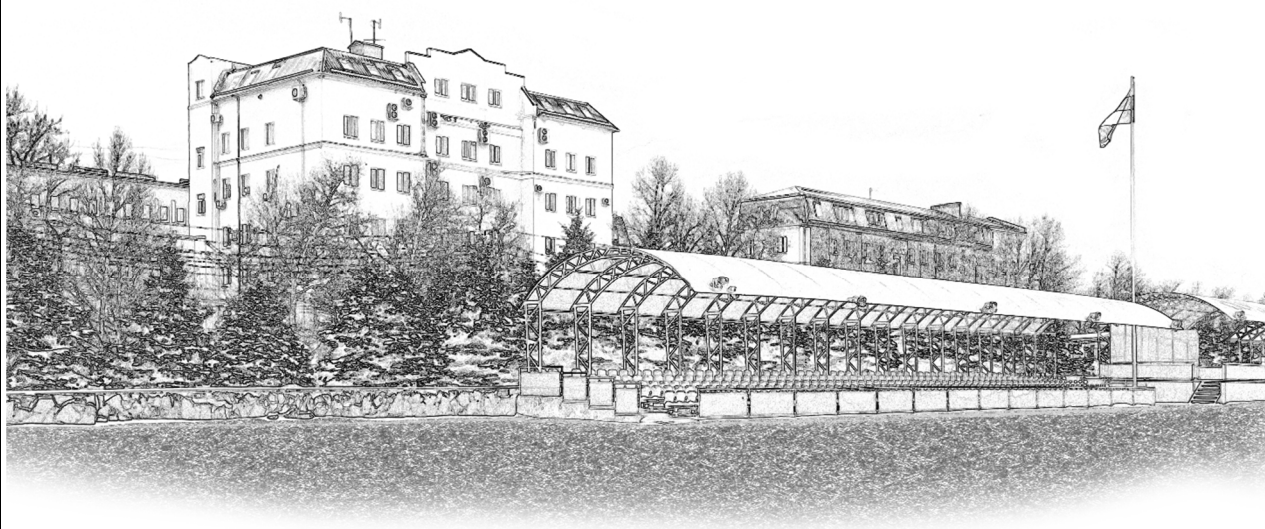




Краснодарский университет МВД России

**АНГЛИЙСКИЙ ЯЗЫК**  
**(для обучающихся по специальности**  
**«Правовое обеспечение национальной безопасности»)**



Краснодар  
2026

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Учебное пособие

Краснодар  
2026

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Содержатся профессионально ориентированные материалы для изучения английского языка. Особое внимание уделяется коммуникативным и лексическим упражнениям (подстановочным, ситуационно обусловленным и стимулирующим свободное высказывание), которые обеспечивают формирование и развитие навыков владения языком.

Для профессорско-преподавательского состава, курсантов, слушателей образовательных организаций МВД России и сотрудников органов внутренних дел Российской Федерации.

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## ТЕМА 1

### ЛИЧНЫЕ ДАННЫЕ

Revise the basic information on the topic using the link

**1. Insert the appropriate word and translate the sentences**

**Beauty / beautiful**

1. Age before ... .

I'm still ... , aren't I, George?

**Doubt / doubtful**

2. There would be no ... where this incredible information had originated.

You must admit her statement to be ... .

**Useful / use**

3. What's the ... of waiting for him? He won't come.

I want to be ... for my family.

**Hopeless / hope**

4. Well, ... can be a terrible thing.

Jim's plan seemed ... , but he brought it off.

**Home / homeless**

5. Make yourself at ... .

Scores of persons were left ... from destruction by wind.

**Central / Centre**

6. I work at Howard Medical ... .

The ... committee will meet tomorrow.

**Cultural / cultures**

7. It's important to learn about other ... .

This city has a rich ... heritage.

**Lawless / law**

8. The police must uphold the ... .

This country is said to be ... and corrupt.



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## 2. Match the words to make phrases

|                              |                                              |
|------------------------------|----------------------------------------------|
| 1. to maintain               | 1. of Internal Affairs of Russian Federation |
| 2. to become                 | 2. of parents                                |
| 3. to complete               | 3. under operational conditions              |
| 4. to include                | 4. on-the-job training                       |
| 5. to set                    | 5. public safety                             |
| 6. to master                 | 6. the problems                              |
| 7. to perform                | 7. as a field criminalist                    |
| 8. to prevent                | 8. crimes                                    |
| 9. to search for             | 9. high goals                                |
| 10. to be proud              | 10. a police officer                         |
| 11. to work                  | 11. enforcing the law                        |
| 12. to tell                  | 12. some words                               |
| 13. the Krasnodar University | 13. physical evidence                        |
| 14. to handle                | 14. my profession                            |
| 15. be responsible for       | 15. a training program                       |

## 3. Match English phrases with their Russian equivalents

- |                                  |                         |
|----------------------------------|-------------------------|
| 1. <i>Attention! ( Shun! )</i>   | a) присутствовать       |
| 2. <i>To be present</i>          | b) быть на хоз. работах |
| 3. <i>To be absent</i>           | c) быть в увольнении    |
| 4. <i>To be ill</i>              | d) вольно!              |
| 5. <i>To be on duty-detail</i>   | e) быть в командировке  |
| 6. <i>To be at work</i>          | f) отсутствовать        |
| 7. <i>To be on leave</i>         | g) Смирно!              |
| 8. <i>To be away on business</i> | h) болеть               |
| 9. <i>At ease!</i>               | k) быть в наряде        |



#### 4. Choose the appropriate rank for each picture

*Example: The rank of private corresponds to picture ...*

1. Рядовой – private 2. Сержант – sergeant 3. Старшина – sergeant-major  
4. Младший лейтенант – junior lieutenant 5. Лейтенант – lieutenant 6. Старший лейтенант – senior lieutenant 7. Капитан – captain 8. Майор – major  
9. Подполковник – lieutenant colonel 10. Полковник – colonel 11. Генерал – general  
12. Генерал-лейтенант – lieutenant general 13. Генерал-майор – major-general  
14. Генерал-полковник – colonel general

A)



B)



C)



D)



E)



F)



G)



H)



I)



K)



J)



M)



L)



N)



## 5. Choose the correct preposition

1. This is a short story ... myself.

a) for b) about c) of

2. I am ... Krasnodar.

a) of b) since c) from

3. A police officer is a person who is responsible ... enforcing the law and maintaining public safety.

a) for b) about c) from

4. I set high goals ... myself and work hard to reach them.

a) about b) in c) for

5. My task is to master my profession and perform well ... operational conditions.

a) under b) at c) in

6. I am very proud ... him.

a) for b) upon c) of

7. My father is 2 years elder ... my mother.

a) to b) than c) above

8. We like to spend free time ... .

a) together b) against c) opposite

9. How many people does his family consist ... ?

a) from b) of c) out

10. Our group is ready ... the English classes

a) before b) after c) for

11. The student ... duty is Ivanov.

a) on b) of c) in

12. Sit ... !

a) up b) straight c) down

13) You're to handle ... the problems of crime detection

a) for b) – c) in

14) He helps his younger sister ... her homework.

a) with b) about c) in

15) He is away ... business.

a) in b) for c) on

## **6. Translate the dialogues:**

### **1**

- Привет! Я – Николай! Ты первокурсник или второкурсник?

- Привет! Меня зовут Артем, я первокурсник, а ты?

- Я учусь на втором курсе. Ты тоже курсант факультета по подготовке специалистов для органов предварительного расследования?

- Какое совпадение, да! Трудно учиться в нашем университете?

- Если ты трудолюбив и амбициозен, ты успешно завершишь учебную программу и овладеешь профессией следователя.

### **2**

- Почему ты выбрал профессию полицейского?

- Она с детства мне нравилась и казалась наполненной приключениями и азартом.

- А мне, как многим выпускникам, пришлось совершать непростой выбор, определяясь, кем же они желают стать в будущем. Твоя будущая профессия связана с риском, не так ли?

- Да, сотрудники полиции могут оказаться в опасных и непредсказуемых ситуациях, когда их решения могут повлиять на жизни людей. К тому же, требуется хорошая подготовка, физическая и психологическая устойчивость.

## ТЕМА 2

### МОЯ БУДУЩАЯ ПРОФЕССИЯ

Revise the basic information on the topic using the link



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#### **1. Insert the appropriate word and translate the sentences**

##### **1. agree / disagree**

I entirely ... with what you said.

They ... on fundamental principles.

##### **2. Ability / disability**

His ... in mathematics is outstanding.

It's a serious disease that can cause ... or death.

##### **3. Appear / disappeared**

... confident at the interview.

The document ... from the desk.

##### **4. Unite / disunited**

Mr. Gasser introduced his paper entitled "... against racism".

The new policy ... the employees.

##### **5. busy / business**

I've got a class action lawsuit that's, uh, keeping me pretty ... .

I'm here strictly on ... .

##### **6. readiness / ready**

Admins, have your account details ... when you call Support.

It underlines in particular its ... to support the electoral process.

##### **7. interrogation / interrogator / interrogate**

And what authority had he to ... him?

She felt nervous during the ... .

The police ... asked the suspect about his whereabouts in the night of the crime.

**2. Fill in (nationalities, subjects, wear, disposal, outlook, crime detection, handle, methods, Training, foreign languages, study, get, fighting, envoys, police)**

1. It is one of the ... colleges in our country.
2. My schoolmates are ... of many regions of our country.
3. ... at our college is difficult but very interesting.
4. According to the regulations the trainees are to ... a special police uniform.
5. Our future profession is law, ... ... and crime investigation.
6. We are to ... big problems of life and perform well under operational conditions.
7. Besides we are to ... professional skills and abilities.
8. But ... crime is not the only task our future work.
9. Special subjects are not the only ... of our curriculum.
10. They are to form our world ... and improve our general education.
11. Knowledge of special means, ... and forms of crime prevention and crime detection is quite necessary for us.
12. Social sciences and ... .... are in the program of our studies too.
13. A state grant, medical services and other conveniences are at our students' ... .
14. They are of different ... but they are equal members of our multinational college family.
15. We are ready to ... many different subjects.



### 3. Match the following English words and expressions with their Russian equivalents:

- |                                 |                        |
|---------------------------------|------------------------|
| 1) subjects                     | a) умело действовать в |
| 2) means                        | оперативных условиях   |
| 3) schoolmates                  | b) выпускник           |
| 4) Social sciences              | c) мировоззрение       |
| 5) According to the regulations | d) согласно уставу     |
| 6) World outlook                | e) предметы            |
| 7) equal                        | f) равноправный        |
| 8) fighting                     | g) государственная     |
| 9) a state grant                | стипендия              |
| 10) to perform well under       | h) общественные науки  |
| operational conditions          | i) борьба              |
| 11) graduate                    | j) однокурсники        |
|                                 | k) средства            |

### 4. Read, translate and perform the tasks

A police officer is a person who is responsible for enforcing the law and maintaining public safety. To become a police officer, a person usually needs to complete a training program that includes physical fitness training, classroom instruction and on-the-job training. You must also pass background checks and meet other eligibility requirements.

A police officer's job may include responding to emergency calls, patrolling neighborhoods, investigating crimes. They may also make arrests when necessary and write reports on incidents and investigations.

To be a good police officer, you should have strong communication and problem-solving skills. You should be able to remain calm in stressful situations and make quick decisions when necessary. You should also have a deep respect for the law and for the rights of others. Working a police officer can be dangerous. Police

officers must be prepared to respond to emergencies and protect themselves and others.



#### **Task 4.1 Answer the following questions:**

- 1) What is a police officer responsible for?
- 2) What do you need to complete to become a police officer?
- 3) What does a police officer's job include?
- 4) What skills should you have?
- 5) Why is this profession dangerous?

#### **Task 4.2 Find Russian equivalents:**

patrolling neighborhoods, problem-solving skills, eligibility requirements, deep respect, emergency calls, on-the-job training, enforcing the law, writing reports, to respond to emergencies

#### **Task 4.3 Translate in English:**

Навыки коммуникации, требования к квалификации, обучение на месте работы, реагировать на экстренные вызовы, навыки решения проблем, расследование преступлений, физическая форма, соблюдение закона.

#### **Task 4.4 Insert the missing words:**

1. To become a police officer, a person usually needs .... a training program. 2. You must also pass background ... and meet other ... requirements. 3. A police officer's job may include ... to emergency calls, patrolling ... , investigating crimes. 4. You should have strong ... and problem-solving ... . 5. They may also make ... when necessary and write ... on incidents and investigations.

---

Checks, complete, eligibility, responding, neighborhoods, communication, skills, arrests, reports

## 5. Match the portfolio item with its description

|                                                       |                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1) Career Summary and Goals                           | g) A list of conferences, seminars, and workshops you've participated in and/or attended.                                                                                                                                                                                                                               |
| 2) Traditional Résumé                                 | a) A detailed examination of your skills and experience. This section should include the name of the skill area; the performance or behavior, knowledge, or personal traits that contribute to your success in that skill area; your background and specific experience that demonstrate your application of the skill. |
| 3) Testimonials and Letters of Recommendations        | d) A sampling of your best work, including reports, papers, studies, brochures, projects, presentations, etc. Besides print samples, you can also include CD-ROMs, videos, and other multimedia formats.                                                                                                                |
| 4) Samples of Your Work                               | c) A summary of your education, achievements, and work experience, using a chronological or functional format.                                                                                                                                                                                                          |
| 5) Skills, Abilities and Marketable Qualities         | f) A collection of any certificates of awards, honors, and scholar-ships.                                                                                                                                                                                                                                               |
| 6) Awards and Honors                                  | h) A description of relevant courses, degrees, licenses, and certifications.                                                                                                                                                                                                                                            |
| 7) Conference and Workshops                           | i) Document professional or graduate school testing results (such as GRE subject test results).                                                                                                                                                                                                                         |
| 8) Transcripts, Degrees, Licenses, and Certifications | b) A description of what you stand for (such as professional ethics, organizational interests, management philosophy, etc.) and where you see yourself in two to five years.                                                                                                                                            |
| 9) Test Results                                       | k) A list of three to five people (including full names, titles, addresses, and phone/email) who are willing to speak about your strengths, abilities, and experience. At                                                                                                                                               |
| 10) Newspaper Clippings:                              |                                                                                                                                                                                                                                                                                                                         |
| 11) References:                                       |                                                                                                                                                                                                                                                                                                                         |

least one reference should be from your former manager.

e) A collection of any kudos you have received from customers, clients, colleagues, past employers, professors, etc. Some experts even suggest including copies of favorable employer evaluations and reviews.

j) Include articles and/or photos that address your achievement.

