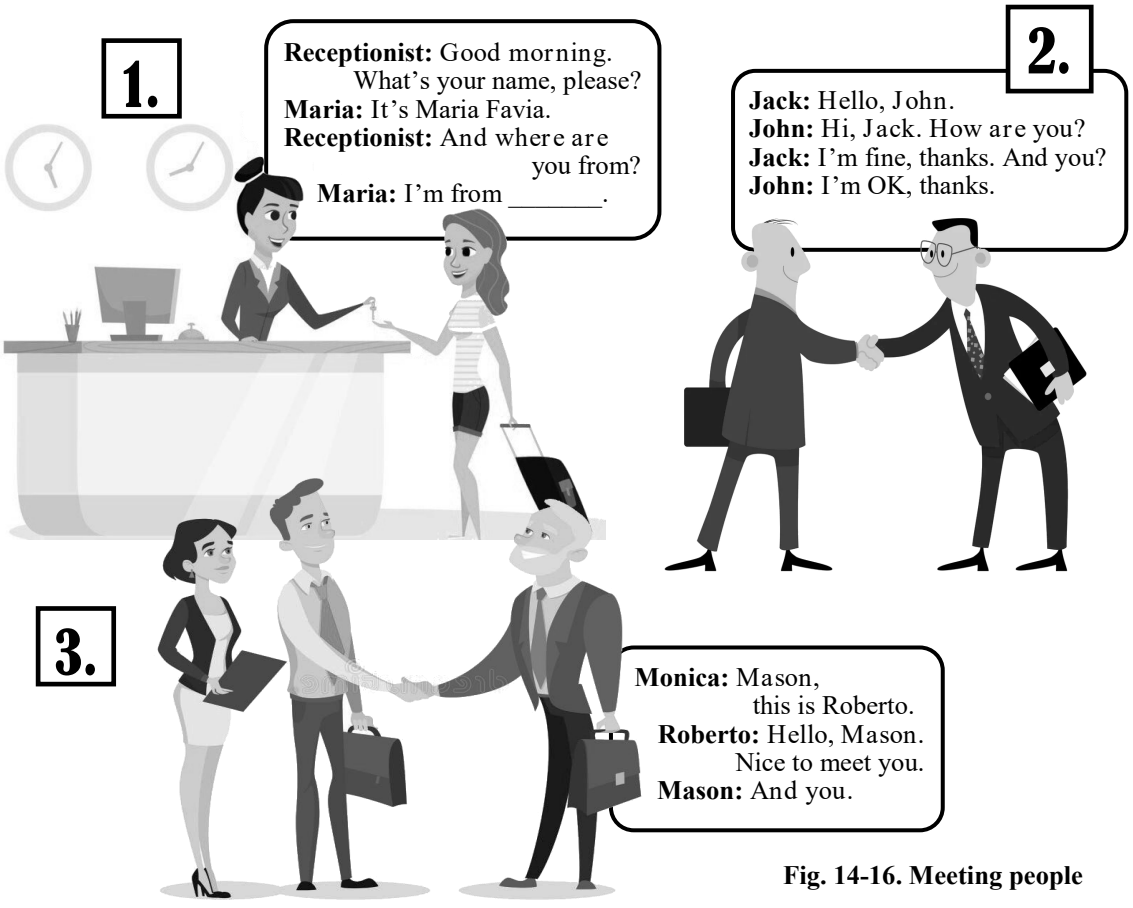


Fig. 14-16. Meeting people

Ex.8. Video "Meeting new people". Listen to the dialogues and do the exercises.

a) Are the sentences true or false?

1. Paul meets Vanya when she arrives.
2. Emir offers to show Vanya the office.
3. Vanya had a bad journey.
4. Vanya is happy to be at the office.
5. Emir offers Vanya a glass of water.
6. Emir introduces Vanya to Yuna.

b) Put the sentences in the correct order (1-9). Listen to again and check:

	It was fine and it's great to be here!
	Are you Paul?
	No, I'm not. I'm Emir. You must be Vanya.
	Ah, Yuna, this is Vanya.
	Yes, I am! Nice to meet you.
	Perfect. Thanks.
	Hi, I'm Yuna. Nice to meet you - welcome to the team!
	So how was your journey?
	You too. Can I show you the office?

Video study!

c) Complete the dialogue:

Vanya: Hi. (1) … you Paul?
Emir: No, (2) … not. But he asked me to meet you. I'm Emir. You (3) … be Paul.
Vanya: Yes, I am! Nice to (4) … you.
Emir: Me (5) … . Can I show you the office?
Vanya: Perfect. (6) … .
Emir: So (7) … was your journey?
Vanya: It (8) … fine and it's (9) … to be here!
Emir: Well, it's great to have you here. (10) … I get you a coffee?
Vanya: Oh, yes, please.
Emir: Ah, Yuna, (11) … is Vanya.
Yuna: Hi, I'm Yuna. (12) … to meet you. (13) … to the team!

Ex.9. Four people are involved in this talk.

Put the sentences in order to make a talk between people. The last sentence (8) is correct.

In pairs / groups, make your own dialogue based on the above.

	Let me introduce my colleague, Kabid Bhakta.
	I am fine too, thank you.
	Pleased to meet you too.
	I'm fine./Fine, thanks. And you?
	Do you know my colleague, Oleg Ivanov?
	Hello, I'm Abdul Kalam. Nice to meet you.
	Nice to meet you again. How are you?
8	How do you do?

SMALL TALK

Ex.1. Do you know what a small talk is? What is it for? Check your ideas in the text below:

Look it up!

Have you heard the expression "**break the ice**"? When people don't know each other, it can be difficult to start a conversation. Asking a question, or making a comment about something, can make it easier to start talking. When people begin talking, they start to feel more comfortable. Small talk is a good way to begin a longer conversation with someone

What about you?

Do **you** think small talk topics are common all over the world? What Russian phrases do **you** use to break the ice?

Ex.2. Tick ✓ available topics of a small talk in Russia. What topics are taboo?

□ work	□ sport	□ religion
□ cinema	□ family	□ hobbies
□ politics	□ holidays	□ weather
□ travel	□ finances	□ health
□ location	□ news	□ food

Ex.3. Match the phrases of the small talk to the topics:

1. Strange weather for this time of year, isn't it?	a) local events
2. Did you catch the game last night?	b) movies & TV shows
3. Have you heard about the flower festival this weekend?	c) sports
4. I found that movie interesting. What did you think? Who's your favorite character?	d) weather
5. Who's your favorite artist?	e) music preferences
6. Have you been to any good concerts lately?	f) art exhibitions
7. Have you tried that new place downtown?	g) personal hobbies
8. What's a hobby you're really into?	h) work experiences
9. How did you get into the police?	i) food trends
10. What's your favorite travel destination?	j) travel stories

Ex.4. Study one of the structures of a small talk:

Ice breaker = you initiate the conversation → Rapport (**mutual understanding**) = you ask further questions to continue the conversation → **Exit** = you gracefully end the conversation

Match the phrases to the elements of the structure:

What is your name?	Nice to meet you.	Where are from?

Can you create your sentences to make a properly structured small talk?

Video study!

Ex.6. Video "English small talk. Start conversations easily".

a) Watch the video and answer the questions:

1. Is the structure of a small talk always the same / unchangeable?
2. Are topics of a small talk vary from country to country?
3. What situations, actions can social events / parties include?
4. What can you speak at the event about?
5. What questions can be asked at a conference meeting to break the ice?
6. What topics are taboo for British people? Are they similar to those in Russia? Compare with Ex.2, p.14.

b) Make the vocabulary list of words and expressions of a small talk.

c) In pairs. Choose 2-3 situations. Make a small talk.

Acting out the dialogues

1.

Weather

It's a nice day, isn't it?
~~[It's a]~~… .
Nice day, isn't it?
Nice day, right?
It looks like it's going to rain!
~~[It]~~… .
Looks like it's going to rain!



Fig. 17. Small talk on weather

2.

Opening the conversation

A. How's everything? (You are asking about everything and your partner can share anything he/she likes).
B. Not too bad, thanks. How are you?
A. What are you working on / studying at the moment?

3.

Location

1

A. Where are you from?
B. I am from … .
A. I've never been there (I've never been to …). What is it like?
B. It is … .

2

A. I come from Russia. Where are you from?
B. I am from … .
A. You are from … , aren't you?/ You are from … , really? I've been there. It's really an exciting place/ country/ area. It's … .
B.

4.

Food

A. How's the food here?
B. Great!
A. It's a nice spread (meal), isn't it?
B. Sure.

Grammar corner!

Present Perfect:

have (has) +
+ V3 (Participle II)

I **have forgotten** his name.
Have we ever **met** before?
I **haven't seen** you for ages.

Past Simple:

Verb (Past Form)

Did you **watch** the game last night?
I **didn't watch** any game last night.
I **watched** an exciting serial yesterday.

Present Continuous

am /is/ are +
+ Verb-ing

What **are** you **studying**?
I **am studying** phrases of a small talk at the moment.

Tag questions:

It **is** nice out, **isn't it**?
You **like** travelling, **don't you**?
Tastes like spring, **doesn't it**?
Join us tonight for dinner, **will you**?

To learn more:

Keep in mind!

Go in small talk with a **compliment** - it is a good welcome ice breaker.

Don't be shy in asking questions, as well as offering information about yourself.

Travel **5.**

A. *Have you* been anywhere nice lately?
~~[Have you]~~… ?
Been anywhere nice lately?
B. I've been to … / visited … .

People **6.**

A. Hello, I'm … . I'm a police officer from Saint Petersburg, Russia. What do you do? (*Note*. Don't give any more details for people to remember your name).
B. Nice to meet you. I'm … .
A. How did you get into that? (How did you start that work?)
B. … .
A. What are you working on at the moment? / What are you studying at the moment?

Hobbies **7.**

A. What do you get up to when you are not working?
B. I like … .
A. Do you? Really?

News / Gossip **8.**

Have you seen any good films lately?
~~[Have you]~~… ?
Seen any good films lately?
Read any good books lately?
Been to any good gigs (concerts) lately?
Heard any good podcast/ books lately?
Met the new head?
Been to that new café (yet)?
What are you studying at the moment?
What are you working on at the moment?

Talking about weekends **9.**

What did you get up to at the weekend?
~~[Have you]~~… ?
Got any plans for the weekend?

Check yourself!

Ex.1. Match the phrases to make a small talk:

1. Hi. I'm Denis. What is your name?	a) Bulawayo. That's in Zimbabwe.
2. Where are you from Brian?	b) I'm a cadet. How about you?
3. Great! And what do you do?	c) Brian. Pleased to meet you Denis.

Ex.2. Match the parts of the phrase:

1. Which hotel	a) do you serve?
2. How long	b) my colleague, Irma Bern?
3. Which department	c) your first time to be here?
4. Did you	d) are you staying at?
5. Is this	e) a colleague of Patrick Wu?
6. Are you	f) come here by plane?
7. Do you know	g) have you served in police?

Ex.3. Match the replies to the questions of Ex.2, p.17:

1. Not really. He is a police psychologist. I'm a lecturer at the Department of Criminalistics at University.
2. No we came by car.
3. About 10 years.
4. Park Inn.
5. No, I don't think we've met.
6. No, it isn't. I was here in June for the kick-off meeting.
7. Cyber security.

Be aware!

*The idiom '*long time no see'* is said when you meet someone who you haven't seen for a long period of time.

Ex.4. Match the columns to make a small talk:

1. Haven't we met somewhere before?	a) Yes, I think so. I can't quite remember where there.
2. Can I join you? / Do you mind if I join you?	b) That's right. It's good to see you again.
3. How do you like the city / performance / conference / match?	c) I've found it very practical so far. I can' wait to share ideas with my colleagues and implement some of them.
4. How are you enjoying the conference / your visit in Russia?	d) Water.
5. Nice food, isn't it. What would you like to drink?	e) Sure. Not at all. Welcome.
6. Tim, *long time no see**. It must be 6 years ago.	f) Yes, we are old colleagues. We go back about seven years.
7. Do you two know each other?	g) Well, it's certainly nice/great. I have a splendid view of the cathedral from my hotel.

Ex.5. Match the statements of Ex.4, p.17 to the situations:

1. Introducing yourself to someone you believe you have met before.
2. Meeting someone you already know.
3. Asking you can sit with someone.
4. Making small talk (x3).
5. Offering somebody a drink at a bar or restaurant.

Ex.6. Work in pairs. Go to small talk questions. Choose a start from the list and create some phrases to continue the conversation. Make a dialogue. Act it out in class:

1. Is this your first time (here) in…?
2. How was your flight?
3. Nice/ Lovely/ Beautiful/ Terrible/ Horrible/ Awful + weather/ day, isn't it?
4. Is the weather usually like this (in...)?
5. How long are you here/ will you be here/ are you staying (this time)?
6. Where are you staying?/ Are you staying near here?/ Is your hotel near here?
7. Do you need any recommendations for restaurants/ foods/ museums while you are here ?
8. Have you tried… (food)?
9. Would you recommend…?
10. Do you have… in your country?/ Is… popular in your country?
11. What does your job involve?/ What do you do there?
12. How long have you been serving in police?
13. What do you think of the conference so far?

Join in!

Visit the site of MVD. Find out the list of countries the Ministry deals with.

Do a project **"Culture and traditions of the country I would like to visit".**

STEPS:

1. Choose any country you would like to be an official representative of the Ministry of the Interior.
2. Use valuable sources and search information about:
   - Cultural life.
   - Traditions.
   - Greeting and parting with people in the official language of the country.
3. Make a report.

Ex.7. Read the text. Then write five sentences giving advice about meeting and greeting in India using you should / shouldn't or you can:

Information for visitors to India

In many parts of India and during formal occasions, it is common for people to greet with the traditional Hindu greeting of "Namaste" ('I greet the divine within you'). This is accompanied with a nod of the head or a bow depending on the status of the person you are greeting.

It is generally appropriate for men and women to shake hands.

However, it is advisable to wait for a woman to extend her hand first. Some Muslim or Hindu men and women may not wish to touch a person of the opposite gender.

Avoid greeting someone with a hug or a kiss unless you know the person well. A common Gujarati greeting is "Kem cho" ('How are you?') [6].

Unit 2. ASKING FOR & GIVING DIRECTIONS

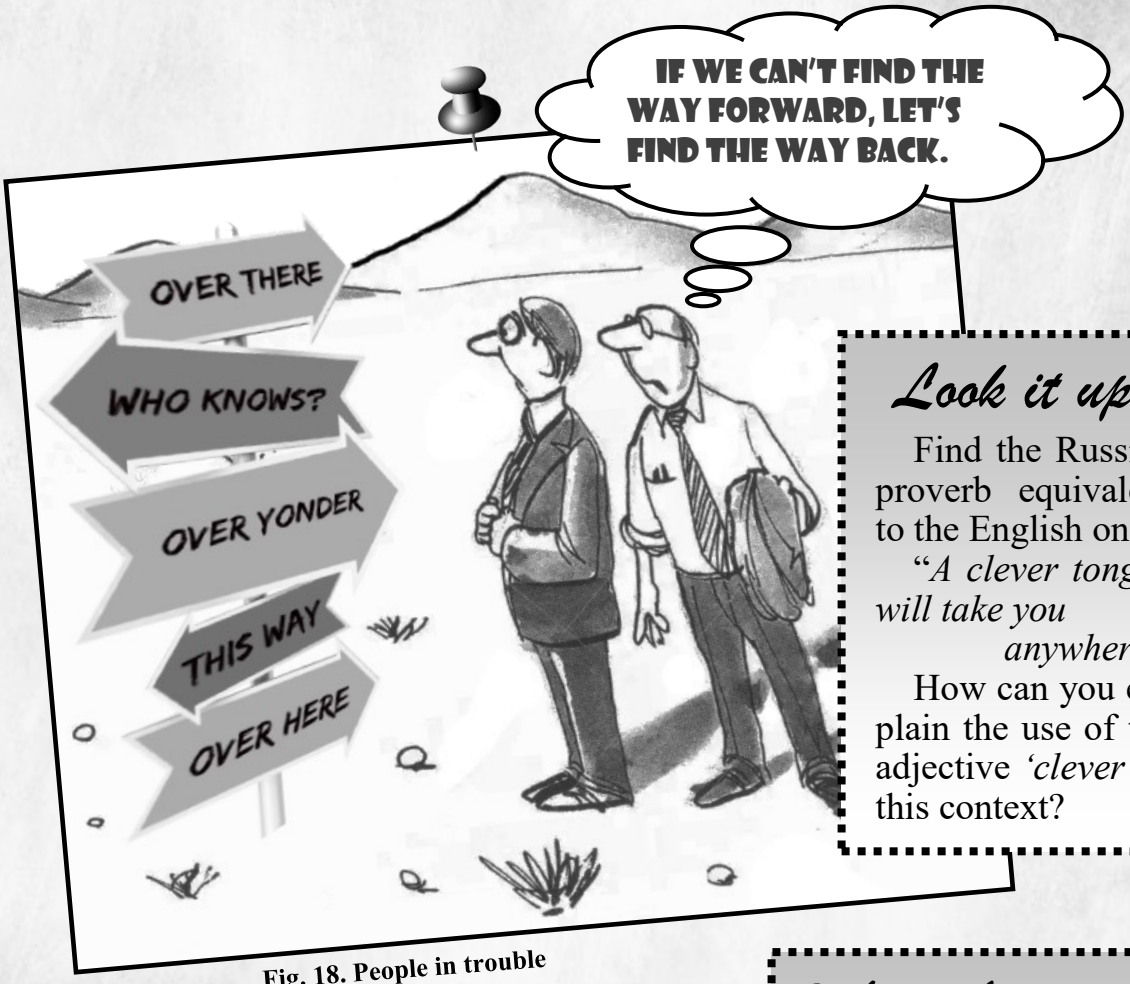


Fig. 18. People in trouble

Look it up!

Find the Russian proverb equivalent to the English one: "*A clever tongue will take you anywhere*". How can you explain the use of the adjective *'clever'* in this context?

What about you?

Have **you** ever faced a situation where **you** lost **your** way? If so, how did **you** solve this problem?

These people seem to be lost. What can they do in such a situation?

Keep the list going as long as you can:

1. to find somebody to ask for directions;
2. to keep walking until getting to a location they know;
3. _____ ;
4. _____ ;
5. _____ ;
6. _____ ;

… _____ .

Word list

INFRASTRUCTURE OBJECTS - объекты инфраструктуры

Roads & road parts - дорога и части дороги

street - улица
lane, side street - пешеходный переулок
sidewalk - тротуар
underpass - подземный переход
bicycle lane - велодорожка
avenue - авеню, проспект
alley - аллея
path - дорожка, тропинка
boulevard - бульвар
highway - магистраль
superhighway - автострада
bridge - мост
pedestrian area - пешеходная зона
crossroads - перекресток
pedestrian crossing - пешеходный переход
traffic light - светофор





Fig. 19. A lost person

Look it up!

What kind of infrastructure objects can you see in the picture?

Transport - общественный транспорт

bus - автобус trolleybus - троллейбус
tram - трамвай
taxi - такси
train - поезд
bus / trolleybus / tram stop - остановка автобуса/ троллейбуса/ трамвая
bus station, terminal - автовокзал
subway/ underground/ metro station - станция метро
subway/ underground/ metro line - линия метро
train station - железнодорожная станция
railway station - железнодорожный вокзал
airport - аэропорт
gas / petrol station - заправка
parking - парковка

City / town objects - городские объекты

building - здание
three- / (nine)-story house - трех- / (девяти)-этажный дом
multistory house - многоэтажный дом
high rise - высотка
skyscraper - небоскреб
swimming pool - бассейн
sports center - спортивный комплекс
shop - магазин
mall - торговый центр
hotel - гостиница bank - банк
supermarket - супермаркет
fire department - пожарная часть
hospital - больница
pharmacy / drug store - аптека
library - библиотека
lost and found - бюро находок
post office - почта
police station - отделение полиции
WC (water closet)/ a restroom/ a toilet - туалет/ туалетная комната

Sights / places of interest - достопримечательности

church - церковь temple - храм
cathedral - собор mosque - мечеть
castle - замок
fortress - крепость palace - дворец
park - парк garden - сад
river - река
monument - памятник
square - площадь
fountain - фонтан
memorial - памятник, мемориал
statue - статуя

Entertainment venues - развлекательные заведения

bar - бар
nightclub - ночной клуб
bowling alley - боулинг
café - кафе restaurant - ресторан
art gallery - художественная галерея
opera - опера ballet - балет
cinema- кинотеатр
theatre - театр
circus - цирк
museum - музей
exhibition - выставка
stadium - стадион
zoo - зоопарк
amusement park - парк развлечений

Training start

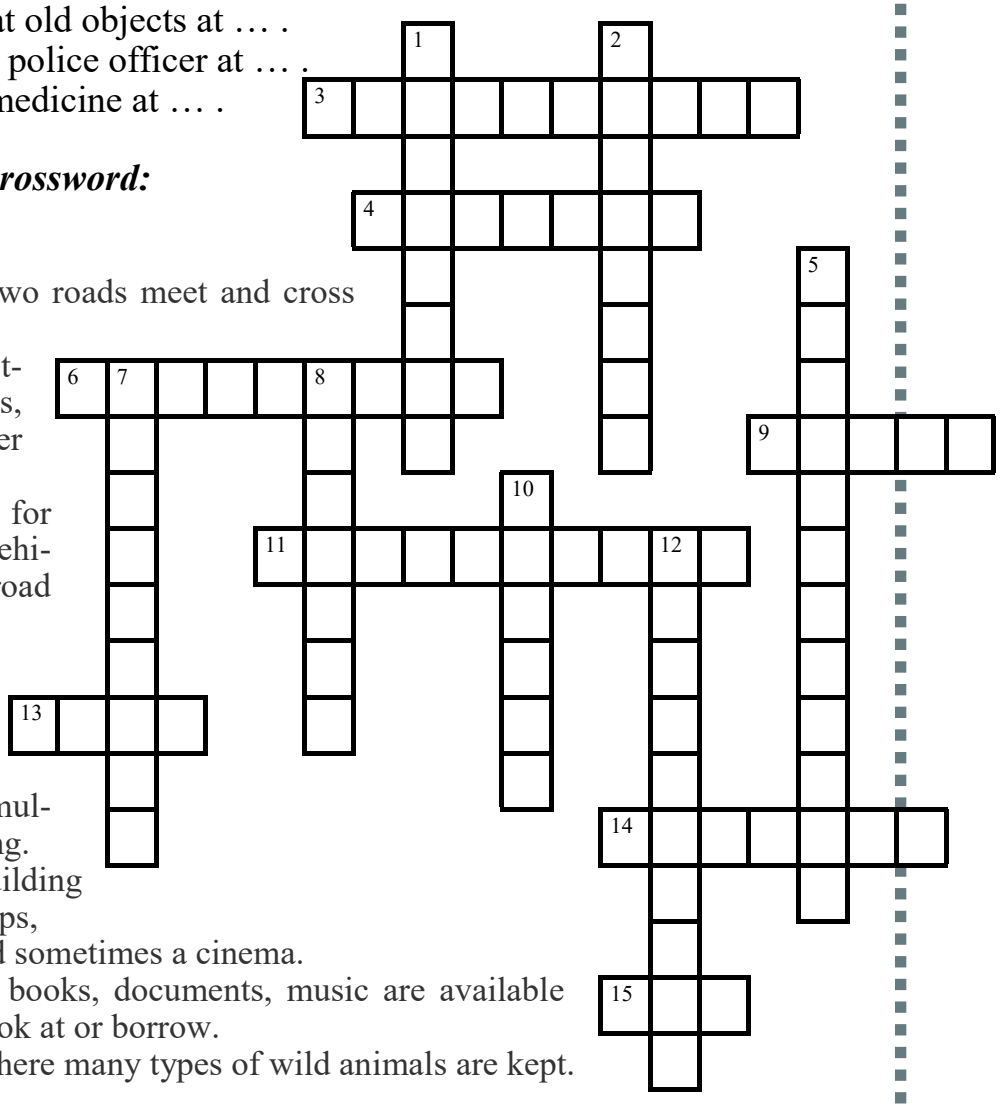
Ex.1. Go over the vocabulary list. Complete the sentences:

1. You can admire paintings at … .
2. You can send a parcel at … .
3. You can borrow a book from … .
4. You can buy food at … .
5. You can watch films at … .
6. You can see plays at … .
7. You can play football at … .
8. You can look at old objects at … .
9. You can find a police officer at … .
10. You can buy medicine at … .

Ex.2. Choose one of the city / town objects or sightseeing and give its definition for your group mates to guess it.

E.g. This is a place with one or more buildings and platforms where trains stop for people to get on or off (a railway station).

Ex.3. Do the crossword:



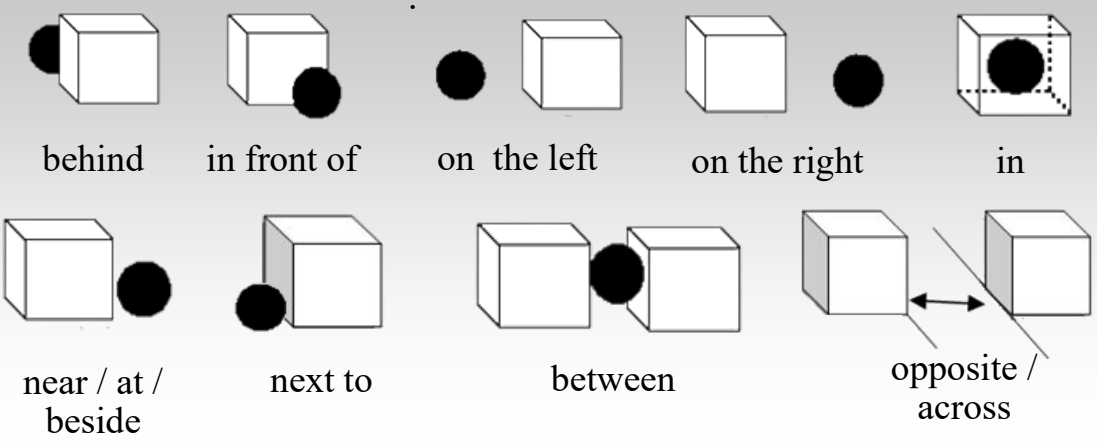
Across:

3. A place where two roads meet and cross each other.
4. A place for mostly outdoor sports, concerts, or other events.
6. A passage for pedestrians or vehicles under a railroad or street.
9. An underground electric railway system of a city.
11. A very tall multistoried building.
13. A large building with lots of shops, restaurants, and sometimes a cinema.
13. A place where books, documents, music are available for people to look at or borrow.
14. A large area where many types of wild animals are kept.

Down:

1. A large, strong building or group of buildings that can be defended from attack.
2. A structure built in a public place to honour a special person or event.
5. A wide road on which traffic travels at high speed.
7. A place that is open late into the night for hanging out there.
8. A space or area where vehicles can be left.
10. A structure that allows people or vehicles to cross an obstacle such as a river or canal or railway.
12. A collection of art or other interesting things for public display.

Useful prepositions of location:



Ex.4. Study the prepositions of location given above and guess the location in the picture:

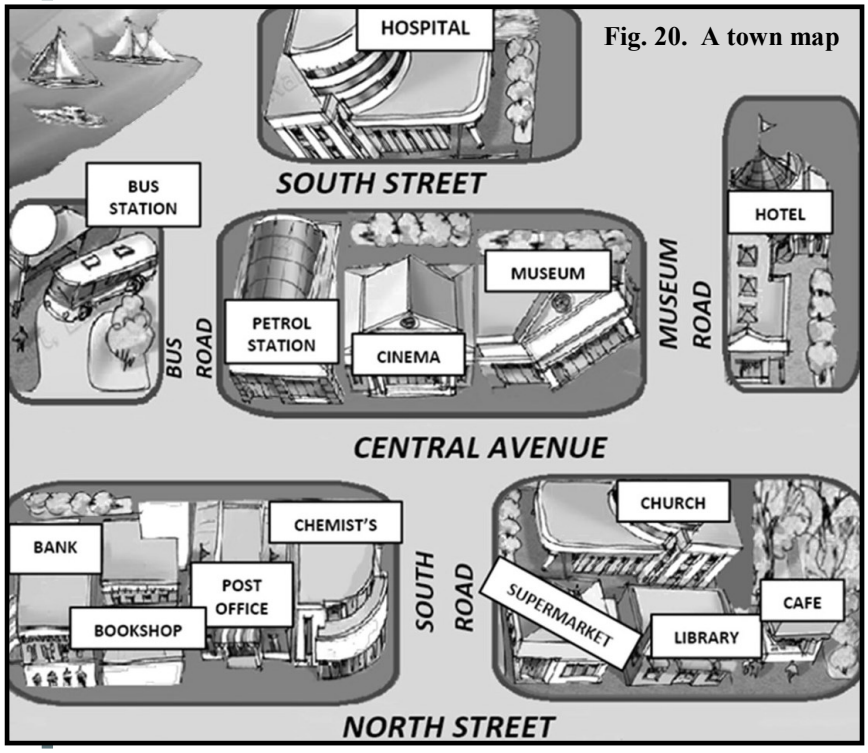


Fig. 20. A town map

1. It's on Bus Road - opposite the petrol station.
2. It's behind the cinema - in the next street.
3. It's between the bank and the post office.
4. It's on the left of the library.
5. It's on the right of the bookshop.
6. It's next to the post office - on the corner of North Street and South Road.

Ex.5. Fill in the gaps with the appropriate preposition of location:

1. Where is the church? - It's _____ the supermarket.
2. Where is the hospital? - It's _____ the cinema.
3. Where is the bus station? - It's _____ Bus Road and South Street.
4. Where is the bookshop? - It's _____ the post office and the bank.
5. Where is the library? - It's _____ North Street, _____ the church.
6. Where is the museum? - It's _____ Central Avenue and Museum Road, _____ the hotel.

ASKING FOR DIRECTIONS

Working out

There are many different ways how we can ask for directions and just as many possible ways to respond and give directions. The key here is to be as **detailed** and **precise** as possible and refer to landmarks and buildings that make it easier to identify the right way.

When asking for directions, it is important to use **polite phrases** to show respect and gratitude.

For example:

- Excuse me … ?
- May I disturb you … ?
- Sorry for disturbing you … ?
- Could you help me … ?

Useful phrases:

Asking for directions:

Excuse me, how can I get to …?
How do I find …?
Where is the …?
How far is the … from the …?
How long does it take to get to …?
Is there a … around here / near here?
Is there a landmark near here?
Could you tell me how to get to …?
Can you tell me how to get to …?
Pardon me, I'm lost. How do I get to …?
Which way do I go to get to …?
What's the best way to …?
Is this the right way to …?
Excuse me, where is …?
Excuse me, do you know where the … is?
Could you direct me to …?
Can you give me directions to …?

Ex.1. Complete the dialogue with the different polite phrases for asking for directions:

1. _____ the church, please?
2. _____ a hospital near here?
3. _____ the museum?
4. _____ help me? _____ the bookshop?
5. _____ the hotel?
6. _____ the bus station?
7. _____ the café?
8. _____, the library - _____ this street or the next one?
9. _____ the chemist's?
10. _____the supermarket?

Ex.2. According the town map (p.22) find the answers for the questions from the exercise above:

a) It's not far. It's just across from the hotel.
b) The next. It's on North Street, beside the café.
c) It's around the corner from the supermarket.
d) It's the last building on North Street, just on the right of the library.
e) Sure, It's behind the cinema, across South Street.
f) You can see it - it is on the left of the library, just next to it.
g) Yes, it is. It's on the corner of South Street and Bus Road, opposite the petrol station.
h) It's not far from here. It's opposite the museum, Museum Road.
i) That's easy. It's between the post office and the bank.
j) It's on the corner of North Street and South Road. On the right of the post office, opposite the supermarket.

ASKING FOR DIRECTIONS

Useful phrases:

Giving directions:

Go straight on / ahead.
Turn back / Go back.
Turn left.
Turn right.
Go along … .
Cross the street.
Go past … .
The best way is to … .
Go through the park.
Go across the bridge.
Go as far as **roundabout**.
Take the first /second road on the left /right.
Take Main Street and turn left /right.
Keep walking straight until you reach … .
It's in the middle of the block.
It's on the left / right.
It's on the corner.
It's round the corner.
You'll see it on your left / right.
Go up / down the street.

Ex.1. Go through the useful phrases. Match the pictures with the word groups in bold:

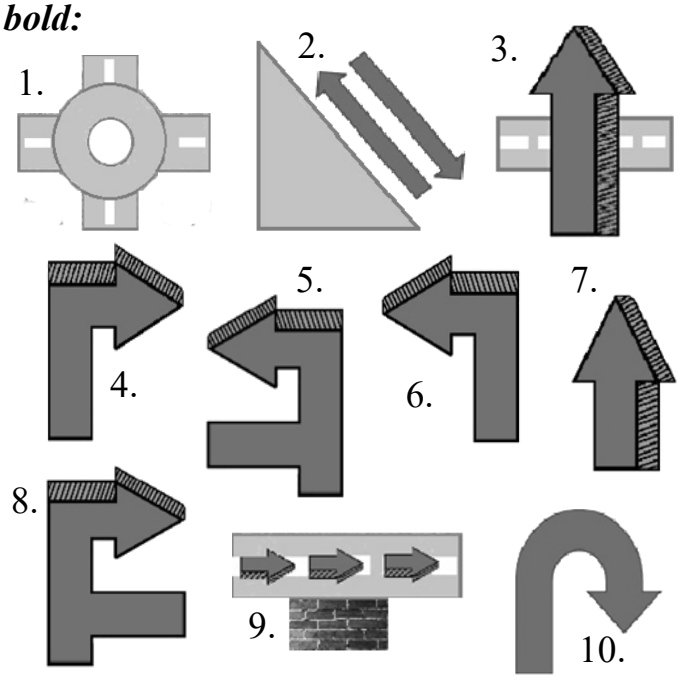


Fig. 21-30. Directions sings

Ex.2. Match the signs given above with their definitions:

1. To move from one side of the road to the other side in a safe manner.
2. To make a turn at the second street on your right.
3. A circular area at a place where several roads meet.
4. To change direction to your right.
5. To keep moving forward without turning.
6. To make a turn at the second street on your left.
7. To pass some object (building) without stopping.
8. To change direction to your left.
9. To change direction to face the opposite way from where you were going.
10. To move in one direction or the other direction on a street.

Ex.3. Explain the given directions in other words.

1. Keep walking straight on until you reach a roundabout.
2. Change direction to your right and cross the street.
3. You should turn back and move the other direction of the street.
4. Go past the bookshop, then take the second road on the left.