### **Task 6. Translate a passage from a conversation between two friends**

- Привет! Рад тебя слышать.

- Привет! Как успехи в учебе? Какие предметы ты будешь изучать на начальных курсах?

- В основном, это общеобразовательные предметы: социальные науки, иностранный язык. Они формируют наше мировоззрение и совершенствуют общее образование.

- В чем отличие обучения в университете МВД от обычного вуза?

- Мы обязательно должны следовать определенным правилам. Согласно уставу, мы должны носить специальную форму. В нашем распоряжении государственная стипендия, бесплатные медицинские услуги, питание в столовой.

- Твои одногруппники тоже из Краснодарского края?

- Нет, они из различных городов нашей страны. А тебе нравится учиться по своему направлению подготовки? Ты же с детства мечтал быть специалистом в области международных отношений.

## Task 7. Choose the appropriate place for each picture

### Facilities at our territory:

1. Dining-room
2. Hostel
3. Firing range
4. Gym
5. lecture hall
6. classroom
7. conference hall
8. parade ground
9. food shop
10. library

a)



b)



c)



d)



e)



f)



g)



h)



i)



i)



### ТЕМА 3

## ПРАВОПРИМЕНИТЕЛЬНОЕ ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАНИЕ В РОССИИ



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**Revise the basic information on the topic using the link**

### **1. Insert the appropriate word and translate the sentences**

#### **Legal / legalize**

1. I wish to obtain any ... evidence of any kind against her.

The activists are pushing to ... street art.

#### **Active / activate**

2. He takes an ... interest in his studies.

To achieve success, you must ... your plans and take action.

#### **Neutral / neutralize**

3. The election was monitored by ... observers.

The security system is designed to ... any intruders.

#### **Organs / organize**

4. He damaged his internal ... in the accident.

She is known for her ability to ... .

**advised / advice**

She takes my ... into account.

The doctor has ... you to eat on time.

**Advisory / obligatory / primary**

5. He is the ... caregiver for his mother.

The course includes an ... internship.

... services are available for students.

**supervising / Supervisory**

6. ... measures should be implemented taking into account all the risks involved.

She is experienced in ... financial audits.

**investigational / investigation / investigator / investigate (2)**

7. The police will ... the crime scene for clues.

The ... questioned everyone involved.

This case requires a detailed ... .

The ... team is gathering additional information to support their case against the suspect, including various ... techniques.

**2. Match the words to make phrases**

|                                        |                                                          |
|----------------------------------------|----------------------------------------------------------|
| <b>1. Law enforcement</b>              | <b>1. specialization</b>                                 |
| <b>2. Lieutenants of</b>               | <b>2. Law</b>                                            |
| <b>3. Refreshment</b>                  | <b>3. education</b>                                      |
| <b>4. Divisional</b>                   | <b>4. highly qualified law enforcement professionals</b> |
| <b>5. Conditions for</b>               | <b>5. a lot of practical skills and abilities</b>        |
| <b>6. Professional</b>                 | <b>6. regulations</b>                                    |
| <b>7. The term of</b>                  | <b>7. of a crime scene search</b>                        |
| <b>8. Criminal</b>                     | <b>8. a criminal</b>                                     |
| <b>9. Law enforcement professional</b> |                                                          |

|                             |                                     |
|-----------------------------|-------------------------------------|
| <b>10. research</b>         | <b>9. work</b>                      |
| <b>11. to apprehend</b>     | <b>10. inspectors</b>               |
| <b>12. to make a record</b> | <b>11. training</b>                 |
| <b>13. to train</b>         | <b>12. courses</b>                  |
| <b>14. to acquire</b>       | <b>13. getting a good education</b> |
| <b>15. routine</b>          | <b>14. police</b>                   |
|                             | <b>15. professional Education</b>   |

### 3. Match English phrases with their Russian equivalents

- |                              |                                 |
|------------------------------|---------------------------------|
| 1. passing score             | a) заочное отделение            |
| 2. devote                    | b) адъюнктура                   |
| 3. applicant                 | c) стрелковый тир               |
| 4. in-service training       | d) плац                         |
| 5. pre-service training      | e) проходной балл               |
| 6. correspondence department | f) обучение в процессе службы   |
| 7. post graduate department  | g) посвящать                    |
| 8. assistant-professor       | h) обучение до службы в органах |
| 9. firing range              | i) абитуриент                   |
| 10. parade ground            | j) доцент                       |



### 4. Fill in (*Declaration, researches, societies, Bachelor's, consolidation, Master's discipline, Education, Entrance, Secondary, instructions, vacations, distance, skills, universities*)

1. There are three kinds of higher education institutions in Russia: .... , academies and institutes.
2. They conduct fundamental and applied .... in a wide spectrum of sciences.
3. The status of an Institute requires teaching of at least one ....
4. All of them are regulated by the Ministry of .... of the Russian Federation.

5. The trend for .... began in 2006 when state universities and colleges of Rostov – on – Don, Taganrog and other southern towns merged into Southern Federal University.
6. In 2003 Russia co-signed the Bologna .... .
7. Basic higher education (4 years) leads to the .... degree, the first university level degree.
8. After two years students get a .... degree.
9. Many Russian universities also offer .... education and provide courses for working professionals for specific professional needs.
10. The academic year lasts from 1 September to Mid June everywhere, with long summer .... from July 1st to August 31.
11. .... examinations are held in July and August.
12. The applicants must have a .... Education Certificate.
13. Every day cadets attend lectures, seminars and practical .... .
14. After classes cadets can be engaged in sports, can have scientific ....., various clubs.
15. Future law enforcement officers acquire a lot of practical .... and abilities.

## **5. Complete the dialogues:**

1)

A. - .....?

B. - To ensure the proper standards of future police officers there is a thorough selection system.

A. - .....?

B. - There are two kinds of training police personnel at the Law Enforcement Institute (Academy, University): in-service and pre-service training.

A. - .....?

B. - There are two departments there: the day department and the correspondence department.

A. - .....?

B. - The term of training is four or five years, but there is always an opportunity for further education.

2)

A. – Where can graduates do research work for a Candidate's and Doctor's degree in Law?

B. - .....

A. – Who is giving lectures and providing instruction and practice?

B. - .....

A. – Whom does our University train?

B. - .....

A. – What are the cadets to keep up with?

B. - .....

**ТЕМА 4**  
**ПРАВОПРИМЕНИТЕЛЬНОЕ**  
**ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАНИЕ**  
**В СТРАНАХ ИЗУЧАЕМОГО ЯЗЫКА**



страница 156

**Revise the basic information on the topic using the link**

**1. Insert the appropriate word and translate the sentences**

***Export (2), life, light, proof, Live, suspect (2), prove, freed, lit, use (2), free***

1. They ..... luxury goods all over the world.
2. She was the main ..... in the case.
3. I don't know how to ..... this software.
4. .... and learn.
5. The teacher banned the ..... of slang words in the class.
6. They found no ..... of the crime.
7. The hostages were finally ..... .
8. Why did you ..... him?
9. They couldn't ..... their innocence.
10. He got a ..... sentence for the crime.
11. The library offers ..... internet access.
12. He led a double ..... .
13. The government is encouraging the ..... of agricultural products.
14. She ..... a fire in the fireplace.

**2. Fill in (*proud, offering, human-relations job, experts, offering, agency, knowledge, Scientific Crime Detection, part-time, Upon, attitudes, storehouse, benefit, stamina, fellow-students*)**

1. Many universities are ..... courses in police science and criminal justice to obtain qualifications in this field for police career.

2. Each of these institutions is a collection of scholars and ..... who are organizing instruction of the police workers.
3. The Police Academy in New York is the principal ..... for police training and education.
4. The Sacramento State College is ..... of great practical law enforcement experience per each instructor.
5. Each instructor is professing ..... in a special field.
6. His ....., methods and techniques are in fact very important for students' education.
7. Law enforcement is by nature a ... ..., college life is offering very good laboratories wherein a student is able to work with, learn from and learn about people.
8. Participation in student government is to develop the ability to work with and for ... ..
9. Participation in athletics is to develop physical strength, skill, ..... .
10. The great ..... from a college education of police officers is training future police workers to think.
11. College study is presenting a ..... of ideas, principles and facts.
12. .... completion of the four-year program, the student is going to receive the Bachelor of Arts degree in Public Administration with specialization in Police Science and Administration.
13. The special subjects within the Police Science and Administration program are: General Police Administration, ... .., Traffic Law Enforcement.
14. The college is offering a certificate program in basic law enforcement for ..... students.
15. The college is also ..... a graduate program for those who are about to take the Master of Science Degree in Public Administration.

### 3. Match the words to make phrases

|                    |                                                   |
|--------------------|---------------------------------------------------|
| 1. to profess      | 1. financial fraud                                |
| 2.to offer         | 2. law enforcement training                       |
| 3. to be proud     | 3. the Bachelor of Arts degree                    |
| 4. to shed         | 4. new situations                                 |
| 5. to make         | 5. a storehouse                                   |
| 6. to carry        | 6. different problems                             |
| 7. to require      | 7. in student government                          |
| 8. to develop      | 8. leadership                                     |
| 9. participate     | 9. cooperative effort                             |
| 10. to solve       | 10. in their future work                          |
| 11. to present     | 11. available                                     |
| 12. to meet        | 12. light                                         |
| 13. to receive     | 13. of great practical law enforcement experience |
| 14. to provide     | 14. courses                                       |
| 15. to investigate | 15. knowledge                                     |

### 4. Use the phrases from ex.3 in the correct form to complete the sentences

1. Each instructor .... in a special field.
2. Many universities .... in police science and criminal justice.

3. The Sacramento State College .... of great practical law enforcement experience per each instructor.
4. The following data are to .... on the system of police training at the Sacramento State College.
5. Laboratory work is requiring cooperative effort of several students, ...., making contacts with others
6. He is .... to the students his own training and experience.
7. The students are .... the philosophies of their former teachers' years ....
8. Laboratory work is .... of several students.
9. .... is to develop the ability to work with and for fellow-students.
10. College study is presenting a storehouse of ideas, principles and facts; and it is helping to develop the ability to put them together to ....
11. Teamwork is to help to develop two characteristic qualities that are of great interest to progressive police administrators - the ability to work with others and the ability to .... by themselves.
12. College study is .... of ideas, principles and facts.
13. Upon completion of the four-year program, the student is going to receive the Bachelor of Arts degree in Public Administration.
14. In addition to a great number of police training Center (FLETC) in Glynco, Georgia, is .... for officers in other 59 federal agencies.
15. The graduates of the FLETC are going to...., alcohol, tobacco and firearms trade violations.

## **5. Complete the dialogues:**

**A**

- How many special institutions in the USA are working in the field of law enforcement professional education?
- .....
- What institution is "alma mater" for most of law enforcement colleges of the Justice Department in America?
- .....
- What fact is the Sacramento State College proud of?
- .....
- What are the main tasks of police training at the Sacramento State College?
- .....

## **B**

- .....?
- The number of its students is about 210.
- .....?
- Since law enforcement is by nature a human-relations job, college life is offering very good laboratories wherein a student is able to work with, learn from and learn about people.
- .....?
- Debating, drama and music are valuable as recreation during college days and later in professional life.
- .....?
- The great benefit from a college education of police officers is training future police workers to think.

## ТЕМА 5

# ГОСУДАРСТВЕННОЕ УСТРОЙСТВО СТРАН ИЗУЧАЕМОГО ЯЗЫКА



страница 4

Revise the basic information on the topic using the link

**1. Fill in (*held, composed, carry out, works, exercised, belongs, directing, sends, pardons, makes, elected, consists, runs, pass, calls*)**

1. The US President is to ... the programs of the Government
2. The Cabinet and other ministers of the Crown are responsible for ... national policy
3. The legislative power ... to the Congress of the United States
4. The legislative power in the country is ... by the House of Lords
5. The US President... ambassadors to other countries
6. The government of the United Kingdom is ... of three branches
7. The Prime Minister lives and ... at No 10 Downing Street
8. The US President ... people convicted of crimes
9. The House of Representatives is ... every two years for two-year terms.
10. The Congress of the United States ... of two chambers: the Senate and the House of Representatives
11. Congress ... all laws
12. The Prime Minister ... the Government and appoints judges
13. In order to become a law all bills and resolutions must ... both the Houses and must be signed by the President

**14.** After a General Election, the King ... upon the leader of the largest party to officially appoint him to a post of a Prime Minister

**15.** The Presidential election is ... every four year in November.

## **2. Match the words to make phrases**

|                            |                                  |
|----------------------------|----------------------------------|
| <b>1. to become</b>        | <b>1. majority</b>               |
| <b>2.to direct</b>         | <b>2. people</b>                 |
| <b>3. to depend on</b>     | <b>3. election</b>               |
| <b>4. to send</b>          | <b>4. the number</b>             |
| <b>5. to have</b>          | <b>5. ambassadors</b>            |
| <b>6. to conduct</b>       | <b>6. the Parliament</b>         |
| <b>7. be appointed by</b>  | <b>7. national policy</b>        |
| <b>8. to consist of</b>    | <b>8. a law</b>                  |
| <b>9. be vested in</b>     | <b>9. the King</b>               |
| <b>10. to hold</b>         | <b>10. the President</b>         |
| <b>11. be</b>              | <b>11. the war</b>               |
| <b>12. to live at</b>      | <b>12. 10 Downing Street</b>     |
| <b>13. to pardon</b>       | <b>13. term</b>                  |
| <b>14. be elected for</b>  | <b>14. two chambers</b>          |
| <b>15. be exercised by</b> | <b>15. a native born citizen</b> |

## **3. Use some of the phrases from ex.2 in the correct form to complete the sentences**

**1.** The country is going ... .. to the ceremony

**2.** The Congress ... ..

3. ... .. the bill has to be adopted by the upper chamber and signed by the President.
4. In Russia, the president ... .. of 6 years.
5. The Prime Minister ... ..
6. Midterm elections will determine which party will ... .. in Congress.
7. The current president has the power ... .. who committed crimes
8. Much is said of the need ... .. against terrorism in accordance with international law
9. The quantity of votes ... .. of people living in the state
10. The Prime- Minister ... ..

#### 4. Choose the correct article

1. Congress is made **up/at** of the Senate and the House of Representatives
2. The President recommends much of the legislation **to/at** the Congress
3. The highest judicial body **in/of** the English judicial system is the House of Lords
4. They are responsible **for/to** directing national policy
5. The government of the USA is composed **of/from** three branches
6. The USA is divided **into/to** 50 states
7. The US President carries **out/of** laws made by Congress
8. The bill must be signed **by/to** the President
9. The legislative power belongs **for/ to** the Congress of the United States
10. The Parliament consists **of/from** two chambers
11. The Presidential election is held every four year **in/at** November
12. The Senate is composed of two members **from/to** each state

13. The King is the supreme commander-**in/of**-chief of the armed forces
14. The President of the USA must be **at/in** least 35 years old.
15. The leader of the party has majority **in/at** the House of Commons.

## 5. Underline the correct item

1. The Prime Minister is usually the leader of the party that has a **majority/minority** in the House of Commons
2. The Prime Minister is the **most/least** senior officer of His Majesty's Government
3. The Prime Minister is technically appointed by the **Monarch/President**
4. General Election indicate which political party wins the **majority/minority** of seats in the House of Commons
5. The King calls **upon/off** the leader of the largest party to officially appoint him to a post of a Prime Minister
6. The Cabinet meets for a few hours each week on a **Thursday/Tuesday** morning at No. 10 Downing Street
7. The Prime Minister can **summon/expel** the Cabinet to meet at any time
8. It is the **Prime Minister's/President's** duty to meet the King during the weekly audiences.
9. The Prime Minister **informs/asks** the King about the business of Government
10. The Cabinet is composed of about 20 ministers, although the number **can/can't** vary
11. The Prime Minister **runs/jumps** the Government
12. The Prime Minister appoints **judges/lawyers**
13. The Prime Minister **makes/does** appointments to senior positions in the Church of England
14. The Prime Minister is the First **Lord/member** of the Treasury

15. The Prime Minister is the «**face**»/«**hand**» of the government in the UK and abroad

**6. Fill in the sentences with the correct words derived from the words in brackets**

1. The highest (**execute**) power in the United States is vested in the President of the United States

2. The Presidential (**elect**) is held every four year in November

3. The President of the USA must be a native born (**city**)

4. The President is to carry out the programs of the (**govern**)

5. The number of (**represent**) from each state depends on the number of people in each particular state.

6. The district courts are (**low**) ones in the Federal court system.

7. The United Kingdom of Great Britain and Northern Ireland is a (**parliament**) monarchy

8. The legislative power in the country is (**exercise**) by the Parliament together with the Monarch

9. The executive bodies are responsible for (**administrate**) at the national level

10. The leader of the party has (**major**) in the House of Commons

11. The Prime Minister is usually the (**lead**) of the party

12. (**Elect**) from each state elect the President of the USA

13. The United Kingdom of Great Britain and Northern Ireland is a (**constitute**) monarchy

14. In (**add**), Congress regulates commerce among the states

15. Each state is divided into (**congress**) districts

## **7. Choose the correct exchange**

- 1.** Is the President of the USA the head of the executive branch of power?
- 2.** Do you know how many members the House of Representatives has?
- 3.** What is the legislative branch of the federal government?
- 4.** The Congress can only declare war, can't it?
- 5.** What does the number of Representatives from each state depend on?
- 6.** Is there any limit to the number of terms a Senator or a Representative may serve?
  - A.** There are 435 members in it
  - B.** There isn't any
  - C.** I am afraid it's not quite so. Congress makes all laws, and each house of Congress has the power to introduce legislation
  - D.** Yes, he is
  - E.** The number of Representatives from each state is based upon its population.
  - F.** As far as I know it's Congress

## **8. Write down a dialogue similar to the one in Ex.7**

## **9. Read the article. Choose the correct answers for questions 1-10**

The politics of the Russian Federation take place in a framework of a federal presidential republic. According to the 1993 constitution, the president of is head state, and of a pluriform multi-party system with executive power exercised by the government, headed by the prime minister, who is appointed by the president by the parliament's approbation. Legislative power is vested in the two chambers of the federal assembly, while the president and the government issue numerous legally

binding by-laws. Although Russia has traditionally been ruled by absolute monarchs and dictators today it has a democratic system of government.

For the executive, the president is elected by popular vote for a six-year term (eligible for a second term, but not for a third consecutive term). The president appoints a cabinet comprising the premier and his deputies, ministers, and selected other individuals.

The legislature, termed the Federal Assembly or *Federalnoye Sobraniye*, consists of two chambers, the 450-member State Duma or *Gosudarstvennaya Duma* and the 178-member Federation Council or *Soviet Federatsii*.

Duma members, who serve four-year terms, are put forward from party lists on a basis of proportional representation. A party gains representation by winning at least five percent of the vote.

The Russian judiciary is divided into three branches: The courts of general jurisdiction (including military courts) are subordinated to the Supreme Court; the arbitration (commercial) court system under the High Court of Arbitration; and the Constitutional Court (including constitutional courts in a number of administrative entities). Civil and criminal cases are tried in municipal courts, which hear more than 90 percent of all civil and criminal cases, courts of appeals, and higher courts. Judges for all courts are appointed for life by the Federation Council on the recommendation of the president.

The legal system is based on civil law system, there is judicial review of legislative acts, and the Russian Federation has not accepted compulsory International Court of Justice jurisdiction. Constitutional justice is based on the equality of all citizens. Judges are independent and subject to the law. Trials are to be open, and the accused is guaranteed a defense.

1. Who is the head of the state?
  2. Who is the head of the government?
  3. Legislative power is vested in the two chambers of the federal assembly, isn't it?
  4. The Russian judiciary is divided into two branches, isn't it?
  5. What term is the president elected for?
  6. What chambers does the Federal Assembly consist of?
  7. What are the courts of general jurisdiction (including military courts) subordinated to?
  8. Is the arbitration court system under the High Court of Arbitration?
  9. Where are civil and criminal cases tried? in municipal courts
  10. How are judges for all courts appointed?
- A. The prime minister is
  - B. No, it isn't
  - C. Yes, it is
  - D. The president is
  - E. To the Supreme Court
  - F. The president is elected by popular vote for a six-year term
  - G. Judges for all courts are appointed for life by the Federation Council on the recommendation of the president

**H.** The Federal Assembly consists of two chambers, the 450-member State Duma and the 178-member Federation Council.

**I.** Yes, it is

**J.** In municipal courts

**10. Write a dialogue similar to the one in Ex.9**

**11. Match the phrases to the titles. Some of them can be used more than once.**



**The United States of America; the United Kingdom of Great Britain and Northern Ireland; Russian Federation**

the President, the executive one, the legislative one, and the judicial one, make laws send ambassadors to other countries, declare wars, the Supreme Court, the Congress, to sign laws, recommend legislation, the Parliament, the House of Lords, direct national policy, have the power to introduce legislation, impeach the President, regulate commerce, run the Government, appoint Cabinet Ministers, appoint judges, lead the majority party, to exercise the supreme control, inform the King, resolve disputes between people, protect individual rights, decide private disputes, interpret and apply the law, hold broad jurisdiction

**12. Use ex.11 to compare the government system in the English – speaking countries and Russian Federation**

## **Supplementary reading**

### **Text 1**

#### **Read the text. Answer the questions**

1. What is the national legislature of Russia?
2. When was the assembly established?
3. Whose is the third most important position after the President and the Prime Minister?
4. What does the jurisdiction of the Federation Council include?
5. Is the upper house or the lower one responsible for appointment and dismissal of the Prosecutor General of Russia?
6. What items does the jurisdiction of the State Duma include?
7. Where must all laws be voted before they are signed into law?
8. Can the Federation Council make changes in bills passed by the Duma?
9. Do the State Duma and the Federation Council usually meet separately or together?
10. When are joint sessions of the State Duma and the Federation Council organized?

The Federal Assembly is the bicameral national legislature of Russia. The upper house is the Federation Council, and the lower house is the State Duma. The assembly was established by the Constitution of the Russian Federation in 1993, replacing the former Supreme Soviet of Russia. It is located in Moscow. The Chairman of the Federation Council is the third most important position after the President and the Prime Minister. In the case that both the President and the Prime Minister are incapacitated, the Speaker of the upper house of the Russian parliament becomes Acting President of Russia.

The jurisdiction of the Federation Council includes: approval of changes in borders between federal subjects of Russia, approval of the presidential decree on the

introduction of a martial law or on the introduction of a state of emergency, deciding on the possibility of using the Armed Forces of Russia outside the territory of Russia, appointment of elections of the President, impeachment of the President, appointment of judges of higher courts of Russia, appointment and dismissal of the Prosecutor General of Russia, appointment and dismissal of Deputy Chairman and half of the auditors of the all Accounts Chamber and others.

The jurisdiction of the State Duma includes: consent to the appointment of the Prime Minister (Chairman of the Government), deciding the issue of confidence in the Government, appointment and dismissal of the Governor of the Central Bank, appointment and dismissal of the Chairman and half of the auditors of the Accounts Chamber, appointment and dismissal of the Commissioner for Human Rights, proclamation of amnesty, advancing of charges against the President for his impeachment and others. As the Russian legislature, all laws must be voted in the Federal Assembly before they are signed into law. All bills, even those proposed by the Federation Council, must first be considered by the State Duma. Upon adoption by a majority of the full State Duma membership, a draft law is considered by the Federation Council, which has fourteen days to place the bill on its calendar. The Federation Council cannot make changes in bills passed by the Duma and can either approve or reject them. If the Federation Council rejects a bill passed by the State Duma, the two chambers must form a conciliation commission to work out a compromise version of the legislation. If two chambers cannot reach a compromise, or the Duma insists on passing the bill *as is*, the veto of the Federation Council can be overridden, if two thirds of the Duma's constitutional composition vote in favor of the bill.

The State Duma and the Federation Council usually meet separately. Joint sessions are organized when:

- President of Russia delivers his annual address to the Federal Assembly;
- For hearing of addresses of the Constitutional Court of Russia;
- To hear the speeches of leaders of foreign States.

## **Text 2**

Bills of the State Duma are adopted by a majority of the total number of deputies of the State Duma, unless another procedure is envisaged by the Constitution. All bills are first approved by the State Duma and are further debated and approved (or rejected) by the Federation Council.

Relatively few roll call votes have been published that identify individual deputies' votes. The votes of individuals are recorded only if the voting is open and the electronic method is used. While not all votes are officially roll call votes, every time a deputy electronically votes a computer registers the individual deputy's vote.

Any citizen of the Russian Federation aged 21 or older who has the right to participate in elections may be elected as a deputy to the State Duma. However, that same person may not be a deputy to the Federation Council. In addition, a State Duma deputy cannot hold office in any other representative body of state power or bodies of local self-government. The office as deputy of the State Duma is a full-time and professional position. Thus, deputies to the State Duma may not be employed in the civil service or engage in any activities for remuneration other than teaching, research or other creative activities.

### **Translate the questions into English and answer them**

1. Как принимают законопроекты Государственной Думы?
2. Когда регистрируют голоса отдельных депутатов?
3. Кто может быть избран депутатом Государственной Думы?
4. Почему депутаты Государственной Думы не могут быть приняты на государственную службу или заниматься какой-либо деятельностью за вознаграждение?

## ТЕМА 6

### РАБОТА ПОЛИЦИИ СТРАН ИЗУЧАЕМОГО ЯЗЫКА



страница 32

Revise the basic information on the topic using the link

**1. Match the verbs on the left with the objects on the right. There may be more than one answer. Think of your own examples with them.**



|                   |                  |
|-------------------|------------------|
| 1. To fight       | 1. the happening |
| 2. To call        | 2. streets       |
| 3. To reconstruct | 3. an ambulance  |
| 4. To apprehend   | 4. search        |
| 5. To penetrate   | 5. the weapon    |
| 6. To develop     | 6. traffic       |
| 7. To conduct     | 7. crime         |
| 8. To direct      | 8. a criminal    |
| 9. To patrol      | 9. underworld    |
| 10. To carry      | 10. fingerprints |

## 2. Use phrases from exercise 1 to complete the sentences

1. Police have everything they need ...
2. The policemen ... .. when they are assigned to guard politicians and diplomats
3. The police main function is, of course, ... ..
4. When the investigator comes to the crime scene, he has to ... ..
5. It's necessary to give the first aid and ... ..
6. One of the police service functions is ....
7. The duty of a forensic scientist is to ... ..
8. Traffic wardens in the streets ... ..
9. Police all over the world ... ..
10. The duty of a detective is ... ..

## 3. Underline the correct item

1. British policemen **patrol/guard streets** in specially marked police cars.
2. The main responsibility of the detectives is to **locate/develop** criminals
3. Police officers do their best to **prevent/reconstruct** crimes
4. British policemen **do not carry/ carry** firearms in their day-to-day work.
5. The duties of the policemen are to **find/reconstruct** lost property
6. Traffic wardens **control/direct** offences
7. Yesterday police **apprehended/found** the dangerous criminal
8. They are **responsible/reserved** for controlling offences
9. The main responsibility of the forensic scientist is to **locate/develop** fingerprints
10. The other **uniformed/ plain-clothes** people you see in British towns are traffic wardens

11. Police policy is **regulated/governed** by the central Government's Home Office
12. During their **shift/work** the officers take instructions from a radio dispatcher
13. The main duty of the policeman is to keep/follow law
14. The police officer **took/gave** a missing person report.