Ex.4. Study the maps and give the right directions. Use the words and word combinations in italic given below:

a) What is the best way to the hospital?

opposite, turn left, turn right, go straight on:

1. _____ at the next corner.
2. Then _____ until you come to the traffic lights.
3. _____ there.
4. The hospital is _____ the theatre.

b) What is the best way to the bank?

opposite, left (2), continue, second, end, straight on, turn, right:

1. Go _____ on.
2. Turn _____ at the corner.
3. Then take the _____ road on your _____.
4. _____ to the _____ of the road.
5. _____ left there.
6. The bank is on your _____, _____ the post office.

c) Make up the most complicated way from the post office to the police station:

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.
8. _____.
9. _____.
10. etc.

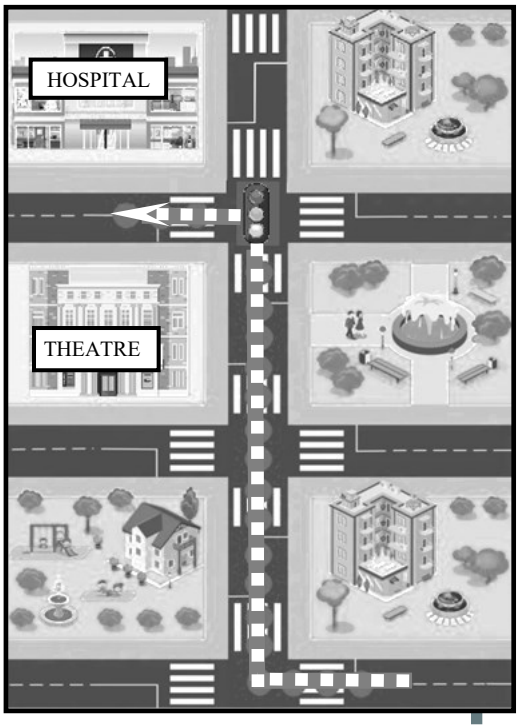
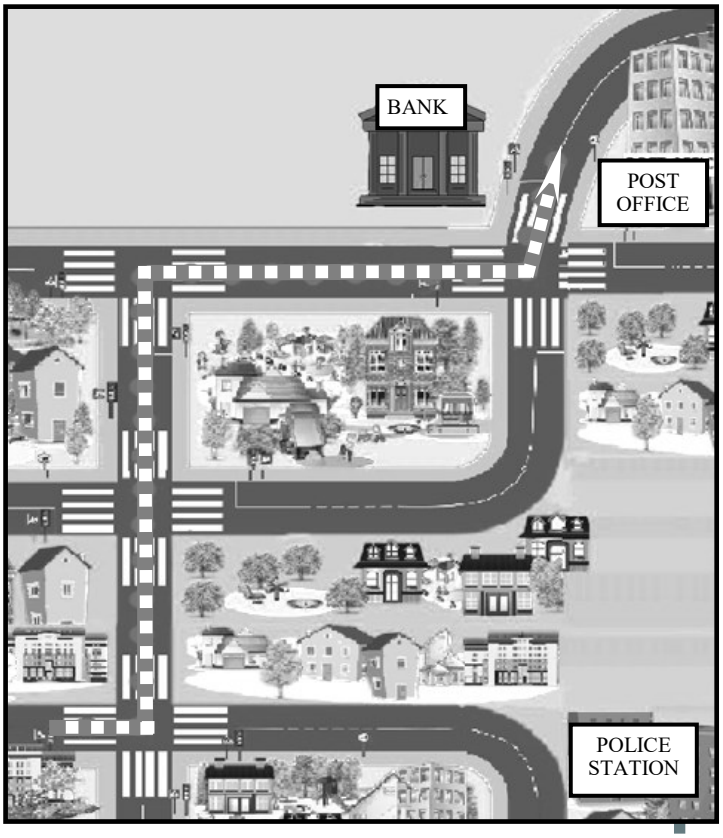


Fig. 31-32. Towns maps



Audio study!

Ex.5. Listen to the dialogues and fill in the gaps with the missing words:

go straight on, not at all, how to get to, South Street,
no distance, alright, the second, trying to find,
five minutes, a pleasure, that's OK, miss it,
to the station, take a bus, turn left

1. A: Excuse me. Can you tell me where … is, please?
   B: Take … on the left and then ask again.
   A: Is it far?
   B: No, it's only about … walk.
   A: Many thanks.
   B: … .

2. A: Excuse me, please. Could you tell me the way… ?
   B: Turn round and … at the traffic-lights.
   A: Will it take me long to get there?
   B: No, it's … at all.
   A: Thank you.
   B: … .

3. A: Excuse me, but I'm … the Town Hall.
   B: Take the third on the right and … .
   A: Should I … ?
   B: No, you can walk it in under five minutes.
   A: Thank you very much indeed.
   B: That's quite … .

4. A: Excuse me, please. Could you tell me … the town centre?
   B: First right, second left. You can't … .
   A: Is it too far to walk?
   B: No, it's only a couple of hundred yards.
   A: Thanks very much.
   B: It's … .

Look it up!

Ex.6. Find the map of Saint Petersburg's cultural center on the Internet. Act out the dialogues on asking for and giving directions on how to get from one place of interest to another.

Pay attention to the pronunciation of Saint Petersburg places of interest:

Peter and Paul Fortress, Peter and Paul Cathedral, Palace square, Winter Palace, Alexander Column, Saint Isaac's Cathedral, Kazan Cathedral, Savior on the Split Blood, Bronze Horseman, Rostral Columns, Summer Garden.

Acting out the dialogues

Ex.1. Complete the dialogue with a tourist's phrases:

T.: _____.
P.o.: Yes?
T.: _____?
P.o.: Sure, which museum are you looking for?
T.: _____.
P.o.: Um ... Metropolitan Museum of Art... oh yes!
T.: _____?
P.o.: No, it's only about ten minutes from here.
T.: _____?
P.o.: Yes, of course. Let me see. Go straight along Park Avenue.
T.: _____?
P.o.: Yes, it is.
T.: _____?
P.o.: That's right. Turn right at the corner.
T.: _____?
P.o.: Yes, right. Keep going until you reach the traffic lights. The Metropolitan Museum of Art is on the left. You can't miss it.
T.: _____.

(So, I go along the Park Avenue? / Thank you, very much. / Is it far? / Metropolitan Museum of Art. / Excuse me, officer. / Is this the Park Avenue? / So, I need to go right? / Great. Can you show me on the map? / Can you tell me the way to the museum?)

Ex.2. Complete the dialogue with a police officer's phrases:

T.: Excuse me! Good afternoon! I'm a tourist. Can you help me, please?
P.o.: _____!
T.: Thank you! How can I get to the nearest train station?
P.o.: _____...
_____.
_____.
T.: Thanks! And what's the best train to take if I want to go to the city center?
P.o.: _____.
T.: Thank you so much for your help!
P.o.: _____.

(Let me see… / No problem. Have a safe trip! / if you walk straight down this street, you'll reach Hill street. / Sure! / Turn right there and walk for about fifteen minutes until you see the railway station on your left.)

Ex.3. Share the beauty of your own native city, town or village.

Make a leaflet with a map of the most splendid places of interest. Draw different tourist routes and give your group mates on-foot directions to visit them.

Act out the dialogues.

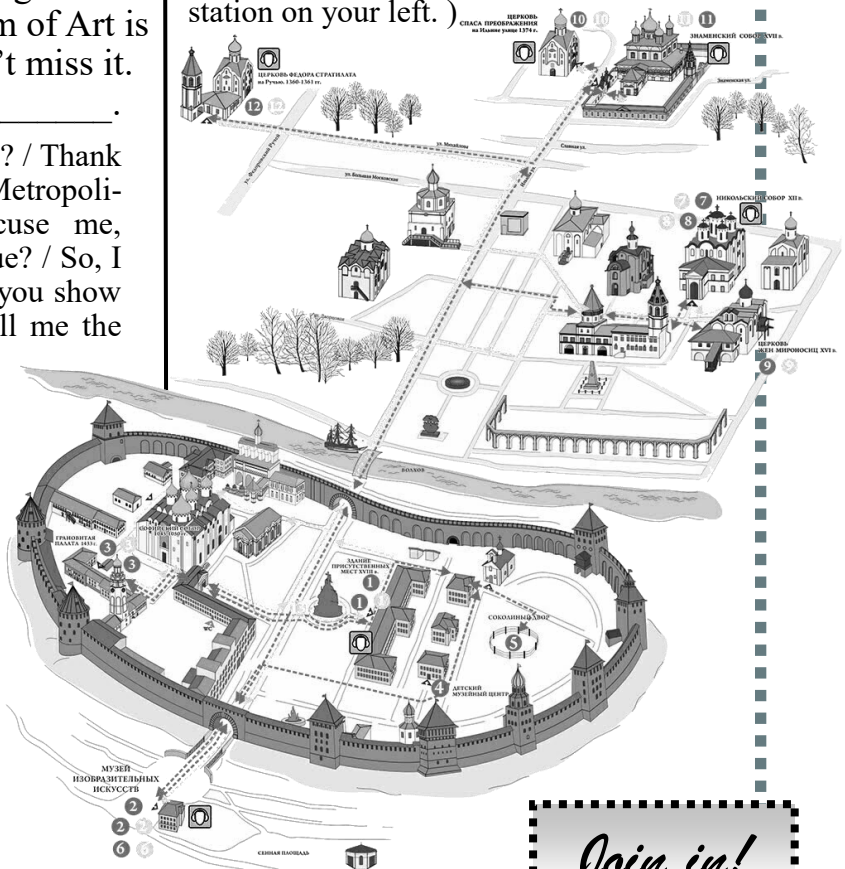


Fig. 33. Map of Veliky Novgorod as an example

Join in!

Check yourself!

Ex.1. Multiple choice. Choose the right answer:

1. Would you mind ____ me some directions, please?
   a) helping
   b) asking
   c) giving
2. Excuse me! ____ is the cinema, please?
   a) How
   b) Where
   c) When
3. I am ____ for the History Museum.
   a) looking
   b) trying
   c) finding
4. The hospital will be on your right. It's a large white-brick building. You can't ____ it.
   a) see
   b) miss
   c) find
5. Can you tell me where ____ , please?
   a) there a post office
   b) the post office
   c) the post office is
6. There are some gift shops on James Street, about two blocks ____ .
   a) near here
   b) away from
   c) from here
7. Go straight ahead ____ the traffic lights.
   a) at
   b) in
   c) on
8. Turn right ____ South Street.
   a) in
   b) to
   c) into
9. It's the first road ____ the left.
   a) at
   b) to
   c) on
10. Go ____ the bridge.
    a) above
    b) over
    c) Either could be used here.
11. Go ____ Victoria Street for half a mile.
    a) up
    b) down
    c) Either could be used here.
12. After a few hundred meters, you____ to a turning.
    a) go
    b) come
    c) Either could be used here.
13. Go ____ the bank, the drug-store, and the supermarket.
    a) past
    b) across
    c) opposite
14. Take the third turn ____ the right.
    a) in
    b) on
    c) at
15. Turn right ____ the corner.
    a) back
    b) on
    c) at
16. Thank you so much ____ your help!
    a) behind
    b) on
    c) for
17. ____ does it take to get to the police station?
    a) How much
    b) How long
    c) How many

Ex.2. Make up your own control test for checking on your group mates knowledge of the topic.

Unit 3. TRAFFIC LAW ENFORCEMENT

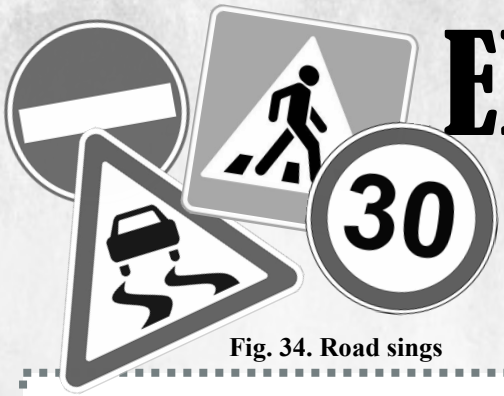


Fig. 34. Road sings

What about you?

This patrol officer is pulling over a vehicle.
What reasons do you think he might have for doing this? Keep the list going as long as you can:

Traffic law violation; unreadable or dirty licence plate; _____

_____

_____

_____

_____

_____.

Look it up!

In Russia police use different abbreviations in traffic law enforcement. What do the following ones stand for: *ДПС*, *ГАИ*, *ДТП*, *ГИБДД*?

Look up English equivalents for them.

Fig. 35. A patrol officer on duty



Word list

ROAD USERS (n pl) - участники дорожного движения

a) Driver, motorist (n) - водитель
Cyclist (n) - велосипедист
Passenger (n) - пассажир
to drive - водить (машину)
to drive recklessly - лихачить
to respect / to violate traffic regulation rules - соблюдать / нарушать ПДД
to wear a seat belt - пристегивать ремень безопасности
to accelerate / to speed up - разгоняться, увеличивать скорость
to break / to slow down - тормозить, снижать скорость
to overtake / to pass - обгонять
to exceed the speed limit - превысить скорость
to collide - сталкиваться
to fail to yield the right way - не соблюдать правила преимущественного проезда
to drive under the influence - вести машину в состоянии алкогольного опьянения или под воздействием наркотиков

b) Pedestrian (n) - пешеход
to walk on the pavement - идти по тротуару
to cross the street - перейти улицу
to run into the road - выбежать на дорогу
to look both sides - смотреть в обе стороны

c) Traffic police officer, traffic warden (n) - инспектор дорожного движения
to pull over a vehicle - остановить транспортное средство
to check insurance, registration papers and a driver's licence - проверить страховку, документы на машину и водительские права
to issue a warning - выписывать предупреждение
to fine - штрафовать
to pursue/ to chase a violator - преследовать нарушителя

ROAD SITUATION (n) - дорожная ситуация

traffic law violation (n) - нарушение правил дорожного движения
road accident (n) = road collision (n) - дорожно-транспортное происшествие (ДТП)
car crash (n) - автомобильная авария
hit-and-run (n) - наезд и бегство с места происшествия
road traffic injury (n) - повреждения, полученные в результате ДПТ
road traffic death (n) - смерть, наступившая в результате ДТП
damage (n) - ущерб, урон

ROAD INFRASTRUCTURE (n) - дорожная инфраструктура

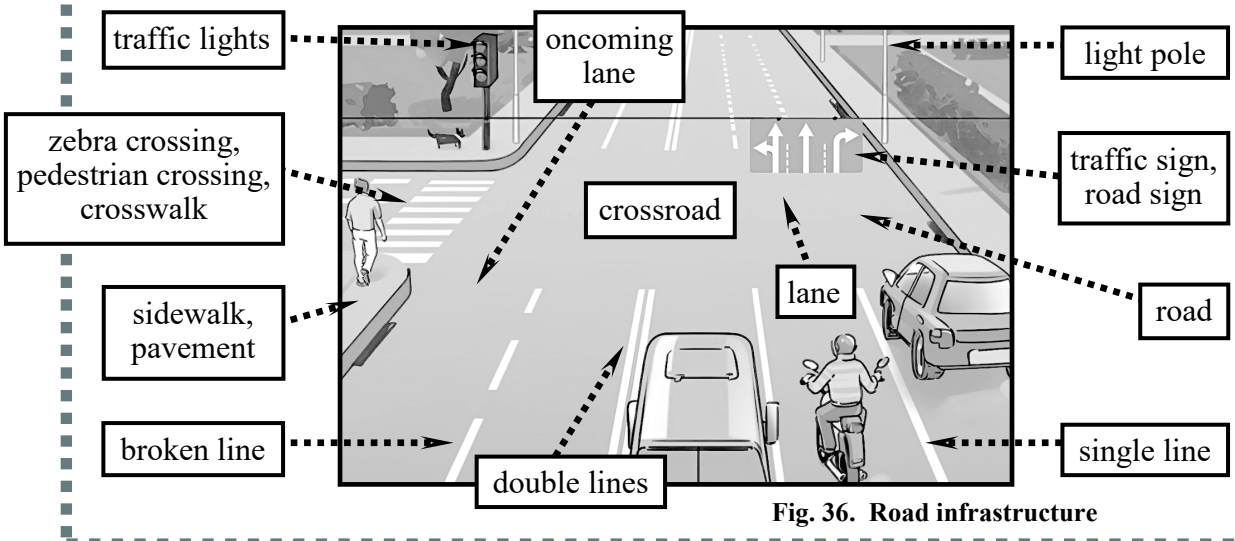


Fig. 36. Road infrastructure

Training start

Ex.1. Go over the vocabulary list.
Give the definitions for the following road users:

A motorist - _____ .
A cyclist - _____ .
A pedestrian - _____ .
A passenger - _____ .
A horse rider - _____ .

Use the following anchor phrases if needed:
(This person) rides a bicycle, especially as a hobby or for sport; travels from one place to another in a car, bus, train, plain, but is not a driver; travels by foot, prefers walking instead of driving or riding; operates a vehicle having a driver's licence; rides horses for pleasure or sport.

Keep in mind!

Road safety rules provide safety on the road, stop road users from traffic injury and death.

The **road users** include motorists, cyclists, pedestrians, vehicle and public transport passengers, even horse riders.

Ex.2. Guess the road users' synonyms:

1. This is a person who drives a vehicle, especially as a job	D _ _ _ _ _
2. This is a person who drives a car or is interested in automobiles. This term is usually used in historical or literary contexts	A _ _ _ _ _ _ _ _ _ _ _ _
3. This is a general term for someone who is walking	W _ _ _ _ _
4. This term refers to a person who crosses the street in an illegal or unsafe manner	J _ _ _ _ _ _ _ _
5. This term is used to describe someone who travels a long distance by walking	F _ _ _ T _ _ _ _ _ _ _ _
6. This common term for someone who rides a horse, a bicycle, or a motorcycle as a hobby or job	R _ _ _ _
7. This is a person who rides a vehicle driven by pedals	P _ _ _ _ _ _ _
8. This is a member of a group of people riding motorcycles	B _ _ _ _

Interesting facts!

1. **Pedestrians**

The word '*pedestrian*' originated in the mid-18th century from the Latin word '*pedestris*', meaning 'on foot'.

The word '*pedestrian*' refers to any person travelling **on foot** or with a **human-powered conveyance** such as a skateboard, or roller skates. People with disabilities who use electric wheelchairs, tricycles and similar assistive vehicles also qualify as pedestrians.

2. **Motorists**

The term '*motorist*' appeared in the late 19th century with the invention of the automobile. The word became popular in the early 20th century as cars grew in use and popularity.

Nowadays the word '*motorist*' means a person who drives a car or other motor vehicle.

3. **Cyclists**

The word '*cyclist*' comes from '*cycle*', which has roots in the Greek word '*kyklos*' meaning circle.

It became commonly used in the late 19th century as bicycles gained popularity in Europe. Initially, '*cyclist*' referred to anyone riding a unicycle, but later it expanded to include all two-wheeled vehicles.

Ex.3. Find different road user's names in the word search puzzle.
Use ex.1&2, p.31 for your help:

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

Write down the unused letters:

_____.

Made up the keyword of these letters:

Road safety is everyone's

.

Do you agree with this statement? Give some arguments to support your opinion.

Ex.4. Study the cartoon. Name all the road users. Describe the road situation. Who do you think caused the accident?



Fig. 37. Road collision

ROAD USERS' RESPONSIBILITIES

Working out

Any vehicle, whether it's a car, motorcycle, or even a bicycle, **inherently carries some level of risk**, primarily due to the potential for accidents and collisions. These risks are not just limited to physical harm to the driver or passengers but also extend to other road users and even bystanders. So, **driving** is **absolutely an increased responsibility**. It involves not only operating a vehicle safely but also extends to having a valid driving licence, respecting traffic laws, and being aware of potential hazards.

Don't also forget that **we are all pedestrians**. Walking is a basic and common mode of mobility, whether it is a long journey or a short stroll to the shop. Almost every trip starts and ends with walking. Pedestrians are the most vulnerable of road users. While they have the right to walk safely, it is important to realise that **this right entails responsibilities**. Pedestrians are legally obliged to obey traffic signals, cross the road at marked crosswalks whenever possible, and generally act in a manner ensuring not only their safety, but the safety of other road users.

Ignoring these responsibilities can lead to tragic consequences.

Ex.1. Study the information above. Write down the mentioned road user's responsibilities for insuring road safety:

Motorists: _____ .
Cyclists: _____ .
Pedestrians: _____ .

Ex.2. Study the road collision cartoon.

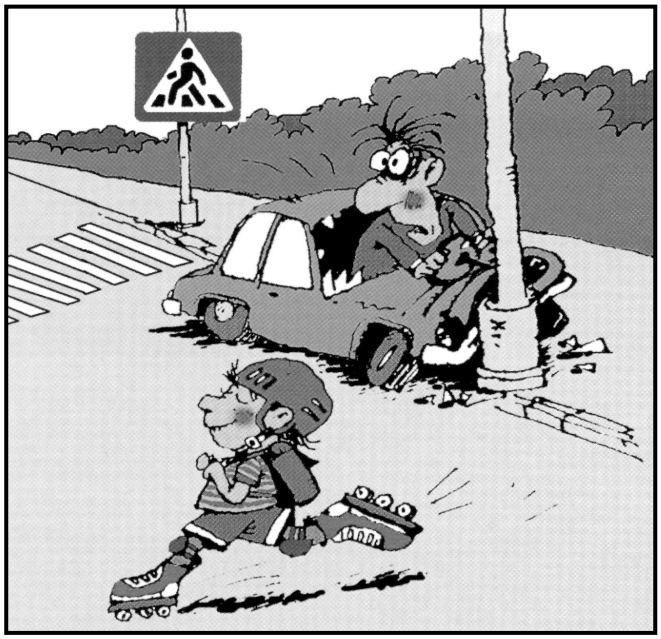


Fig. 38. Collision on a road

Who do you think caused the accident?
What could these road users do to avoid the collision?

Look it up!

Find statistics on road traffic injuries in Russia and other countries.

What countries tend to have **higher road fatalities** rates per population?

What do you think the reasons for this are?

Describe the situation. Use the anchor words if needed:

To roller skate, to have a full protective equipment, to cross the road not at a marked crosswalk, to ignore the safety of other road users, to drive at a high speed, to crash into a pole.

Keep in mind!

1. **Tips for pedestrians**

- Cross streets at crosswalks or intersections. If none are available, look for a well-lit, safe part of the road that allows you to cross safely.
- Don't assume vehicles will stop. Make eye contact with drivers.
- Look left, right, and left again before crossing a street.
- Be attentive at all times. Do not let electronic devices distract you while trying to cross the road.
- Always walk on the sidewalk. If there is no sidewalk, face oncoming traffic.
- At night, wear light-coloured clothes and if possible with reflective stripes.

2. **Tips for motorists**

- Stay alert to pedestrians, drivers and others around you.
- Use turn signals to communicate your intention to others.
- Come to a complete stop at all intersections and red lights.
- Always wear a seat belt.
- Avoid distractions.
- Always respect speed limit.
- Never jump a traffic signal.
- Perform regular vehicle maintenance.

3. **Tips for cyclists**

- Always wear a helmet when riding a bike.
- Obey all traffic laws and lights.
- Use bike lanes if available.
- Use verbal, non-verbal and mechanical communication.
- Ride with the traffic flow.
- Use a light in areas with poor visibility and at night.

Ex.3. Classify the following tips for road users into DOs & DON'Ts:

DOs	1, ...
DON'Ts	...

1. Follow the speed limits.
2. Cross at marked crosswalks and intersections.
3. Tailgate other cars.
4. Always wear your seat belt.
5. Be especially cautious at night.
6. In bad weather, apply the brakes earlier when stopping.
7. Talk on your cell phone and drive at the same time.
8. Drive aggressively.
9. Be especially cautious around schools or where children are likely to be.
10. Get distracted (eating, changing clothes, or putting on makeup, etc.).
11. Make sure that your spare tyre is in your car and that you have a working jack.
12. Drive while drowsy.
13. Watch for pedestrians before making a turn.
14. Make room for bicycles.
15. Make sure that you use your turn signals.
16. Slow down when around pedestrians.
17. Assume that other cars know what you are doing.
18. Look for eye contact from pedestrians waiting to cross the street.
19. Always check your blind spots before changing lanes.
20. Make sure the drivers see you before crossing.
21. "Dart out" or run into the street.

Ex.4. Analyse the situations given below and name which tips were ignored:

1. Yulia was lost in her thoughts of her upcoming job interview. As she turned the corner, she did not see a woman walking on a pedestrian crossing. The tyres of the car made a loud screech. Now, instead of new career opportunity, Yulia faced police proceedings.
2. A van driver distracted by a phone call drove into the oncoming lane. This resulted in a head-on collision with a car driven by Lisa who ignored wearing a seat belt. The sudden stop sent her flying forward and left a scar on her forehead from hitting the windscreen.
3. Feeling the adrenaline rush John, enjoying the night motorway, exceeded the speed limit. He didn't notice a pedestrian dressed in a dark clothing crossing the road on a red light. The tragedy occurred instantly.
4. David decided he didn't need a helmet for the quick trip to the shop. Running a yellow light, he didn't pay attention to a turning car. As a result of the collision, he fell to the pavement, hit his head and got a concussion.
5. Tom ignored the screeching brakes. In a critical situation, a pedestrian was in the zebra crossing and didn't even look at the approaching car. Tom pressed the brake pedal. The worn out brake pads failed and the car surged forward, hitting the pedestrian.
6. Lost in the social media feed, Emily was crossing the road at a red light. She had music playing in her headphones. A car driver used emergency braking. Emily's digital addiction caused an accident in which three cars were damaged.

Ex.5. Analyse the cartoon and answer the questions:

1. What's happened?
2. What road users were involved in the incident?
3. Who was injured?
4. Who caused the road collision? Why?
5. Which tip(s) for a driver was (were) ignored?



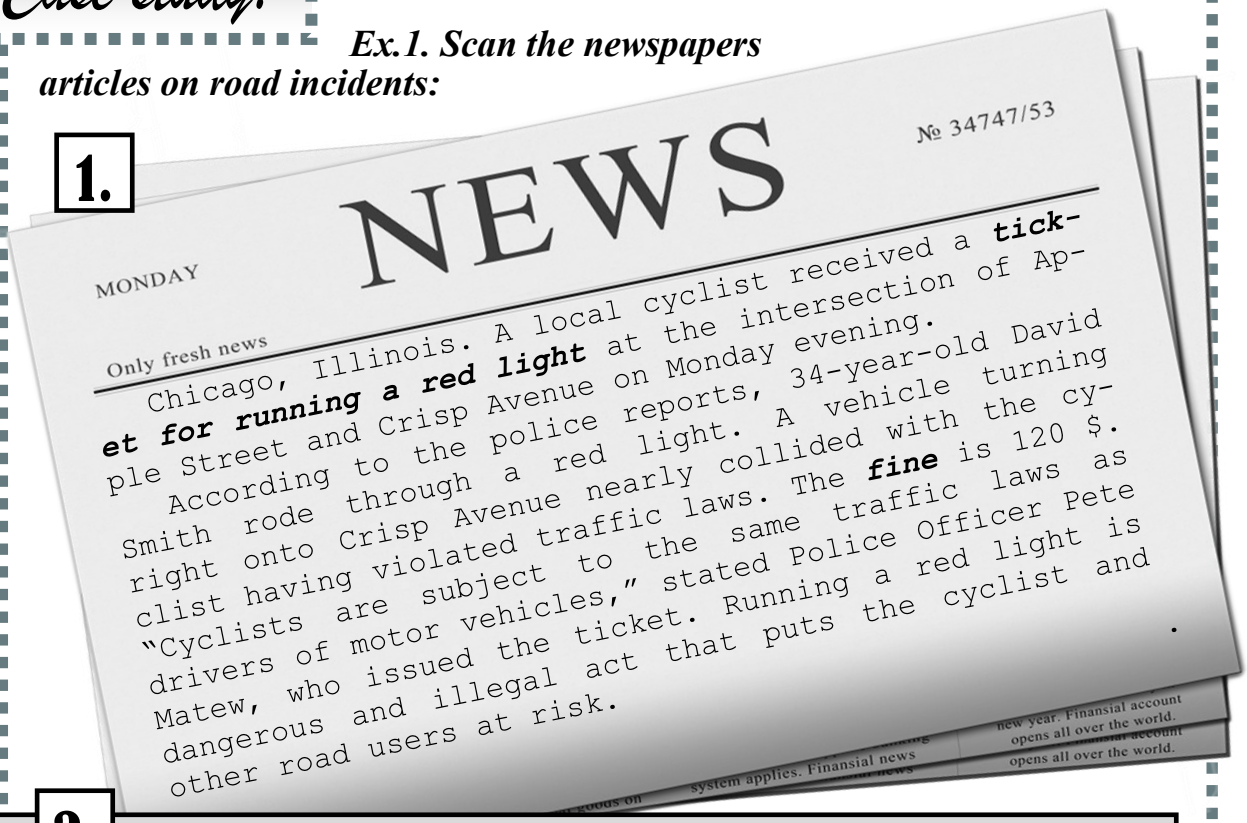
Fig. 39. Road collision

Think up the story.
Tell it as you were:
a) the pedestrian;
b) the cyclist; c) the driver who caused the accident; d) other drivers.

Case study!

Ex.1. Scan the newspapers articles on road incidents:

1.



MONDAY

NEWS

№ 34747/53

Only fresh news

Chicago, Illinois. A local cyclist received a ***ticket for running a red light*** at the intersection of Apple Street and Crisp Avenue on Monday evening.

According to the police reports, 34-year-old David Smith rode through a red light. A vehicle turning right onto Crisp Avenue nearly collided with the cyclist having violated traffic laws. The ***fine*** is 120 $.

"Cyclists are subject to the same traffic laws as drivers of motor vehicles," stated Police Officer Pete Matew, who issued the ticket. Running a red light is dangerous and illegal act that puts the cyclist and other road users at risk.

system applies. Finansial news

new year. Finansial account opens all over the world.

opens all over the world.

2.

Breaking News

VOL.XI - no.4350 NEW ISSUE

Dallas Texas. A 72-year old Dallas resident, Polina Vane, was seriously injured following a major ***hit-and-run*** collision on Wall Street Wednesday morning. She is in critical condition at Parkland Health's Hospital.

According to the Dallas Police Department, the incident occurred at about 6-50 a.m. near the intersection of Wall and Corinth Street.

Ms. Vane was crossing Wall Street when a light-colored hatchback hit her. Witnesses reported that the vehicle did not stop after the collision and sped away from the scene.

The Dallas Police Department is actively investigating the incident: "We are treating this as a very serious matter. Our officers are working diligently to identify the vehicle and the driver involved. We are reviewing security ***camera footage*** from nearby businesses, and we are appealing to the public for any information that may assist in our ***investigation***."

Police are looking for a light-colored hatchback, possibly a Volkswagen Golf or Ford Focus, with possible damage to the front passenger side. Anyone with information is urged to contact the Dallas Police Department at +1 214-671-3001.



3.

DAILY NEWS

World - Business - Finance - Lifestyle - Travel - Sport - Weather

Issue: 240104

THE WORLDS BEST SELLING NATIONAL NEWSPAPER

First Edition

Est - 1965

Monday 5th June

Chandler, Arizona. A Chandler resident has been charged with ***reckless driving***. He exceeded the speed limit in a school zone and nearly hit a group of elementary schools children Tuesday morning.

The incident occurred at approximately 8:30 a.m. near the Goddard Elementary School, when students usually go to school. According to eyewitnesses, the blue sedan was driving at a high speed despite a speed limit of 20 miles per hour in the school zone during school hours. A school security guard immediately reported the incident to the Chandler Police Department. Officers quickly located the suspect a few blocks from the school, initiated a traffic stop, and impounded the car.

The driver identified as Anthony Wilson was given a ***field sobriety test***, which he passed. However, officers determined that he was driving recklessly based on the testimony of witnesses and the vehicle's speed.

Anthony Wilson was charged with reckless driving and endangering the welfare of children.

Fig. 40-42. Newspaper articles

Ex.2. Choose a headline for each newspaper article. More than one variant is possible:

1. Driver charged with reckless driving.
2. Female pedestrian serious injured after hit-and-run collision.
3. Near-collision with school children.
4. Police are waiting for your help
5. Putting road users at risk by running a red light.
6. Everybody is equal before traffic laws.
7. Fined for ignoring traffic signals.
8. Driver wanted for speeding away from the scene.

Ex.3. Suggest your own headline ideas for the articles:

1. _____ .
2. _____ .
3. _____ .

Ex.4. Match the following definitions with the words and word combinations given in bold italic in the articles:

1. Operating a vehicle in a dangerous, careless, irresponsible manner. - _____.
2. A sum of money required to be paid as a punishment for not obeying a rule or law. - _____.
3. A careful examination or search in order to discover facts or gain information about an incident. - _____.
4. A standard procedure used by police to check for signs of intoxication. - _____.
5. A video recorded by security cameras to monitor and record activities in a specific location. _____.
6. A special citation written by law enforcement officers who pull over drivers for not stopping a red light. - _____.
7. Leaving the scene after causing a traffic collision. - _____.

Ex.5. Multiple choice.

a) Find the synonyms to the words in italic used in the articles:

1. The investigation of the hit-and-run incident was conducted *diligently*.
   a) haphazardly b) carelessly c) carefully d) recklessly
2. The police considered the driver's actions *reckless*.
   a) cautious b) thoughtful c) careless d) prudent
3. The police officer wanted to *talk to* the witnesses of the incident.
   a) locate b) interview c) charge d) arrest
4. The cyclist received a *ticket* for running the red light.
   a) reward b) commendation c) praise d) fine
5. The injuries from the crash were *critical*.
   a) serious b) insignificant c) minor d) trivial
6. Police officers *impounded* the vehicle for further investigation.
   a) gave back b) left c) seized d) refused to take

b) Find the antonyms to the words in italic used in the articles:

1. The Chief of Police has decided to *increase* patrols in the school zone.
   a) expand b) reduce c) maintain d) extend
2. The girl was injured in a *major* accident.
   a) minor b) critical c) large d) insignificant
3. The driver's license has been *temporarily* suspended.
   a) permanently b) briefly c) periodically d) intermittently
4. The cyclist's actions were deemed *safe*.
   a) harmless b) out of danger c) risk-free d) dangerous
5. The driver appeared *reckless*.
   a) tired b) cautious c) nervous d) excited
6. Violating traffic rules is *illegal* as it puts all road users at risk.
   a) unlawful b) punished by law c) lawful) prohibited

Ex.6. Collect the data from the newspapers articles. Fill in the table. You are given some examples:

	Case #1	Case #2	Case #3
Incident, location, time			Reckless driving, ...
Law-breaker			
Victim/ victims		Ms. Vane	
Injuries			
Violated traffic rule			
Punishment	120$ of fine		

Ex.7. Agree or disagree according the articles information. If the statement is false, make it correct:

1. Polina Vane is in critical condition after Anthony Wilson's reckless driving.
2. In each case police diligently work to bring a traffic rule breaker to justice.
3. David Smith, a cyclist, received a ticket for running a red light at the intersection of Wall and Corinth Street.
4. Dallas Police are looking for a light-colored hatchback having driven at a high rate of speed through a school zone.
5. Running a red light is a dangerous and illegal act for all road users.
6. Witnesses of Chicago incident reported that the vehicle hadn't stopped after the collision and had sped away from the scene.
7. In Chandler, Arizona, speed limit in the school zone during school hours isn't 20 mph.