#### 4. Fill in the correct particle

1. Municipal police departments are the heart **of/at** the entire police system
2. The federal police agencies are financed **in/from** the Federal Fund
3. There are five main types of police agencies operating **in/at** the USA
4. Two men broke **into/on** a house in my street last night
5. Both criminals were taken **to/into** the police station
6. He transported people **to/in** the hospital
7. A policeman contributed **to/at** the maintenance of the peace and order
8. The officers usually began their shift **after/before** roll call
9. His function is to deal **with/to** crime and criminals
10. They controlled crowds **at/in** fires last week
11. The investigative work was performed by/with many agents
12. A dangerous criminal may be located **through/with** fingerprint identification
13. This laboratory is staffed **with/by** over 300 employees
14. The FBI fights **against/from** all elements which pose a threat

#### 5. Fill in the sentences with the correct words derived from the words in brackets

1. Their task is to locate and apprehend escaped Federal **(prison)**
2. Laboratory **(examine)** of the fingerprints helped to identify the murderer
3. **(Cooperate)** is vital in the fight against organized crime
4. The **(inform)** we have led us to the search warrant
5. In recent years technological advances have been made in such areas as voice **(identify)**
6. The first **(direct)** was Stanley W. Finch
7. The investigator must **(construct)** the happening
8. The Identification **(divide)** of the F.B.I. was founded in 1924
9. The **(Metropolis)** Police Force was created in 1829
10. The sub-Division are split into **(section)** police stations
11. The British police **(office)** is a well-known figure
12. The pink fluorescent stripe runs **(horizon)** around the bodywork of the police car
13. Most countries have **(nation)** police force
14. The forces co-operate with each other and ask to give **(assist)**

## 6. Study the text. Choose the correct exchange

The Federal Bureau of Investigation (FBI) is the domestic intelligence and security service of the United States and its principal federal law enforcement agency. An agency of the United States Department of Justice, the FBI is a member of the U.S. Intelligence Community and reports to both the attorney general and the director of national intelligence. A leading American counterterrorism, counterintelligence, and criminal investigative organization, the FBI has jurisdiction over violations of more than 200 categories

of federal crimes. The FBI headquarters is in Washington, D.C. The mission of the FBI is to "protect the American people and uphold the Constitution of the United States". Currently, the FBI's top priorities are 1. Protect the United States from terrorist attacks 2. Protect the United States against foreign intelligence operations, espionage, and cyber operations 3. Combat significant cybercriminal activity 4. Combat public corruption at all levels 5. Protect civil rights 6. Combat transnational criminal enterprises 7. Combat major white-collar crime 8. Combat significant violent crime The main branches of the FBI are: FBI Intelligence Branch, FBI National Security Branch, FBI Criminal, Cyber, Response, and Services Branch, FBI Science and Technology Branch, FBI Information and Technology Branch, FBI Human Resources Branch. Each branch focuses on different tasks, and some focus on more than one.

1. What is the FBI?

2. Who does the FBI report to?

3. How many categories of federal crimes are under the US jurisdiction?

4. What are the FBI's top priorities?

5. What are the FBI's main branches?

6. What is the mission of the FBI?

1. To both the attorney general and the director of national intelligence

2. To protect the American people and uphold the Constitution of the United States

3. FBI Intelligence Branch, FBI National Security Branch, FBI Criminal, Cyber, Response, and Services Branch, FBI Science and Technology Branch, FBI Information and Technology Branch, FBI Human Resources Branch

4. The FBI's top priorities are: protect the United States from terrorist attacks, foreign intelligence operations, espionage, and cyber operations

5. More than 200 categories

6. It is the domestic intelligence and security service and the principal federal law enforcement agency

**7. Fill in. Two words are extra (*appointed, deals, shift, carry, cooperates, obey, finished, ranks, wear, keeping, fingerprints, take*)**

1. In most countries the police ... guns

2. Like in the army, there are a number of ... in police

3. Policemen are to be seen in towns and cities ... law and order

4. Members of CIDs are detectives, and they do not ... uniforms

5. The job of traffic wardens is to make sure that drivers ... the parking regulations.

6. The Commissioner is ... by the Crown on the recommendation of the Home Secretary

7. The Criminal Investigation Department ... with all aspects of criminal investigation

8. The FBI closely ... with state and local police agency

9. The collection of ... in FBI is the largest in the world

10. The officers usually begin their ... after roll call

**8. Read the text. Choose the correct answer for each question.**

Scotland Yard is the headquarters of London's Metropolitan Police, responsible for safety, crime investigation, and emergency response. The name refers to the building in which the police station is headquartered. The Metropolitan Police was formed in 1829 when Sir Robert Peel, along with others, was concerned about public safety in the rapidly growing city of London, and felt that a police force was needed to protect the citizens. Investigative committees in the House of Lords agreed, and the Metropolitan Police was established. It was responsible for coordinating all the law enforcement in London, while reforming and improving policing conditions. The

Criminal Investigations Branch, along with others, was housed there. The Metropolitan Police has a greater depth of responsibility than the police forces it oversees and is active in international crime detection as well as in London. Scotland Yard protects the Royal Family of England, and the commissioner reports directly to the home secretary. It also works closely with British intelligence organizations to exchange information and personnel.

1. What is the headquarters of London's Metropolitan Police?

2. When was the Metropolitan Police formed?

3. What was Sir Robert Peel concerned about?

4. What was the Metropolitan Police responsible for?

5. Where was the Criminal Investigations Branch housed?

6. Who does the commissioner directly report to?

7. Who does Scotland Yard protect?

8. Is Scotland Yard active in crime detection only in London?

1. public safety in the rapidly growing city of London

2. coordinating all the law enforcement in London

3. The home secretary

4. the Royal Family of England

5. Scotland Yard is

6. in 1829

7. Not only. It is active in international crime detection as well

8. in London

**9. Write down a dialogue similar to the one in Ex.8**

## 10. Choose the right variant (A.,B.,C.,D.)

1. The power to have a police force is given to each of the United States' ... federated states.

A.51                      B.52                      C. 49                      D. 50

2. The Metropolitan Police Force is the biggest force with more than ... officers

A.300                      B. 30,000                      C. 3000                      D.300,000

3. Sheriffs are ... officers who have many different responsibilities and functions from state to state

A. Armed Forces   B. Law Enforcement   C. Police                      D. Justice

4. A detective usually works in ... ..

A. uniform              B. special clothes              C. plain clothes              D. costume

5. During their shift the officers take instructions from a radio dispatcher

A. from time to time   B. every hour   C. twice a day   D. every minute

6. The traditional uniform with the custodian helmet is usually the one that springs to mind when you think of ...

A. USA                      B. Britain                      C. Russia                      D. Canada

7. Law enforcement in the United Kingdom is organized ... in each of the legal systems of the United Kingdom

A. simultaneously   B. synchronously   C. closely                      D. separately

8. Unlike the police in most other countries, the .... police are not routinely armed, except in Northern Ireland, at airports, nuclear facilities, and on some protection duties.

A. Russian              B. Irish                      C. British                      D. American

9. Police vehicles often use ... lights and sirens to warn other motorists of their presence.

A. fire                      B. tail                      C. traffic                      D. emergency

10. In the United States, the state police is a police body ... to each U.S. state

A. unique                      B. common                      C. special                      D. exclusive

## **Supplementary reading**

### **Text 1**

#### **Read and translate the text**

Modern policing began to emerge in the U.S. in the mid-nineteenth century, influenced by the British model of policing established in 1829. The first organized, publicly funded professional full-time police services were established in Boston in 1838, New York in 1844, and Philadelphia in 1854. In the late 19th and early 20th century, there were few specialized units in police departments. The advent of the police car, two-way radio, and telephone in the early 20th century transformed policing into a reactive strategy that focused on responding to calls for service. In the 1920s, led by Berkeley, California police chief August Vollmer, police began to professionalize, adopt new technologies, and place emphasis on training. With this transformation, police command and control became more centralized. Orlando Winfield Wilson, a student of Vollmer, helped reduce corruption and introduce professionalism. Strategies employed by O.W. Wilson included rotating officers from community to community to reduce their vulnerability to corruption, establishing a non-partisan police board to help govern the police force, a strict merit system for promotions within the department, and an aggressive recruiting drive with higher police salaries to attract professionally qualified officers.

### **Translate the following questions and answer them**

1. Когда начала формироваться современная полицейская деятельность в США?
2. Когда были созданы первые профессиональные полицейские службы в Нью-Йорке?
3. Когда были созданы первые профессиональные полицейские службы в Бостоне
4. Когда были созданы первые профессиональные полицейские службы в Филадельфии
5. Что помогло превратить полицейскую деятельность в стратегию реагирования в начале 20-го века?
6. Когда полиция начала повышать свою квалификацию, внедрять новые технологии и уделять особое внимание обучению?
7. Кто помог снизить уровень коррупции и повысить профессионализм?
8. Какие стратегии применял О.У. Уилсон?

### **Text 2**

#### **Read and translate the text**

Individual municipal and county law enforcement agencies in the United States are typically responsible for designing their own uniforms, often with minimal state regulation. As a result, there is no universal form or pattern for American police uniforms. However, in general, most large police departments provide officers with two types of uniforms for wear, tactical (also called "Class B"), and traditional (or "Class A"). Tactical uniforms, similar in material and cut to the U.S. Army's former Battle Dress Uniform, are generally worn while on patrol, or performing

physically intense duties, while traditional-style uniforms are more often used for station assignments, high-profile events, and ceremonial functions. In addition to these two basic uniform types, a variety of specialized clothing may be deployed as necessary, including jumpsuits (sometimes called "Class C") and, in the case of police pipe bands, highland dress. Many police departments restrict the use of tactical uniforms to tactical units, such as SWAT teams, or for special assignments, such as riot control, in order to present a less militarized appearance in day-to-day operations. Municipal police uniforms are typically colored in blue or black, while uniforms worn by sheriff's deputies are more often green, brown, or khaki. Unlike British police, American law enforcement agencies do not usually include white-colored apparel, such as shirts, in their uniforms due to the fact white reflects in the dark and can make police officers more prominent targets for armed criminals during building searches or standoffs.

**Answer the questions.**

1. What agencies are typically responsible for designing the uniforms in the United States?
2. Is there any universal form or pattern for American police uniforms?
3. When are tactical uniforms generally worn?
4. When are traditional-style uniforms re more often used?
5. How are Municipal police uniforms typically colored?
6. How are sheriff's deputies' uniforms typically colored?

### **Text 3**

Patrol officers are the most recognizable members of the police, and are the government officials encountered most frequently by the public. Their duties include responding to calls for service, making arrests, resolving disputes, issuing tickets,

taking crime reports, conducting traffic enforcement, investigating crimes, and conducting crime prevention measures. A patrol officer is often the first responder on the scene of any incident, and their actions can greatly affect the outcome of the investigation, as well as the lives and safety of themselves and others. Patrols are often done with the intent of community policing, to improve relations between police and the public. Patrol officers may conduct patrols on foot, while mounted, riding a police motorcycle or bicycle, driving a police car, crewing a police watercraft, or piloting a police aircraft, depending on the unit they are assigned to or their agency's capabilities. They may or may not be armed or uniformed. A study conducted by Temple University and the Philadelphia Police Department in the mid-2000s has shown that foot patrols reduce crime more than other methods.

Translate the following questions and answer them

1. С какими сотрудниками полиции общественность сталкивается чаще всего?
2. Что входит в обязанности патрульных?
3. Кто первым оказывается на месте происшествия?
4. С какой целью проводится патрулирование?
5. Каким образом патрульные офицеры могут осуществлять патрулирование?

## ТЕМА 7

### МЕЖДУНАРОДНОЕ СОТРУДНИЧЕСТВО ПОЛИЦЕЙСКИХ



страница 59

**Revise the basic information on the topic using the link**

**1. Fill in (*circulation, diversity, global, organizes, cooperation, illegal, exchange, comprises, ensuring, information*)**

1. Interpol is an international intergovernmental organization, which ... 192 countries
2. International cooperation in the area of crime prevention is carried out on purpose to ... information
3. Exchanging information by means of Interpol you can get data regarding person's ... activity
4. Interpol directly ... and coordinates the holding of search activities
5. The ... of tasks solved by Interpol necessitates a number of means.
6. The ... telecommunication system provides high-quality and confidential direct access to the information resources of the General Secretariat of Interpol
7. Interpol assists in realization of procedural actions as part of international... .
8. Interpol takes an active part in ... extradition
9. Interpol uses information and retrieval system I-24/7, the global telecommunication system created on the basis of the latest ... technologies
10. The most frequent exchange of information takes place on issues of illegal ... of drugs, weapons and explosives

## 2. Match the words to make phrases

|                   |                           |
|-------------------|---------------------------|
| 1. to disseminate | 1. the laws               |
| 2. to search for  | 2. wanted criminals       |
| 3. to fight       | 3. international criminal |
| 4. to control     | 4. terrorism              |
| 5. to assist      | 5. policy                 |
| 6. to have        | 6. information            |
| 7. hunt down      | 7. a number of nations    |
| 8. violate        | 8. powers of arrest       |

## 3. Use some of the phrases from ex.2 in the correct form to complete the sentences

1. The whole world can .. these ... down.
2. Public authorities must collect and ... environmental ... .
3. Individuals with antisocial disorder often ... ... , becoming criminals
4. The main goal is to mitigate and eliminate extreme poverty and ... ... facing special emergency conditions
5. If intelligence services ... ... and detention, they are based on publicly available law
6. Further developing international law can only help .... ... effectively
7. Then the authorities decided to ..... .... of institutions
8. One of the main tasks of Interpol is to ... ..