Ex.8. Analyse the newspapers articles plots and answer the questions:

1. What is the punishment for running a red light?
2. What kind of test should reckless drivers pass?
3. What damage can drivers violating traffic rules cause to other road users?
4. What may assist police in their investigation of traffic incidents?
5. Is the school zone a high-risk area? Why?
6. What tips can you give to the law-breakers of the cases discussed?

What about you?

Do **you** agree with the statement: "If you act like you are **above the law** when you operate a car, you will soon find out that **you are not**"?

Give some arguments to support your ideas.

Video study!

Ex.9. Video "Three siblings killed in car crash at school bus stop".

a) Before watching look up the meaning of the following words & word combination:

Siblings, to try to board the bus, National Transportation Safety Board (NTSB), devastating loss, reckless homicide, to be charged with, first responders.

b) Watch the video. Complete the sentences with the words given in italic:

airlifted, nationwide, filled, imagine, overcome

1. The family is _____with pain and anger.
2. Maverick Lowe was _____ to a hospital in critical condition.
3. First responders were _____ with emotion.
4. The tragedy highlights a _____ problem.
5. The family is struggling to _____ life without their children.

c) Agree or disagree. If the statement is false, make it correct:

1. The driver was found not guilty.
2. The children were walking with their parents when they were hit.
3. The NTSB sent a team to Rochester to investigate the crash.
4. Most school bus-related deaths occur inside the bus.

d) Answer the questions:

1. Where did this incident occur?
2. How many children were injured/killed in the tragedy?
3. What was the driver charged with?
4. What percentage of school bus-related deaths occur outside the bus?

e) Role-play. Act out the dialogue between a news anchor (A.) and a reporter at the scene (R.). There are some factual mistakes. Find and correct them:

A.: Alex, can you give us an update on the tragedy in Indianapolis, Indiana?

R: Yes, George. The scene here is just heartbreaking. Four young sisters were killed this morning when a driver failed to stop for their family car.

A.: What do we know about the driver?

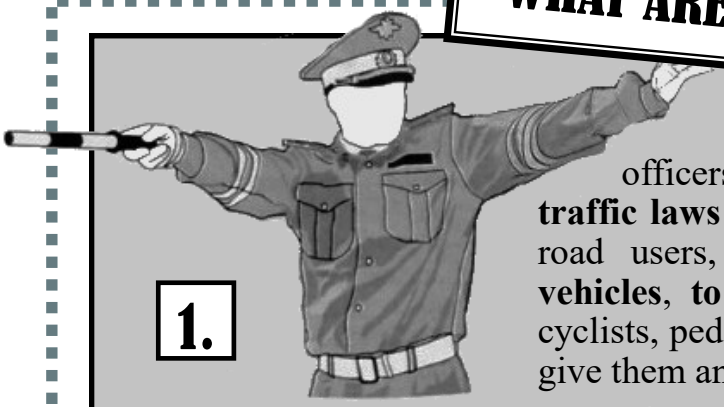
R: Her name is Alyssa Shepard. She's 44 years old and has been charged with three counts of exceeding the speed limit and running a red light. She's posted bail but is due back in court next month.

A.: What measures are being taken to ensure this doesn't happen again?

R: The NTSB is sending a team to analyse the crash. There are also calls for stricter penalties for drivers who illegally pass school buses.

f) Make up short dialogues between a police officer and a witness; a police officer and Alyssa Shepard - the charged driver. Think up all the lacking information.

WHAT ARE TRAFFIC POLICE?



1.

Traffic police are police officers whose job is **to enforce traffic laws** for ensuring the safety of all road users, **to direct the movement of vehicles**, **to stop law-breakers** - drivers, cyclists, pedestrians who break the law, and give them an official notice of their offence.

If a person is not aware of his/ her offence, traffic police officers should be able to clearly explain the traffic rules violation.

So, they should have **communication skills**, **be calm**, **destressed**, **polite**.



2.

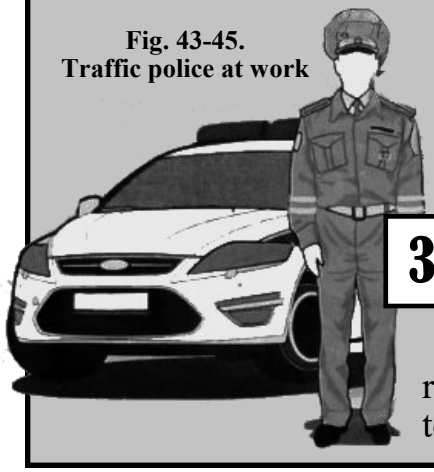


Fig. 43-45.
Traffic police at work

3.

Depending on the location, traffic officers patrol on foot or in vehicles.

When **responding to a traffic accident**, they might be faced with victims who are injured or in severe pain. Traffic officers may also control crowds during emergencies to make sure fire and rescue workers can get to the scene safely.

Ex.1. Determine what traffic police duties are described:

1. To control traffic movement to ensure a safe flow of all road users. *(to direct traffic)*.
2. To conduct educational programmes to promote safe driving practices and raise awareness about traffic laws.
3. To give tickets to people having broken a traffic rule .
4. To help people who are in trouble on a road.
5. To coordinate and manage traffic flow for special events, parades, and road closures .
6. To give expert evidence as a witness in a court of law.
7. To respond to traffic accidents, conduct investigations, and prepare reports documenting the details of the incident.
8. To provide medical assistance to injured individuals at the scene of traffic accidents.

Keep in mind!

Traffic police have a lot of duties.

The main ones are:

- to direct traffic;
- to investigate & report accidents;
- to issue citations;
- to provide first aid;
- to provide assistance;
- to educate the public;
- to manage special events & road closures;
- to testify in a court;
- etc.

TRAFFIC VIOLATIONS

A traffic violation is **any breach of traffic laws** by motorists, cyclists, passengers, or pedestrians. These infractions span from minor technical violations (broken lights) to major offences (reckless driving, driving under the influence - DUI).

Traffic violations pose a **significant threat** to public safety by **increasing the risk** of serious accidents, injuries, and fatalities and can have **negative consequences** for both individuals and community

For having violating traffic laws, road users may be warned, fined or disqualified: traffic violations can result in expensive fines, higher insurance rates, the loss of a driver's licence, and even imprisonment.

Keep in mind!

Traffic violations are divided into two main types: moving violations & non-moving ones.

Moving violations occur while a vehicle is in motion. These violations directly relate to driving and often relate to unsafe or illegal driver behaviour.

Non-moving violations are usually not related to the movement of a vehicle. They often relate to vehicle registration, equipment or parking.

➝ ***Ex.2. Classify the following violations as moving violations and non-moving ones:***

Moving violations	1, ...
Non-moving violations	...

Running a red light / stop sign (1); no proof of insurance (2); driving under the influence (3); following too closely (4); tinted (too dark) windows (5); distraction while driving (6); reckless driving (7); failure to yield right-of-way (8); equipment violation (e.g., broken headlight, loud exhaust) (9); texting while driving (10); illegal parking (11); speeding (12); expired registration (13); no valid driver's licence (14); not stopping for pedestrians (15); not wearing a seat belt (16); hit-and-run (17), not following traffic rules (18).

Ex.3. Study the poster on traffic violations. Which violations from the exercise above fit in its context? Fill in the gaps:

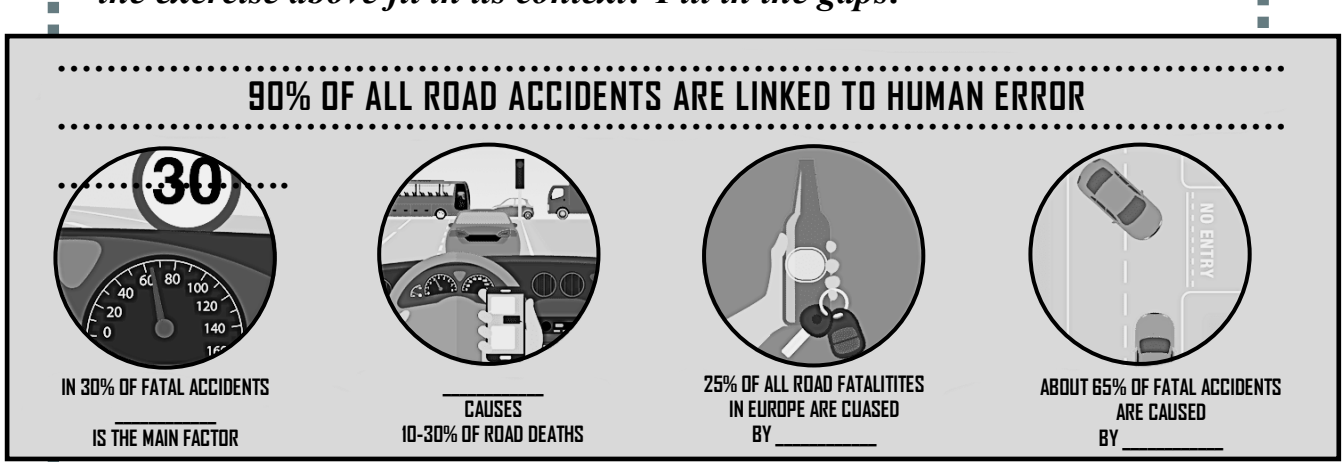


Fig. 46. Traffic violations poster

Ex.4. Read the situations given below. What traffic violations are described? Are they moving or non-moving ones? Give some arguments to prove your ideas:

1. Jane was rushing to an important meeting and ran a red traffic light. She barely avoided a collision with oncoming traffic. An officer saw the violation and immediately pulled her over and imposed a ticket.
2. Mark accelerated his car to its maximum speed. He enjoyed the powerful engine of his car. The flashing lights of a traffic police car in his rearview mirror interrupted his journey. Mark got a hefty fine.
3. Before driving, John noticed that one of his headlights didn't work. This fact did not stop Mark, but he was stopped by police for the traffic violation.
4. During a routine stop for a minor speeding violation, a driver did not have a proof of insurance. A police officer imposed a fine.
5. The rain lashed at tinted windows of a car. Due to poor visibility a driver didn't notice an open hatch on the roadway. Illegal window tinting caused the vehicle to break down.
6. Elena was looking for a parking place until she saw a free space marked with a disabled person's sign. Despite the sign, she parked. When she came back, her car was gone. It turned out that a tow truck had taken it away.

Ex.5. Read short dialogues between a police officer (P.o.) and a driver (D.) and determine the traffic violation in each situation:

1. *P.o.:* Good evening, sir. Do you know why I pulled you over?
   D.: No, officer. I'm not sure .
   P.o.: You were exceeding the speed limit by 70 km/h in a 40 km/h zone. May I see your driver's licence and registration?
   D.: *(handing over the documents)* Oh, I didn't know I was going so fast. I'm sorry.
   P.o.: *(after checking documents)* Okay, I'm going to impose you a speeding fine. Please sign here.
   D.: Yes, officer. Thank you.

2. *P.o.:* Ma'am, do you realise you have just run a red light?
   D.: Oh, no! I didn't see it. I was looking for a parking spot.
   P.o.: I understand, but a red light means stop. May I see your licence and registration?
   D.: *(handing over the documents)* Here you are. Is there any way to get a warning?
   P.o.: Unfortunately, running a red light is a serious violation. I will have to impose you a fine. Please sign here.
   D.: Ok.

Look it up!

Read the dialogues again. What are the useful phrases for police vocabulary?

Write them down.

Acting out the dialogues

Ex.1. Complete the dialogue with a police officer's phrases:

P.o.: _____.
_____.

D.: Oh! I've just run into the supermarket for a minute. I'll move it right now.

P.o.: _____.
_____.

D.: I'm sorry. I did't think to make any trouble to anyone in 5 minutes.

P.o.: _____.
_____.

(So that next time you can find a legal parking space. / I understand, but illegally parking is a violation. / Good morning, ma'am. / I'm sorry, but I have to enforce the law. / I should impose you a citation. / I have to inform you that your car is parked illegally, in a disabled people's space.)

Ex.2. Complete the dialogue with a police officer's & a driver's phrases:

P.o.: Good afternoon, ma'am.
_____.

D.: Good afternoon, officer,
_____.
I'm really lost.

P.o.: _____?

D.: *(handing over the documents)* Here you are.
_____!

P.o.: I understand, but_____.
_____.
_____.

D.: Okay.

(Texting or using your phone while driving greatly increases the risk of an accident. / May I see your licence and registration, please? / Please drive carefully. / I was just checking the map for directions. / I have just noticed you looking at your phone while driving. / I was only looking for a second! / I understand, but it is illegal to use your phone while driving. / I should impose you a citation.)



Ex.3. Analyse the cartoons stories. Answer the questions, then act out short dialogues:

1. What's happened? Can you describe the road incident?
2. Is there any traffic violation? What is it?
3. What has caused the road incident? Is it the driver's fault?
4. Is there any damage after the road incident?
5. What kind of tips would you give to the driver not to be in such a situation?



Fig. 47-48. Road incidents

Ex.4. Analyse the poster. Match the traffic violations with their description:



Fig. 49. Traffic violations poster

a) This is a maneuver where a driver switches lanes without first checking mirrors, blind spots, or using a turn signal, creating a hazard for other road users by failing to yield or merge safely.
b) This is a dangerous practice that reduces a driver's ability to control the vehicle, extends stopping distances, and increases the severity of crashes, potentially leading to serious injury or death for drivers, passengers, and pedestrians.
c) This is the act of operating a vehicle while under the influence of alcohol effecting mental & physical reactions. It refers to driving a motor vehicle while one's blood alcohol content (BAC) is above the legal limit.
d) This is an unsafe driving behaviour where a driver follows another vehicle at an insufficient distance, making it difficult to stop in an emergency and increasing the risk of rear-end collisions.
e) This is operating a vehicle in the opposite direction; it often leads to severe, high-speed, head-on collisions.
f) This is a dangerous and illegal driving behavior where a driver enters an intersection after the traffic signal has turned red.

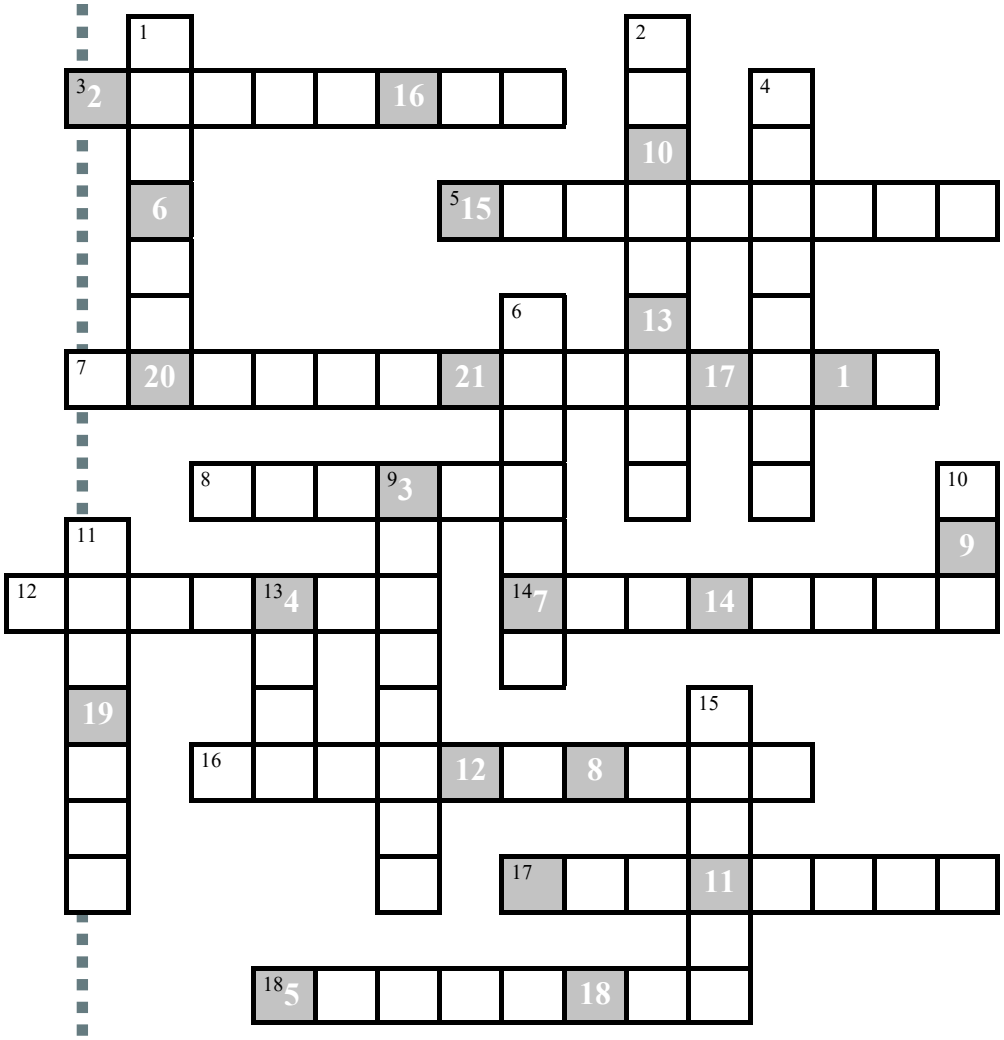
Choose any situation. Think up and act out a short dialogue between a law-breaker and a police officer.

Choose any moving traffic violation and work out your own poster with tips to prevent it.

What about you?

Check yourself!

Ex.1. Do the crossword:



Down:

1. A machine designed to transport people or goods, typically with wheels and an engine.
2. A traffic accident when a vehicle crashes into another car or road user(s).
4. A person who drives in a privately owned motor vehicle.
6. Driver's ___ - a document that permits a person to operate a motorised vehicle on public roads.
9. Collision involving vehicles or other "moving objects", such as a pedestrian or cyclist.
10. Hit-and-___ - a road accident where a driver leaves the scene of the incident.
11. Operating a vehicle.
13. A sum of money paid as a penalty.
15. No danger or risk of injury.

Across:

3. ____ driving - driving dangerously and irresponsibly, showing a lack of care and caution.
5. An act of breaking a rule or law.
7. Duty in other words.
8. Injury or harm impairing the function or condition of a person or thing.
12. Movement of people and vehicles.
14. An official document issued by law enforcement for a violation of laws or regulations.
16. A person who goes or travels on foot.
17. An act of driving a vehicle faster than is legally allowed.
18. A death caused by accident or by violence.

Ex.2. Write down the highlighted letters in the right order to get a statement:

_____.

What about you?

Do you agree with the statement? Give some arguments and examples to support your ideas.

Unit 4. SECURITY CHECKPOINT PASSING

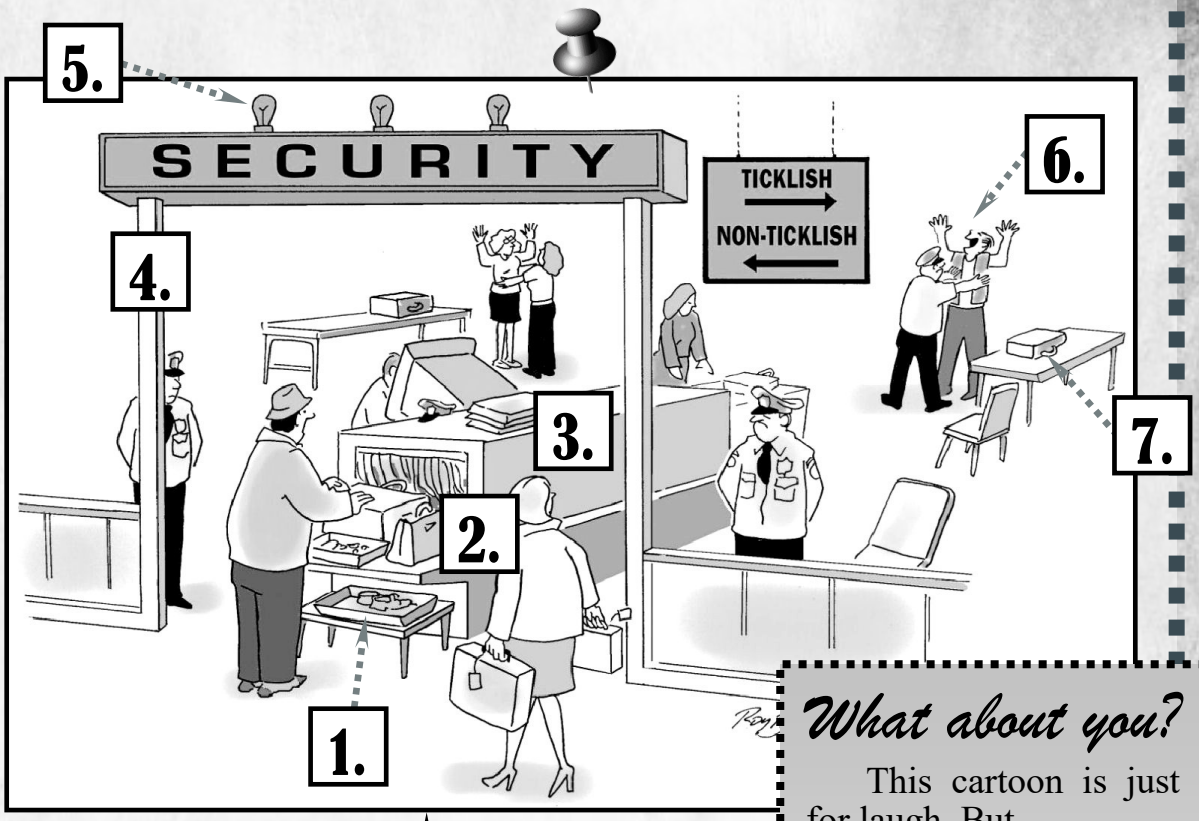


Fig. 50. Security checkpoint

Have you ever passed a security checkpoint? Where?

Can you match the following names with the objects and processes shown in the cartoon? What way can you translate them?

container for metal objects (1),
metal detector (?),
personal check (additional screening) (?),
bag inspection (?),
conveyor belt (?),
X-ray machine (?),
security alarm (?).

What about you?

This cartoon is just for laugh. But…

Why do **you** think, in today's world, **security checkpoints need to be installed** not only at airports and railway stations, but also at stadiums, theatres, museums, and even schools and higher education institutions?

What do security checkpoints really help prevent?

Look it up!

Word list

PASSING CONTROL - Прохождение контроля

Useful phrases:

Please **come over here**.
Please **proceed to** control.
Pass the search, please.

***

Lay your bag **flat** on the belt, please.
The items have to **go through** the X-ray machine.

***

Please **walk through** the metal detector = **Step through** here.
The system alerts.
Excuse me, you have **set off** the security alarm.
Do you have any change in your pockets?
Empty your pockets.
Take all items **out** of your pockets.
Turn on your mobile phone, please.

***

You have to **go through** a personal check.
Spread your arms **out**, please.
Spread your legs **apart**, please.
Raise your hands **above** your head, please.

***

Are you **carrying** any restricted items?
Do you have any liquids?
Food and drinks are **not allowed** into the venue.
Oversized bags **are prohibited** from entering the stadium.
You can't **bring** any liquids.
Medications **are permitted** only in original containers with a prescription label. The name must match your photo ID.

***

Sorry for the delay in checking.
Thank you. Proceed to the stadium.
Go ahead.
Next, please.

check - контроль, досмотр
examination - осмотр, проверка
screening - осмотр
additional screening - дополнительный осмотр
personal search / pat down - личный досмотр
bag inspection - осмотр, проверка ручной клади

Equipment & locations

checkpoint - контрольно-пропускной пункт (КПП)
plastic container - пластиковый контейнер
conveyor belt - лента конвейера
X-ray machine - рентгеновский аппарат
metal detector - металлодетектор
alarm system - система сигнализации
hand-held wand - ручной металлодетектор
deposit area / property office - камера хранения

Commands & Procedures

to proceed to control - пройти на контроль
to pass the examination- пройти досмотр
to **put** metal objects **in** the container - положить металлические предметы в контейнер
to **put** bags **on** the belt - положить сумки на ленту конвейера
to lay bags flat on the belt - класть сумки горизонтально на ленту
to **walk / go / step through** the metal detector - пройти через рамку металлодетектора
to **remove** (a child **from** a stroller) - вынимать (ребенка из коляски)
to set (the alarm) off - вызвать срабатывание (тревоги, сигнализации)
to undergo (a search) - пройти через (досмотр)
to **take** (a hat) **off** - снимать (головной убор)
to take (the keys) out - вынимать (ключи)
to turn (the phone) on - включить (телефон)
to unwrap the package - развернуть сверток
to **leave** (the laptop) **in** a deposit area - оставить (ноутбук) в камере хранения

Restricted or prohibited items

oversized bags - слишком большие сумки
backpacks - рюкзаки suitcases - чемоданы
flammable substances - легковоспламеняющиеся, горючие вещества
poisonous substances - ядовитые вещества
explosive substances - взрывчатые вещества
drinks and food - напитки и еда
liquids - жидкости bottles - бутылки
offensive image / wording - оскорбительные изображения/ надписи
medicaments with no prescription - лекарства без рецепта

Training start

Ex.1. Go over the vocabulary list and useful phrases. Write down Russian equivalents for the words in bold.

Ex.2. Find the key verbs in the word search puzzle:

1. класть горизонтально (… flat)
2. нести
3. использовать, пользоваться
4. двигаться вперёд, продвигаться
5. идти; проходить (… through)
6. пройти через
7. снимать (… off) / вынимать (… out)
8. класть
9. привести в действие (… off)
10. вытянуть, протягивать
11. разворачивать
12. опустошить, очищать
13. поднимать

P	U	L	A	Y	Y	R	A
R	S	P	R	E	A	E	I
O	U	P	U	T	D	T	S
C	N	G	O	E	C	A	E
E	W	P	S	M	C	K	T
E	R	A	S	P	A	E	U
D	A	S	E	T	R	R	S
I	P	S	T	Y	R	Y	E

Write down the unused letters: _____.
What is the keyword made up of these letters?

checkpoints ensure the community **safety**.

Ex.3. Fill in the correct preposition / adverb:

for, out (2), ahead, out from, above, on (2), through (2), over, in, off (2), to, out of, apart

1. spread your arms _____
2. spread your legs _____
3. raise your hands _____ your head
4. take your child _____ her stroller
5. lay your bags flat _____ the belt
6. put metal objects _____ the container
7. come _____here
8. take _____ your phone
9. take _____ your glasses
10. take all items _____ your pockets
11. turn _____ your mobile phone
12. walk _____ the metal detector
13. step _____ here
14. you have set _____the security alarm
15. proceed _____personal check
16. proceed _____ the stadium
17. go _____

Look it up!

'**Security**' & '**safety**' seem to be synonyms, but there is a **difference** in their use.

What is it? Look it up & explain it to your group mates.

Which term would you use in the following word combinations:
public _____ ;
national _____ guard;
_____ service;
fans' _____ .
mass event _____ ;
mass event _____ measures.

Interesting facts!

Security checkpoint designs have historically evolved as new threats emerged. The first checkpoints were introduced at airports.

Pre-1960s **Security** was **minimal**, focusing on preventing common crimes like theft .

1960s-1970s Age of aircraft hijackings determined the need of **X-raying** carry-on luggage for weapons and scanning passengers by a **metal detector**.

1980s-1990s Age of terrorism highlighted the need for **comprehensive** passenger and baggage **screening**.

Post-9/11 Era 9/11 day changed security approach across the globe. **Not only for airports, but for all kinds of mass events**.

The 2001 Richard Reid shoe bomb attack led to the **removal of shoes** during the screening process; the 2006 liquids bomb plot led to a **full liquids ban** for entering a venue; the 2009 underwear bomb plot by Umar Farouk Abdulmutallab led to the introduction of **body scanners**.

Will security checkpoints continue to evolve?

Ex.4. Match the columns to make sentences:

1. Come	a) in the container
2. Put your bags	b) your iPod
3. Put metal objects	c) over here
4. Take all items	d) out of your pockets
5. Take off	e) on the belt
6. Take out	f) the metal detector
7. Come here	g) your sweatshirt
8. Open	h) for bag inspection
9. Walk through	i) it again
10. Go through	j) your bag
11. Turn on	k) a personal check
12. Take your child	l) your mobile phone
13. You have set off	m) your arms out
14. Spread	n) above your head
15. Spread your legs	o) the security alarm
16. Raise your hands	p) apart
17. Proceed	q) ahead
18. Go	r) to the stadium
19. You have to go through	s) out from his/ her stroller

Ex.5. Put the words / word groups in the correct order to make sentences:

1. Please / over / come / here.
2. Put / on / bags / the belt / your/ please.
3. Use / objects / small / for / containers.
4. Take / of / all items / out / your / pockets.
5. Take / your / hat / off.
6. Come / inspection / for / here / bag.
7. Anything that / is / allowed / the palm / larger than / is not / of your hand / into the venue.
8. Leave / in / a deposit / your laptop / area.
9. You / bring / or / can't / drinks / food.
10. Take / your bag / out / the bottle / of.
11. Turn / mobile / your / on / phone.
12. Walk / detector / the metal / through.
13. You / alarm / have / off / the security / set.
14. You / through / a personal / go / have to / check.
15. Spread /arms / out / your.
16. Spread / apart / your / legs.
17. Raise / your / your / above / hands / head.
18. Proceed / stadium / the / to.

MASS EVENT SAFETY

Hosting an event, whether it's a music festival, a conference, or a match, requires a lot of planning and preparation. One crucial aspect of event planning is to carefully develop a **comprehensive** security system for ensuring the safety of all **attendees**. With the rise of **mass death scenario incidents**, it's essential for police to take **proactive measures** to protect everyone involved.

Police security checkpoints at mass events are temporary or permanent **roadblocks** located in strategically important places and designed to reduce threats by preventing unauthorised movement and deterring potential dangers like fights, mass shooting, terrorist attacks.

Conducting bag checks & **screenings** is essential for preventing dangerous items from entering the event venue. All attendees should understand that such measures are **mandatory** for their own safety and be provided with clear instructions on what items are prohibited.

Ex.1. Give the definitions for the words and expressions in bold.

Ex.2. Make up a guideline for attendees - put the actions in the logic order to get the algorithm for security checkpoint passing:

1. Leave all restricted items in a deposit area.
2. Undergo additional screening and follow personal check procedure.
3. If the system alerts, take all items out of your pockets and go through it again.
4. Walk through the metal detector.
5. Turn on your mobile phone and other electronic devices.
6. Proceed to control in the order of your turn.
7. Lay your handbag flat on the belt for X-ray machine screening.
8. Put metal objects as well as your hat, umbrella, gloves in the container.
9. Pass the bag inspection (your bag will be open and physically inspected).
10. After the check, gather your belongings and proceed to the event venue.

Ex.3. Study the poster. Can you continue the list of prohibited items?

Ex.4. Read the list of items. Which ones are allowed, and which ones are prohibited from entering the venue?

Liquids, a spray paint, a phone, a powerbank, a ticket, nail scissors, house keys, multi-tool, a water bottle, prescription medicine, glasses, a stroller, a hairspray.



Fig. 51. Checkpoint warning

Video study!

Ex.7. Video "Enhanced security for Wrigley".

a) In your opinion, how is security organised at Wrigley (a baseball park located on the North Side of Chicago, Illinois, the USA). Share your ideas.

b) Watch the 1st part of the video & check your answers.

c) Watch again and put in order the process steps. There is one extra step that you don't need to use:

1. Proceed to have ticket scanned.
2. Remove belongings.
3. Bags inspection.
4. Gather belongings.
5. Walk through the metal detector.

d) Give the synonyms to the following verbs / phrases used in the video:

Remove; place; gather; proceed; the device detects something.

e) Listen to the commands. Match them with the pictures:

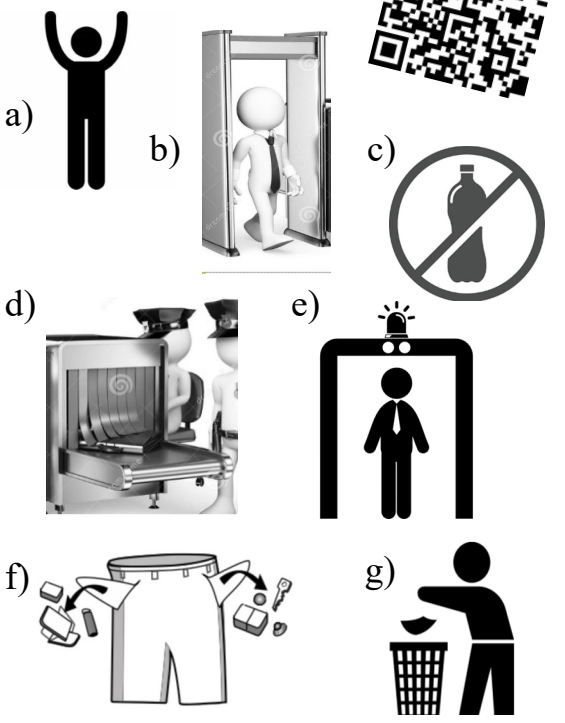


Fig. 52-58 Security checkpoint commands

f) Watch again and fill in the missing words. Explain the words in bold:

If the device … something, you may be asked to **double check** your … and pass through … again or you may be … by a **hand-held wand**.

g) Watch the 2nd part of the video and answer the questions:

1. While this process may look similar to airport screening, what is the difference then?
2. Who are "express" lanes designated for?
3. Who is provided with alternative screening?
4. What is the important point the fans need to remember?
5. What do the staff appreciate fans for?

h) Match the following phrases with the verbs from d):

1. ... keys, camera, phone and other heavy metal items from your pockets.
2. ... your belongings on the table.
3. ... the metal detector when instructed.
4. ... belongings make sure you have everything.
5. ... to a guest service associate.

i) In pairs, act the entry process to the Wrigley Field.

Acting out the dialogues

Ex.1. Complete the conversations with the given words.

A) take it off, walk through, go back:

Police officer: Please … the metal detector.
the alarm signal
Police officer: Please … Do you have anything in your pockets - keys, phone, change?
Fan: I don't think so. Ah, this bracelet.
Police officer: You'll have to … and step through again.
Police officer: Now it's O.K. Thank you. Have a nice time.

B) raise, put, gather, inspect:

Police officer: Please … your mobile phone in the container.
Police officer: OK. Now let me … you, sir. Please … your hands. OK. You may go.
Police officer: Don't forget to … your belongings.

C) bin, bag, drinks, Thank you, Sure, jacket:

P.o.: Can I look into your bag?
Fan: … .
P.o.: Remove your … from the … .
Fan: Here it is.
P.o.: Sorry, no … are allowed past this point.
Fan: But I've just bought this water!
P.o.: Sorry. Either you drink it now, or you put it in this … .
Fan: … .

D) receipt, collect, camera, leave:

P.o.: I'm really sorry; I see you have got a … with you. This venue does not allow cameras to be taken inside, but you can … it in the property office. We will look after it for you, give you a … and you will be able to … it after the match.
Fan: OK.

E) proceed, check, Remove:

P.o.: … your child from her stroller. I'll … her through by hand.
P.o.: Thank you. Please … to the stadium.

What about you?

Analyse the given conversations atmosphere.

Tick ✓ the qualities that **you think** a police officer should demonstrate when carrying out a security check. He should be:

- □ aggressive
- □ polite / courteous
- □ calm
- □ rude
- □ attentive to detail
- □ suspicious
- □ diplomatic
- □ impatient
- □ impartial
- □ clear in speech
- □ chaotic in actions
- □ disrespectful
- □ firm

Explain your choice.

Can you **formulate** guidelines for a police officer to be effective at work. Share your ideas.

F) event, hairstyles, dreads, items, set off, wand, cooperation, check, procedure, perform, search, looks clear:

P.o.: Sir, the detector has …. I need to … a quick secondary screening with you. It will just take a moment.
Fan: Okay. Sure.
P.o.: I can see have …. Our … for thick or voluminous … is a manual check. I will gently … the exterior of your hair for any ... May I proceed?
Fan: Yes.
P.o.: Thank you. Now I'm going to use this … to … for any metal content.
P.o.: Everything … Thank you very much for your patience and … cooperation. Enjoy the … .

G) head, this way, inspect, remove, undergo, in private, alarm, security:

P.o.: Ma'am, for …, individuals wearing … coverings may … additional security screening. I need to pat down your head covering. We can do this … if you prefer.
Fan: Here is fine.
P.o.: The … has not cleared. I need to … visually your head covering.
Fan: I understand. I will … it in private.
P.o.: Thank you. Please follow me to the private area right … .

Ex.2. Put these (Police officer / Fan) statements in order to make a dialogue. Act out the dialogues.

H)
1. Where is a deposit?
2. Do you mind emptying your pockets, please?
3. According to the rules of the Stadium these kinds of bags are not allowed. You can put your backpack in your car or leave it in a deposit area. Otherwise you'll miss the game.
4. Please come over here.
5. Thank you.
6. Oh, officer, there is nothing in it.
7. Sorry, the size of your backpack doesn't comply with the Stadium regulations.
8. Please put your items in the container and prepare for a bag inspection.
9. Please, next time study the regulations before the match not to waste time.
10. At Gate 22.

I)
1. I advise you to cooperate, sir.
2. No problem. Sure. There you go.
3. Thank you for your cooperation, sir. You can go through now.
4. Would you mind opening your bag please?
5. None of other people are being asked to do that.
6. Do you mind turning on the MP3 player for me, sir?
7. Here it is.

J)

1. Show the prescription, please. The ID of the person holding the prescription must match the name on the bottle.
2. It's medicine prescribed by my doctor.
3. Yes, sure.
4. Can you tell me what these are?
5. So much. Are these tablets for your personal use?
6. I'd like you to come with me, please.
7. Where is it? Oh, no. I can't find it.

K)

1. Where is the supervisor?
2. Follow me, please.
3. Step through.
4. Excuse me, you have set off the security alarm, we need to search you. Step aside for additional search.

Ex.3. Complete the dialogue using the words from the above dialogues:

L)

P.o.: Please … your bags on the table. Can you open this pocket for me?
Fan: Of course.
P.o.: Sir, this pocket knife does not … with our security policy. I'm going to have to ask you to … it.
Fan: Oh no, I need it for work later!
P.o.: I understand, but it is not … You can take it back to your car, or we can leave it …, and you can … it after the event.
Fan: I'll take it to my car.
P.o.: Thank you. Please … to the security point when you return.

Ex.4. Answer the following questions in full sentences:

1. In Dialogue C, what are the two options the fan has for the water bottle?
2. In Dialogue D, what does the fan receive when he leaves his camera?
3. In Dialogue E, why does the officer ask the parent to remove the child from the stroller?
4. In Dialogue F What two tools or methods does the officer use to check the person's hair?
5. In Dialogue G, what gender is the officer performing the check?
6. In Dialogue H, where is the deposit area located?
7. What is the main reason for all these procedures, according to the overall context?

Ex.5. Work with a partner. One person is a Police officer, the other is the Fan.

Choose one of the dialogues A-L and act it out. Then, switch roles and try a different dialogue.

Scan me!

Ex.6. Check the knowledge of the main police phrases. Follow the QR-code. .....

WAYS OF DEALING WITH DIFFERENT TYPES OF PEOPLE



Fig. 59. A fan's figure

Remember, at any venue there is a whole range of different types of people (see the table).

Each of these types of people will **have their own different requirements**. You will need to know how to **act accordingly and impartially** at all times, being professional and **courteous**.

Types of people	*How to deal with them*
Friendly, excited, cooperative	**Match their energy**, attitude and behaviour
Uncooperative, unfriendly	**Actively listen** and empathise
Emotional	De-escalation - **dynamic risk assessment**
Intoxicated	De-escalation - **dynamic risk assessment** With humour (dynamic risk assessment), depending on how intoxicated, may need to refuse entry
With particular needs	Professional approach - **treat in the same way as you would with others**, depending on the particular need. For example, for a **wheelchair user** you will need to **sort out access and egress**. **Talk at their height level** and use eye contact. **Take the lead** from that person or their carer, and ask how you can assist rather than making assumptions
VIPs	Professional approach - treat in the same way as you would with others, depending on the type of a person
With limited understanding of English / Russian	Actively listen, **check their understanding**, and be **patient**

Ex.1. Give Russian equivalents for the words and expressions in bold.

Ex.2. Agree or disagree. If the statement is false, make it correct:

1. You should shout at intoxicated people to make them understand.
2. It's important to be patient with people not speaking the language well.
3. You should treat VIPs worse than other people.
4. For a person in a wheelchair, you should talk to their carer, not to them.
5. You should make assumptions about people with particular needs.

Ex.3. Video "How is Evolv's Security Screening Different".

a) Before watching read the following words and phrases and ensure you understand them:

Video study!

the detector alerts to tag (= categorise) alerts
hand wanding
to pinpoint (= identify) the potential threat directly
invasive pat down = thorough personal search
long lines can be frustrating for guests and security
to speed up the ingress process (ingress = entry)
to reduce human bias = to increase objectivity
truly state of the art = absolutely revolutionary

Fig. 60. The system's alerting



Watch the video.
b) Agree or disagree. If the statement is false, make it correct:

1. Evolv Express is a type of metal detector.
2. The system can screen up to 2,000 people per hour in a single lane.
3. The system alarms on everyday metal items like phones and keys.
4. When the system alerts, it shows a red box on the screen indicating the location of the potential threat on the person's body.
5. The data from the system can be used to see how many people were screened at different times of the day.

c) Complete the summary with: *weapons, analytics, pinpoint, screen, red box, pat down, metal*

The Evolv Express is different from a traditional metal detector because it is not looking for **(1)** … . Instead, it is designed to look for specific **(2)** … . This allows people to walk through without removing items like their phones and wallets, which helps to **(3)** ... people much faster. When the system finds a potential threat, it helps the security guard by showing a **(4)** ... on a screen to exactly **(5)** ... where the problem is located. This reduces the need for a slow and invasive **(6)** … . All the data from these alerts is saved as **(7)** ... that security teams can review later.

d) Answer these questions in your own words:

1. What are the two main advantages of the Evolv Express system over a traditional metal detector?
2. How does the "red box" feature help the security guard and the guest?
3. Why is the collection of "alarm analytics" useful for a venue manager?
4. The video says the system helps reduce "human bias". What do you think this means in the context of security screening?

What about you?

Do **you** think this dialogue reveals a **strength** or a **weakness** in the overall security process that combines **advanced technology** (Evolv) with **human observation**?

Explain your reasoning.

Ex.4. Read the situation and do the tasks:

Situation: A security checkpoint at a music festival. The visitor (nervous, avoiding eye contact) has already walked through the Evolv Express system without alerting, as he is not carrying a weapon, but a police officer is observant and professional.

a) Put statements 1 to 12 in the logical order to recreate the original conversation :

1. P.o. *(speaking to the fan)*: Sir, you need to come with me. Keep your hands where I can see them.
2. P.o.: I'm just going to do a search for everyone's safety. Please raise your arms.
3. F: It's nothing, man. Just a... a tag or something. It's the shirt.
4. [Action] *The police officer performs a systematic pat down checking the torso, arms, waistline, and legs. The fan is noticeably tense.*
5. P.o.: Sir, can you step right over here for me, please?
6. P.o. *(speaking into his radio)*: Control, this is Checkpoint 13. I need a supervisor for a drug discovery.
7. P.o.: Okay, sir, I'm just going to check around your collar area here.
8. [Action*] A pat on the collar detects an unnatural protuberance. The fan flinches.*
9. P.o.: I need to visually inspect the area. Please remain still.
10. F: Why? The thing didn't beep. I'm good.
11. P.o.: It's just a routine secondary screening, sir. It won't take long. Please place your bag on the table.
12. [Action] *The officer carefully searches the collar and sees a small, clear plastic baggie containing a white powder*.

b) Match each phrase of the officer to its purpose, or write your own:

Phrase	Purpose
1. Sir, can you step right over here for me, please? 2. It's just a routine secondary screening, sir. It won't take long. Please place your bag on the table. 3. I'm just going to do a search for everyone's safety. Please raise your arms. 4. Sir, what is this inside your collar? 5. Control, this is Checkpoint 13. I need a supervisor for a drug discovery. 6. Sir, you need to come with me. Keep your hands where I can see them.	a) to calm and reassure b) to gather information c) to give a direct order d) to explain a procedure e) to report a situation and request backup

Role play

Ex.1. Security checkpoint.

Situation 1

Cadet A: *You are a police officer* checking fans at the entrance of the venue.

Cadet B: *You are a spectator entering the venue.* Play the following *situations:*

- a fan wearing an item that requires inspection, such as a bulky hat (see the photo below), hijab, dreadlocks, banner, etc.;
- a fan with small children (a child can be noisy or crying);
- a fan having any protuberances in clothing;
- a fan having prohibited items;
- a fan setting off the security alarm;
- a fan with medical equipment or mobility aids;
- different categories of visitors (with particular needs, intoxicated, unfriendly).

Situation 2

To complicate the task, a spectator keeps their situation in secret.

Cadet A: *You are a police officer* checking fans at the entrance of the venue. Your goal is to solve the case by correctly assessing the fan's behavior and intention. You must conduct the necessary screening and decide whether to admit or refuse entry, based on your findings.

Cadet B: *You are a spectator entering the venue* but your character has a secret. You are not just a 'fan with a bulky hat' or a 'fan with a child'. You have a **specific reason** for your behaviour that the officer must discover. You must **show** this reason through your behaviour, but not **say** it directly. Your goal is to be admitted to the event.

Keep in mind!

In a real security checkpoint, an officer does not know why a person is nervous, in a hurry, or doesn't understand them. They just see the **behaviour** and **have to react appropriately**. Provide the examination refusing admittance to the match if necessary.

The officer while conducting a check should:

- Be polite but firm.
- Use clear, simple language and gestures if needed.
- Remain calm and professional.
- Explain procedures clearly to ensure safety and compliance.

Ex.2. Create a short memo, leaflet, infographic, or video for first-time visitors:

Goal: to help spectators pass through security quickly and efficiently as well as to raise the police effectiveness.

Language: Your work can be in English only, or to maximise its impact, you can make it bilingual by adding Russian subtitles or text.

Step 1. Use the vocabulary and phrases from this Unit.

Step 2 Your content should include at least 5 tips

Step 3. Follow the key principles:

Use clear visuals and headings to organise your information. Create a concise and memorable title that immediately catches attention. Ensure your tips are relevant and clear.

Check yourself!

Ex.1. Translate the following verbs:

Proceed, remove, lay flat, unwrap, set off, spread, raise, comply, empty, undergo.

Ex.2. Complete the phrases with the correct preposition:

out, apart, above, from, on, in, off, through, to, ahead

1. Spread your arms … .
2. Spread your legs … .
3. Raise your hands … your head.
4. Take your child … her stroller.
5. Put your bags … the belt.
6. Put metal objects … the container.
7. Take … your phone.
8. Walk … the metal detector.
9. Proceed … the stadium.
10. Go … .

Ex.3. Write the English term for each definition:

1. A machine that checks for metal objects on a person: _____.
2. The process of checking a person or their belongings: _____.
3. A personal search performed by an officer: _____.
4. Items that are not allowed into the venue: _____.
5. A place where you can leave your bag if it's not allowed in: _____.

Ex.4. Read the short dialogue. Answer the questions below.

P.o.: Excuse me, sir. You've set off the alarm. Please step aside for a secondary screening.
Fan: Again? But I emptied my pockets!
P.o.: I need you to remove your belt and watch and place them in the container. Then please walk through the metal detector again.
Fan: *(sighs)* Okay, fine.

1. Why does the officer stop the fan?
2. What two items does the officer ask the fan to remove?
3. Where should the fan put these items?
4. What does the officer ask the fan to do next?

Ex.5. Match an officer's phrase to its purpose:

Phrases:

1. Please proceed to gate number 4.
2. I'm going to need to look inside your bag, ma'am.
3. Thank you for your cooperation. Enjoy the event!
4. Sir, could you please empty your pockets into this container?

Purposes:

a) Giving an instruction for screening
b) Giving a direction
c) Closing the interaction politely
d) Informing about a necessary action

What about you?

Sum up your actual knowledge.

Do you think everywhere installed security checkpoints are an adequate or excessive security measure in today's world?

Unit 5. HELPING A PERSON IN TROUBLE

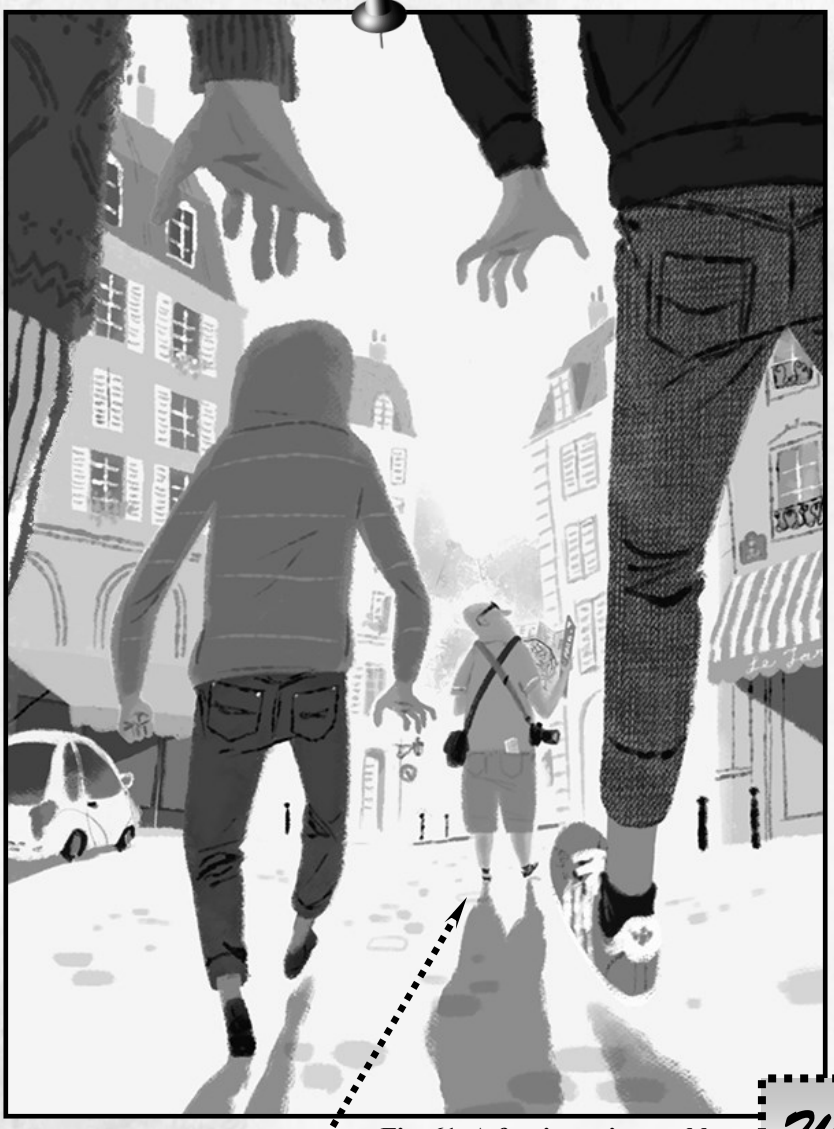


Fig. 61. A foreigner in trouble

Look it up!

It happens that a person (a local or a tourist) needs help when he or she is in trouble.

What do the following ***idioms*** mean:

- *to be in trouble;*
- *to get into trouble.*

Look up synonymic variants for *trouble*:

_____
_____
_____
_____
_____
_____
_____ .

What about you?

Does this foreign tourist seem to be in trouble? What kind of trouble do you think he is in?

_____ .

What other difficult / urgent / emergency situations can a person get into and need police assistance?

_____
_____
_____ .

Word list

TROUBLE (n) -
затруднительное положение, трудность, проблема

to be in trouble - быть в затруднительном положении
to get / run into trouble - попасть в затруднительное положение
to ask for help / assistance - обратиться за помощью

to provide assistance - оказать помощь
routine assistance - повседневная помощь
urgent assistance - срочная помощь
emergency assistance - экстренная, неотложная помощь
to do a heroic deed - совершить героический поступок

Difficult / unpleasant situation - затруднительная / неприятная ситуация
to be (get) lost - потеряться
to leave / forget the belongings - оставить / забыть вещи (в определенном месте)
to lose the belongings - оставить (потерять) вещи (в неопределенном месте)
to be (get) attacked / robbed - стать жертвой нападения / ограбления

It's all gone! - всё пропало!
I'm missing my … - у меня пропал … :

luggage / baggage - багаж	credit card - кредитная карта
suitcase - чемодан	money - деньги
handbag - сумка, ручная кладь	phone - телефон
purse - сумочка, кошелек	gadget - гаджет
backpack - рюкзак	jewellery - драгоценности
wallet - кошелек	ID - удостоверение личности
valuables - ценные вещи	passport - паспорт
	driver's licence - водительские права

E.g. I have been attacked and robbed! It's all gone! My purse, wallet, credit cards, money, phone, IDs! It's all stolen!

to report the missing/ lost/ stolen property - заявить о пропавшем / утерянном / украденном имуществе
to write a statement - написать заявление
to fill in the Lost Property form - заполнить форму о пропавшем имуществе
to ask at the Lost Property Office - обратиться в бюро находок

E.g. You should write a statement and fill in the Lost Property form.

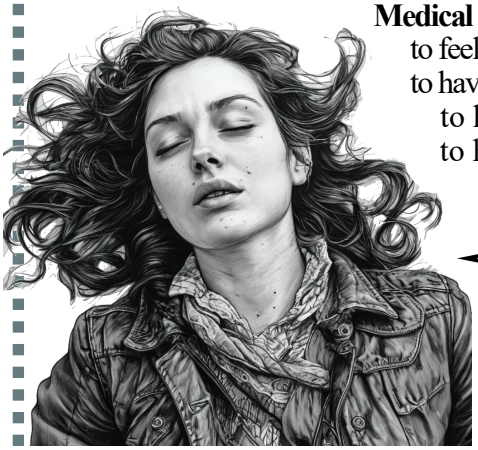


Fig. 62. Medical situation

Medical situation - ситуация, связанная с состоянием здоровья
to feel bad - плохо себя чувствовать
to have a heart attack - испытывать сердечный приступ
to have trouble breathing - иметь трудности с дыханием
to have no signs of life - не иметь признаков жизни
to faint - потерять сознание

E.g. She has fainted and has no signs of life. She seems to have a heart attack.

to provide first aid - оказать первую помощь
to call a doctor - вызвать доктора
to call an ambulance - вызвать скорую помощь

E.g. I have just call an ambulance. Help is on the way!

Training start

Ex.1. Tongue twisters challenge. Practice your pronunciation of the Unit keywords:

1. Don't trouble trouble, until trouble troubles you! If you trouble trouble, triple trouble troubles you!
2. If I assist a sister-assistant, will the sister's sister-assistant assist me?

Ex.2. Go over the vocabulary list. Study the actions listed below: which ones involve asking for help and which ones mean providing assistance?

Being in trouble & asking for help	Providing assistance

1. to call an ambulance
2. to leave the suitcase in the train department
3. to have trouble breathing
4. to do a heroic deed and save somebody's live
5. to lose the phone, money and credit cards
6. to have no signs of life
7. to provide first aid
8. to get lost in the city and get attacked by a robber
9. to take a person in the police station to report the missing property
10. to become a theft victim

Useful phrases:

Asking for help:
Excuse me!..
Could you help me, please?
Please, help me.
I need your help.
Help, please!

Providing assistance:
What's the trouble?
What's the matter?
What's the problem?
What's up?
What is it?
Can I help you?
How can I help you?
What can I do for you?
I'll try to help you.
I'll do my best to help you.

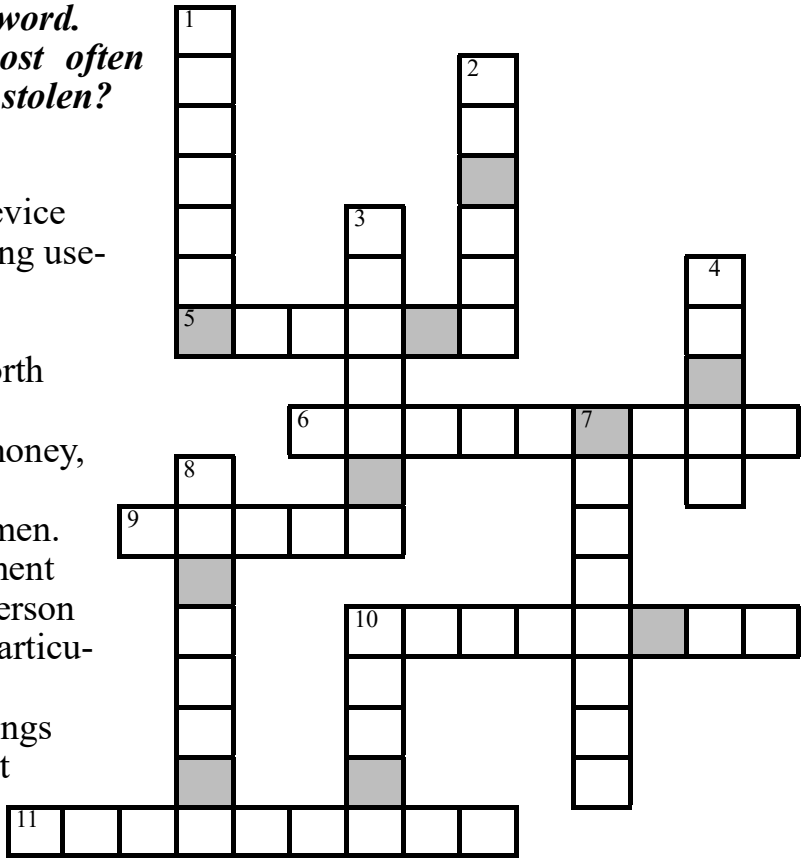
Ex.3. Study the cartoon. Answer the questions:

1. Is there any trouble situation in the cartoon? What is it?
2. How many people are in trouble here? Can we call them all victims? Why?
3. What is the missing belonging in each case?
4. How can the victims ask police for help? How can they describe the trouble situation?
5. What kind of assistance can police provide them?



Fig. 63. Trouble situation

Ex.4. Do the crossword. What things are most often reported to be lost or stolen?



Across:

5. A small tool or device that does something useful.
6. Small personal things that are worth a lot of money.
9. A small bag for money, keys, etc., carried especially by women.
10. An official document that identifies a person as a citizen of a particular country.
11. Objects such as rings and necklaces that people wear as decorations.

Down:

1. A synonym for “purse”.
2. A small, flat case used for keeping paper money and credit cards in.
3. The general word for all personal items taken when travelling.
4. Coins or paper notes.
7. A bag that you carry on your back.
8. A case with flat sides and a handle, used for carrying clothes, shoes, toiletries when you are travelling.
10. A piece of equipment for talking to people who are not in the same place as you.

Write down the highlighted letters: _____.
What is the keyword made up of these letters:

Don’t leave your | | | | | | | | | | | unattended!

What about you?

What other quick tips can you give to help people not to get into trouble and to guarantee peace and safety in your community?

_____
_____
_____
_____
_____
_____ .

POLICE ROLE IN THE COMMUNITY

Working out

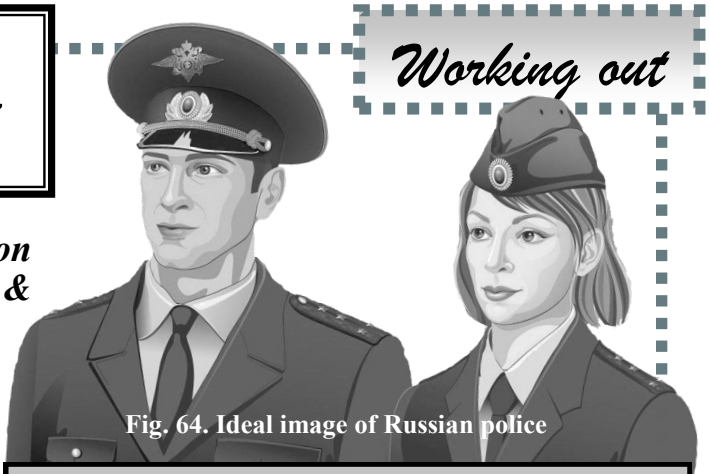


Fig. 64. Ideal image of Russian police

Ex.1. Read the information on police role in the community & Policing Code of Ethics. Answer the questions:

1. Who is the first official that people come to when they are in trouble? Why?
2. Why is it so important for every law enforcement officer to build good police-public relations in his community?
3. What kind of person do people expect a police officer to be?

The uniformed police officer comes into contact with the citizens and guests of his community more than any other public official. The way in which this contact is made and the general conduct of the officer not only shapes the opinion about himself, but also **creates the image** of his **profession**, the **entire body of law enforcement officers** in general, as well as the image of the **state** and **government** in the eyes of the public.

A law enforcement officer should remember that every citizen who contacts the police, as a rule, has faced a trouble. So, **good police-public relations** as **a guarantee of community peace and safety** depend a lot on how the officer listen to the person and what kind of help he provides.

Ex.2. Make a conclusion. There is a meaningful phrase in police community:

Your police department's BEST public relations man is YOU!

How do you understand this statement? Give some arguments to support your ideas:

_____

_____ .

Look it up!

Most countries and police organisations have **Policing Code of Ethics** & **Conduct**.

For example:

Is there such a thing in Russia? When was it adopted?

What are the basic ideas it contains?

Ex.3. University of Georgia (USA), Institute of Government and Georgia Center for Continuing Education published a Manual for Georgia police officers [21] where there are some tips to assist law enforcers in fostering good public relations [21, Pp.63-64]. Study them:

P_rofessionalism	Strive for this status
U_nderstanding	Develop this trait
B_earing	Assume the proper bearing at all times
L_egality	Always stay within legal limits of your authority
I_ntegrity	Never compromise your integrity
C_ommunicability	Develop good communications with your community

R_espectability	Maintain this characteristic on and off duty
E_fficiency	Strive for and demonstrate this goal
L_oyalty	Develop loyalty to your department, your community, your calling
A_ttitude	Develop and maintain the proper attitude
T_olerance	Demonstrate this attribute in your dealings with all people you contact
I_nterest	Exhibits this trait in everything you do
O_bjectivity	Seek this in all of your undertaking
N_eatness	Display this in all that you do on duty, particularly in your personal appearance
S_obriety	Never be intoxicated on duty. Keep your mind clear

What about you?

These tips were published in 1968.

Do **you** think they are actual in police activities nowadays? Give some arguments.

What are your own ideas on necessary traits for a police officer in assisting people?

Cipher your tips into each letter of:

POLICE ASSISTANCE

Explain each tip in details. Try not to duplicate tips for the same letters.

POLICE DAY-TO-DAY ASSISTANCE

A **visible police presence** on the streets (car or particularly foot patrolling) not only reduces the crime rates but also gives a person in trouble the chance to get assistance at once, immediately, in an urgent way.

A proper **reactive policing** in the community aids in:

- solving routine people's troubles,
- catching a law-breaker in hot pursuit,
- and even saving a person's life.



Fig. 65. A police officer providing assistance

Keep in mind!

There is a difference between reactive & proactive policing [14]:

Reactive policing is police responding to incidents **after** they occur. Police generally do not take initiative and respond a citizen's call for service. They can provide **routine**, **urgent**, or **emergency** assistance.

In ***proactive policing*** police are engaged in preventing crimes **before** they happen. It involves taking preventive measures to deter crime, maintain law & order, ensure public safety.

Ex.1. Skim the given information.
Make up all possible combinations with the subject "police":

Police	1. get assistance at once 2. do not respond a citizen's call for service in an urgent way 3. aid in solving people's troubles 4. trouble citizens and tourists 5. break law 6. try to help in any situations 7. do not take initiative and do not react to incidents 8. provide assistance 9. do their best to help 10. immediately react to any call for help

Which phrases are synonymic for "police assist"?
Police respond a citizen's call for service in an urgent way, _____
_____
_____ .

Ex.2. Determine the type of police assistance:

ROUTINE ASSISTANCE | **URGENT ASSISTANCE** | **EMERGENCY ASSISTANCE**

1. This police assistance is provided in unexpected, serious, dangerous, often life-threatening situations.
2. This police assistance is provided most often in criminal situations requiring a quick police response, but with no threat to a person's life.
3. This police assistance is provided in cases where a person faced an unpleasant situation, which can be resolved with no rush.

Ex.3. Which type of police assistance is needed in the following cases?

ROUTINE ASSISTANCE	1,
URGENT ASSISTANCE	
EMERGENCY ASSITANCE	

1. Excuse me, sir! I'm lost. I can't find my way to the hotel.
2. Excuse me! Could you help me? My grandma feels bad! She seems to have a heart attack!
3. Excuse me, sir. Where can I exchange currency for roubles?
4. Excuse me, officer! I need your help! I've lost my luggage! With all the papers and money!
5. Excuse me, sir. How can I call a taxi?
6. I'm begging you to help! My daughter fainted and has no signs of life.
7. Excuse me, sir! I have just heard a suspicious conversation. Two men were talking about blowing up the airport in two hours.
8. Excuse me, officer! I've just had my bag stolen!
9. Excuse me, officer. There's a little girl, 2-3 years old, sitting and crying at the bus stop. She's all alone. She seems to be lost.
10. Excuse me, sir! I don't know what to do… I've left my jacket with my passport in the metro car.

Let's discuss!

A law enforcement officer is said to be a community ***life changer***. Why? Share your ideas.

Match the police officer's responses to each situation given above:

a) Don't panic. I'll try to help you. We'll now call the Metro Help Desk at (800)-350-11-55 and give the description of your belongings.
b) You can order a taxi online or use a special app. I can recommend you some of them.
c) Currency can be exchanged only in banks.
d) Please keep calm. I'll provide her first aid... the ambulance is on its way.
e) Thank you for your vigilance. Where is she?
f) Thank you for your warning. I'll report it.
g) Try to stay calm. Just a minute. I'll call an ambulance.
h) Don't worry. I can give you directions, or show the way on a map or call a taxi.
i) You should apply to the nearest police station and write a statement.
j) Calm down. I'll do my best to help you. We'll start by asking at the Lost Property Office. If your luggage isn't there, you should report your missing property at the nearest police station.

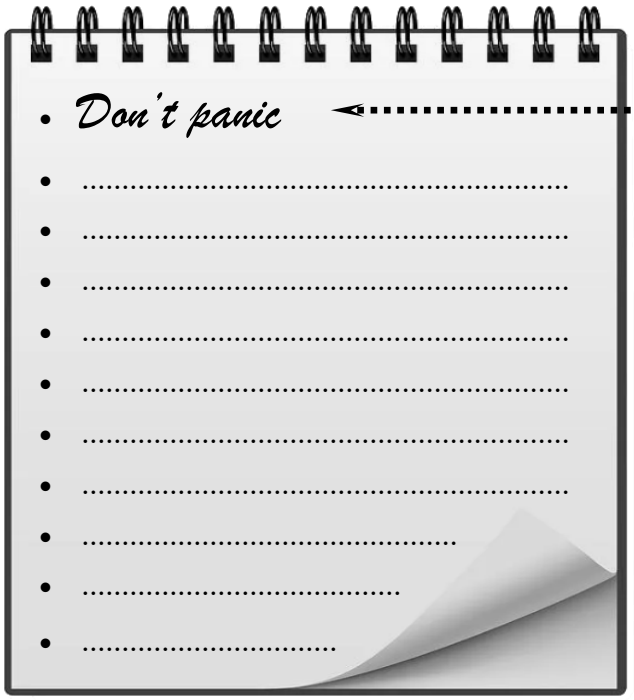
1	2	3	4	5	6	7	8	9	10

Ex.4. Make conclusions on possible police actions in assisting:

E.g. If a tourist is lost, police can give him directions, show the way on a map or call a taxi.

1. If a person has a heart attack, *police* _____ .
2. If a foreigner wants to exchange his currency for roubles, *police* _____ _____ .
3. If a citizen notices somebody's suspicious actions, *police* _____ _____ .
4. If a person has lost his belongings, *police*_____ _____ .
5. If a citizen is in panic, *police* _____ .

Ex.5. People in stressful situations need support and calming words. Use ex.3, p.68 to make up your own vocabulary for calming down people in trouble. Add your own variants:



Keep in mind!

There are some tips for a law enforcement officer in assisting people in stressful situations:

- Show a **sincere interest** in assisting.
- Speak **briefly**, **clearly**, in a **confident**, **calming** manner.
- Let the person know that **everything** is going to be **okay**.
- Remember, at the moment you're the **only helper** for the person.

Ex.6. Read some of the real "Thank you cards to the Police" [15]. What is their main idea?

"Your ability to de-escalate tense situations with a calm word is remarkable. We're grateful for your people skills."

"Behind the badge is a person. Thank you for your humanity in uniform."

"In moments of crisis, your reassuring presence makes all the difference. Thank you for being there."

What about you?