## 4. Choose the correct particle

1. Interpol was founded **in/at** 1923.

2. Interpol is divided **into/in** four main bodies
3. The growth in cross-border crime goes **on/in** very fast
5. The UN has classified all international crimes **in /into** 17 groups
6. Interpol assists a number of nations in the search **for/with** criminals
7. Interpol fights **with/-** international terrorism and sky-jacking
8. Interpol's task is to hunt **with/down** international criminals

## **5. Underline the correct item**

1. Computerized Criminal Information System (ICIS) **allows/proves** searching for a wide range of information
2. A high level of **mutual/individual** trust and cooperation between the member states has made it possible to simplify and improve the surrendering procedure
3. Criminals like anybody else can take **advantage/disadvantage** of the free movement of persons.
4. In 2001, the EU reached a political agreement on the European Arrest **warrant/trial**
5. The European Union (EU) was created in 1992 by the **Treaty/Announcement** on European Union
6. The Schengen Information System was developed as one of the main ways to **facilitate/increase** police and judicial cooperation
7. The Schengen Information System was developed as one of the main ways to **exchange/get** a common set of information
8. The Red Notice is the only **tool/equipment** from Interpol that in most countries is accepted to arrest somebody
9. He didn't have any intention of **committing/making** crime
10. The terrorists kidnapped the child and held him as a **hostage/ransom**

## **6. Fill in the sentences with the correct words derived from the words in brackets**

1. Competent authorities should **(cooperate)** for cross-border cases.
2. The stands of the organizations **(represent)** Russia caused special interest among visitors.
3. He has indeed been a brilliant **(contribute)** to this forum.
4. I was never a **(support)** of this idea.
5. An expert quickly identified the **(counterfeit)** artifact
6. International peace and security have to be built through **(cooperate)** efforts.
7. It is also forbidden to **(threat)** kids or shout at them
8. Each country office invited one government **(represent)** to receive simultaneous training.
9. Interpol plays an active role in **(support)** such training.
10. The **(counterfeit)** was sentenced to ten years for producing fake money.

## **7. Study the text and choose the correct exchange**

Interpol is equipped with a Computerized Criminal Information System (ICIS), which allows searching for a wide range of information and helps to identify perpetrators, bank accounts used by them, names and addresses of legal entities involved in a crime. The Automated Search Facility (ASF) allows Interpol NCBs to conduct electronic search of certain information in data banks. This system enables sending of images (for example, pictures or fingerprints) between Interpol NCBs of different countries. Important is the information and analytical support for Interpol's activities; in particular, the Analytical Criminal Intelligence Unit (ACIU), staffed by qualified analysts, analyses it professionally. The Interpol inspection of the DNA profiles of persons suspected of committing crimes is commonly used during the investigation of crimes. Checking of handprints, fingerprint cards and DNA profiles with the help of

databases of the General Secretariat of the Interpol is carried out in order to: 1. confirm (define) persons who were previously fingerprinted; 2. define an unidentified corpse of a person; 3. search missing persons; 4. define persons who have left fingerprints in the crime scene; 5. ascertain the facts of belonging the fingerprints to one person who committed different crimes; 6. define DNA profiles of a person's biological traces removed during the inspection of crime scenes of unsolved crimes; 7. define DNA profiles of a person (persons) suspected or accused of committing felony against another person.

1. What system is Interpol equipped with?
2. Who does ICIS help to identify?
3. What system enables sending of images between Interpol NCBs of different countries?
4. What unit provides analytical support for Interpol's activities?
5. What inspection is commonly used during the investigation of crimes?
6. What can the Interpol inspection of the DNA profiles define?
7. Checking of handprints and DNA profiles is carried out in order to ascertain the facts of belonging the fingerprints to one person who committed different crimes, isn't it?
8. Interpol doesn't define DNA profiles of a person suspected or accused of committing felony against another person, does it?
9. What does the Automated Search Facility (ASF) allow Interpol NCBs?
10. Who is the Analytical Criminal Intelligence Unit staffed by?
  1. the Analytical Criminal Intelligence Unit
  2. The Interpol inspection of the DNA profiles of persons
  3. Yes, it is

4. perpetrators and bank accounts used by them
5. No, it doesn't
6. qualified analysts
7. a Computerized Criminal Information System (ICIS)
8. The Automated Search Facility (ASF)
9. persons who were previously fingerprinted or an unidentified corpse of a person
10. to conduct electronic search of certain information in data banks

**8. Write down a dialogue similar to the one in Ex.7**

**9. Match the phrases to the titles**



1. Red Notice
2. Blue Notice
3. Green Notice
4. Yellow Notice
5. Black Notice
6. Orange Notice

1. This one is used to announce the criminal activities of a person, if one believes he/she could be a danger for public safety

2. This one is used to relocate a missing person or to identify a person that is not able to identify himself/herself (i.e. amnesia)
3. This one is used to gather information about an unidentified body
4. This will demand the exact location and arrest by a judicial institution or an international court of a wanted person with the purpose of extradition
5. This will demand the exact location and identification of the person who is the subject of a criminal investigation
6. This one is used to identify an event, a person or a subject that might cause a danger to person or goods

## **10. Choose the correct answer**

1. The major international organized crime groups have become more .... in their operations  
 A. local                      B. global                      C. limited                      D. particular
2. Bilateral agreements between countries play a crucial role in .... cooperation on specific issues related to transnational crimes  
 A. delaying                      B. blocking                      C. preventing                      D. facilitating
3. The history of international law enforcement collaboration reflects the ... of the need to confront transnational crimes collectively  
 A. recognition                      B. disapproval                      C. opposition                      D. ignorance
4. The information exchanged between competent authorities during international cooperation in the area of combating crimes should be detailed and ....  
 A. wrong                      B. correct                      C. inexact                      D. accurate
5. Computerized Criminal Information System (ICIS) ... searching for a wide range of information  
 A. ignores                      B. allows                      C. denies                      D. rejects

**6.** The Red Notice is the only ... from Interpol that in most countries is accepted

**A.** collaboration    **B.** success    **C.** trial    **D.** tool

**7.** The important direction of cooperation with Interpol in the investigation of crimes is the ... of persons involved in the commission of crimes

**A.** identification    **B.** classification    **C.** discovery **D.** establishment

**8.** The most frequent exchange of information takes place on issues of illegal ... of drugs, weapons, explosives, radioactive and toxic substances

**A.** ignorance    **B.** lack    **C.** hiding    **D.** circulation

**9.** International cooperation in the area of crime prevention is ... .. on purpose to exchange information

**A.** stopped    **B.** conduct    **C.** carried out    **D.** finished

**10.** Law enforcement officials around the world have reported a significant ... in the range and scope of international criminal activity

**A.** decrease    **B.** reduce    **C.** increase    **D.** start

**11.** The ability to share information in real-time enables law enforcement agencies to respond proactively, preventing criminal activities and ... perpetrators before they can exploit jurisdictional gaps

**A.** apprehending    **B.** capture    **C.** catching    **D.** expecting

**12.** The success of international cooperation is ... not only by the effectiveness of individual operations but also by their cumulative impact on transnational criminal networks

**A.** contrasted    **B.** measured    **C.** analyzed    **D.** understood

## Supplementary reading

### Text 1

**Read the text. Translate the questions into Russian and answer them**

1. В каком документе определены структура и функции организации Интерпола?
2. Какой орган является высшим органом Интерпола?
3. Сколько делегатов может представлять каждое государство?
4. Какие обязанности выполняет Генеральная Ассамблея?
5. Сколько членов включает Исполнительный комитет?
6. На какой срок выбирают Исполнительный комитет?
7. Какие функции у Национального центрального бюро?
8. Кто назначает совет консультантов?
9. Сколько членов включает Комиссия по контролю за файлам ?
10. Как формируется Оперативный бюджет Интерпола?

**Organizational Structure** The ICPO-INTERPOL Constitution outlines the organization's structure and roles. These include the General Assembly, Executive Committee, General Secretariat, National Central Bureaus, INTERPOL Advisers, and the Commission for the Control of Files.

**General Assembly** The supreme authority of INTERPOL lies in the General Assembly. It is made up of delegates from member states of INTERPOL. Each state can be represented by one or more delegates but must have only one delegation head, who is appointed by a competent authority in the country. The General Assembly carries out duties as specified in INTERPOL's Constitution, specifically in Article 8. It sets out ground rules and suitable means to reach the organization's objectives, approves program activities for each year prepared by the Secretary General, and determines other necessary regulations. Member states are required to carry out the

decisions of the General Assembly. The General Assembly is expected to meet every year in an ordinary session and may meet in an extraordinary session at the request of the Executive Committee or the majority of the member states. In General Assembly deliberations, only one delegate from each member state has a right to vote. Decisions are made by a simple majority, with the exception of situations when the Constitution specifies a two-thirds majority.

**Executive Committee** INTERPOL's roles are piloted by an Executive Committee of 13 members. It is chaired by the president of INTERPOL. The Executive Committee is made up of the president, three vice presidents, and nine delegates. The 13 members of the Executive Committee are required to come from different countries, and global distribution of the members is duly expected. A term on the Executive Committee is for 3 years, and delegates are not immediately eligible for reelection to the same posts. The Executive Committee makes sure that the General Assembly's decisions are carefully carried out.

**General Secretariat** The General Secretariat is a permanent administrative department of INTERPOL, headed by the Secretary General. It includes the Secretary General, as well as technical and administrative staff. The Executive Committee nominates the Secretary General and submits his or her name to the General Assembly, who can then approve the nomination for a 5-year term. The Secretary General, chosen from among persons who are highly experienced and competent in police matters, is the chief administrative officer of INTERPOL. He or she directs the staff, prepares the organization's annual budget, and organizes and directs INTERPOL's permanent units according to the orders of the General Assembly or Executive Committee.

**National Central Bureaus** INTERPOL discharges its functions through National Central Bureaus. One of the mechanisms it uses to achieve its mission and speed up communication and cooperation among its members is the establishment of the National Central Bureau in each member state. These bureaus are staffed with highly

trained and experienced law enforcement officers and are established to help member states in the prevention and control of transnational crimes in their localities.

**INTERPOL Advisers** INTERPOL has a board of advisors whom it consults in some scientific matters and other matters related to crime prevention and control. These individuals are appointed for a term of 3 years by the Executive Committee, contingent upon the approval by the General Assembly. They are chosen from among persons who have proven reputations in fields of interest to INTERPOL operations.

**Commission for the Control of Files** The commission for control of files is made up of five members appointed for a term of 3 years. This is an independent entity for processing personal information to confirm that individuals are complying with the rules and regulations established by INTERPOL.

**INTERPOL Treasury and Resources** INTERPOL's operating budget comes from financial contributions of its member states. Second sources of revenue include gifts, bequests, subsidies, grants, and other resources. The Executive Committee must approve and accept any secondary sources of revenue. This is to avoid receiving gifts from organizations that could inject corruption into INTERPOL

## **Text 2**

### **Read the text and answer the questions**

1. What is SCO?
2. What do the tasks of the organization include?
3. When and where was the Regional Anti-Terrorist Structure (RATS) established?
4. What statement did the organization make in April 2006?
5. Is SCO a military bloc?

6. When and where was an agreement with the Collective Security Treaty Organization signed?

7. What was the purpose of this agreement?

8. What does the SCO actively oppose?

Today our planet has more than 250 states, on the territory of which more than 7 billion people live. For the successful conduct of business in all spheres of society, various organizations are established, membership in which gives the participating countries advantages and support from other states.

One of them is the Shanghai Cooperation Organization (SCO).

### **Security cooperation**

The SCO countries actively carry out activities in the field of security, focusing primarily on the problems of its provision to the member states. This is especially relevant today with regard to the danger that SCO members in Central Asia may be exposed to. As mentioned earlier, the tasks of the organization include countering terrorism, separatism and extremism.

At the June 2004 SCO summit, held in the capital of Uzbekistan, Tashkent, the Regional Anti-Terrorist Structure (RATS) was established and subsequently created. In April 2006, the organization made a statement announcing the planned fight against cross-border drug crime through counter-terrorism operations. At the same time, it was announced that the SCO is not a military bloc, and the organization does not intend to be one, but the increased threat of such phenomena as terrorism, extremism and separatism makes it impossible to ensure security without the full involvement of the armed forces.

In autumn 2007, in October, in Dushanbe, the capital of Tajikistan, an agreement was signed with the Collective Security Treaty Organization (CSTO). The purpose of this was to expand cooperation on security issues, the fight against crime and drug

trafficking. A joint action plan between the organizations was approved in Beijing in early 2008.

In addition, the SCO actively opposes cyber warfare, stating that disseminated information that harms the spiritual, moral and cultural spheres of other countries should also be considered a security threat. In accordance with the definition of the term “information war” adopted in 2009, such actions are interpreted as an act of undermining the political, economic and social system of another state by one state.

### **Text 4**

#### **Read the text and answer the questions**

1. What is RATS?
2. What is its task?
3. What is the organization meant to lay?
4. What are focus areas for RATS?
5. What does the organization maintain?
6. How has RATS been described by researchers at the United States Army War College?
7. Who is the director of the RATS Executive Committee appointed by?
8. What term is the director of the RATS Executive Committee appointed to?
9. Where is RATS headquartered?
10. What are RATS' official languages?

The **Regional Anti-Terrorist Structure (RATS)** is a permanent organ of the Shanghai Cooperation Organisation (SCO) tasked with coordinating counterterrorism efforts across member countries and advancing

cooperation on SCO initiatives to mitigate the "Three Evils" – terrorism, separatism and religious extremism. The organization is meant to lay the groundwork for a future enforcement capability within the SCO, which aspires to develop its own transnational police and military forces.

Member countries have more recently incorporated narcoterrorism and drug smuggling as focus areas for RATS, as narcotics have become a major source of funding for anti-government activities within member states. The organization also maintains a database of individuals and organizations aiding organizations designated as terrorists, separatists or extremists by member states.

RATS has been described by researchers at the United States Army War College as "SCO's most important and best-functioning component structure to date."