Why do **you** think the police work is not only about ***professionalism***, but about ***humanity*** as well?

POLICE ROUTINE ASSISTANCE

Police routine assistance typically involves situations where:

- a person needs to get some sort of consultation, for example, he is lost and asks for directions (see Unit 2);
- a person notices that his / her **belongings** are **missing** (**stolen** or **left** somewhere).

Interesting fact!

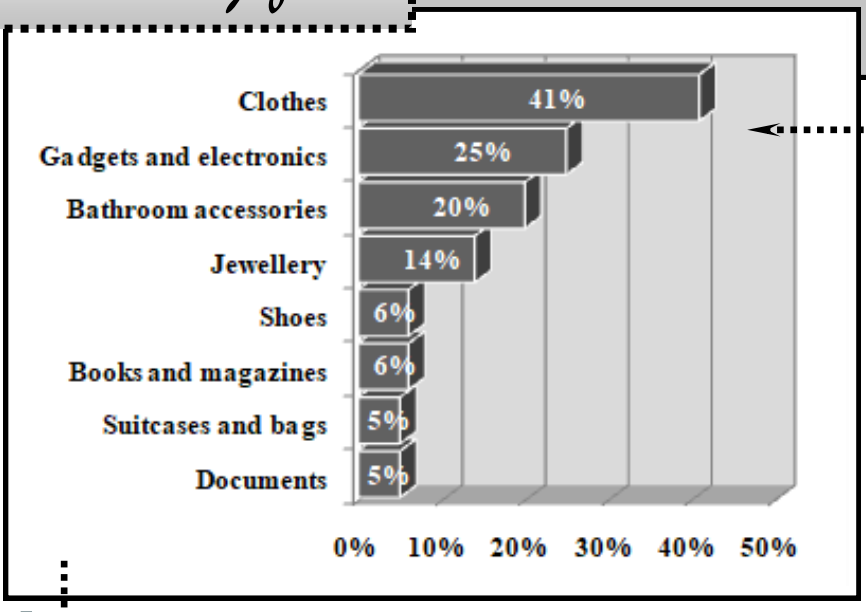


Fig. 66. Statistics on what tourists lost when travelling, 2024 [16]

Ex.1. Study the statistics. Answer the questions:

1. What are the things that people lost the most often? and the least often?
2. What places do you think people most often lose their belongings? Why?

What about you?

Have **you** ever had your belongings missing?

Share **your** story:

What belongings did you have missing?

Can you describe it (them)?

Where did it happen?

When and under what circumstances did it happen?

What did you do in such a situation?

Who did you contact?

What service did you call?

Were your belongings found? Quickly or not?

What ***conclusions*** did you make?

Ex.2. Missing belongings case.

a) Create the story for the sketch:



Fig. 67. A person in trouble

Use the anchor words: tourist, 1st day in the city, way to a hotel, rush hour, overcrowded metro station, red metro line, missing belongings last seen in a metro car an hour ago: the blue jacket with the passport, a black leather wallet (credit cards, 10 000 roubles in cash).

b) According to the sketch story and the anchor words complete the dialogue between the tourist (T.) and a police officer (P.o.):

P.o.: Excuse me. Can I help you?
T.: Oh, thank you, officer! It's my _____ in your city and I don't know what to do.
P.o.: What's the trouble?
T.: I was on my way to check into _____. I come out of the _____ and realised that my _____, _____ and _____ were missing .
P.o.: When and where did you last see them?
T.: I didn't notice they were missing until I tried to pay for something. But _____ ago, at about 6 p.m., when I got on the metro, the things were still with me.
P.o.: Which metro line did you take?
T.: _____.
P.o.: Was there anything valuable in your wallet?
T.: Well, yes. I had a few _____ and some cash - _____.
P.o.: Did you see anyone suspicious around?
T.: I can't say. It was _____. The metro was _____.
P.o.: I see. Please keep calm. We'll start with calling the Metro Help Desk and giving the description of your missing belongings. If there's no information there, you should report your missing property at the nearest police station and fill in the Lost Property form.
T.: Thank you for your help, officer!
P.o.: Not at all.
It's my duty.

What about you?

What tips do **you** have for a person to keep his / her belongings from getting lost?

c) Fill in the Lost Property form.

Think up all the lacking information.

Ex.3. Make up your own story involving missing things (lost or stolen).

Work out the details.

Act out the dialogue between a policeman and a person in trouble.



Fig. 68. Lost Property form

POLICE URGENT ASSISTANCE

Police urgent assistance is typically provided in situations that are **not life-threatening** to a person, but **require quick** police **response**, **help** or **support**.

These can be:

- **non-criminal situations** where people are **physically** or **mentally unable to cope with a trouble themselves** (helping a lost child in finding his or her parents, helping an aged person in crossing the street, helping a disabled person in taking public transport, etc.);
- **criminal cases**, as a rule, with property theft where **a criminal** is **still in sight** and can be caught.

Look it up!

Sometimes police officers ***urgently help*** not only people, but also ***wildlife***.

For example:

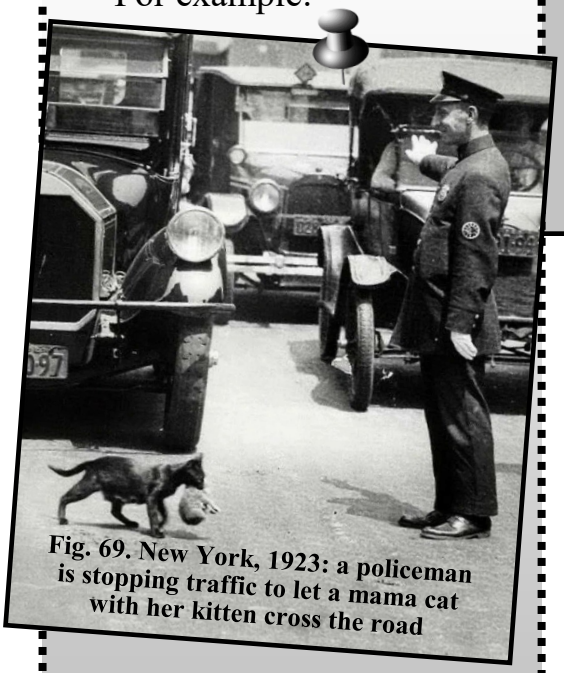


Fig. 69. New York, 1923: a policeman is stopping traffic to let a mama cat with her kitten cross the road

Look up some examples like this. Share them with your group mates.

Ex.1. Non-criminal cases.

a) Special categories of citizens that police can deal with are kids, aged people, people with some disabilities.

Can you give the examples of the last category of people?

A wheelchair user, a blind person, _____ _____.

b) What qualities as well as specific knowledge and skills should a policeman have to be effective in interacting with them?

SPECIAL KNOWLEDGE & SKILLS	QUALITIES
• knowledge of age-specific behaviours, • knowledge of disability-specific behaviours, • Russian sign language, … .	• sensitivity, • patience, … .



Fig. 70. Sign language use [18, P.56]

Can you "translate" this sign message [18]?

Can you "say" using sign language: "Don't worry. I will help you!"?



Fig. 71. A street theft

Ex.2. Criminal case.

a) Study the sketch story. Answer the questions. Prove all your ideas with some arguments:

1. What type of property theft is depicted here?
2. What thing is stolen?
3. Can you suppose what valuables were in the purse?
4. Who is the criminal?
5. Who is the victim? Why did the criminal choose such a person as his target?
6. Where was the theft committed? Why did the criminal choose such a place?

b) According to the sketch story complete the dialogue between a police officer (P.o.) and the victim (V.). Give the details:

V.: HELP!!! HELP!!!
P.o.: What's up?
V.: Stop him, he's got my purse!

Some time later…

P.o.: The robber's managed to get away… Let's clear up the case. What's happened?
V.: _____.
P.o.: Can you tell me the exact time this happened?
V.: _____.
P.o.: Where did it happen?
V.: _____.
P.o.: What was stolen?
V.: _____.
P.o.: Can you describe the thief?
V.: He was wearing _____.
P.o.: Did he threaten you in any way?
V.: _____.
P.o.: Thank you. You should report the theft and write a statement. I'll try to help you.

Be aware!

There are a wide variety of English terms for ***theft of property*** (taking another person's property without consent) [17]:

Burglary (also called "**breaking & entering**") - illegally entering a building for stealing something from there.

Pickpocketing - stealing from people's pockets in public places.

Robbery - taking another person's property by force, violence, or threats of force or violence.

Shoplifting - stealing from a retail store.

Embezzlement - stealing money or property that was entrusted to you by a business or other person.

Carjacking - forced stealing a vehicle.

Joyriding - taking one's vehicle for driving, not for stealing.

EMERGENCY CASES

It goes without saying that a person (a local or a tourist) needs someone professional to solve the trouble that he/ she can't cope with on his/ her own.

If there is an emergency, a person in the Russian Federation can dial **112**.

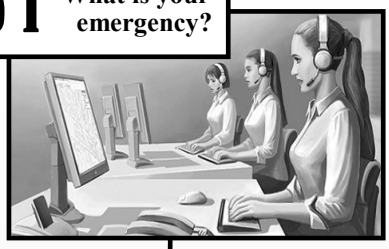
The 112 system operators:

- clear up the **nature of the emergency** (1);
- determine the **incident location** and find the **nearest services' bases** to the emergency (2);
- co-operate with the necessary services (3).

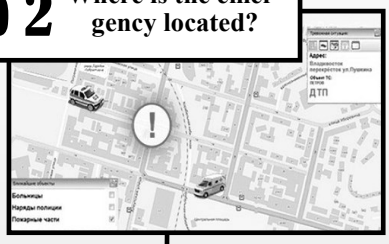
Within minutes a police car, an ambulance, an emergency vehicle, a fire or gas engine, as well as federal security agents will be on their way to help a person in need.

How it works

Step 1 What is your emergency?



Step 2 Where is the emergency located?



Step 3 Don't worry! Help is on its way!







… fire, gas, utility, or federal security service.

Fig. 72-76. The 112 system work

Ex.1. Read the emergency situations and determine which service is needed in each case. More than one variant are possible:

1. Good morning! I see some masked people robbing an armored car!
2. Hello! My flat smells of gas!
3. Hello! There is an emergency! A woman fainted and fell onto the rails at a Gostiny Dvor underground station!
4. Hello! There is a fight, possibly involving weapons! I hear the sounds of gunshots and screams. Some people are injured!
5. Hello! We have a burst hot water pipe! My wife has badly scalded herself!
6. Hello! I've discovered a suspicious package at the Leninsky Avenue bus stop.
7. Good afternoon! We have large icicles hanging from the roof above the pavement. One icicle fell down on a child!
8. Hello! Our flat's on fire! The flames are spreading to the floor below!
9. Hello! A little boy fell down into an open manhole! He has trouble breathing!
10. Hello! I don't know what to do! My dad has no signs of life!

Ex.2. Act out the dialogues with the cases from ex.1, p.74. Try to clear up the situations in details.

Read the example dialogue between a caller (C.) and a service operator (S.o.) and make similar ones:

S.o.: 112 service. What is your emergency?
C.: Hello! We are in the nightclub Venera. Here is a fight... with some weapons! I hear the sounds of gunshots and screams!
S.o.: You're a witness of the fight, right? What is your name?
C.: Jessica Brown. I'm a British citizen.
S.o.: OK. The club Venera - is it on Nevsky Prospekt, 135?
C.: Yes, it is.
S.o.: OK. Are you injured?
C.: No, I'm not. I'm hiding behind the bar. But I can see 4 bleeding people lying on the floor…
S.o.: Ms. Brown, stay where you are, please. Can you see how many people are involved in the fight? And how many are armed?
C.: No… There's a lot of people here. They're screaming... Panic is all around… I'm scared...
S.o.: Ms. Brown, try to calm down. Don't worry - we've got your call. Police and ambulance are on their way to help you!
C.: Thank you!

Can you keep up with the standard and act out this one and your own dialogues in 75 seconds?

Did you know?

112 service work in numbers:

- **8 seconds** - the average waiting time for an operator's response;
- **20 seconds** - the maximum waiting time;
- **75 seconds** - the average time for interviewing a caller;
- **30 seconds** - the maximum time for confirming a call in the system;
- **10 seconds** - the maximum time for the operator for calling back in case of disconnection.

Ex.3. Read the transcription of some real calls to emergency services [22; 23]:

1. I need your help. I've dropped my glasses in the street and can't find them.
2. Give me, please, the instructions on how to change a battery in a remote control.
3. Come and arrest my brother - he isn't sharing the legos!
4. I had a nightmare. Help me with my sleep.
5. I can't find a parking place. Do something!

Keep in mind!

Number 112 is free to operate on the territory of Russia, CIS countries or the European Union (EU).

The UK uses 999.

The USA - 911.

What about you?

Are they really emergency cases? Why do you think people call for such things?

Always ready to help!

Police officers occupy a special place among those who keep security and order in the country. They **face danger** and **risk every day**, protect citizens and **come to** their **rescue** in any situation.

History knows many examples of courage and bravery shown by law enforcement officers in the line of duty. In 2024, 50 police officers in Russia were awarded the Order of Courage, 28 of them posthumously. 30 policemen were awarded the Medal of Valor, 4 of them posthumously.

The **mission** of being a police officer is to be **always ready to help**.

Look it up!

Look up the information on one of the awarded police officers.

Share his / her **heroic deed** with your group mates.

Ex.3. View the comics story based on true events:



Fig. 77-85. Freeze-frames from the videostory

a) Analyse the comics plot and tick ✓the emergency situation(s) the police officers dealt with:

- □ A man fell through the ice.
- □ A man had a heart attack in his flat.
- □ A woman lost control while driving a car.
- □ Tourists in the boats got caught in a strong current and were unable to dock.
- □ People were trapped in a flat caught in flames.
- □ A child swallowed water while drowning in the river.
- □ A man under alcohol intoxication took his child hostage and barricaded his flat door.
- □ An injured of the accident had no signs of life.

What about you?

Do **you** believe the story tells about a real heroic deed of the police officers? Why? Give some arguments.

b) Can you come up with a title for the story?

c) Put the paragraphs in the right order according to the comics story. There is one extra paragraph that you don't need to use.

- ☐ As soon as they turned onto the embankment, they saw a white car driving not in a confident way in the oncoming lane.
- ☐ One of the children, having swallowed a lot of water, had no signs of life. To save him, Abdulla provided him first aid.
- ☐ Ruslan tried to open the car door. He managed to break the windscreen on his own and pull the group of teenagers ashore.
- ☐ Dagestan police officers Abdulla Magomedov and Ruslan Magomedov were returning from patrolling to their base.
- ☐ The policemen pulled over. Ruslan immediately jumped into the water.
- ☐ Later, the law enforcement officers visited the injured family in the hospital.
- ☐ Ruslan tried to open the car door, but he failed. A woman and her three children were trapped inside.
- ☐ Together they managed to get the passengers ashore.
- ☐ A few seconds later, the car fell into the October Revolution Canal and started going down.
- ☐ A casual eyewitness came to the senior sergeant's aid.

To see more!

See more on police heroic deeds.

d) In crisis situations, in panic, it happens that the only thing people can cry out is "HELP!"

How can police officers calm them down?

What about you?

Acting out the dialogues

Ex.1. Complete the dialogue with a victim's phrases:

P.o.: Good morning, sir. Can I help you?
V.: _____.
P.o.: Certainly, sir. Can you provide me with some details about the incident?
V.: _____.
P.o.: Can you say the exact time and place where it happened?
V.: _____.
P.o.: I see. Could you get a good look at your attacker?
V.: _____.
P.o.: Okay. Can you describe your stolen phone?
V.: _____.
P.o.: Did you try locating your phone using tracking applications or services?
V.: _____.
P.o.: Alright. Now you should write a statement and fill in the stolen property form. Try to remember anything else that might help us with the investigation.
V.: _____.
P.o.: You are welcome. I hope we can recover your phone soon.

(Yes, I did, but it didn't work./ Of course. It happened at the entrance to the Summer Garden at approximately 7:45 p.m./ Thank you for your help, officer./ I was walking in the city center this evening when someone came up behind me and grabbed the phone out of my hand./ Yes, officer. I'd like to report a theft./ Yes, it was an iPhone 15 Pro in white in a transparent case./ Oh, no. It was rather dark, so I couldn't see much. However, the thief was wearing a dark hoodie, dark jeans and had a mask on.)

Ex.2. Complete the dialogue with a police officer's phrases:

V.: Officer, I need your help!
P.o.: _____.
V.: I was walking through the park, and a group of teenagers attacked me. They came out of nowhere!
P.o.: _____?
V.: I'm sorry, I was really scared. It happened so fast! They were young, like maybe 15 or 16? But that's all I recall.
P.o.: _____?
V.: Just a shove, I think. I tripped.
P.o.: _____?
V.: My wallet… it had all my cards in it, my driver's licence, my passport… and my phone. All gone!
P.o.: _____?
V.: It was a brown leather wallet with a small metal tree logo.
P.o.: _____?
V.: I think they ran towards the east side of the park, but I'm not sure.
P.o.: _____?
V.: I can walk, thank you.
P.o.: _____.

(Can you describe them?/ Alright, let's go then. We'll do our best to find the attackers./ Okay. Did they hurt you?/ Alright, madam. What happened? Take your time and tell me everything you remember./ We'll do what we can to help. What kind of wallet was it?/ Alright. We'll send a unit to search that area. I need to get you to the police station to write a statement and fill in a stolen property form. Can you walk, or would you like me to call for an ambulance to check you up?/ What did they take?/ Okay. Did you see which direction they ran?)

Ex.3. Look through the Unit pages and write down:

a) common phrases to start police assisting and clearing up what happened:

How can I help you?, What's the matter?,_____
_____
_____
_____ .

b) calming language examples:

Don't worry!, We'll do our best to help you!, _____
_____
_____
_____ .

Ex.4. Work in pairs. Act out the dialogues between a police officer and a person in trouble. Ask and answer the questions, using the following information:

1. A young girl in her early 20s, first day in city, overcrowded railway station, 3 p.m., black leather handbag missing - last seen in the train compartment 25 minutes ago, lost wallet with a few credit cards and some cash (5000 roubles), lost passport, no one suspicious around.
2. An aged man in his 70s, very weak-looking, pale face, possible heart attack, extremely hot weather.
3. A foreign tourist, need for currency exchange, lost the way to his hotel, need for a taxi.

Ex.5. Study the sketch story. Collect the data and fill in the table:

Plot: Type of crime	
Location	
Victim	
Suspect	
Stolen property	

Work in pairs. Act out the dialogue between a police officer and the victim. Think up all the details.



Fig. 86. Criminal case requiring police assisting

Check yourself!

What about you?

Dave Edmonds, a retired Sonoma County (CA) Sheriff's captain with 30 years of service, a trainer on police supervision, management, and leadership gives a good word of advice [26]:

"In your day-to-day work Hero status may never come your way. But in doing your best, you are giving real people their best hope for a better destiny. Believe in your role in society, and work that way.
As a hero."

➤ What message would **you** like to send to police officers?

Ex.1. Find the terms to the given definitions:

1. The act of aiding someone with a task, problem or trouble. (a _ _ _ _ _ _ _ _ _ _)
2. Police responding to incidents after they occur. (r _ _ _ _ _ _ _ p _ _ _ _ _ _ _)
3. Police helping people in unpleasant or difficult situations that can be resolved with no rush. (r _ _ _ _ _ _ _ a _ _ _ _ _ _ _ _ _)
4. Quick police responding to situations with no threat to a person's life. (u _ _ _ _ _ a _ _ _ _ _ _ _ _ _ _)
5. Support in crisis, often life-threatening situations. (e_ _ _ _ _ _ _ _ a _ _ _ _ _ _ _ _ _ _)
6. An act of bravery and selflessness of people who prioritize the well-being of others over their own safety. (h _ _ _ _ _ d_ _ _)

Ex.2. What examples does the phrase "a person in trouble" bring to your mind? Write down at least 10 of them, determine the type of required police assistance:

A tourist is lost in the city (*routine assistance: to show the way or call a taxi*), an old lady can't cross the street (…), _____
_____
_____
_____ .

Ex.3. Here is the plan of the Unit. Give details on each item:

1. Police role in the community.
2. Police day-to-day assistance. Reactive and proactive policing.
3. Police routine assistance.
4. Police urgent assistance. Non-criminal and criminal cases.
5. Emergency cases and police heroic deeds.

Ex.4. Answer the questions:

1. What kind of person do people expect a police officer to be?
2. Why is a law enforcement officer often said to be a community life changer?
3. Why does humanity play a great role in police work?

Ex.5. Read the information. Share your opinion.

Unit 6. INTERVIEWING A WITNESS

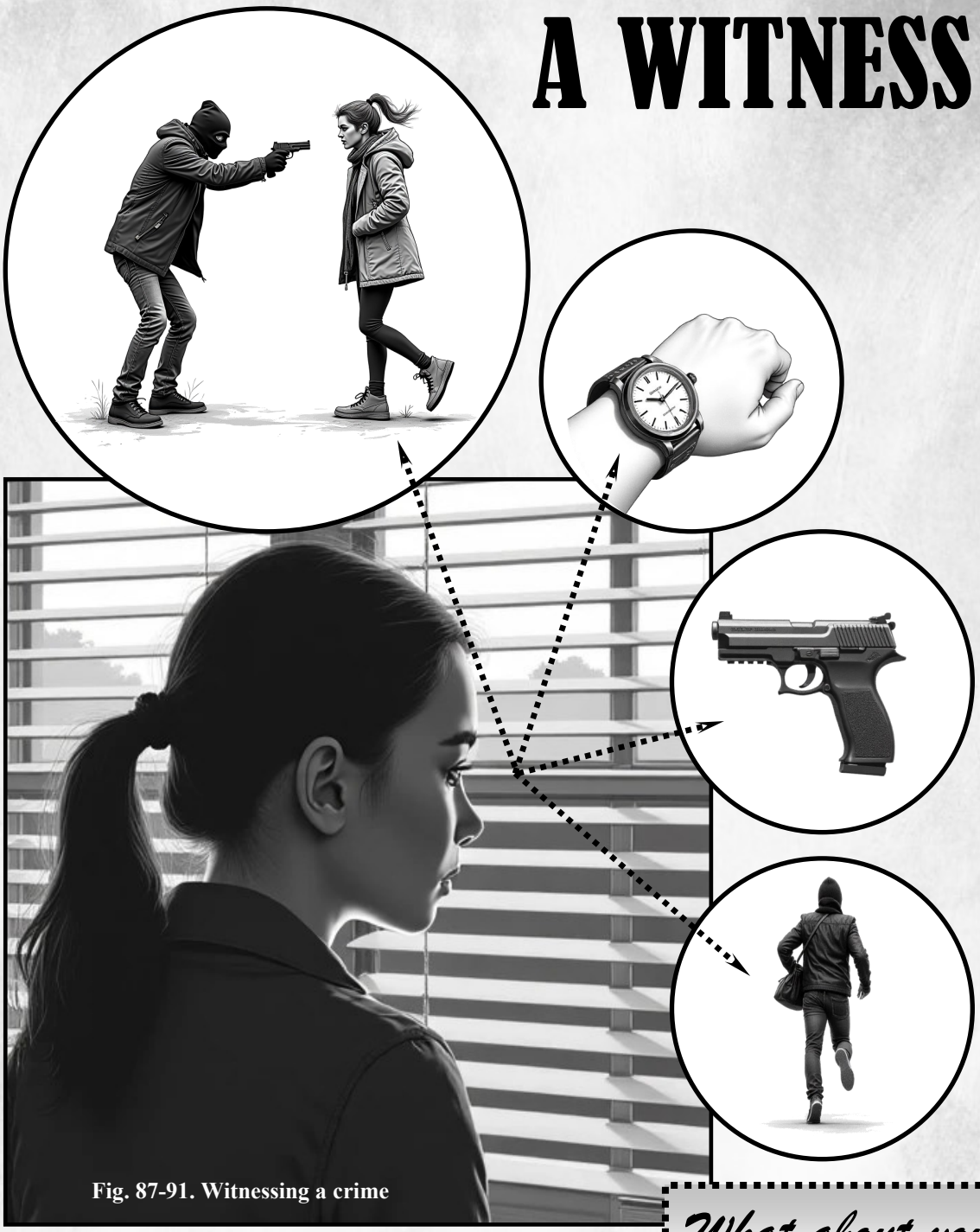


Fig. 87-91. Witnessing a crime

What about you?

This young woman is a witness of a crime. What kind of information can she provide to police? Keep the list going as long as you can:

Type of the crime, time of the crime, … .

Word list

INCIDENT SCENE PARTICIPANTS (n pl) -
участники места происшествия

Warming up!

Study the cartoon.

Imagine you are a witness. What information on the suspect, the victim and the incident itself can you provide to police?

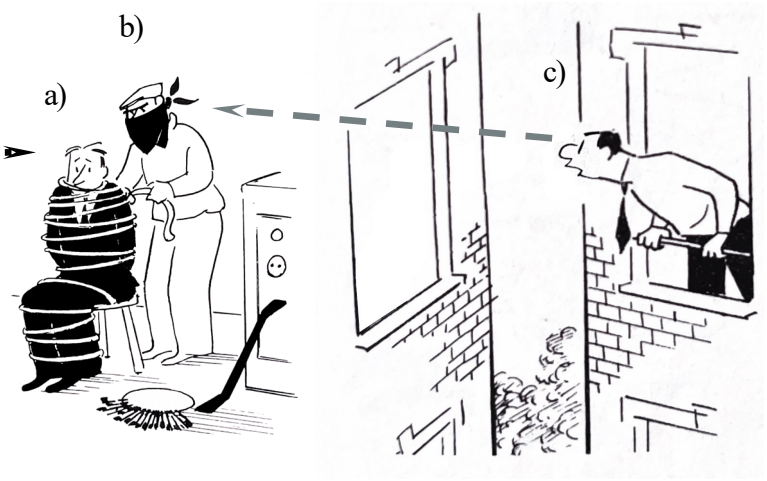


Fig. 92. Incident crime participants

a) Victim (n) - жертва
to suffer from harming actions - страдать от действий, причиняющих вред
to be attacked - подвергнуться нападению
to be injured / hurt - пострадать, получить травму (быть пострадавшим)

b) Suspect (n) / criminal (n) - подозреваемый / преступник
to break the law - нарушать закон
to commit an offence / an unlawful act - совершить правонарушение
to attack a person - напасть на человека
to steal one's belongings - украсть чьи-то вещи
to rob a person / a bank - ограбить человека / банк
to pickpocket - совершить карманную кражу
to cause a road traffic accident - быть виновником ДТП
to vandalise - совершать акт вандализма

c) Witness (n) - свидетель
to possess important information - обладать важной информацией
to testify - давать свидетельские показания
to identify a criminal - опознать преступника

TO QUESTION PERSONS INVOLVED IN THE INCIDENT -
задавать вопросы участникам происшествия

to interrogate a suspect - допросить подозреваемого
to interview a witness / a victim - опросить свидетеля / жертву
to plan structured and methodical questioning - планировать структурированный и методически обоснованный опрос / допрос
to ask open questions - задавать открытые вопросы
to get first hand information (testimonies) - получить информацию (свидетельские показания «из первых рук»)
to reconstruct the event - восстановить произошедшее
to explore a suspect's motives and intentions - выяснять мотивы и намерения подозреваемого
to get new leads and lines in investigation - получить новые зацепки и направления в расследовании
to discover the truth - установить истину

Training start

Ex.1. Go over the vocabulary list.
Who is a criminal, a witness and a victim? Describe the depicted people.
Give the definitions for them:

a) b) c)

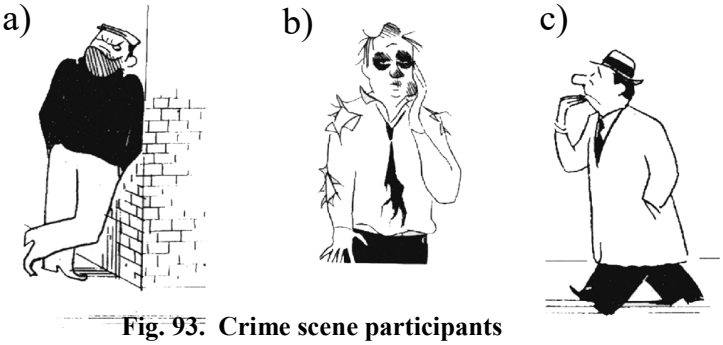


Fig. 93. Crime scene participants

Use the following anchor phrases if needed:
(This person) suffers from harming actions of a law-breaker; possesses very important information on a crime; breaks the law; saw what happened; is attacked and robbed; can testify; commits unlawful actions; can identify a criminal; is injured being the aim of an attack.

Give the full definitions of crime situation participants:
A criminal _____ .
A victim _____ .
A witness _____ .

Useful phrases:

Basic questions to ask when interviewing a witness/ a victim:
What's happened?
When did it happen?
Where did it happen?
Did you see a suspect?
Was he alone?
Did he have any weapon?
What things were stolen?
What colour is your stolen …?
What material is your stolen … made of?
What is the trade mark of your stolen …?
What is the size of your stolen …?

Can a person be a victim and a witness at the same time?

Ex.2. Find synonyms for the given words:

1. a culprit
2. a bystander
3. a hurt person
4. a law-breaker
5. an eyewitness
6. a malefactor
7. an outlaw
8. an injured person
9. an onlooker
10. a wrongdoer
11. an attacked person
12. a perpetrator
13. an offender
14. a testifier
15. a dead body
16. a violator

A criminal	1,
A victim	
A witness	

Try to explain some of the words at work:

E.g. A law-breaker is so called as he / she breaks the law.

1. An outlaw is so called as he / she … .
2. A malefactor … .
3. A wrongdoer … .
4. A bystander … .
5. An eyewitness … .
6. An onlooker … .

Look it up!

Ex.4. Which question words can be used in the following questions when interviewing a witness / a victim? More than one variant is possible:

1. _____ has happened?
2. _____ did it happened?
3. _____ things were stolen?
4. _____ did you notice things were missing?
5. _____ colour was your stolen purse?
6. _____ was with you at the time of the incident?
7. _____ trade mark (brand) is your stolen phone?
8. _____ material is your stolen coat?
9. _____ did the suspect leave the incident?
10. .....

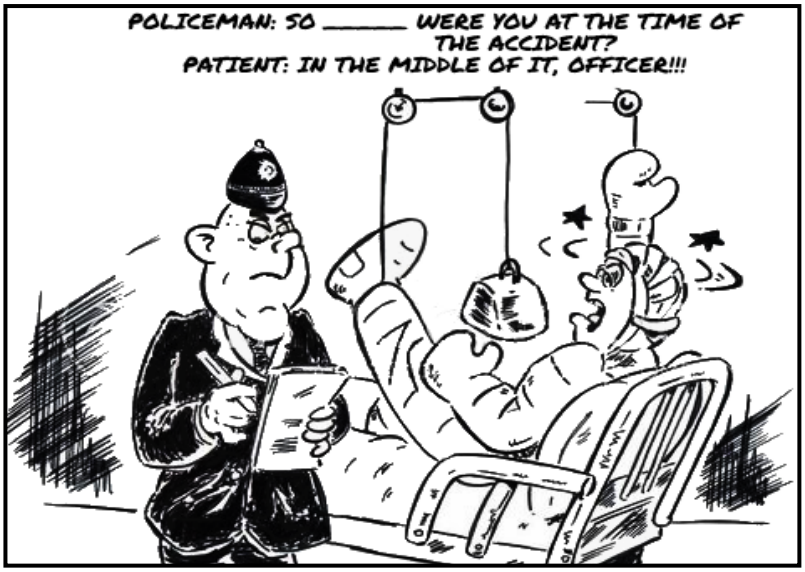


Fig. 95. A witness / a victim interviewing

Keep in mind!

When interviewing a witness / a victim, police, as a rule, use ***open questions***:



Fig. 94. Question words for interviewing a witness / a victim

They allow an interviewed person to ***dominate*** the interview and to ***provide*** all the ***information*** they remember ***in details***.

Ex.5. Look closely at the visual story at the start page of Unit 7. Make up questions for interviewing the witness according to her answers:

Police questions	The witness's answers
1. …?	1. My name's Sandra Evans.
2. …?	2. I saw a man robbing a young girl.
3. …?	3. It happened near Leninsky prospect and Brestky Boulevard, at about 10.15 a.m.
4. …?	4. I saw it all through the blinds of the room of my hotel.
5. …?	5. He stole her purse and quickly fled the scene.
6. …?	6. He was alone.
7. …?	7. He threatened her with a pistol.
8. …?	8. He was of average height, wearing a black jacket, black jeans, dark shoes.
9. …?	9. Unfortunately, I can't. He was wearing a mask.

ROLE OF INTERVIEWING

Working out

Interviewing is a **heart of investigation**, the aim of which is to **discover the truth** [31, p.8].

It helps in:

- getting *firsthand information* on an incident;
- contextualising the event in reconstructing the actions of individuals involved and the overall circumstances of the case;
- gathering multiple viewpoints for a more comprehensive understanding of the situation;
- exploring motives and *intentions* of a suspect; proving or disproving his *statement*;
- generating new *leads* and *lines* for advancing investigation.

Keep in mind!

To get as much information as possible, police ***question*** participants involved in the incident: they ***interrogate*** suspects and ***interview*** victims and witnesses.

Ex.1. What do the word combinations in italic mean?

Firsthand information - _____ .
A suspect's intention - _____ .
A suspect's statement - _____ .
A lead in investigation - _____ .
A line in investigation - _____ .

Ex.2. Imagine you are an eyewitness of a hit-and-run described below. What kind of firsthand information can you provide to police?

At about 11 a.m. a black sport utility vehicle (SUV) slammed into a little silver sedan at high speed.

After the impact, the sedan spun around before crashing into a telephone pole. The driver suffered minor injuries, the car's hood was crushed. Luckily, Sofiyskaya Street was empty at the time and no one else was hurt. The SUV sped away before anyone had a chance to see its licence plate, moreover it was mud covered, only the region numbers were visible - 35.



Fig. 96. A car crash

a) Fill in the table with the data you can testify:

Incident: _____	Number of victims: _____
Location: _____	Victim's injuries: _____
Time: _____	Victim's car: _____
Suspect's behaviour: _____	Victim's car damages: _____
Suspect's car identifying details:	_____
_____	_____

b) Complete the dialogue between a police officer (P.o.) and the witness (W.) according to the accident story. Can you suppose the name of the witness? Act out the dialogue.

P.o.: Sir/ Ma'am, you saw the accident, right? Can you tell me what happened?
W.: Well… It was around _____ a.m., I think, maybe a little before. Everything was quiet. And then, suddenly, an _____ sped down _____ street and _____ into a _____ car.
P.o.: Can you describe the SUV in more detail? Make, model, anything distinctive?
W.: Big, _____, shiny…
P.o.: Okay… And what happened after the _____?
W.: The silver sedan _____ , like a top! It was horrible. And then it crashed right into the _____ _____ over there. The driver seemed hurt.
P.o.: And the SUV?
W.: It _____ _____ - it didn't even slow down!
P.o.: Did you see the licence plate of the SUV?
W.: I tried, I really did, but the plate was _____, I couldn't make out the
P.o.: whole thing. I only saw the _____ _____ - 35.
W.: Anything else about the SUV?
P.o.: No, it was too fast.
W.: I see. Can I get your full name and the contact number, please?
P.o.: Of course. My full name is _____ _____ , and my number is _____. Thank you very much. We appreciate your help.

c) Analyse the witness testimonies from ex.2 (b), p.86. Answer the questions:

1. Can you say these are firsthand testimonies? Why?
2. What detail in the eyewitness testimony can generate a lead in the accident investigation?
3. Can you conclude whether the suspect's actions were intentional or not? Try to consider different lines in the accident investigation - continue the list:

Unintentional suspect's actions	Intentional suspect's actions
1. Bad weather conditions 2. Loss of driving control 3. … . 4. … . 5. etc.	1. Attempt to remove a business competitor 2. Attempt to scare a rival 3. … 4. etc.

What about you? ⇢ ***d) If there were no eyewitnesses to the incident, what else could provide***

ART OF WITNESS INTERVIEWING

Witness interviewing refers to the **structured** and **methodical** questioning of individuals who possess firsthand knowledge of events to **discover the truth**.

The significance of mastering the art of witness interviewing cannot be overstated. A successful interviewing is based on the interviewer's ability to **navigate various challenges** such as memory recall, cultural nuances, ethical considerations, religious beliefs.

Every witness is different, so an interviewer should keep open mind, be flexible and use techniques depending on the interviewee, situation, and circumstances.

Witness interviews should be **always planned** and **prepared**.

Keep in mind!

There is some kind of **guide** for investigative interviewing witnesses [31, p.15]:

- Be polite and patient.
- Keep open, short, simple questions.
- Ask questions in a language and manner the person understands.
- Avoid topic hopping.
- Avoid interrupting.
- Avoid asking questions with 'Yes'/'No' answer. Use them only for clarification.

Ex.1. Classify the tips for an interviewer on what should and should not be done for a successful witness interview:

DOs	DON'Ts
...	1, ...

1. Every witness is different, so improvise your interview on the spot.
2. It is really suspicious if a witness says he / she doesn't recall some details of the incident. So be persistent, press him / her.
3. Do not rush the witness, give him or her time to concentrate.
4. Prompt the witness with answers to make the interview easier for him/ her.
5. Ask open questions to let the witness make up his / her own answer.
6. If the witness takes a long time to answer your questions, do not hesitate to interrupt him / her.
7. Short, simple questions are mush better long, complicated ones.

Ex.2. Give your own DOs and DON'Ts tips for an effective witness interviewing:

What about you?

"+" _____

_____

_____ .

"–" _____

_____

_____ .



Ex.3. Work out the dialogue.

a) Complete a witness's (W.) answers according to the visual story on a car theft.

b) Analyse the interviewing technique of a police officer (P.o.). Choose the correct variants. Explain your choice using the interviewing tips.

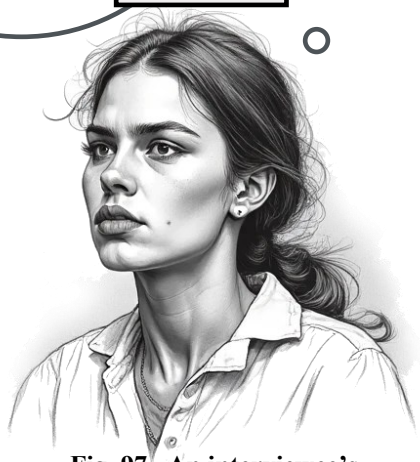


Fig. 97. An interviewee's memory recall

P.o.: Good morning, ma'am.
- *a) I'm in a hurry, so don't be slow in answering my questions.*
- *b) You could help us a lot if you testify.*

W.: Of course, officer.

P.o.:
- *a) Take your time and try remember all the details of what you saw.*
- *b) What happened? Outline what you saw. We don't need the details.*

W.: I saw a man _____ _____ a _____ car. He had some kind of _____, _____ and _____. After a few seconds, he managed to open the _____. And then he sped off.

P.o.:
- *a) I'm sure it was a migrant! We can't catch their gang for a month!*
- *b) Can you describe the suspect?*

W.: I'm not sure. He was wearing all _____ _____ . I couldn't see his face because of the _____ _____ . He looked around a lot, like he was _____.

P.o.:
- *a) You don't remember the crime time, of course. Am I right?*
- *b) Did you pay attention to when it happened?*

W.: I was waiting for the call and kept looking at the phone. I remember it was around _____.

P.o.: I see.
- *a) Do you have anything else to add?*
- *b) Can you add anything else? Was he alone? Did he say anything? Can you suggest why he chose this particular car to take?*

W.: No, that's all I know. It all happened so fast.

P.o.:
- *a) Okay, that's all very helpful. Thank you, ma'am.*
- *b) Okay, ma'am. Thank you, but it's really too bad you don't remember much.*

W.: Thank you. I hope you catch him.

P.o.: We'll doo our best.

Use the following words for completing the dialogue:
lock, tool, messing with, thin, dark clothes, metal, 1:45 p.m., nervous, dark hat, black.

Case study!

Ex.4. Read the story:

A monument dedicated to the heroes of the Great Patriotic War stood in a quiet park on the outskirts of Saint Petersburg. The warm summer sun was setting, casting long shadows.

Four teenagers gathered nearby. They were talking and laughing, enjoying the late afternoon. One of them, aged about fourteen, pulled out a can of green spray paint from his backpack. Looking forward to "drawing" something important, he picked the big stone monument, a memorial to brave Soviet soldiers. The other boys looked unsure, but the first boy started spraying a design on the side of the monument. The paint made a loud hissing sound, echoing in the quiet park.

Suddenly, a woman, living in the area, appeared and yelled: "Stop it! What are you doing?!" The boys froze. The teenager, who was painting graffiti, acted fast: he dropped the spray can and took off running, disappearing behind the trees bordering the park. The other boys, stunned, hesitated for a moment before rushing off in different directions.

a) Answer the following questions to check your understanding:

1. What is the type of the offence?
   a) robbery of an old lady;
   b) vandalism of a state property;
   c) joyriding.

2. Where did the incident happen?
   a) in the centre of St. Petersburg;
   b) in a suburb of St. Petersburg;
   c) on the outskirts of St. Petersburg.

3. What is the offence weapon?
   a) a loaded gun;
   b) a spray paint can for graffiti;
   c) a teenager's backpack.

4. Who is the offence witness?
   a) a local resident;
   b) a brave soldier;
   c) a teenager, aged about 14.

b) Collect the data:

Location	
Season, time	
Offence	
Lawbreakers	
Offence object	
Offence weapon	
Witness	

c) Plan a methodical police interview. What kind of questions would you ask the witness?

1. …?
2. …?
3. …?
4. etc.

What about you?

What is **your** attitude to such a vandalism act?

d) Make up and act out a dialogue between a police officer and the witness.



Fig. 98. At the airport

Case study!

Ex.5. Read the story on the airport incident:

The Pulkovo Airport in Saint Petersburg buzzed with the usual chaotic energy. Sarah Collins, a foreign student, carefully navigated the baggage claim area, and finally found her huge suitcase. She took it off the carousel, happy to have landed safely. With a small backpack on her back, she barely managed to find a free spot in the people traffic and started checking messages waiting for her friend to arrive.

The midday sun streamed through the large airport windows. A gust of wind from the open doors ruffled her hair. Sarah looked around - there were hundreds of passer-by. Suddenly a broad-shouldered man bumped into her, pushing her suitcase. His face registered immediate regret. "Excuse me, please", he mumbled, and helped her to steady her luggage. Sarah, charmed with his sincerity, smiled and waved him on. He quickly disappeared into the huge crowd of passengers. A few minutes later, her phone vibrated. 12:10. It was a fraud alert from her bank. Confusion turned to cold dread as she checked her backpack front pocket - the one that held her passport and wallet. It was empty. The man, with his seemingly innocent apology, had skillfully robbed her.

Saint Petersburg suddenly seemed less welcoming. Sarah's anticipation for exploring the "Venice of the North" was replaced by the sinking realisation that her trip had started with a calculated act of deception. She learned a harsh lesson: a traveller's vigilance should never be lowered.

a) Agree or disagree. If the statement is false, make it correct:

1. The story took place at one of railway stations in Saint Petersburg.
2. The incident happened in a quiet part of the airport.
3. After having landed, Sarah was waiting for her family to arrive.
4. The man who bumped into Sarah was short and thin.
5. The man helped Sarah to pick up items fallen from her backpack.
6. Sarah was robbed before she even left the airport.
7. The fraud alert from Sarah's bank was the first indication she had been robbed.
8. Sarah immediately suspected the man after he bumped into her.
9. Sarah was happy about her arrival in Saint Petersburg.

b) Skim the story. Write down expressions that demonstrate the airport as a place of high risk for becoming a victim of a crime:

Hundreds of passer-by around, _____
_____
_____
_____ .

c) Collect the data:

Location	
Time	
Incident	
Suspect	
Items stolen	
Witness(es)	
Victim	
Local contact	

What about you?

What is Sarah's conclusion?

_____
_____ .

What tips do **you** have for travellers to stay safe?

1. _____ ;
2. _____ ;
3. _____ ;
4. _____ ;
5. _____ .

d) Read the police report. Correct the mistakes:

Sarah Collins reported an aggravated assault having occurred within the departure zone of Domodedovo Airport at approximately 14:45 p.m. Ms. Collins stated that while waiting for her sister, she was bumped by an unidentified male. Shortly thereafter, Ms. Collins received a fraud alert from her bank. She checked the side pocket of her suitcase and discovered that her credit cards and visa were missing. Ms. Collins believes the unknown male used the initial contact as a distraction to steal her belongings.

e) Analyse the report. What questions could police ask Sarah during the interview?

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

f) Make up and act out the dialogue between a police officer and Sarah Collins.

Acting out the dialogues

Ex.1. Complete the dialogue with a witness's phrases:

P.o.: Excuse me, ma'am. Are you alright? Did you see what happened here?
W.: _____.
P.o.: Please, try to calm down. Can you tell me what you saw?
W.: _____.
P.o.: Were they all the same?
W.: _____.
P.o.: Alright. And what about their clothing?
W.: _____.
P.o.: Were they carrying anything?
W.: _____.
P.o.: Did you see them get into a vehicle?
W.: _____.
P.o.: Did you notice the licence plate number?
W.: _____.
P.o.: I see. Thank you for your help. Can you get your contact information?
W.: _____.
P.o.: Thank you again for your cooperation. Please, try to get some rest.

(Yes, a car... A dark blue sedan, I think. It was waiting for them, engine running. It sped off down Morskaya Street. / Yes… Dark ski masks. Covering their faces completely. / Well, I was walking past the bank when suddenly four people came rushing out. They were wearing masks... like in the films! / Yes, of course. Maria Ivanova. +7(981)943-23-65. / Dark clothes too… Black jackets, black trousers. / Yes, officer, I … I saw it all. It was terrifying! / Yes! They had pistols! All of them! And ... big, heavy-looking bags. / No, I'm sorry. It all happened so fast. I was just so scared.)

Ex.2. Complete the dialogue with a police officer's phrases:

P.o.: _____?
W.: Yes, officer. It was a terrible hit-and-run.
P.o.: _____?
W.: I saw an elderly man step onto the crossing... And then a car came speeding down the street.
P.o.: _____?
W.: Well above the speed limit. I'd say at least 60 km/ h.
P.o.: _____?
W.: No braking at all! It was like the driver didn't even see him! He directly rammed the man.
P.o.: _____?
W.: It kept going! No stopping!
P.o.: _____?
W.: It was a Lada sedan. Very dark grey. I saw nothing special.
P.o.: _____?
W.: Unfortunately, no. I was too shocked by what I saw.
P.o.: _____?
W.: Of course. Alexander Volkov. Here is my phone number: +7(911)354-76-21. I really hope you catch that driver.
P.o.: _____.

(Can you describe the car? Colour, make, any distinguishing features? / We will do our best. / How fast do you think the car was going? / Excuse me, sir. Police officer Ivanov. Did you witness the incident? / Did the car try to avoid the pedestrian? Did you hear any breaking? / Did you manage the see the licence plate number? / Thank you, sir. Your statement is very helpful. Can I get your contact details? / What happened just after the car had hit the pedestrian? / Can you tell me exactly what you saw? Start from the beginning.)

Ex.3. Work in pairs. Act out the dialogues between a police officer and a witness. Ask and answer the questions, using the following information:

1. At about 10 p.m., a resident, Maria Petrova, looked out his window and saw a large truck backing out of a parking place (located in front of the bookshop on the other side of Vishnevaya Street). The truck bumped into the car parked behind it, causing a dent in the rear bumper. The truck driver (a tall, thin man; blue jeans, black hoodie, red baseball cap) briefly inspected the damage and then drove of without leaving a note. The resident saw the company logo ("Venta Delivery Service") on the side of the truck.
2. Anton Kuznetsov, a resident living in the flat above the bakery was awakened by a loud noise at around 2 a.m. Looking out the window, he felt the smell of petrol and saw a figure near the back door of the bakery. The figure was pouring liquid from a red canister onto the door and the surrounding area. The figure then flicked a lighter, and flames erupted. The person (athletic build; dark clothing, dark work boots) immediately run away down Heroes Street and got into a dark blue-coloured sedan. The car then sped off. Anton called a fire brigade and police.

Ex.4. Analyse the sketch story. Collect the data:

Location	
Incident	
Suspect	
Item stolen	
Witness(es)	
Victim	



Fig. 99. At the metro station

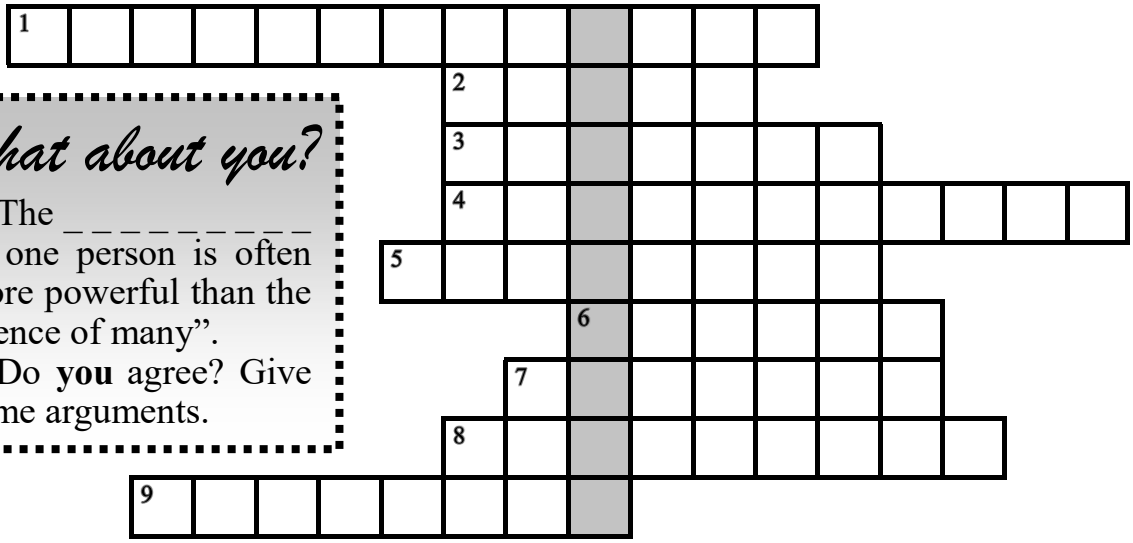
a) Plan a police interview. What kind of questions would you ask the witness?

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

b) Make up and act out a dialogue between a police officer and the witness(es). Respect all the rules of effective interviewing.

Check yourself!

Ex.1. What are the most common offences that a person can be a witness of? Units 5 & 6 will help you. Do the crossword:



What about you?

"The _ _ _ _ _ _ _ _ _ of one person is often more powerful than the silence of many".

Do **you** agree? Give some arguments.

1. Taking money or other valuables from a person's pocket without him / her noticing the theft.
2. An act of stealing.
3. Aggressive attack in other words.
4. A road accident in which the driver who caused the accident drives away helping the other people involved and without calling the police
5. A car crash in other words: a car … .
6. Intentionally killing a person.
7. A theft involving a threat of danger to a person.
8. Intentionally damaging or destroying property of others.
9. Breaking into a house or building to steal.

What is the keyword?

Ex.2. Agree or disagree. If the statement is false, make it correct:

1. A witness testimony is a secondhand information on an incident.
2. Witness testimonies are useless as they are subjective.
3. When interviewing a person police use close questions.
4. Witness testimonies help to reconstruct the event and to generate new lines and leads for advancing investigation.
5. There is no need to plan and prepare methodologically structured questioning.

Ex.3. Give some DOs for investigative interviewing witnesses.

Ex.4. Answer the questions:

1. What challenges can an investigator face with while interviewing a witness?
2. What characteristics should an investigator have for an effective eye-witness interviewing?
3. What are the basic questions to be asked when interviewing a witness?

Unit 7. DESCRIBING A PERSON

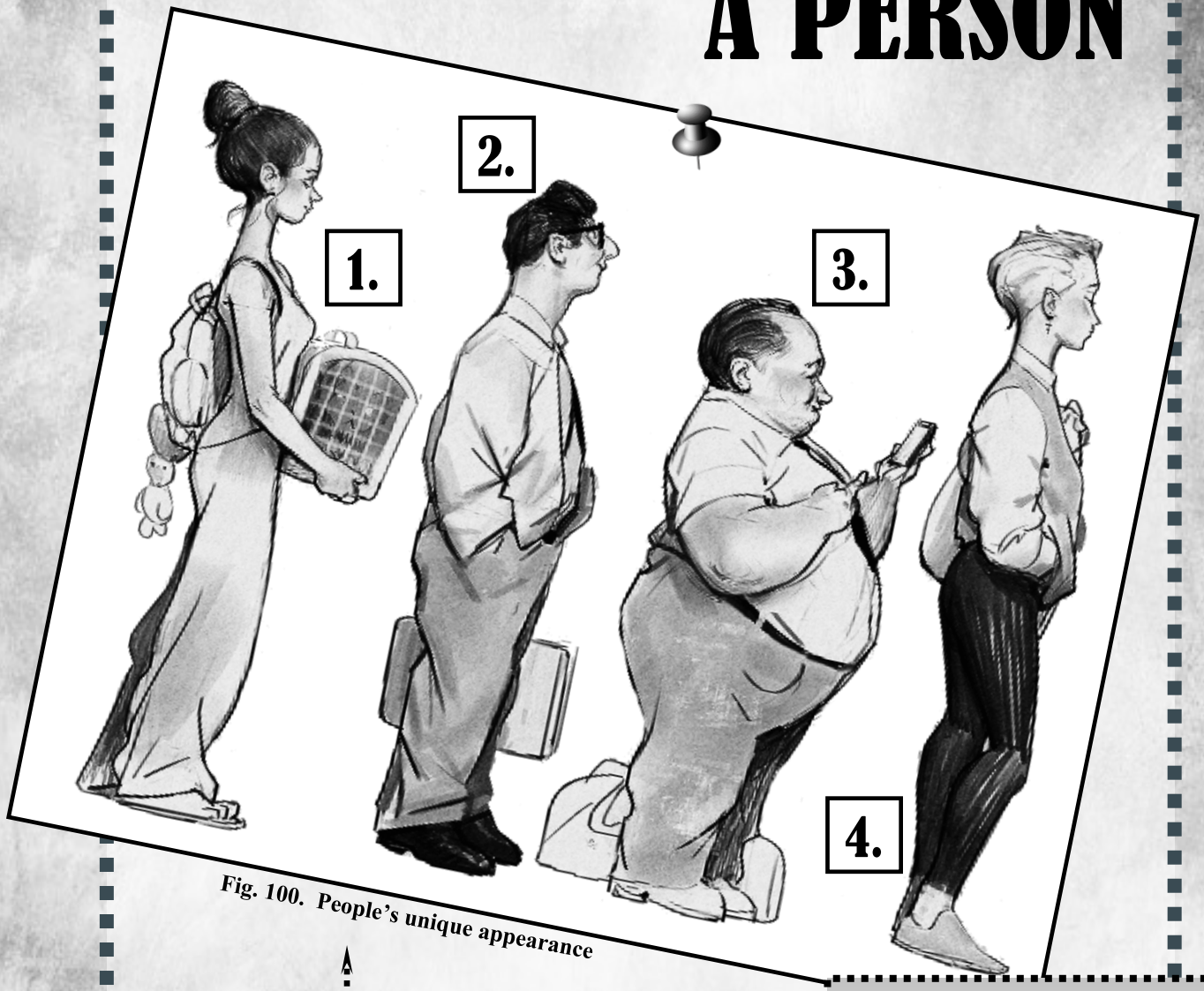


Fig. 100. People's unique appearance

What about you?

These people look really different from each other, don't they? What characteristics do you think are crucial when describing a person's unique appearance?

Keep the list going as long as you can:

1. gender	4. …	7. …
2. age	5. …	8. …
3. …	6. …	9. etc.

Word list

HAIR (n) - волосы

Colour (n) - цвет:
dark - темные
fair, blond - светлые
dark-blond - русые
chestnut - каштановые
red - рыжие
grey - седые
dyed - окрашенные

Texture (n) - текстура:
straight - прямые
wavy - волнистые
curly - кудрявые
thick - густые
thin - тонкие, редкие
to be bald - быть лысым

Length (n) - длина:
long - длинные
short - короткие
shoulder-length hair - волосы до плеч
trimmed - подстриженные

Style (n) - стиль:
fringe - челка
ponytail - хвост
plait, braid - коса
bob - каре
dreads - дреды
wig - парик



FOREHEAD (n) - лоб
large, broad - широкий
open - открытый
narrow - узкий
high - высокий
low - низкий
sloping - покатый

EARS (n, pl) - уши
big - большие
small - маленькие
protruding - оттопыренные
pierced - проколотые

EYEBROWS (n, pl) - брови
pencilled - тонко очерченные
straight - прямые
arched - полукругом
thick - густые
bushy - лохматые

CHEEKS (n, pl) - щеки
plump - пухлые
hollow - впалые
dimples in cheeks - ямочки на щеках

EYES (n, pl) - глаза
black - черные
hazel - карие
grey - серые
blue - голубые
green - зеленые
bulging - навыкате
deep-set - глубоко посаженные
narrow - узкие
slant - раскосые

NOSE (n) - нос
straight - прямой
Roman - римский
aquiline - орлиный
snub - курносый
turned-up - вздернутый
fleshy - мясистый

Fig. 101. A person's face for description

TEETH (n, pl) - зубы
even - ровные
uneven - неровные
false - вставные

CHIN (n) - подбородок
square - квадратный
determined - волевой
double - двойной

LIPS (n, pl) - губы
plump - пухлые
thin - тонкие
silicone - накаченные, силиконовые

FACE (n) - лицо

handsome - красивое (о мужчинах)
pretty - хорошенькое
plain - простое
ugly - уродливое
clean-shaven - гладко выбритое
unshaven - небритое
wrinkled - морщинистое
oval - овальное
oblong - вытянутое
round - круглое
square - квадратное

Complexion (n) - цвет лица:
dark - темный
pale - бледный
tanned - загорелый
rosy - румяный
fresh - свежий

DISTINCTIVE MARKS (n, pl) - особые приметы

birthmark - родимое пятно
wart - бородавка
mole - родинка
freckles - веснушки
scar - шрам
tattoo - татуировка
moustache - усы
whiskers - усы, бакенбарды
beard - борода
goatee - бородка
to have a nose (an eyebrow / a lip) piercing - иметь пирсинг носа (брови / губы)
to wear glasses / contact lenses / a hearing aid - носить очки / контактные линзы / слуховой аппарат
to wear dreads / a wig - носить дреды / парик
to be a cripple / a hunchback - быть калекой / горбуном
to be deaf/ mute / blind - быть глухим, немым, слепым

Training start

Ex.1. Go over the vocabulary list and useful phrases. Find 11 adjectives in the word search puzzle:

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

What are these adjectives? What body parts can they characterise?

Write down the unused letters:

_____ .

What is the keyword made up of these letters:

can be deceiving.

Can you explain this proverb? Do you agree with it? Give some arguments from a law enforcement officer's viewpoint.

Ex.2. Match the synonyms:

1. neither tall nor short
2. pretty
3. black
4. obese
5. neither young nor old
6. wavy
7. hazel
8. skinny

a) brown
b) middle-aged
c) underweight
d) attractive
e) of average height
f) dark
g) curly
h) overweight

1	2	3	4	5	6	7	8

Useful phrases:

Gender:
This is a male/ a female.

Age:
He is a kid/ a teenager.
She looks rather young.
He is about 35 years old.
She is in her early/ late/ mid-40s.
He is middle-aged.
She is an old woman.

Nationality/ race:
He is a British.
She is European in appearance.
She looks Chinese.

Height:
He is short/ tall.
She is of average height.
She is below average in height.
He is about 1.68 metres tall.

Build:
He is of normal build.
She is well-built.
He is in a good/ bad shape.
He is overweight/ underweight.
She is of a delicate constitution.
He is of an athletic physique.
She is skinny/ slim/ slender/ plump/ obese.

Ex.3. Read and translate the following phrases:

1. A pretty woman of a delicate constitution in her early 50s.
2. An attractive slender man in his late 40s with a dark moustache.
3. An overweight young woman with dyed red hair and a aquiline nose.
4. A clean-shaven middle-aged man with grey hair and large green eyes.
5. A tall young man with tattoos and pierced ears.
6. A plain-faced blue-eyed woman with arched pencilled eyebrows.
7. An athletic teenager with chestnut dreads and a scar on his right cheek.
8. A wrinkled old lady with false teeth and a hearing aid.
9. A plump fair-haired woman with a snub nose and silicone lips.

Ex.4. Look closely at the people depicted on the start page of Unit 8. Fill in the table:

	Person #1	**Person #2**	**Person #3**	**Person #4**
Gender				
Age				
Nationality/ race				
Height				
Built				
Face				
Hair				
Eyes				
Nose				
Distinctive marks				

Look it up!

Ex.5. Read the physical description of a fictional character. Can you guess who is described?

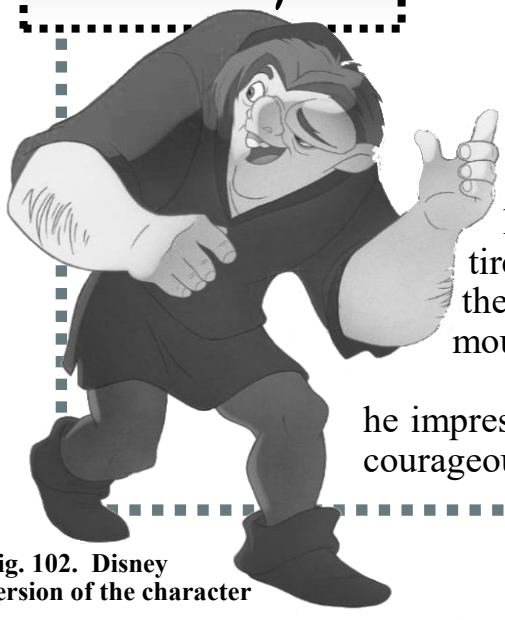


Fig. 102. Disney version of the character

This fictional character is created by a French writer.

He is a 20-years old deaf hunchback, with a huge head, red hair, a bushy eyebrow covering his left eye while the right eye "disappeared entirely" behind a giant wart; teeth broken here and there, one of which protruded over his mouth; large feet, and monstrous hands.

Ugly outside because of all these deformities, he impresses the readers with his inner beauty, open and courageous heart.

A VERBAL PORTRAIT

is a description of human **external features** for identifying a suspect / a fugitive from justice as well as a missing person.

The essence of this method in the practice of investigating offences or accidents lies in the fact that **human appearance** is unique due to summarised:

a) **anatomical traits**: racial characteristics, approximate nationality, gender, age, shape and colour of each part of the body, distinctive marks, physical constitution, face complexion, etc.

b) **dynamic features**: human movements, postures, gestures, gait, facial expression (mimicry), voice, speech, etc.

Ex.1. Divide human external features into anatomical and dynamic groups:

1. European type of face.
2. Muscular build.
3. Middle-parted short straight fair hair.
4. Limping gait (lameness).
5. Roman nose.
6. Tremors (trembling of the hands and fingers).
7. Tanned complexion.
8. Uneducated slangy speech.
9. Protruding ears.
10. Determined chin.
11. Asian shape of eyes.
12. Caucasian accent.
13. A scar on the right cheek.
14. Oversized clothes.
15. Bushy eyebrows.
16. Proportion of arms and legs in relation to the body.

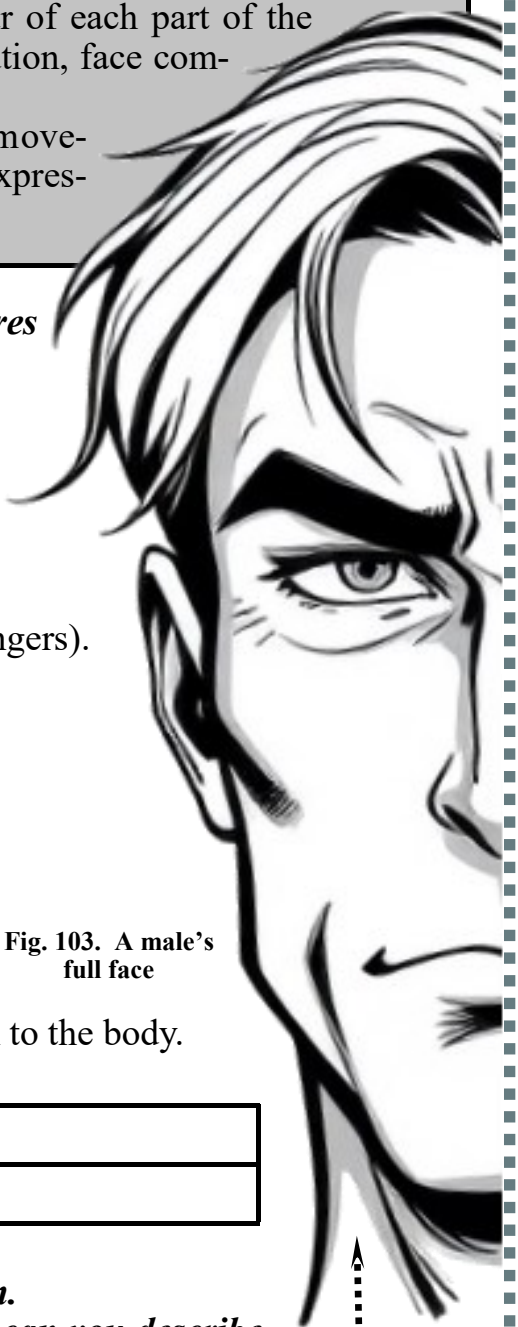


Fig. 103. A male's full face

Anatomical traits	
Dynamic features	

Ex.2. Look at the male's face depiction.
Which group of human external features can you describe - anatomical group or dynamic one?
Why? Give some arguments.
Which phrases from ex.1, p.99 match this guy's appearance?

PHYSICAL DESCRIPTION



Fig. 104. Different people depictions

Ex.3. Look closely at the depicted people and do the tasks:

a) Who is that?

1. Who has got glasses?
2. Who has got dark hair?
3. Who has got a Roman nose?
4. Who has got slant eyes?
5. Who has got plump lips?
6. Who has got a moustache?
7. Who has got an unshaven face?
8. Who has got a mole on the face?
9. Who has got hollow cheeks?
10. Who has bushy eyebrows?

b) Agree or disagree. If the statement is false, make it correct:

1. John has got a Roman nose, hollow cheeks and a goatee. ***(T/F)***
2. Kate has got Indian appearance: thick wavy dark hair, big hazel eyes, a fleshy nose and plump lips. ***(T/F)***
3. Tim has got an unshaven face, short fair hair, big blues eyes with bushy eyebrows, a snub nose and pierced ears. He is wearing glasses. ***(T/F)***
4. Morgan looks like an Italian guy with his short curly hair, black moustache, bulging eyes and an aquiline nose. He has got a large mole on his left cheek. ***(T/F)***
5. Lucy has got a round face, big green eyes, a small turned-up nose. Her fair hair is done in a Japanese hairstyle. ***(T/F)***
6. Mike has got a wrinkled oblong face with deep-set piercing eyes, middle-parted short dark hair, a straight nose and thin lips. He has got some warts on his clean-shaven face. ***(T/F)***
7. Ben is gray-haired, partly bald. He has got bushy eyebrows, big eyes and ears, a fleshy nose, a square chin. His distinctive mark is a great moustache on his unshaven face. ***(T/F)***
8. Emma has got Latino appearance features: an oval pale face, slant eyes, arched pencilled eyebrows, a small nose and plump lips. ***(T/F)***

Ex.4. Read the dialogue "At the photographer's".

Have some fun!

Peter: May I have a look at the photos?

Photographer: Why, surely! Here you are - six excellent snapshots ***as like as*** six ***peas***.

Peter: It's amazing, but I dare say none of the peas looks like my image. Some ugly-looking stranger with a horsy face and a square chin. Helen, what would you say?

Helen: Goodness gracious! What a monster of a man! These deep-set piercing eyes are surely not yours. Besides, a bald sculp instead of your graceful head with luxuriant hair. There must be some mistake.

Photographer: No need to worry. Will you try another set of snapshots? This one looks your image.

Peter: Highly probably, but what about this small moustache and pointed beard?

Helen: I remember your face was clean-shaven when you left to have your photo taken. A beard can't possible grow so quickly, er?

Photographer: Here it is at last. I've found the right number.

Peter: Helen, how do you like this specimen? Some cheerless fellow with a low forehead, with his long nose to one side, and his thin lips curled up one to the other.

Helen: Oh, darling! That's you! It's what I call that romantic line about your lips that I love so much!