The director of the RATS Executive Committee is appointed by the SCO Council of Heads of State to a three-year term after which the role is traditionally transferred to the representative of another member state, rotating by order of accession. The current director is Ruslan Mirzayev of Uzbekistan, who assumed office on 1 January 2022.

RATS was headquartered in Tashkent, Uzbekistan, until 2022, when the organisation voted to move its headquarters to Moscow, Russia. RATS' official languages are Chinese, Russian and English.

**ТЕМА 8**  
**ОХРАНА ОБЩЕСТВЕННОГО ПОРЯДКА**  
**ПРИ ПРОВЕДЕНИИ МАССОВЫХ,**  
**СПОРТИВНЫХ И КУЛЬТУРНЫХ**  
**МЕРОПРИЯТИЙ**



страница 85

**Revise the basic information on the topic using the link**



**1. Fill in** (oath, drunken, punishment, reasonable, breaches, victims, controlling, fear, protecting, disorder)

**1.** Public order means the absence of ... , the quiet and orderly behavior of people in public place

**2.** Police officers serve to maintain law and order in local areas by ... members of the public and their property

**3.** Police officers reduce the ... of crime and improve the quality of life for all citizens

**4.** Sometimes police officers run towards ... situations where the public comes into disagreement

**5.** Public order offences are often crimes without ...

6. Public-order offence" is a different category of crime related to disorderly conduct and other ... of the peace.

7. A police officer has the power to stop and search people and vehicles if there are ... grounds

8. The scheme of the law is that citizens will be liable to ... if they cause disorder, damage, hurt or death

9. Police officers take an ... to maintain the sovereign's peace

10. It's prohibited to drive a car in a ... state

**2. Complete the sentences with the missing verbs (*drive, ordered, stop, constitutes, take, reduces, maintain, protects, improves, controls, keep*)**

1. A police officer serves to ... law and order in local areas

2. ... members of the public and their property

3. A police officer ... the fear of crime and ... the quality of life for all citizens.

4. Police officers ... an oath to maintain the sovereign's peace

5. Police ... situations where the public comes into disagreement

6. Public order offences ... the largest category of offences

7. The police officer asked him to ... the car

8. The police officer ... not to move without his command

9. The group of teenagers was asked to ... public order

10. It's prohibited to ... a car in a drunken state

**3. Choose the correct particle (*without, for, from, out, before, in, out, above, against, out*)**

1. The suspicious subject has been found ...

2. He was dressed ... a suit

3. The police officer asked the man to extend hands ... himself
4. The police officer ordered the man to lift his hands ... the head
5. The man was ordered to rest the head ... the wall
6. The dangerous criminal was ordered to throw the weapon ...
7. They asked to send ... a patrol car
8. He takes out the weapon ... his pocket
9. He took ... a key of ignition and threw it out
10. Don't move ... my command!

**4. Match a verb from A with a word or phrase from B**

| <b>A</b>    | <b>B</b>                 |
|-------------|--------------------------|
| 1. stop     | 1. an oath               |
| 2. reduce   | 2. situations            |
| 3. protect  | 3. property              |
| 4. maintain | 4. the fear of crime     |
| 5. keep     | 5. a car                 |
| 6. take     | 6. the speed limit       |
| 7. steal    | 7. traffic rules         |
| 8. control  | 8. members of the public |
| 9. exceed   | 9. law and order         |
| 10. break   | 10. public order         |

**5. Use some of the phrases from ex. 2 in the correct form to complete the sentences**

1. Criminals can attempt to ... your ...
2. If the driver ... .... he will be imposed a fine
3. The police aims to ... ... by means of improved home security
4. They are intended to ... ... from manipulation and aggression
5. A driver cannot ... ... immediately
6. The jury pool members ... ... to uphold their responsibilities
7. The government will take all possible measures to ... ... and defeat terrorism
8. The group of teenagers was asked ... ...
9. ... .... means understanding the situation and taking the necessary steps to manage it
10. You may often see drivers who ... ... (e.g. jumping red lights)

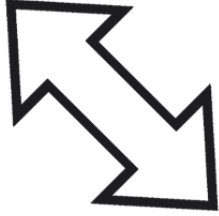
**6. Put the words in the correct order to make sentences**

1. public, the quiet, order, means, place, and, orderly, of people, in public, behavior
2. people, rationally, should, and, behave, sensibly
3. police, areas, officers, serve, order, to, local, maintain, law, and, in
4. take, police, officers, an oath, sovereign's, to maintain, the peace
5. the scheme, liable, of the law, citizens, will be, to punishment, if, cause, they, disorder, is, that
6. to book, police, offenders, can, use, to bring, force
7. without public, order, offences, are, victims, often, crimes
8. the police, asked, him, officer, documents, the woman, to show, her

9. places, you, park, must, the, car, in, parking, the proper

10. he, matter, was, to follow, the policeman, to the police, to clear, up, the told

## **7. Match the words with their definitions**



**A. Prostitution**

**B. Gambling**

**C. Drunkenness**

**D. Vagrancy**

**E. Disorder**

1. The condition of wandering homelessness without regular employment or income

2. under the influence of alcohol

3. to risk money, for example in a game or on a horse race

4. a state of untidiness or lack of organization

5. the business of having sex for money

## **8. Match the questions in A with the answers from B**

**A.**

1. What color was his jacket?

2. What did he look like?

3. What was he dressed in?

4. Did he have any special signs?

5. What was stolen from you?
6. What things were in the bag?
7. What's the matter?
8. Is anything wrong with my car?
9. What can I do for you?
10. Where did criminals disappear?

**B.**

1. I have lost the bag with personal things.
2. My bag was stolen
3. We received the orientation on your car
4. He turned right and ran away
5. tall, with short spiky fair hair and hazel eyes
6. It was blue, striped
7. a dimple in his chin and a small scar on jaw
8. Open- necked shirt, double- breasted jacket, straight trousers
9. He was dressed in a jacket and straight trousers
10. I was robbed

**9. Write down a dialogue similar to the one in Ex.8**

**10. Read the text. Mark the sentences true (T) or false (F)**

Public order maintenance is an ever-evolving field that requires constant adaptation to new challenges and emerging threats. In the future, we can expect to see several trends and predictions in this area. One major trend will be increased use of technology to maintain public order. This includes the use of surveillance cameras, facial recognition software, and other

advanced technologies to monitor and track individuals who may pose a threat to public safety. Additionally, there will likely be more emphasis on using data analytics to identify patterns and trends in public behavior, which can help law enforcement agencies better respond to potential threats. Another prediction is that there will be greater collaboration between different government agencies and private organizations to address public order issues. For example, there may be partnerships between local police departments and private security firms to provide additional resources for public safety efforts. There may also be more cooperation between different levels of government, such as federal, state, and local authorities, to ensure coordinated responses to public order incidents. Finally, there may be a shift towards more community-based approaches to public order maintenance. This could involve initiatives to build stronger relationships between law enforcement agencies and local communities, as well as programs aimed at reducing social inequality and promoting greater civic engagement. By working together and addressing underlying issues, it is possible to create safer and more cohesive communities

1. Public order maintenance is a field that requires constant adaptation to new challenges and emerging threats
2. One major trend will be decreased use of technology to maintain public order
3. Surveillance cameras, facial recognition software are used to monitor and track individuals who may pose a threat
4. There won't be any collaboration between different government agencies and private organizations
5. There may be partnerships between local police departments and private security firms to provide additional resources
6. Only federal authorities ensure coordinated responses to public order incidents.
7. By working together it is impossible to create safer and more cohesive communities

8. There should be programs aimed at reducing social inequality and promoting greater civic engagement

**11. Find the errors in these sentences and correct them. There is one sentence that doesn't have any errors**

1. Public order offences are crimes with a great number of victims
2. Public order means the aggressive behavior of people
3. Taking an oath isn't equated with maintaining 'public order'.
4. The scheme of the law is that citizens use force to bring offenders to book
5. Keeping the peace and making sure everyone is safe during big public gatherings or protests isn't really important.
6. For law enforcement officers who handle public order, knowing how to negotiate and mediate is minor
7. For law enforcement agencies to handle public events well they don't need to check all possible risks thoroughly
8. To keep things disorderly at public events, it's really important for the police to talk clearly and openly with everyone
9. Being panic is super important for keeping things peaceful and making sure everyone stays safe
10. Handling situations where rules are broken without making things worse is key in keeping peace

**12. Which of the things have or haven't you done?**

1. recommend smb to go to the police station
2. leave your suitcase in a bus
3. exceed the speed limit
4. drink alcohol in public places

5. lose your bag
6. pass medical examination
7. give a written explanation
8. take pictures in public places
9. violate public order
10. smoke in public places

## **Supplementary reading**

### **Text 1**

#### **Read the text and answer the questions**

1. What role does law enforcement play in maintaining public order?
2. What can law enforcement agencies be called upon in times of emergency or disorder?
3. What techniques and strategies do law enforcement officers use?
4. Do law enforcement agencies often collaborate with other organizations? What are they?

Law enforcement plays a crucial role in maintaining public order by ensuring that laws are followed and violations are punished. They work to prevent crime, protect property, and preserve peace and security within society. In times of emergency or disorder, law enforcement agencies may be called upon to restore calm and maintain control over crowds or situations where there is potential for violence or harm to others. Law enforcement officers use various techniques and strategies to maintain public order, including community policing, conflict resolution. These methods aim to build trust between police and citizens while also addressing underlying issues that

contribute to social unrest. Additionally, law enforcement agencies often collaborate with other organizations such as fire departments, EMTs, and mental health professionals to provide assistance during crises. Overall, the role of law enforcement in maintaining public order is critical to maintaining a safe and secure society. Without effective law enforcement, chaos and anarchy could lead to damage and destruction.

## **Text 2**

**Read the text and answer the question. What are the examples of effective public order maintenance initiatives?**

Public order maintenance is an essential aspect of maintaining social stability and ensuring safety in society. There have been several instances where effective public order maintenance initiatives have been implemented to ensure law and order are upheld without compromising on individual rights or freedoms. One such example is the use of technology-based solutions for crowd management during large events like sports matches or concerts. The implementation of advanced analytics tools and real-time monitoring systems has helped authorities manage crowds effectively while minimizing the risk of violence or unrest. Another successful public order maintenance initiative is the use of collaboration between police officers and local communities to prevent crime and maintain peace. This approach emphasizes communication, understanding, and trust between law enforcement agencies and citizens, leading to better outcomes in terms of reducing crime rates and improving overall quality of life.

## ТЕМА 9

### ОРИЕНТИРОВАНИЕ В ГОРОДЕ. ОБРАЩЕНИЕ ЗА ПОМОЩЬЮ



Revise the basic information on the topic using the link

#### 1. Talk about this questions.

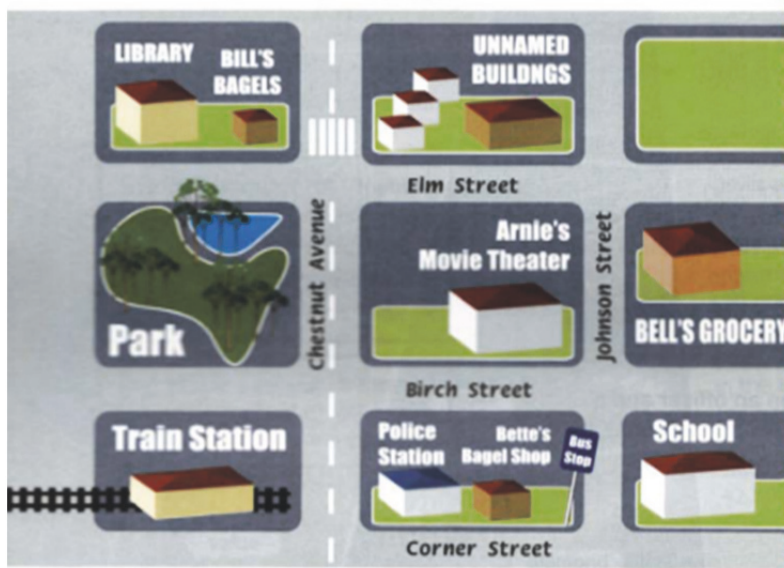
страница 115

1. What are some place the tourists walk in your city or town?
2. Is your town or city easy to walk around? Why or why not?

#### 2. Read the booklet from a police station. Choose the correct answers.

The following routes can all be taken on foot.

From the library: walk one block down Elm Street walk past Bill's Bagels. Take the crosswalk at the corner onto Chestnut Avenue. Go downwards two more



blocks to arrive at the police station.

From Bell's Grocery: walk one block down Johnson Street. Pass the street. You will be on the same side as the train station. Walk one block on Corner Street to arrive at the police station.

From Annie's Movie Theater: go across Birch Street and walk one block. Take a right at the bus stop. Up ahead you will see Bette's Bagel Shop. The police station is right next to the bagel shop.

#### 1. What is the aim of this booklet?

- A to describe the Watson Police Department
- B to explain ways to get to the police station

- C to promote businesses that donate to the police
- D to show the locations of different police stations

2. Which is NOT indicated by the pamphlet?

- A what street Bette's business is in
- B how to reach the police station from the library
- C how to drive from Bell's Grocery to the police station
- D what business is next to the police station

3. What can you infer from this pamphlet?

- A Watson does not have an airport
- B Watson has at least two bagel shops
- C The bus stop is across from Bell's Grocery
- D More people walk than drive in Watson

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

- 1 - next to
- 2 - block
- 3 - on foot
- 4 - pass
- 5 - go downwards
- 6 - walk past.

- A - to move in a particular direction
- B - beside
- C - the distance between two streets
- D - to be walking
- E - to move from one side to another
- F - to go without stopping

**4. Fill in the blanks with the correct words and phrases from the word bank: police department, bus-stop, through, railway station, pedestrian crossing.**

1. The man was taken to the \_\_\_\_\_ after being arrested.
2. Mary had to go \_\_\_\_\_ the street to go to the dentist.
3. Use the \_\_\_\_\_ when crossing the road.
4. Brenda went to the \_\_\_\_\_ to wait for the bus to come.
5. Dave spent the entire day at the \_\_\_\_\_ because his train was delayed.