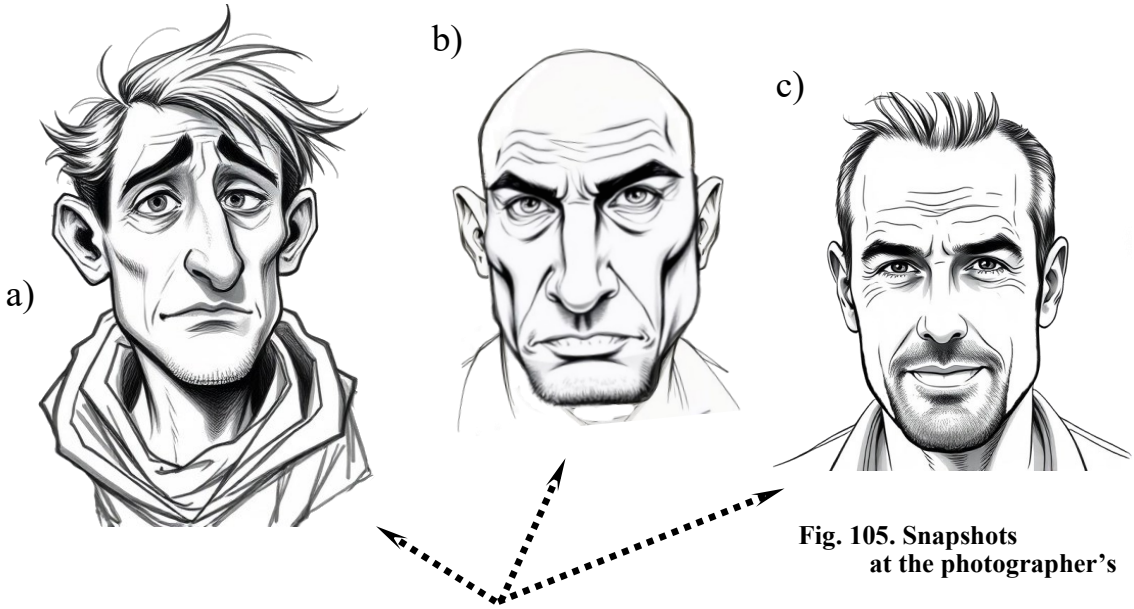


Fig. 105. Snapshots at the photographer's

a) Which snapshot is that of Peter? Prove your idea with some appearance details from the dialogue.

b) Write down all the expressions used for appearance description. Which ones are new for you?

c) Interpret the phrase in bold italic. What is its Russian equivalent?

Ex.5. Look through pages 96-101, find out and write down 2-3 examples for grammar structures typically used for physical description:

1. with the verb *to have:* _____
   _____.
2. with the verb *to be*: _____
   _____.
3. with the preposition *with*: _____
   _____.
4. with the suffix *ed*: _____.

Keep in mind!

Animal world is often used in describing human body parts:

Ex. horse-like face (horsy face), fish-like eyes, duck-like lips, etc.

Ex.6. Look closely at each of the depicted people:

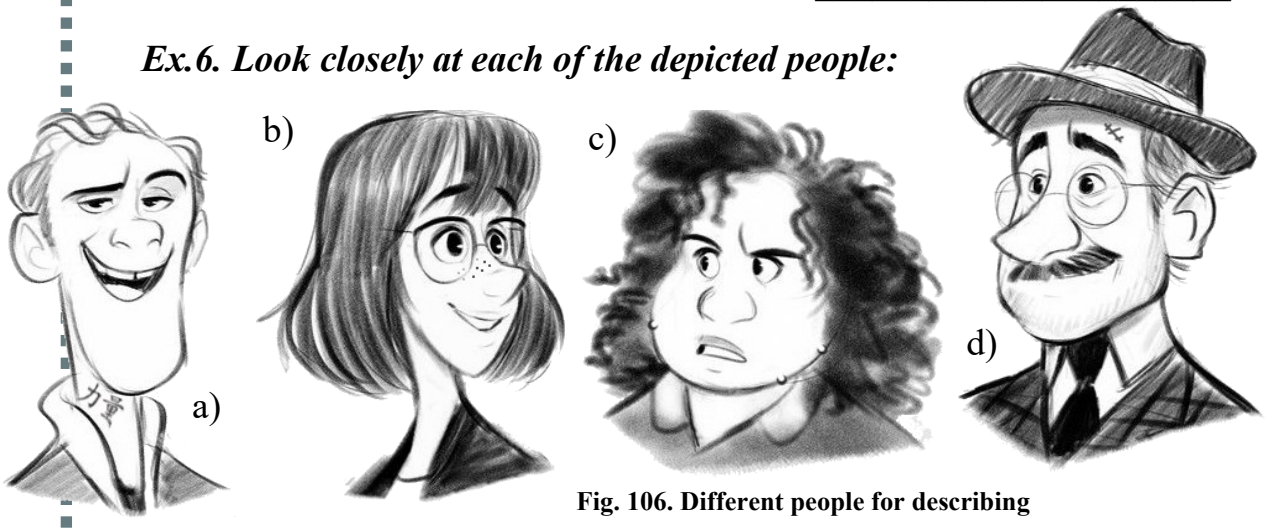


Fig. 106. Different people for describing

Try to describe them in details, speaking on:

1. their age;
2. race;
3. approximate age;
4. build;
5. shape, complexion of the face;
6. hair features (hairstyle, haircut, hair structure and colour);
7. characteristics of all the facial parts (eyes, nose, lips, chin, ears, etc.);
8. distinctive marks if there are any.

Look it up!

What do these appearance ***idioms*** mean:

- *all skin and bone;*
- *five o'clock shadow;*
- *look like a million dollars;*
- *not a hair out of place.*

Use them in the context.

Ex.7. Describe the physical appearance of these extraordinary famous people.

Have you guessed who the cartoons depict?

What do you know about them?

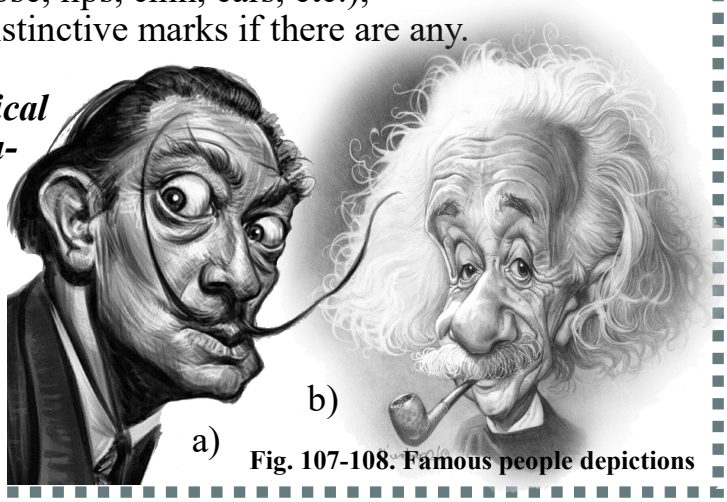


Fig. 107-108. Famous people depictions

PHYSICAL DESCRIPTION IN LAW ENFORCEMENT

Ex.1. Study the instruction for composing a verbal portrait for a missing or wanted person. ⋯⋯➤

Group the questions given below in order of the outlined steps:

Question	Step
1. Can you describe the missing/ the suspect and give some details?	1
2. Has he/ she got any scars, tattoos, piercing?	
3. What colour is his/ her hair? Is it dyed?	
4. What is the shape and colour of his/ her eyes?	
5. How old is he/ she (approximately)?	
6. Has he got a moustache? a beard? (for males)	
7. What was he/ she wearing? (How was he/ she dressed)?	
8. Can you describe his/ her build?	
9. Has he/ she got any specifics in the body or limbs?	
10. How (what) does he/ she look like?	
11. Has he/ she got any specifics in the gait? gestures? facial expression?	
12. Do you remember the shape, size and colour of the nails? (for females)	
13. Does he/ she wear glasses?	
14. What about the hairstyle? haircut? hair structure?	
15. Has he/ she got any specifics in his/ her speech (speed, accent, stuttering)?	
16. What is his/ her approximate height and weight?	

Step 1

Start with getting **general description** of a person, his gender, age, race, height and physique. Here you can also ask about the features of his figure: the presence of a hump, stoop or pronounced asymmetry.

Step 2

Move on to speak on the shape of the **head** and the characteristics of **hair** - note its colour (the presence of gray hair or sings of coloration), length, density, structure. Mark hairstyle and haircut.

Step 3

Speaking about the **face**, get information about **all its parts** in details: forehead, eyebrows, eyes, nose, lips, mouth, teeth, chin, and ears. Indicate the presence of acne, wrinkles, moustache and beard. Note if the person wears glasses or has some distinctive marks.

Step 4

Ask for specifics of other parts of the body: **neck**, **shoulders**, **chest**, **back** and **limbs**. Pay special attention to **palms** and **fingers** - thickness, absence of individual fingers or their phalanges, shape and size of **nails**.

Step 5

Move on to **dynamic characteristics**: gait, posture, gestures, facial expression, voice, etc. They are not as stable as anatomical features, but often help to complement the general idea of a person.

Step 6

Pay special attention to **distinctive marks**: scars, tattoos, piercing, missing body parts, lameness, etc. Fix the clothing and accessories that the person was wearing.

The verbal portrait is ready!

MISSING PERSONS CASES



Fig. 109. A missing person form

Ex.1. Study the missing person form:

a) Tick ✓what kind of information is posted in the missing person form?

- □ date missing
- □ missing location
- □ last seen location
- □ name & surname
- □ race
- □ gender
- □ nationality
- □ age
- □ build
- □ height
- □ weight
- □ face description in details
- □ description of the clothes she's last seen in
- □ contact number
- □ hairstyle & haircut
- □ hair colour
- □ eyes shape
- □ eyes colour
- □ distinctive marks

Keep in mind!

British & US customary systems of measurements comprise inches, feet and yards (length) and pounds (weight):

- *1 inch (") = 2,54 cm*
- *1 foot (') = 30,48 cm*
- *1 yard = 91,44 cm*
- *1 pound (lb) = 0,5 kg*

b) Check out the description of the missing person. Correct it if needed:

A missing person is a young white girl 2013 year of birth named Rachel Bay. She was last seen on Wednesday April 22 near the Blackwall academy bus stop, wearing a black skirt and a beige T-shirt. Rachel is 155 cm tall; she weighs 110 kg. She's a blonde with brown eyes. She has got a tattoo of a dragon on the right arm and a scar on the inside of the left wrist. If you have any information, please call Sheriff's phone number for the contact (555)399-6020. Any detail could help in finding the missing!

What about you?

c) Do you agree? Give some arguments:

Police state that a missing person should be searched hot, without delay: the more time passes, the less chance there is for finding a missing.

Ex.2. At the Concord Police Department, (704)920-5580, North Carolina. A missing person case.

Complete a complainant's interviewing by a police officer:

C.: Excuse me, officer. I'd like to report my missing sister.
P.o.: Okay, sir. You should file an official missing person's report. Let's clear up some details. _____?
C.: Her full name is Crystal Morisson Prentice.
P.o.: _____?
C.: She's 31.
P.o.: _____?
C.: She is about 5'4" tall, weighs 100 pounds.
P.o.: _____?
C.: She has long, blonde hair with highlights.
P.o.: _____?
C.: She has blue eyes and wears contact lenses.
P.o.: _____?
C.: Yes, her ears are pierced; she has a butterfly tattooed on the back of her neck.
P.o.: _____?
C.: Crystal has asthma and requires daily medication and inhaler.
P.o.: _____?
C.: She was last seen at around 12 noon on August 23, 2024 near Highway 73, after leaving work at Connextions in Concord, N.C.
P.o.: _____?
C.: She was wearing black dress pants and black open toe dress shoes.
P.o.: OK. Send us a recent photo of your sister to add to the report and to aid the investigation.
Also you can maximise the chances by filling in the missing person form to spread it through social media.



Fig. 110. A missing person form

Look up the statistics on missing people around the world. Which countries have the highest rates?
What do you think are the reasons for so many people going missing there?

Look it up!

CRIMINAL CASES

Historical background

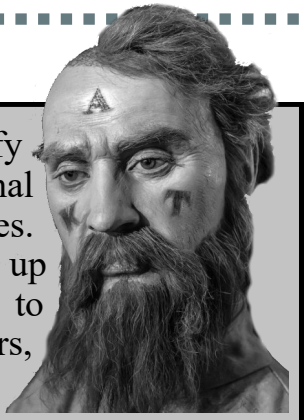


Fig. 111. A Russian perpetrator's wax figure

Attempts to identify a perpetrator by external features go back centuries.

In many countries up to the 20th century, intentional mutilation was used to identify criminals as potential recidivists - fingers, hands, noses, ears were cut off.

Perpetrators' bodies were also often stamped in visible parts.

The first steps in systematising physical appearance descriptions of criminals were made in the mid-19th century in France, when police adopted A. Bertillon's system of individual cards for each offender with

a) general information;
b) anthropometry description of his/ her specific physical features;
c) his/ her mug shots, which greatly facilitated the work of identifying criminals who, when arrested, often called themselves by other names to avoid justice.

Look it up!

Until 1824, faces of criminals in Russia were stamped with the Russian letters "*K*" (or "*KAT*"), "*B*", "*Б*", "*C*", etc.

Look up what kind of perpetrators theses letters marked.

What about you?

Were these methods chosen as ***humane*** or ***cruel***? Why? Give some arguments.

Ex.1. Read the information given above. Answer the questions:

1. What methods were commonly used for ages for identifying criminals?
2. Which methods are still in use today?

Ex.2. What is the idea of Bertillon's anthropometry expertise? Look at the visual instruction for anthropometric measuring of a criminal.

Choose the body parts or characteristics to be measured to identify a recidivist:

reach	face	forearm	neck
length of a head	ear	width of a head	finger
foot	palm	hand	height
arm	nose	cheeks	waist
knee	leg	chin	toe

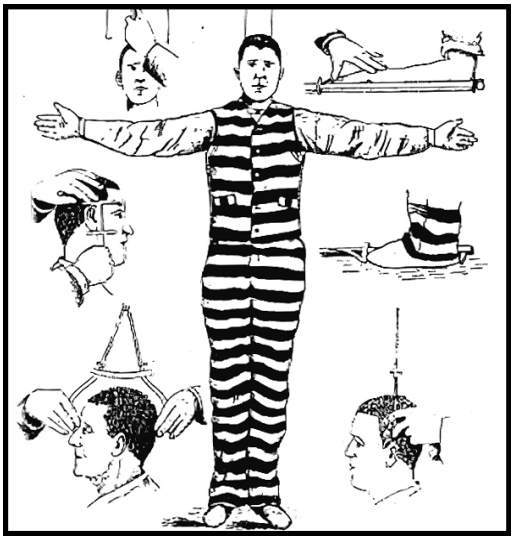


Fig. 112. Human being's measuring

Ex.3. Match the anthropometry measurements with their depictions:

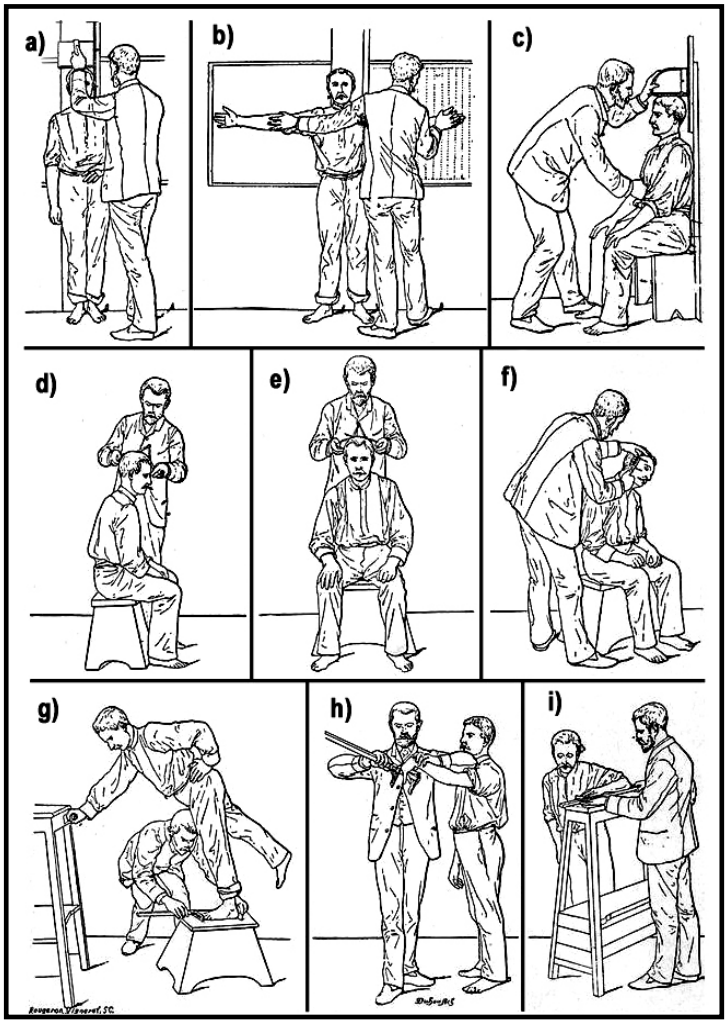


Fig. 113. Human being's measurements according to A. Bertillon system

1. Right ear
2. Left foot
3. Height
4. Trunk
5. Width of head
6. Length of head
7. Reach
8. Left forearm
9. Left middle finger

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

Look it up!

Nowadays anthropometry ideas are realised in ***biometrics***.

What are the unique biometric characteristics of a person - ***physiological (anatomical)*** features and ***behavioural*** ones?

Ex.4. Take a selfie as a mug shot, measure your own anthropometry characteristics and complete your identification card:

PROFILE	FULLFACE	
		1. Name: _____ 2. Surname: _____ 3. Gender: _____ 4. Age: _____ 5. Apparent age: _____ 6. Nativity: _____ 7. Eyes colour: _____ 8. Hair colour: _____ 9. Weight: _____ 10. Height: _____ 11. Trunk: _____ 12. Reach: _____ 13. Width of head: _____ 14. Length of head: _____ 15. Right ear: _____ 16. Left foot: _____ 17. Left forearm: _____ 18. Left middle finger: _____

Wanted posters

Ex.5. Study the warrants for the real persons wanted in the US in the 60-70s of the 19th century:

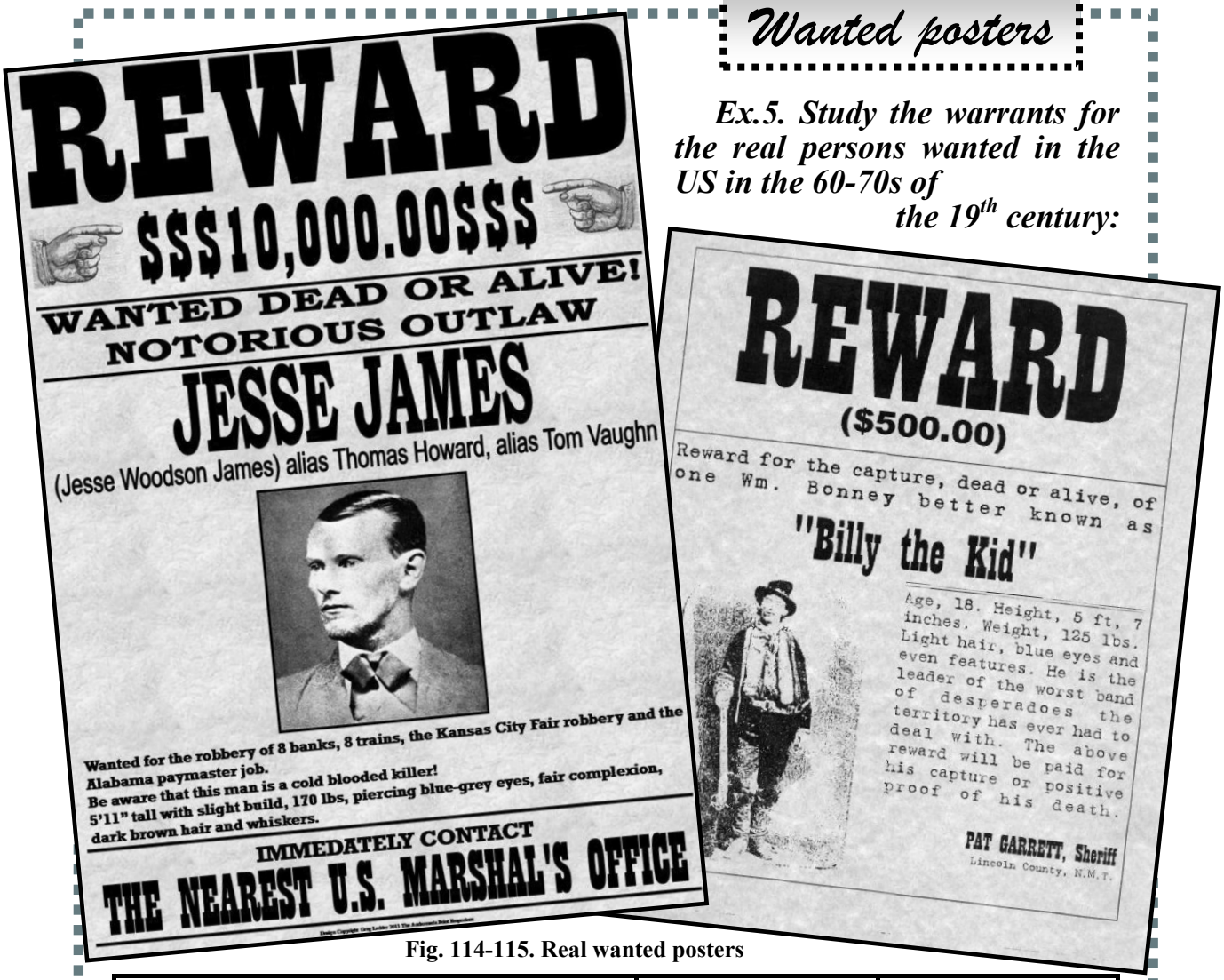


Fig. 114-115. Real wanted posters

What about you?

Analyse the wanted posters, their structure, content, highlighted words, letters size, etc.

What information seems to be the most important for capturing offenders? Why? Give some arguments.

	Suspect #1	Suspect #2
Name / Alias		
Wanted for		
Reward		
Age		
Height		
Weight		
Build		
Eyes		
Hair		
Distinctive marks		
Possible location		
Contact person		

Wanted posters today

Wanted posters today always provide a criminal depiction - either his **photo,** if there is any, or a **facial composite** made with the help of special computer programmes.

More rarely, this can be an **artistic sketch** created according to witnesses' testimonies.

Interesting fact!

Habitoscopy is a science used to identify a person by his/ her appearance in crime investigating.

Ex.6. Imagine the dialogue between a police officer and a witness in creating this facial composite of a bank robber:



Fig. 116. Facial composite creation

This term comes from two Latin words: *habitus* - "appearance" and *skopeo* - "to study".

P.o.: Sir, can you testify?
W.: _____.
P.o.: Can you describe the offender?
W.: _____.
P.o.: Have you ever seen him before?
W.: _____.
P.o.: How old is he approximately?
W.: _____.
P.o.: How tall is he?
W.: _____.
P.o.: Can you describe his build?
W.: _____.
P.o.: What colour and shape are his eyes?
W.: _____.
P.o.: What about his hairstyle? haircut? hair colour?
W.: _____.
P.o.: Can you give any details of his facial features - his face complexion, shape; specifics of his nose, eyebrows, cheeks, chin, lips?
W.: _____.
P.o.: Has he got any distinctive marks?
W.: _____
_____.
P.o.: What was he wearing?
W.: _____
_____.
P.o.: Thank you for the information.
W.: _____.

Complete the wanted poster. Highlight the important points.



Perpetrator identifying

Ex.7. Look at the perpetrator identifying scene and read the eyewitness testimony:

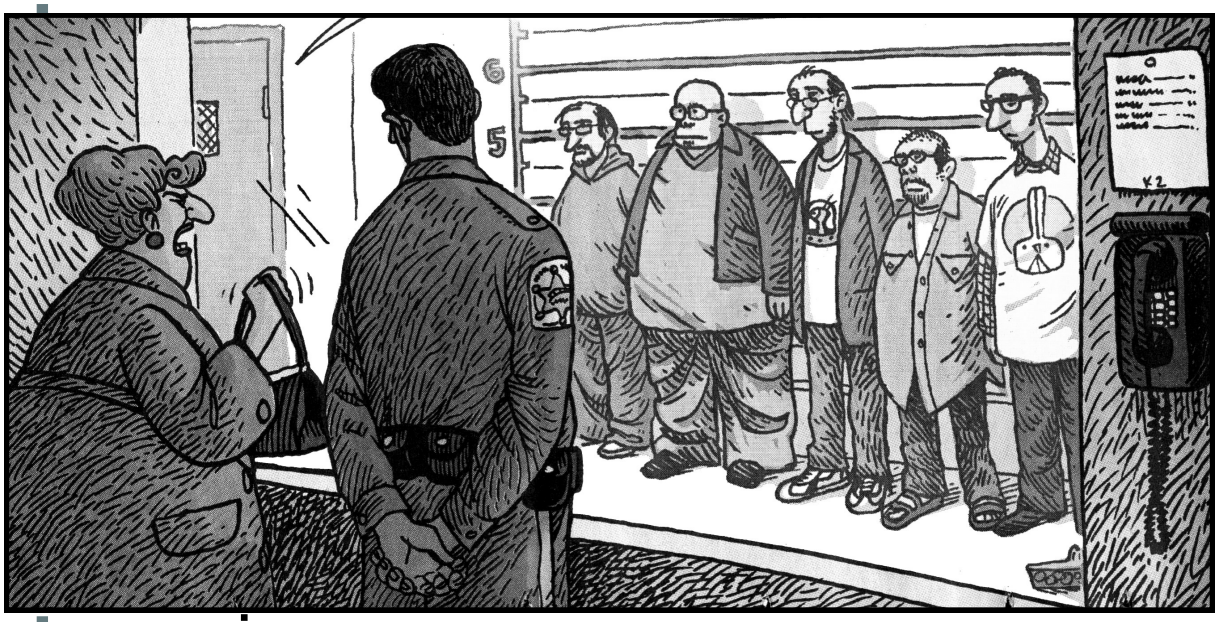


Fig. 117. Perpetrator identifying scene

P.o.: Madam, can you testify?
W.: Yes, of course! I saw a perpetrator stealing my wallet! I remember all the details!
P.o.: Can you describe the offender?
W.: It was a male about 30-40 years old. I'm not sure about his appearance... But he was an absolutely criminally-looking man!
P.o.: Hmm… I see. You said "criminally-looking man". What do you mean?
W.: He looked unkempt. He was dressed in dirty grey trousers or jeans, had loose-fitting clothes. He had got an unshaven face and… some kind of a goatee.
P.o.: Okay. How tall was he?
W.: He was rather tall… over 160 cm.
P.o.: What about his build?
W.: He is of average build. Neither thin nor obese.
P.o.: What colour are his eyes?
W.: It's difficult to say as he was wearing glasses.
P.o.: What about his hair?
W.: He has got short, rare, dark hair, with some bald spots.
P.o.: What else do you remember? Has he got any other distinctive marks?
W.: I'm not sure, but highly likely he had a moustache.
Thank you for the information.
Not at all.

Can you guess the criminal according to the witness testimony?

What about you?

Witness testimony is said to be ***subjective*** and ***not*** always ***credible***, as eye-witnesses can be mistaken when identifying perpetrators or remembering certain details, especially due to their advanced age or time passed since the event.

Do **you** agree? Why? Give some arguments.

Ex.8. Look at the suspects in the line-up.



Fig. 118. Line-up scene

a) Guess who is described:

1. This suspect looks rather young, he is about 25 years old.
2. This suspect is about 40 years old.
3. This suspect is almost two metres tall.
4. This suspect is of thin build, with an oval, oblong face.
5. This suspect is of athletic build.
6. This suspect is a bit obese.
7. This suspect has a European type of face.
8. This suspect has a Hispanic facial type. He looks like a Mexican.
9. In appearance he hasn't got any distinctive mark.
10. This suspect is wearing glasses.
11. This suspect hasn't got a clean-shaven face.
12. This suspect has got bushy eyebrows.
13. This suspect has got wavy dark hair.
14. This suspect has got styled short dark hair.
15. This suspect has got short, slightly shaggy dark hair.
16. This suspect has got a fleshy nose, bulging eyes, big ears.
17. This suspect has got big piercing eyes on his square face.
18. This suspect is wearing black trousers, a white shirt and a black vest.
19. This suspect is wearing light-coloured trousers, a white T-shirt and a dark jacket.

Be aware!

In reality a witness does not describe the suspect's appearance at the time of line-up. His/ her testimony is recorded earlier, signed by him/ her.

During the identification process, the witness only points out the suspect if he/ she is sure he/ she has recognised him.

Choose one of the depicted suspects:

a) Give the full detailed description of the person.

b) Act out the dialogue between a police officer and a witness on identifying the perpetrator. Think up all the lacking information.

Acting out the dialogues

Ex.1. Complete the dialogue with a complainant's phrases:

C.: Excuse me, officer. I'd like _____.
P.o.: Okay, madam. Let's clear up some details. What is his full name?
C.: _____.
P.o.: How old is he?
C.: _____.
P.o.: Can you describe his height, weight, build?
C.: _____.
P.o.: What kind of hair has he got?
C.: _____.
P.o.: What about his eyes?
C.: _____.
P.o.: Has he got any distinctive marks?
C.: _____.
P.o.: Where and when was he last seen?
C.: _____.
P.o.: What was he wearing?
C.: _____.
P.o.: Has he got any specific behaviour characteristics?
C.: _____.
P.o.: What else can you add?
C.: _____.
P.o.: Thank you. We'll try to help you.
C.: _____.

(Thank you./ He was wearing blue jeans, a black jumper, a red baseball cap./ He's got deep-set small blue eyes./ He was last seen yesterday, at about 9 p.m. on Park Lane./ He is 72 years old./ He has a limp on his left leg./ to report my missing father./ He's got a vertical scar on his right cheek./ His name is Joe Bates./ He's bald./ He suffers from memory loss and may not remember his name.)

Ex.2. Complete the dialogue with a police officer's phrases:

P.o.: _____?
W.: Yes, I can. I saw the incident firsthand.
P.o.: _____?
W.: No, I haven't.
P.o.: _____?
W.: He is rather young (I think in his 20-s), not tall (about 160-165 cm) and thin.
P.o.: _____?
W.: He has got an oval face, short curly black hair, a fleshy nose, plump lips.
P.o.: _____?
W.: He has got a ring piercing on his left eyebrow and some tattoo on his left arm.
P.o.: _____?
W.: He was dressed in black cargo trousers, an orange T-shirt. He was also wearing a brightly coloured cap and had a black belt bag.
P.o.: _____?
W.: He spoke Russian with a heavy accent.
P.o.: _____?
W.: Oh, I've just got a flashback!
He was a black man!
P.o.: _____.
W.: Not at all.

(Has he got any distinctive marks?/ What else can you add?/ Have you ever seen the criminal before?/ Can you describe him in details?/ Okay. Thank you for the information. Sign here please./ How does he look like?/ What was he dressed in?/ Excuse me, sir. Can you testify? / Do you remember anything else unusual?)

Ex.3. Work in pairs. Act out the dialogues between a police officer and a witness. Ask and answer the questions, using the following information:

1. A man about 50 years, 160 cm tall, obese, short curly grey hair, small deep-set blue eyes, aquiline nose, unshaven face, a tattoo on the right side of the neck, dark blue sports suit and black trainers, limp on the right leg.
2. A young woman about 25 years old, Hispanic facial type, 175 cm tall, athletic build, long wavy dark hair, slant green eyes, plump lips (maybe silicone lips), false eyelashes, pierced ears and nose, dimples in cheeks, black jeans and a dark green hoodie, slangy speech.
3. A man in his early thirties, of average height and build, short black hair, hazel eyes, Roman nose, determined chin, small moustache and some kind of a goatee, birthmark on the right hand, Caucasian accent, dark blue suit and blue shirt.

Ex.4. Work in pairs. Act out the dialogue between a police officer and a witness describing such a perpetrator suspected of having robbed a bank.

Ex.5. Use the online service for creating a facial composite:

Follow the steps below:

1. Go to the service page and click "**Play Game**".
2. Choose one of two ways:
   a) **Start Crime Story**, where you can play the role of a witness and try to recreate the face of the criminal;
   b) **Start Free-Style**, where as a police officer you can act out a dialogue with a witness and recreate the criminal's face.

Good luck!

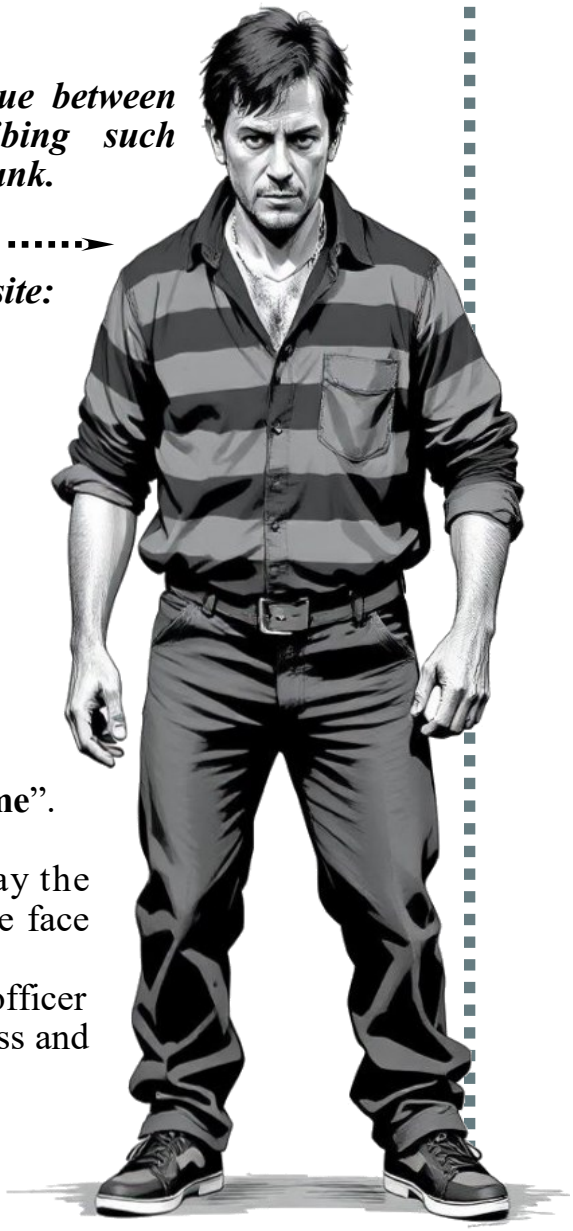


Fig. 119. A perpetrator for describing

Check yourself!

Ex.1. Unscramble the words:

Rcas, etagoe, sutachome, breyowes, lyraihaste, gitehh, copysobatih, duibl.

Ex.2. Cross out the odd one. Explain your choice:

1. Tattoo - eyebrows - moustache - birthmark - scar.
2. Dark - pale - tanned - rosy - bald - fresh.
3. Trimmed - bulging - deep-set - narrow - slant.
4. Roman - turned-up - sloping - aquiline - snub.
5. Straight - fleshy - wavy - curly - thick.

Ex.3. Find the terms to the given definitions:

1. The unique human look, summarised through external physical and behavioural features of a person. (a _ _ _ _ _ _ _ _ _)
2. A person who has disappeared and whose status as alive or dead cannot be confirmed as his/ her location and condition are unknown. (m _ _ _ _ _ _ _ _ _ _ _ _ _ _)
3. A science used to identify a person by his/ her appearance in crime investigating. (h _ _ _ _ _ _ _ _ _ _ _)
4. A legal order that gives police and law enforcement the authority to arrest a person for various reasons. (w _ _ _ _ _ _)
5. A formalised procedure wherein a suspect is placed among a group of four or five people, and an eyewitness or the victim is asked to identify who the culprit is. (l _ _ _ - _ _)

Ex.4. Agree or disagree. If the statement is false, make it correct:

1. Human dynamic features are anatomical traits of a person.
2. Physical description of a person in law enforcing stars with identifying individual distinctive marks.
3. Police practice shows that the more time passes, the less chance there is for finding a missing.
4. In many countries up to the 21th century, intentional mutilation was used to identify criminals as potential recidivists.
5. A witness describes the suspect's appearance at the time of line-up.

Ex.5. Answer the questions:

1. What is a verbal portrait? What characteristics is it based on?
2. What is the procedure in making a verbal portrait for a missing or wanted person?
3. Go back in time! What was used to identify recidivists?
4. What is a facial composite? How does it get made?
5. Is witness testimony always credible evidence? Why?

Unit 8. CRIME PREVENTING



Fig. 120. Crime quote

What about you?

How do you understand this quote?

_____

_____

_____

_____ .

What types of crimes do you think make the criminal industry the most money?

_____

_____

_____ .

IMPORTANCE OF CRIME PREVENTION

Crime prevention lies at the heart of modern policing, representing a proactive approach to maintaining public safety and social order. Unlike reactive law enforcement that responds to crimes after they occur, prevention focuses on stopping criminal activity before it happens. This mission is critical because it not only reduces victimisation but also builds stronger, more **resilient communities**.

The Crime and Disorder Act 1998 [38] was a **major milestone** in shaping modern UK crime prevention strategies.

The Crime and Disorder Act 1998 strengthened UK crime prevention by introducing **Anti-Social Behaviour Orders** (ASBOs) to **control and regulate behaviour considered harmful** to society. It reformed youth justice through **Youth Offending Teams** (YOTs) focusing on at risk youth **early intervention**. The Act also **placed great emphasis** on both the role and the importance of **crime prevention partnerships** between the police and communities to develop **targeted crime reduction programmes**. Overall, the Act shifted focus from punishment to **proactive prevention**, influencing later UK crime policies.

Ex.1. Scan the text. Match the Russian equivalents to the words in bold:

Упреждающий подход, адресные программы сокращения преступности, акцентировать особое внимание (на), взаимодействие полиции и общества по противодействию преступности, предупреждение преступности, важная веха, судебные запреты на антиобщественные действия, устойчивые сообщества, своевременное профилактическое воздействие, деструктивное поведение, сдерживать и регламентировать противоправные действия, группы по профилактике правонарушений среди несовершеннолетних.

Ex.2. Translate into Russian:

Occur, stop criminal activity before it happens, crime policies, public safety and social order, behaviour considered harmful to society, victimisation, proactive prevention, youth at risk, punishment.

Ex.3. Work in pairs. Find in the text the verbs that start the phrases below and translate them:

… on stopping criminal activity before it happens (1), … public safety and social order (2), … to crimes after they occur (3), … victimisation (4), … strong, resilient communities (5), … emphasis on partnerships (6), … targeted crime reduction programmes (7), … focus from punishment to proactive prevention (8), … a proactive approach (9), … UK crime prevention (10), … behaviour considered harmful (11), … on at risk youth early intervention (12).

Ex.4. Complete these sentences using terms from the text:

1. The Crime and Disorder Act 1998 marked a shift from _____ policing to _____ prevention strategies.
2. _____ were introduced to restrict offenders of anti-social behaviour.
3. Youth Offending Teams focus on _____ to prevent young people from reoffending.
4. The Act required _____ between police, councils and other agencies.

Ex.5. Answer the questions:

1. What does crime prevention aim at?
2. What is the main difference between proactive and reactive approaches to crime?
3. What are components of the Crime and Disorder Act 1998?
4. How do Anti-Social Behaviour Orders reduce crime?
5. What was the aim of establishing Youth Offending Teams?
6. Think and say what organizations can be involved in multi-agency partnerships?

Scan me!

Ex.6. Check the knowledge of the main terms. Match the term to its definition. Follow the QR-code.

Ex.7. Work in pairs. Explain one term from the text in your own words.

Ex.8. Scan the article from an on-line newspaper [39], and do the tasks:

Police officers on patrol to combat anti-social behaviour in Grays

The Police officers are out and about in Grays keeping people safe as they enforce a dispersal order to prevent anti-social behaviour.

The dispersal order gives officers the power to direct people suspected of acting anti-socially to leave the area.

It does not prevent residents or visitors being in the area, but allows officers to disperse anyone behaving antisocially and keep members of the public visiting the area safe.

The order covers an area including Grays train station, Grays beach and south of the railway line between the two locations, and the area of Grays Town Park.

High-visibility patrols will continue this week. It will remain in place from 1.31 pm today (Monday 7 August), until 1.31pm on Wednesday 9 August. Inspector Daniel Selby said: "We want to avoid any disruption to the lives of people living in Grays or any disorder".

a) Find in the text the English equivalents of the following phrases:

1. на улицах Грейса
2. безопасность людей
3. приказ покинуть данную территорию
4. антиобщественное поведение
5. лица, подозреваемые в совершении антиобщественных действий, обязаны покинуть данную территорию
6. местные жители или посетители, находящиеся в этом районе
7. любой гражданин, совершающий антиобщественные действия
8. усиленный режим патрулирования (усиленное несение службы)
9. любые нарушения нормальной жизни людей или беспорядки

b) Find in the text the verbs that start the above phrases and translate the full phrase into Russian.

c) Make up new collocations (verb + noun) with the above verbs and translate them *(e.g., be a threat (to)).*

d) Work in pairs. Answer the questions.

1. What is the key idea of dispersal orders and high-visibility patrols?
2. Do police enforce dispersal orders in Russia? When?
3. Are dispersal orders effective? What crime-deterrent effect do they have?
4. How common are high-visibility patrols in Russia?
5. What extent do these patrols reduce criminal activity to?
6. Have you been involved in conducting high-visibility patrols? If yes, describe your duties and activities.

e) Examine the photo taken for the article. Discuss it with your partner and reflect on the questions that follow:



1. Is this patrol high-visible?
2. Are mixed-gender patrols often used in Russia? Why/Why not?
3. What differences among officers can you find? Why do officers were different uniform?

Fig. 121. Patrolling to combat anti-social behaviour

Role play

Work in pairs or in groups of 3 cadets. Study the photo.



Fig. 122. Preventing ASBO

Situation: Police officer deal with citizens explaining ASBOs.

Cadet A: You are a police officer.

Goal: You are patrolling a neighborhood where signs like the one on the photo have been posted due to recent complaints about ASBO (vandalism, loitering, public disturbances, etc.). Educate the public about anti-social behaviour consequences while building trust.

Actions:

- Approach a group of teens hanging near the sign.
- Explain what is considered anti-social behaviour (noise, graffiti, intimidation, etc.) and its legal consequences.
- Offer targeted crime reduction strategies (e.g., youth center programmes).

Useful phrases:

Police officer:

- Hello guys, you've probably seen these signs. Do you know what 'anti-social behaviour' mean?
- We've had reports of [graffiti / noise] here. If we witness it, there could be fines. Let's avoid that, yeah?
- There's a youth club on Main Street - ever checked it out? Safer than hanging where complaints happen.
- I'm not here to ruin your fun. But if you see trouble, you can report it anonymously. Deal?

Local resident:

- Officer, last night's noise kept my kids awake! When will this stop?
- I've called before, but nothing changes. Can't you ban them from this area?
- What if we organise a community clean-up? Maybe they'd respect the space more.

Teenager:

- We're just talking! Since when is that a crime?
- Okay, but where are we supposed to go?
- Fines? Damn… I didn't know it was that serious.

Cadet B: You are a local resident.
Goal: Express concerns about persistent ASB.
Actions:
- Report recent incidents (e.g., broken windows, loitering, noise, etc.) to the officer.
- Demand stronger proactive approach to anti-social behaviour and enforce a dispersal order. Also suggest community solutions.

Cadet C: You are a teenager (potential offender).
Goal: Defend behaviour while reacting to police warnings.
Actions:
- Argue they are "just hanging out" (denying wrongdoing).
- React to threats of fines /ASBOs with disobedience or willingness to comply.

STOP! THINK FRAUD

Ex.1. Read the text and do the exercises:

According to the UK Government release [42], 2 in every 3 adults are targeted by online fraud, over 40 million adults in the UK were targeted by at least one suspicious scam text or call in just three months in 2022. In other words, fraud is rife and it can happen to anyone.

New scams are constantly emerging as fraudsters exploit different methods to get people to part with money, financial data or personal information. As well as scam texts, phone calls and emails, tactics include emotionally manipulating people through social media, false advertisements and creation of fake websites that impersonate known and trusted brand names or utility services.

To stop people becoming victims the UK Government has launched a cross-government anti-fraud public awareness campaign named "Stop! Think Fraud". The Fraud Strategy goal is to unite messaging and educate individuals and businesses about the dangers of fraud and how to recognise and avoid scams. This will help people be more alert to the risks, keep themselves safe, protect others, and reduce harm caused by fraud.

Ex.2. Write down all the words and word combinations that can be included in the lexical field "fraud":

Fraud, scam, … _____ .

Ex.3. Find in the text the English equivalents:

Расстаться с деньгами (отдать деньги); воздействие на эмоциональное состояние человека, чтобы управлять им; создание поддельных

веб-сайтов; известные и проверенные бренды; коммунальные службы; межведомственная информационная кампания по борьбе с мошенничеством; стратегия противодействия мошенничеству; объединить информационные усилия; ущерб от мошенничества.

Ex.4. Match the equivalents:

1. target	a) появляться, возникать
2. emerge	b) запускать, начинать
3. exploit	c) выдавать себя за кого-либо
4. impersonate	d) выбирать мишенью, нацеливаться
5. launch	e) использовать (в корыстных целях)
6. recognise	f) распознать, узнавать
7. avoid	g) сокращать, уменьшать
8. reduce	h) избегать
9. educate	i) обучать

Ex.5. Find in the text phrases used with these verbs. Translate them into Russian:

E.g.: target 2 in every 3 adults by online fraud; be targeted by one suspicious scam text or call in three months.

Ex.6. Complete the sentences with the following words: *campaign, scam, impersonate, rife, victim, suspicious, reduce, awareness, alert.*

1. Because online fraud is so … , everyone must be cautious.
2. A common phone call … that people have been receiving that your Social Security number is suspended for suspicious activity.
3. Criminals often … a person of authority, co-worker, or trusted organisation.
4. The government's new … aims to raise public … about the dangers of fraud.
5. You should never click on links in … emails or text messages.
6. The strategy's goal is to … the harm caused by these crimes.
7. If you are more … to the risks, you are less likely to become a ….

Ex.7. Write down the actions and methods used by fraudsters to scam people:

_____

_____ .

What preventive measures can be taken?

Ex.8. Visit the site and do the fraud quiz.
Share the results with the group

What about you?

Have **you** or anyone you know ever experienced a scam/ been a victim of fraud?

What happened?

Do **you** know how to avoid fraud?

Be aware!

One of our best weapons against fraud is **knowledge**. Once you know the **tactics** fraudsters commonly use and the **signs** to look out for, you have more chance of avoiding them. A list of tactics includes:

Tactic 1. Authority or a 'trusted' voice
Tactic 2. Deepfakes
Tactic 3. False urgency
Tactic 4. Emotion
Tactic 5. Scarcity
Tactic 6. Current events
Tactic 7. Building relationships

If you **EVER** receive one of these requests, it should be a **warning sign**. Always **take time to stop**, think and check if it's real.

Be wary if anyone:

- asks you to share a one-time-passcode;
- asks for your PIN or password in full;
- asks for payment before sending a prize or lost delivery;
- asks for a direct transfer of cash or cryptocurrency;
- asks you to move away from an official payment site to make a direct payment;
- asks for money before you've met in person;
- asks you to click on suspicious links.

Ex.8. Read the text. Match the tactics (1-7) with their description (a-g):

a) Be suspicious of anyone rushing you with threats or rewards or benefits for a limited time only. Pressure is a key sign of a scam;
b) Scammers often pretend to be important people or official organisations you trust, like your bank or a government agency, to trick you into listening;
c) Be wary of offers for limited items or amazing deals (e.g. This discount ends in the next hour. Criminals use "fear of missing out" to make you respond quickly);
d) Criminals use emotional language - fear, hope, or curiosity - to trick you into acting on impulse, not logic. They may even use AI to fake a loved one's voice;
e) Fraudsters often try to earn your trust by developing a rapport and finding shared interests before they ask you for money or personal information - before you've even met them in real life;
f) Criminals often exploit recent news stories, big events or specific times of year (like the tax reporting deadline) to seem more believable;
g) Fraudsters use AI to create "deepfakes" - highly realistic fake images, videos or audio that perfectly mimic a real person's voice and appearance.

Ex.9. Agree or disagree. If the statement is false, make it correct:

1. It is safe to click a link in an email from your bank.
2. A real company will never ask for your password.
3. You should always call the company yourself to check a story.
4. If you win a prize you didn't enter for, it is probably true.

5. An email with many spelling and grammar mistakes is likely from a trustworthy source.
6. It's okay to give your personal information if the email looks very official with logos.
7. If a stranger on the internet asks you for money, you should trust their story and send it.
8. Your bank or the police will never ask you for your PIN, bank card, or ask you to withdraw money or buy items on their behalf.

Ex.10. Complete each piece of advice with the words: *verify, code, caller, friend, urgency, information, offers, suspicious, password, stranger.*

1. If an email or call makes you feel … just stop. Do nothing.
2. Be very careful with messages that have a lot of … like "Act now!"
3. A real bank will never ask you for your PIN or one-time … sent to your phone.
4. Never give your personal … or your … to someone who calls you.
5. If you are unsure, always … the story. Find the company's real phone number and call them yourself.
6. If you don't know the … don't answer the phone.
7. If a website has amazing … or prices that are too good to be true, they usually are.
8. Never send money to a … you only know online.
9. If you are worried, talk to a … or family member for advice.

Ex.11. Working in pairs / groups, find out key phrases of fraud identified in the case study. Name "red flags":

Case study!

Harry, a barrister in his forties, got a call from a person claiming to be his bank's fraud prevention department about an attempt to hack his account earlier in the week. This rang true because he had received a suspicious message from a delivery firm requiring bank details for unpaid delivery costs that week. Harry was rushing as he was late to get home and was distracted. His immediate reaction was relief that the bank had picked up the issue and contacted him.

The caller said that there were suspicious transactions appearing on the account and described them. Harry had not made these payments and the caller said that to cancel the transactions he would need to read out the one-time passcode code he was being sent. Harry followed these instructions, and this continued a number of times until he became suspicious and hung up the call. The callers were fraudsters attempting to get around Harry's bank security measures. As Harry had given them the one-time passcode, they were able to access his account and transfer out £10,000.

Red flags: _____
_____
_____ .

a) Match the beginning of the sentences (1-9) with their endings (a-i) to create complete pieces of fraud prevention advice:

1. Be skeptical of	a) by finding the official number yourself
2. Verify the caller	b) in unexpected texts or emails
3. Never click on links	c) unsolicited calls
4. Never use a number	d) provided to you by a caller
5. Avoid sharing	e) banking or personal information
6. Don't be pressured by urgency. Hang up and contact	f) caller ID names and numbers
7. Never grant remote access to your computer	g) the company or a family member directly
8. Be wary of payment requests. Never transfer money	h) on behalf of a stranger
9. Don't trust	i) to someone who contacts you unsolicited

Scan me!

b) Make up your own pieces of advice using the following verbs: *be aware, be vigilant, send, reply, report, ignore, recognise, pay, remember, download, refuse, update, check, monitor, enter, be panic, report.*

c) Check your vocabulary knowledge. Follow the QR-code.

Ex.12. Study the leaflet. Match the English and Russian equivalents of the scammers' tricks. There is an extra one:



Fig. 123. "Stay alert to fraud" leaflet

- vehicle scam;
- family emergency scam;
- phone recharge scam;
- miracle pills scam;
- threaten to hack an account;
- blocking card scam.

Translate the fraud prevention tips. What other advice can you offer?

Role play

Cadet A: You are a police officer. You are supporting the national "Stop, Think Fraud" campaign to raise awareness of fraud and the different types of offences that can impact on people and what one can do to reduce their chances of becoming a victim. Educate citizens how not to become a victim of fraud or inform them what are consequences of committing fraud. You can use the photo and the link as an example of different ways police use to educate citizens:



Fig. 124. Stop! Think Fraud!

Scan me!

Cadet B: You are a potential victim. Remember the advice you were given by the officer as well as all information of the unit. You aim is to avoid being a victim of fraud. Ask as many questions as possible to verify the information. Explain why you are suspicious.

Cadet C: You are a scammer. Try to convince your partner to send you money using one of the tricks from the videos or any you like (urgent problem, fake job offer, etc.).

Project work!

A GUIDE TO SCAM PREVENTION

Create a leaflet, infographic, or video devoted to scam prevention.

Goal: to inform and persuade your audience to be more vigilant, reduce victimisation, build stronger, more resilient community.

Language: Your work can be in English only, or to maximise its impact, you can make it bilingual by adding Russian subtitles or text.

STEPS:

1. Choose the *audience* you are going to educate.
2. Choose one-two specific types of fraud you consider the most urgent for this audience .
3. Your content should include:
   - "red flags" (key signs of this scam),
   - at least 5 tips on scam prevention (how to protect yourself),
   - actions to take (what to do if you encounter it or become a victim).
4. Follow the key principles:
   - Use clear visuals and headings to organise your information.
   - Create a concise and memorable title that immediately catches attention.
   - Ensure your tips are relevant and clear for the target audience.

References

1. Small talk https://www.linguaouse.com/esl-lesson-plans/business-english/small-talk.
2. Sounding polite https://www.linguahouse.com/esl-lesson-plans/general-english/sounding-polite .
3. Getting to know someone https://www.linguahouse.com/esl-lesson-plans/general-english/getting-to-know-someone.
4. Meeting People- Phrases https://www.usingenglish.com/teachers/lesson-plans/view-meeting-people-phrases/
5. Meeting people for the first time https://www.cambridgeenglish.org/learning-english/activities-for-learners/a1r004-meeting-people-for-the-first-time.
6. Greetings https://culturalatlas.sbs.com.au/indian-culture/indian-culture-greetings.
7. 7 Interesting English Small Talk Topics https://www.fluentu.com/blog/english/english-small-talk/#toc_1
8. Making Small Talk https://basenglish.com/making-small-talk-beginner-a1/
9. Event Safety: Tips and Guidelines for Ensuring a Safe and Secure Event. https://brittsimperial.com/event-safety-tips-and-guidelines-for-ensuring-a-safe-and-secure-event/
10. History and Evolution of Aviation Security. https://sassofia.com/blog/history-and-evolution-of-aviation-security/
11. Checkpoint Design: facilitating threat identification. https://tsi-mag.com/checkpoint-design-facilitating-threat-identification/
12. May I keep head coverings and other religious, cultural or ceremonial items on during screening? https://www.tsa.gov/travel/frequently-asked-questions/may-i-keep-head-coverings-and-other-religious-cultural-or
13. May I keep head coverings and other religious, cultural or ceremonial items on during screening? https://www.tsa.gov/travel/frequently-asked-questions/may-i-keep-head-coverings-and-other-religious-cultural-or
14. PROACTIVE v REACTIVE – A POLICING CONUNDRUM https://caainc.org.au/proactive-v-reactive-a-policing-conundrum/
15. 70+ Thank You Police Quotes (Officers or Cops) https://talkquery.com/thank-you-police-quotes/
16. Забыть всё. Эксперты рассказали, что россияне теряют в путешествиях https://aif.ru/travel/zabyt-vsyo-eksperty-rasskazali-chto-rossiyane-teryayut-v-puteshestviyah
17. Theft and Property Crime Glossary of Terms https://www.grabellaw.com/theft-and-property-crime-glossary-of-terms.html
18. Основы русского жестового языка для сотрудников полиции : учебное пособие / А.А. Арский, Т.В. Баркова. – Красноярск : СибЮИ МВД России, 2021. – 180 с. https://elibrary.ru/download/elibrary_47153515_25682656.pdf
19. Policing Code of Ethics https://www.theiacp.org/resources/policing-code-of-ethics#:~:text=As%20a%20sworn%20officer%2C%20my,otherwise%20impact%20peace%20and%20order
20. Герои рядом с нами https://rutube.ru/video/1dd3b60981c360aaa88ecbd121ee94d9/?playlist=282100
21. BASIC POLICE PROCEDURES: A manual for Georgia peace officers https://www.ojp.gov/pdffiles1/Digitization/001085NCJRS.pdf
22. Is this Britain's most ridiculous 999 'emergency'? https://www.dailymail.co.uk/news/article-12605875/Met-999-caller-police-followed-home-cat.html
23. Putting lives in jeopardy: These are the most ridiculous 999 calls made in 2018 https://uk.news.yahoo.com/putting-lives-jeopardy-ridiculous-999-calls-made-2018-084803124.html?guce_referrer=aHR0cHM6Ly95YW5kZXgucnUv&guce_referrer_sig=AQAAAFbifFvRiM3D8CuWi9yVBjs0hLHEAJh-ewuACPSebWmBIIBJ465SP7-D2J8rHQALrHjDqFPlC83wRI59ZadG-6g1uBPWPhtNGuKqAM3th0PAUGsoL1pISADgjxgKTFyQ0eHoj7JIK6sFdLmFUndohsUr8dn_wsP0JWEJatsedR4&guccounter=2
24. Федеральный закон №488-ФЗ от 30.12.2020 «Об обеспечении вызова экстренных оперативных служб по единому номеру «112» и о внесении изменений в отдельные законодательные акты Российской Федерации» https://www.garant.ru/products/ipo/prime/doc/400056398/
25. Постановление Правительства РФ от 12 ноября 2021 г. N 1931 «Об утверждении обязательных требований к организации и функционированию системы обеспечения вызова экстренных оперативных служб по единому номеру «112» диспетчерским службам» https://base.garant.ru/403052132/
26. What makes a real hero in law enforcement? https://www.police1.com/police-heroes/articles/what-makes-a-real-hero-in-law-enforcement-8AI470bcBjbmRJHi/
27. Witness Interviewing Techniques https://criminal-justice.iresearchnet.com/criminal-justice-process/investigation-and-evidence-gathering/witness-interviewing-techniques/
28. WHO did WHAT? And WHY? – Police Interview Strategies https://lama.hypotheses.org/73
29. Investigative interviewing https://humanfactors101.com/tools/investigative-interviewing/
30. 20 Must-Know Police Detective Interview Questions (With Answers) https://interviewprep.org/police-detective-interview-questions/
31. Investigative interviewing witness guide https://fyi.org.nz/request/21325/response/80666/attach/3/Harris%20JA%20IR%2001%2022%2037549%20signed%20response.pdf
32. Verbal portrait in criminology and literary works https://vogueindustry.com/17205235-verbal-portrait-in-criminalistics-and-literary-works
33. Habitoscopy is a forensic doctrine of the external attributes of a person. Means and methods of habitoscopy https://who-knows.imtqy.com/articles/F19110/index.html
34. How to Describe Someone's Physical Appearance in English https://manwrites.com/how-to-describe-someones-physical-appearance-in-english/
35. The Bertillon system https://www.nlm.nih.gov/exhibition/visibleproofs/galleries/technologies/bertillon_image_2.html#:~:text=Bertillon's%20filing%20system,controlling%20individual%20citizens%20and%20immigrants.
36. Criminal Identification: The Bertillon System https://www.clevelandpolicemuseum.org/historical/criminal-identification-the-bertillion-system/
37. Police Lineups and Eyewitness Identification https://scholarworks.merrimack.edu/cgi/viewcontent.cgi?article=1038&context=honors_capstones
38. Crime and Disorder Act 1998 https://www.legislation.gov.uk/ukpga/1998/37/contents
39. Police officers on patrol to combat anti social behaviour in Grays https://www.yourthurrock.com/2023/08/08/police-officers-on-patrol-to-combat-anti-social-behaviour-in-grays/
40. Fraud represents 41% of all crime against individuals in England and Wales. How do we break the fraud chain? https://ukparliament.shorthandstories.com/breaking-fraud-chain-committee-report/index.html#
41. Краткая характеристика состояния преступности в Российской Федерации за январь - июнь 2025 года https://мвд.рф/reports/item/67755056/
42. Fraud Strategy: stopping scams and protecting the public (accessible) https://www.gov.uk/government/publications/fraud-strategy/fraud-strategy-stopping-scams-and-protecting-the-public
43. 'Scams by A-Z index' of Canadian Anti-Fraud Centre https://antifraudcentre-centreantifraude.ca/scams-fraudes/azindex-eng.htm
44. Stop! Think Fraud!. Giving you the knowledge and tools you need to stay ahead of scams. https://stopthinkfraud.campaign.gov.uk/

Figures References

1-4. https://www.eslprintables.com/powerpointpreviews/65691_1-greeting_around_the_world.jpg.
5-13. https://www.freepik.com/premium-vector/two-people-hugging-each-other-celebrating-line-art-illustration-meeting_362480445.htm; https://cdn.vectorstock.com/i/500p/99/93/handshake-vector-2029993.jpg; https://studref.com/htm/img/29/10703/20.png; https://cdn.vectorstock.com/i/750p/55/96/american-female-veteran-soldier-or-military-vector-39895596.avif; https://mantroterapiya.ru/wp-content/uploads/2018/12/анджали-мудра.jpg; https://www.shutterstock.com/image-vector/hand-waving-isolated-vector-icon-260nw-1635558946.jpg; https://stock.adobe.com/ca/search?k=fistbump+icon; https://cdn.vectorstock.com/i/500p/59/25/hand-gesture-of-two-people-giving-each-other-high-vector-20975925.jpg; https://thelib.ru/books/00/14/22/00142292/_02.png.
14-16. https://profxp.ru/upload/iblock/944/944ce3a4cb2f07e8ba2c62aab914d53b.png; https://cdn.vectorstock.com/i/500p/51/37/two-businessmen-handshake-vector-13345137.jpg;; https://thumbs.dreamstime.com/b/дело-деловой-встречи-107859649.jpg.
17. https://d2cbe6qj96hbor.cloudfront.net/puzzles/Y56P01NBX4JIJWLC.jpg.
18. https://thumbs.dreamstime.com/z/planning-if-can-t-find-way-forward-let-s-find-way-back-44697318.jpg.
19. https://itexts.net/files/online_html/323418/i_010.png.
20-32. Depictions drawn by the authors.
33. https://trip-together.ru/wp-content/uploads/2020/08/velikiy-novgorod-plan-shema.jpg.
34. AI Generator image.
35. https://storage.pravo.ru/image/19/9627.png?v=1513319356.
36. https://avatars.mds.yandex.net/i?id=d069250c4a3595926da2449fc22fa5ea40c46ec7-16467138-images-thumbs&n=13.
37. https://s3.amazonaws.com/lowres.cartoonstock.com/health-beauty-car-auto-automobile-road-street-gsun29_low.jpg.
38. https://sc43.ru/wp-content/uploads/2015/10/Lovushki_na_dorogakh-02.jpg.
39. https://avatars.mds.yandex.net/i?id=46ffa7412e6cf9acca67d4c74bea290c8f138a90-2374603-images-thumbs&n=13.
40-42. AI Generator images.
43-45. https://a.d-cd.net/d566b61s-960.jpg.
46. https://avatars.mds.yandex.net/i?id=97cc79cc0ecc238fe7ccda09e462c1e779b6f1c1-4884623-images-thumbs&n=13.
47. https://cs14.pikabu.ru/post_img/2023/03/04/7/og_og_1677928123278481563.jpg.
48. https://i.pinimg.com/736x/01/c9/14/01c914d9d59e6573cbc146b75c289aab.jpg.
49. https://avatars.mds.yandex.net/i?id=27cac755bb1ad99b6d2e3f74c5caffdd_l-4936065-images-thumbs&n=13.
50. https://i.pinimg.com/originals/8d/11/1a/8d111ac86d4d0ad82a9fdf8f3d604623.jpg.
51. https://i0.wp.com/i5.walmartimages.com/asr/2beb8c39-1e24-4c26-ad6ad70675e972e2.321a7dee55b7f288a4616f2b45a76d44.jpeg.
52-58. https://cdn-icons-png.flaticon.com/512/657/657669.png; https://i.pinimg.com/originals/fa/71/f7/fa71f788079509126269402a28672469.jpg; https://avatars.mds.yandex.net/i?id=646c4b30e76710d592ab3b01a9034edf_sr-5874989-images-thumbs&n=13; https://avatars.mds.yandex.net/i?id=745ec444bcab67c6e423cad90acc2fb1_l-4114739-images-thumbs&n=13; https://manuals.plus/wp-content/uploads/2023/11/Screenshot_41-121.png; https://avatars.mds.yandex.net/i?id=6aa3e0ba3ce9050ee4f46f2a0c65df3d_l-5233430-images-thumbs&n=13.
59. https://static.vecteezy.com/system/resources/thumbnails/059/538/269/small/a-soccer-fan-waving-a-scarf-black-and-white-football-silhouette-free-vector.jpg.
60. https://evolv.com/
61. https://i.pinimg.com/736x/f6/ec/d1/f6ecd171ea7b6280e105e7621fb5031e.jpg
62. AI Generator image.
63. https://m-chu.ru/wp-content/uploads/2019/09/karmanniki.jpg.
64. https://cdn.culture.ru/images/43647ba6-6daf-5a30-946b-79e7eccdd4ff.
65. https://pic.rutubelist.ru/video/d1/1a/d11a6e8da6d371c3253e6a1cfd414696.jpg.
66. Depiction drawn by the authors. **67.** AI Generator image.
68. https://i2.wp.com/ufreeonline.net/wp-content/uploads/2019/04/lost-and-found-form-sample-fresh-rental-property-inspection-form-tulumsender-of-lost-and-found-form-sample.png
69. https://i.pinimg.com/736x/a9/83/78/a98378106861c5397fad0c7dd513fd27.jpg.
70. https://elibrary.ru/download/elibrary_47153515_25682656.pdf.
71. https://avatars.mds.yandex.net/i?id=69dcce06afbd75a9df89ea2891227388b9734edd-5176294-images-thumbs&n=13.
72-76. https://handiz.ru/wp-content/uploads/2023/08/6.jpg.
77-85. https://rutube.ru/video/1dd3b60981c360aaa88ecbd121ee94d9/?playlist=282100.
86. https://avatars.mds.yandex.net/i?id=69dcce06afbd75a9df89ea2891227388b9734edd-5176294-images-thumbs&n=13.
87-91. AI Generator images.
92-93. LaRousse , Dictionnaire du Français Langue Étrangère, Niveau 1, Librairie LaRousse, 1978, 910 p.
94. https://lama.hypotheses.org/73.
95. https://www.cartoonstock.com/cartoon?searchID=CS261225.
96. https://s.hdnux.com/photos/03/10/46/821673/11/rawImage.jpg.
97-98. AI Generator images.
99. https://cdnstatic.rg.ru/uploads/images/154/41/85/d.jpg .
100. https://i.pinimg.com/originals/fa/d4/d2/fad4d208878d032d59572516678b6561.jpg.
101. https://avatars.mds.yandex.net/i?id=49d29ef9a524a51346e0bae06bc57bcf_l-3917045-images-thumbs&n=13.
102. https://files.cults3d.com/uploaders/14094073/illustration-file/4e2833f5-e42f-46ad-9447-e7982a244bd9/quasimodo.jpg.
103. AI Generator image.
104. https://i.pinimg.com/originals/ec/8a/53/ec8a5389999b270fdf1eb66e1c99778a.jpg
105. AI Generator image.
106. https://i.pinimg.com/736x/b6/e3/90/b6e390e2abcd307f5d901ca6b2b69704.jpg.
107. https://i.pinimg.com/736x/f5/62/98/f562983d65628fc7399b6f6ae0a0aa1b.jpg.
108. https://i.pinimg.com/736x/1b/3a/37/1b3a37a30a2a793ff32004aadd09af5c.jpg.
109. https://sun9-47.userapi.com/c840238/v840238819/2ad01/GXLov3oJ2ek.jpg.
110. AI Generator image. **111.** https://facts.museum/img/facts/522.jpg.
112. http://www.uturn.org/Prisonshow/prishow2.htm.
113. https://fr.wikisource.org/wiki/Page:Bertillon_-_Identification_anthropom%C3%A9trique_(1893).djvu/8
114-115. https://i.pinimg.com/originals/d0/18/76/d018764e3167c9f4822144de538a772e.jpg
116. https://i1.wp.com/pswordpress-production.s3.amazonaws.com/2012/09/Identikit.gif?fit=600%2C450&ssl=1
117. https://www.wicid.tv/2016/04/12/eye-witness-testimony-helpful-or-deadly/amp/
118. https://avatars.mds.yandex.net/i?id=7343f70d9a92dfdd1bac1d88b87c64eaf900cda3-5887026-images-thumbs&ref=rim&n=33&w=356&h=200
119. AI Generator image. **120.** Depiction drawn by the authors.
121. https://i0.wp.com/www.yourthurrock.com/wp-content/uploads/2023/08/Screenshot-2023-08-08-at-07.46.44.png?resize=566%2C374&ssl=1
122. https://kids.kiddle.co/Anti-social_behaviour_order
123. https://ugim-3.ru/wp-content/uploads/028.webp
124. https://ashby.nub.news/news/local-news/leicestershire-police-says-stop-think-fraud-roadshow-had-good-response-from-the-public-when-it-came-to-ashby-222104

Учебное издание

Парнюк Наталия Витальевна,
кандидат психологических наук;
Хисматулина Наталья Владимировна,
кандидат педагогических наук;
Пугачева Светлана Александровна

АНГЛИЙСКИЙ ЯЗЫК

Учебное пособие

Корректор *Хисматулина Н. В.*
Компьютерная верстка *Хисматулина Н. В.*

EDN: AJNFJH

Подписано в печать 30.03.2025. Формат 60×84 $^{1}/_{16}$.
Печать цифровая. Объем 8 п. л. Тираж 100 экз. Заказ № 35/25

Отпечатано в Санкт-Петербургском университете МВД России
198206, Санкт-Петербург, ул. Летчика Пилютова, д. 1