**5. Read the conversation between a tourist and police officer.**

**Tourist:** Well, I'm on vacation and I need to locate the Carlton Hotel.

**Police officer:** It's within walking distance, only several blocks away.

**Tourist:** Okay. what is the most effective way to get there?

**Police officer:** Go down Oak street until you reach the railway station.

**Tourist:** Good. Then what?

**Police officer:** After crossing Elm Avenue, you'll find the Carlton Hotel on the right.

**Tourist:** Wonderful, it's not too far from here. Thank you

**Mark the statements as true or false.**

1. The hotel is far from the tourist's location
2. The police officer advises that the tourist wait for a bus.
3. The hotel is located on Oak Street.

**6. Read again and complete the conversation.**

**Tourist:** Well, I'm on vacation and I 1 \_\_\_\_\_ the Carlton Hotel.

**Police officer:** It's within walking distance, only 2 \_\_\_\_\_ away.

**Tourist:** Okay. what is the most effective way to get there?

**Police officer:** 3 \_\_\_\_\_ Oak street until you reach the 4 \_\_\_\_\_.

**Tourist:** Good. Then what?

**Police officer:** After crossing Elm Avenue, you'll find the 5 \_\_\_\_\_ on the right.

**Tourist:** Wonderful, it's not too 6 \_\_\_\_\_. Thank you

**7. With the partner, act out the roles below based below on task 6.**

**Then, switch roles. Use the language such as:**

*I'm looking for...*

*What is the best way...*

*It will be on your right/left...*

**Student A:** You are a police officer. Talk to Student B about:

- his/her destination
- the best way to walk there

**Student B:** You are a tourist. Ask Student A for direction. Make up a destination.

**8. Use the conversation from task 7 to fill out the directions to your destination.**

Destination:

How do you get there?

1. Take ... .
2. Cross ... at the ... .
3. The ... will be ....

**9. Talk about this questions.**

1. How would you describe traffic in your town or city?
2. Is it difficult for tourists to drive in your town or city? Why or not why?

**10. Read the booklet and mark the statements as true or false.**

1. The police station is on Main Street.
2. Drivers from Somerville start on Ross Road.
3. Drivers from Silver Lake must take the freeway.



## MAYFIELD COUNTRY POLICE STATION LOCATION

From downtown, take a right turn from Jefferson Street onto Blake Street and pass the first intersection at MAYFIELD COUNTRY POLICE STATION LOCATION. Turn left onto Main Street. The parking lot is situated just after the police station on the right. Drive up Ross Road to the highway. Follow the highway south to way out 95. Turn left onto highway 141. Turn

right at the initial traffic lights. Continue down Main Street.

From Silver Lake, follow Route 17 until you reach Westboro Avenue. Then, reverse at the lights and turn right onto the first side street, Harrison Avenue. After crossing the Harrison Bridge, turn left onto Main Street.

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

- 1 - way out
- 2 – reversal
- 3 – highway
- 4 – traffic lights
- 5 – across
- 6 – pass

- A – a traffic signal to drive slowly, stop, or go
- B – to go through an area without stopping
- C – a 180 degree change in direction
- D – a ramp for leaving a freeway or highway
- E – to drive on a bridge over water or a road
- F – a road with many lanes and no intersections

**12. Complete the blanks with the appropriate words and phrases from the word bank: take, parking lot, intersection, side street.**

1. In order to exit the freeway, \_\_\_\_\_ exit 74.
2. Go down a (n) \_\_\_\_\_ if the major roads are busy.
3. Nancy had to park on the street because the \_\_\_\_\_ was crowded.
4. A red light was present at the \_\_\_\_\_.

**13. Read the dialogue between a police officer and dispatch.**

**Officer:** Dispatch. This is unit 20. I'm heading to the grocery store call. But I need directions.

**Dispatch:** What is your location, unit 20?

**Officer:** I'm on a side street. It's Merrill Ave.

**Dispatch:** Okay. Tell me the cross street at your next intersection.

**Officer:** I just arrived at the intersection of Merrill Ave and Hill Street.

**Dispatch:** I see where you are 20. Continue on Merrill Ave.

**Officer:** Will do. The grocery store is on this street?

**Dispatch:** Correct. It's Anderson's Grocery. It'll be on your right.

**Mark the statements as true or false.**

1. The officer contacts dispatch to get directions.
2. Dispatch tells the officer to turn onto Hill Street.
3. The grocery store is on Merrill Ave.

**14. Read again and complete the conversation.**

**Officer:** Dispatch. This is unit 20. I'm heading to the grocery store call. But I need directions.

**Dispatch:** What is your location, unit 20?

**Officer:** I'm on a 1. \_\_\_\_\_. It's Merrill Ave.

**Dispatch:** Okay. Tell me the cross street at your next 2. \_\_\_\_\_.

**Officer:** I just arrived at the intersection of Merrill Ave and 3. \_\_\_\_\_.

**Dispatch:** I see where you are 20. 4. \_\_\_\_\_ on Merrill Ave.

**Officer:** Will do. The 5. \_\_\_\_\_ is on this **street**?

**Dispatch:** Correct. It's Anderson's Grocery. It'll be 6. \_\_\_\_\_.

**15. Act out the roles listed on task 14 with your partner and then change roles. Use language like:**

*I need directions ...*

*I'm on ...*

*I just arrived at ...*

**Student A:** As a police officer, talk to Student B about:

- you present position
- the position of a call

**Student B:** You are a dispatch worker. Give Student A directions to a call.

**16. To find directions to the police station, use the website and the conversation from task 15.**

Destination:

1. Take ... .

2. Pass the ... .

3. Go through ... .

4. It will be ... .

## ТЕМА 10

### УЧАСТИЕ СОТРУДНИКОВ ПОЛИЦИИ В ДОСМОТРОВЫХ МЕРОПРИЯТИЯХ



страница 140

**Revise the basic information on the topic using the link**

#### **I. 1. Agree or disagree with the statements below after reading the article**

1. The number of service calls decreased.
2. The chief doesn't believe that community policing will eliminate the necessity for more patrols.
3. Two men were arrested by police for causing damage to the road with nails.

#### Police Presence Increase in Delaware County Following Recent Incidents

In response to a surge in service calls last week, the Delaware County police department will be deploying additional patrols throughout several districts. This measure is being taken after officers responded to multiple reports of violent altercations between visiting youth and local teenagers. Furthermore, three separate warehouse alarms on Center Street prompted police intervention, leading to the arrest of two individuals for trespassing and vandalism.

Officers also provided assistance to motorists encountering flat tires along Surrey Boulevard, which resulted from a box of roofing nails that had fallen from a truck bed. The subsequent road clearing operation required several hours.

Police Chief O'Donnell emphasized the department's commitment to community safety and law enforcement through increased patrols in key areas. He encouraged residents to actively participate in community policing initiatives by remaining vigilant and reporting any suspicious activity. Chief O'Donnell assured the public that the police department stands ready to assist whenever needed.

**2. Confirm that the italicized portion is used correctly in the sentence.**

1.     **A.** The traffic congestion irritated the *motorists*.  
       **B.** Officers *assist* intoxicated drivers.
2.     **A.** The call is answered by an *alarm* from dispatch.  
       **B.** Susan veered to stay clear of the road's *hazard*.
3.     **A.** The offender received a sentence of 80 hours of *neighborhood security*.  
       **B.** The inmate and the officers had a violent *encounter*.

**3. Complete the blanks with the appropriate words and phrases from the word bank: safeguard, observe, apprehend, aid, neighborhood security, service call, alarm.**

1. Officers responded promptly to the \_\_\_\_\_.
2. Law enforcement will \_\_\_the trespassers.
3. Police must \_\_\_\_\_citizens from harm.
4. The \_\_\_\_\_activated when the thief entered.
5. \_\_\_\_\_any motorists with damaged cars.
6. \_\_\_\_\_the house for suspicious activity.
7. \_\_\_\_\_efforts reduced crime in the area.

**4. Read the conversation between a chief and police officer.**

**Chief:** What happened there, Officer Jones?

**Officer:** I was on patrol I noticed a group of people disputing. So I went over to see what the problem was.

**Chief:** You know that you have to wait for reinforcements when there are several people present.

**Officer:** At first, I only came across two people. And then two more came from round the back.

**Chief:** Did they attack you?

**Officer:** No. They were fighting each other, two against two.

**Chief:** Did they have guns?

**Officer:** Two of them had a baseball bats, but no weapons.

**Chief:** An eyewitnesses said you drew your weapon.

**Officer:** Yes, I did. The situation was very tense.

**Chief:** That's why you should have waited for reinforcements. If this happens again, there will be consequences.

**Mark the statements as true or false.**

1. The officer was attacked by a group.
2. A group of people had weapon.
3. The officer should have waited for reinforcements.

**5. Read again and complete the conversation.**

**Chief:** What happened there, Officer Jones?

**Officer:** I was on patrol I noticed a group of people disputing. So I went over to see what the problem was.

**Chief:** You know that you have to wait for **1**\_\_\_\_\_ when there are several people are present.

**Officer:** At first, I only came across two people. And then two more came from round the back.

**Chief:** Did they **2**\_\_\_\_\_ you?

**Officer:** No. They were fighting each other, two against two.

**Chief:** Did they have **3**\_\_\_\_\_?

**Officer:** Two of them had a baseball bats, but no weapons.

**Chief:** An eyewitnesses said you **4**\_\_\_\_\_.

**Officer:** Yes, I did. The situation was very tense.

**Chief:** That's why you should have waited for reinforcements. **4**\_\_\_\_\_  
\_\_\_\_\_, there will be consequences.

**6. Act out the roles listed on task 4 with your partner and then change roles. Use language like:**

*So, what happened...*

*You know you're supposed to...*

*If this happens again...*

**Student A:** As a police chief, talk to Student B about:

- patrol error;
- what the correct methods are;
- consequences for repeating the error.

**Student B:** You are an officer. Talk to Student A about a mistake that you made.

**7. Use the article and the conversation from Task 4 to complete the incident report. Use today's date.**

Sarasota Police Department

Incident Report (weapons drawn)

Officer: \_\_\_\_\_

Date: \_\_\_\_\_

Description of incident: \_\_\_\_\_

\_\_\_\_\_

Reason for use of Weapon \_\_\_\_\_

\_\_\_\_\_

8. Create a dialogue based on the article below.

| <b>POLICE REPORT</b>                                                                                                                                                                                                                                                                                                                                                                                     |                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Case No: <u>#1</u>                                                                                                                                                                                                                                                                                                                                                                                       | Date: <u>Today</u>                  |
| Reporting Officer: <u>Child of God</u>                                                                                                                                                                                                                                                                                                                                                                   | Prepared By: <u>Victim of Crime</u> |
| Incident: <u>Theft, Abuse</u>                                                                                                                                                                                                                                                                                                                                                                            |                                     |
| <hr/>                                                                                                                                                                                                                                                                                                                                                                                                    |                                     |
| <hr/>                                                                                                                                                                                                                                                                                                                                                                                                    |                                     |
| <hr/>                                                                                                                                                                                                                                                                                                                                                                                                    |                                     |
| <b><u>Detail of Event:</u></b>                                                                                                                                                                                                                                                                                                                                                                           |                                     |
| <p>I was minding my own business when I was deliberately and maliciously robbed. I have identified the following to be missing: Peace of mind, safety, ability to trust, innocence, child-like faith, my voice, etc.</p>                                                                                                                                                                                 |                                     |
| <b><u>Actions Taken:</u></b>                                                                                                                                                                                                                                                                                                                                                                             |                                     |
| <p>I have identified the perpetrator and all that's been stolen and am leaving this report in Your hands. According to your word in Deut. 3:3, You God, will restore everything I have lost; You will have compassion on me and will come back and pick up the pieces from all the places I have been scattered. I will trust in Your ways, and not my own concerning the resolution of this matter.</p> |                                     |
| <b><u>Summary:</u></b>                                                                                                                                                                                                                                                                                                                                                                                   |                                     |
| <p>Jer. 30:17, Joel 2:25-26, Matt. 6:33, Jer. 29:11, Ps. 71:20-21, Jer. 32:27, Ps. 57:1, 1 Pet. 5:10, 2 Cor. 5:17, Is. 40:31, Prov. 3:5-6</p>                                                                                                                                                                                                                                                            |                                     |

II. 1. Read the memo. Which answers are correct?

1. What is the major goal of the memo?

- a) to inform officers about new riot control equipment;
- b) to describe crowd control plans;
- c) to summarize previous anti-riot efforts;
- d) to train police officers in new methods of combating mass riots.

2. Which is a statement NOT made in the memo?

- a) All officers on foot will carry riot shields.
- b) The squad may fire tear gas during the riot.
- c) Barriers will keep people confined to a limited area.
- d) The water cannon is the most effective way to disperse a crowd.

### 3. Why is extra preparation needed?

- a) The department does not have enough mounted police.
- b) Police were not prepared for the level of violence last year.
- c) There will be a decrease in police presence this year.
- d) The officers did not have enough time to prepare in the past.

**memo**



**From the Desk of Captain Lynwood**  
**Re: Crowd Control for Johnson City Soccer Tournament**

Thank you all for volunteering for this year's tournament squad. As many of you know, we are increasing police **presence** since last year's game sparked **riots** in and around the stadium. Unfortunately, we were unprepared for the level of violence that broke out. One of our officers was hospitalized because he had to enter a crowd of **hooligans** without proper **riot gear**. We hope our preparations and your hard work will keep our officers safe this year.

Firstly, we need to ensure that everyone maintains personal safety. This means that every officer on foot must wear a **helmet** and carry a **riot shield**. We will also have a unit of **mounted police**, who have the advantage of height and speed.

Secondly, we must have adequate resources for dispersing the crowd. Some of you will be assigned to the truck carrying the **water cannon**. All officers will be assigned **gas masks** in case we need to fire **tear gas**.

Finally, we plan to better control the area around the stadium. Before the game, we will set up **barriers** to limit the movement of people entering and exiting the stadium. This will make crowd control easier, especially if **kettling** becomes necessary.

**2. Fill in the blanks with the correct words and phrases from the word bank: riot, riot shield, riot gear, mounted police, kettling, gas mask**

1. Officer Grey protected herself from the tear gas with her\_\_\_\_\_.
2. Officers used \_\_\_\_\_techniques to confine the crowd.
3. Without a \_\_\_\_\_, the officer could not defend himself from the crowd's attacks.
4. Several people were hurt in the \_\_\_\_\_.
5. The captain sent a unit of \_\_\_\_\_into the middle of the crowd.
6. The department ordered new \_\_\_\_\_after the old equipment was damaged.

### 3. Read the sentence and choose the correct word.

1. The mechanic repaired the hose on the riot gear / water cannon.
2. The soccer player was attacked by a gang of hooligans / riots after the game.
3. The officer set up a riot shield / barrier to keep people off the street.
4. The police presence / riot gear at the parade kept everyone calm.
5. Sergeant Harris wore a helmet / gas mask to protect him from flying bottles.
6. Rioters fled the area after the officers fired mounted police / tear gas.

### 4. Complete the conversation between an officer and a captain with the words: back-up, barriers, bottles, crowd, entrance, mounted officers, mounted unit, squad, tear-gas, water cannon

**Captain:** What's happening out there, Officer Knowies?

**Officer:** Things are getting ugly, sir. There's an angry (1)\_\_\_\_\_ forming at the west (2)\_\_\_\_\_.

**Captain:** What? I thought we closed the west entrance after the game started.

**Officer:** We did, sir, but they're pushing through our (3)\_\_\_\_\_. There are more of them than we expected.

**Captain:** How is your (4)\_\_\_\_\_responding?

**Officer:** We sent a (5)\_\_\_over there, but it's not doing much good. The fans are throwing (6)at the officers.

**Captain:** Well, it sounds like we need something more serious. Is the truck with the (7)\_\_\_ready?

**Officer:** Yes, it's standing by for your order, sir.

**Captain:** Good. Make sure your (8)\_\_\_are out of the way, and then send the truck out there.

**Officer:** Yes, sir. Our (9)\_\_\_ unit is also ready with (10)\_\_\_\_\_, if needed.

**Captain:** I hope it won't come to that. Let's try the water cannon first. Report back to me in ten minutes, officer.

**5. Read the conversation again. Mark the statements as true or false.**

1. The barriers did not keep out the rioters.
2. The squad was expecting a smaller crowd.
3. The officer wants to use tear-gas.

**6. Act out the roles listed on task 4 with your partner and then change roles. Use language like:**

*I thought...*

*How is your squad...*

*Make sure...*

**Student A:** As a police captain talk to Student A about:

- a riot
- a response
- your orders

**Student B :** You are a police officer. Take answers to partner's questions.

**7. Create a dialogue based on the article below.**

**What is Riot Control?**

Riot control is a term that describes the efforts to bring an end to violence and calm demonstrators when a riot develops. Police officers usually handle this task, but sometimes things get so out of control that Army personnel are needed. There is often an attempt to minimize injuries to protesters during riot control, and there has been a lot of technological development designed for that purpose. In some countries, riot

control is handled in a very violent and authoritarian way, while other countries are very hesitant to use forceful control methods.

Riots usually happen because people are dissatisfied with their government. This can be because of discrimination, economic difficulties, or a feeling that the government isn't giving the people a voice in the decision-making process. Eventually, people may get angry, and sometimes this can boil over into street violence. It's generally possible for peaceful protests to suddenly turn violent because of the emotions in the crowd or the activities of police in attempting to silence protesters.

Riot control tactics used by police officers are often very organized. In many ways, they can resemble tactics used by infantry soldiers during the era of sword and shield fighting. The police will often advance on protesters in a line with shields raised. They may even practice advanced formation maneuvers that keep the crowd in front of them and help them avoid being surrounded.

The shields used by riot control officers protect them from sticks, rocks, or other improvised weapons they might encounter in the crowd. They aren't actually strong enough to stop a bullet, but guns aren't usually the predominant weapon used by crowds in a riot. The officers also usually wear helmets, goggles to protect the eyes from debris, and some kind of body armor.

In terms of weapons, riot control officers tend to rely heavily on batons as a way to defend themselves against crowds. This is a traditional weapon of riot control because it is perceived as being non-lethal, but sometimes lethal injuries do happen due to baton strikes. Other common weapons used in riot control include Tasers™ and rubber bullets.

Some people feel that modern weapons like Tasers™ actually lead to a greater quantity of violence in riots, even if they do lessen the severity of the violence. This is because officers might perceive that these weapons are safe, and they may use them without hesitation, whereas they would be much more hesitant to use a gun or a baton.

## ТЕМА 11

# ОБЕСПЕЧЕНИЕ БЕЗОПАСНОСТИ ДОРОЖНОГО ДВИЖЕНИЯ



страница 155

Revise the basic information on the topic using the link

### I. 1. Talk about this questions

1. When do police officers help direct traffic?
2. what are some rules police follow while directing traffic?

### 2. Read the memo. Then, mark the statements as true or false

1. Maximum traffic flow is the primary goal while directing traffic.
2. The memo suggests interacting one-on-one with each driver.
3. Using a whistle is the best way to stay safe.

#### BUREAU OF POLICE HAMPTON COUNTRY INTER-OFFICE MEMORANDUM

Date: 02/10

To: All officers

From: Lieutenant James

Subject: Directing traffic/safety

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

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

Next, always **turn to face** the car. as you direct the driver. Make sure the driver sees you and knows you are signaling him. Safety is more important than maximum **traffic stream**.

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

Wear **reflective gear** – it's not just for poor **visibility**.

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

Stay safe and enjoy your work.

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

1 - one path

2 – turn to face

3 – stream

4 – upright

5 – t-form

6 – hand-operated congestion regulation

A – up-down position

B – traffic movement

C – the way cars are controlled

D – when the movement is carried out in one direction

E – Standing in the direction of something

F – an intersection where traffic is approaching from three sides

### **4. Fill in the blanks with the correct words and phrases from the word bank: traffic, direct, reflective gear, whistle, horizontally, intersection design**

1. The officer had to \_\_\_\_\_ motorists when the lights stopped working.

2. Officers must wear \_\_\_\_\_ at night.

3. The officer blew his \_\_\_\_\_ to get the attention of a motorist.

4. The officer held his arm \_\_\_\_\_ and pointed his finger at the driver.

5. \_\_\_\_\_ flow is slow after an accident.

6. Check the \_\_\_\_\_ before directing traffic.

## 5. Read the conversation between two officers

**Officer 1:** I wasn't expecting to be this bad.

**Officer 2:** Me neither. But the lights went out at least half an hour ago.

**Officer 1:** True. Where should we go to direct traffic?

**Officer 2:** I think one of us should be at the intersection of Second and North Street.

**Officer 1:** North Street? I'm not familiar with it.

**Officer 2:** It's not a main road, but it's usually pretty busy.

**Officer 1:** Okay. Why don't you go to that intersection?

**Officer 2:** Will do. Where will you be?

**Officer 1:** I'll stay here and direct the follow of traffic toward Carol Street.

**Officer 2:** That makes sense. Traffic should move well on Carol since it's a one way.

**Officer 1:** That's what I was thinking. Oh. And before you go, don't forget your reflective gear.

**Officer 2:** Good point. The fog doesn't make this any easier.

### Mark the statements as true or false.

1. The officers are directing traffic due to an accident.
2. One officer will direct traffic toward a one way.
3. The officers will wear reflective gear because it is dark out.6.

## 6. Read again and complete the conversation.

**Officer 1:** I wasn't expecting to be this bad.

**Officer 2:** Me neither. But the lights went out at least half an hour ago.

**Officer 1:** True. Where should we go to direct traffic?

**Officer 2:** I think one of us should be 1. \_\_\_\_ Second and North Street.

**Officer 1:** North Street? I'm not 2. \_\_\_\_ it.

**Officer 2:** It's not a 3. \_\_\_\_, but it's usually pretty busy.

**Officer 1:** Okay. 4. \_\_\_\_ go to that intersection?

**Officer 2:** Will do. Where will you be?

**Officer 1:** I'll stay here and 5. \_\_\_\_ the follow of traffic toward Carol Street.

**Officer 2:** That makes sense. Traffic should move well on Carol since it's a 6. \_\_\_\_ .

**Officer 1:** That's what I was thinking. Oh. And before you go, don't forget your 7.  
\_\_\_\_\_.

**Officer 2:** Good point. The fog doesn't make this any easier.

**7. Act out the roles listed on task 5 with your partner and then change roles. Use language like:**

*Where should we go...*

*Traffic should move well on...*

*Don't forget...*

**Student A:** You are a police officer. Talk to Student B about:

- directing traffic
- the types of roads/intersections
- the weather conditions

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

**8. Use the memo and the conversation from task 7 to fill out the police survey. Use today's date.**

Date: ...

Reason for manual traffic control: ...

Weather conditions: ...

Locations of officers while directing traffic: ...

Other notes

**9. Create a dialogue based on the article below**

How effective is Traffic law Enforcement

There is ample evidence that increased police enforcement can be effective in improving road safety. The subsequent paragraphs describe some of the evidence

for enforcement of speeding, red light running, drink-driving, drug-driving, mobile phone use and not using seat belts.

### **Enforcement of speeding**

Enforcement of speeding can be done by manned controls or by automatic cameras found positive, but not significant, effects on crashes of manned stationary controls (11% reduction) and manned controls while driving (6% reduction). In another analysis found that speed camera programmes reduced total crashes by 19%, injury crashes by 18% and severe/fatal crashes by 21%. The effectiveness of speed camera programmes to a large extent depends upon a good choice of camera locations. Monitoring and evaluation may improve the set-up of speed camera programmes.

### **Enforcement of red light running**

Enforcement of red light running can be performed by manual police controls, but is mostly done by automatic cameras. Red light cameras have a strong and immediate effect on red light running: the installation of red light cameras reduces red light running, whereas the removal of red light cameras increases red light running. In terms of crash reduction, a meta-analysis indicates mixed safety effects including a significant 24% reduction of right-angle crashes and a significant 19% increase of rear-end crashes. Since right angle crashes generally result in more severe injury than rear-end crashes the overall safety effect is positive. To reach the highest safety effects, red light cameras are best implemented at intersections with a high risk of right-angle crashes. Possible adverse effects, i.e. an increase of rear-end crashes, can be mitigated by additional measures, e.g., by reducing approach speed.

### **Enforcement of drink-driving**

Intensive roadside testing operations, combined with publicity, reduces drink-driving and alcohol-related crashes. A meta-analysis on results from 40 studies indicated that crashes decrease by 17% when regular alcohol checks are carried out. With random testing, drivers can be stopped without prior suspicion of drink-driving and subsequently every stopped driver is tested for alcohol use. In the United States, however, random breath testing is not allowed and far fewer drivers

are tested for alcohol. Nevertheless, research there showed that highly publicized, highly visible, and frequent sobriety checkpoints, even though not random, were also quite effective in reducing drinking and driving.

## II. 1. Read the traffic ticket. Then, choose the correct answers.

### 1. What was the reason for the ticket?

- a) The driver was speeding.
- b) The driver ran a stop sign.
- c) The driver made an illegal turn.
- d) The driver did not have insurance.

### 2. What can you infer about the driver?

- a) He is from out of state.
- b) He has an expired license.
- c) He has automobile insurance.
- d) He got the ticket near a school.

### 3. What information is NOT included on the ticket?

- a) the driver's home address;
- b) the officer's badge number;
- c) what kind of car the driver has;
- d) when the moving violation occurred.

STATE OF OHIO - DEPARTMENT OF MOTOR VEHICLES

### Traffic Ticket for Moving Violations

Name: Fred H. Yerkes  
 Address: 112 Hazelton Way, Youngstown, OH 38995  
 Phone number: (443) 555-5999  
 Date of birth: 11/5/80  
 Driver's license number: 759906  
 Time and date of traffic stop: 4:35 pm 12/6  
 Location: 12th and Broad St.  
 Officer issuing the citation: Janet Walker  
 Badge number: 500066

Type of offence (check all that apply)

- ☐ Failure to obey posted speed limit (If so, was violation in school zone? (Y / N))
- ☒ Failure to stop at red light/ stop sign
- ☐ Illegal turn
- ☐ Driving with expired license
- ☐ Driving without insurance
- ☐ Other: \_\_\_\_\_

### 2. Match the words (1-5) with the definitions (a-e).

- 1 – citation
- 2 – failure
- 3 – traffic stop

4 – moving violation

5 – speed

A – how fast one is traveling

B – not doing something one is expected to do

C – breaking the law while driving

D – the act of pulling over a driver

E – a notice of punishment for an offense

**3. Check the sentence that uses the part in italics correctly.**

1.    \_\_\_A She got a *ticket* for speeding.  
      \_\_\_B He parked in a *moving violation*.
  
2.    \_\_\_A His driver's license is *expired*.  
      \_\_\_B Bad weather caused a *traffic stop*.
  
3.    \_\_\_A She got a *citation* for driving well.  
      \_\_\_B This is a no-parking *zone*.
  
4.    \_\_\_A You must pass a test to get a *driver's license*.  
      \_\_\_B Parked cars have high *speeds*.
  
5.    \_\_\_A She received a *failure* for speeding.  
      \_\_\_B His *insurance* costs a lot of money.

**4. Complete the conversation between an officer and a driver in a traffic stop with the words: citation, license, officer, pulled you over, speeding, stop sign, ticket, vehicle**

**Officer:** Do you know why I (1)\_\_\_\_? **Driver:** No, officer, I don't. Was I (2)\_\_\_\_\_?

**Officer:** No. You failed to stop at a (3)\_\_\_\_\_two blocks back. **Driver:** Oh, no. I'm really sorry about that. I didn't even see it.

**Officer:** I'm going to have to give you a (4)\_. Can I see your (5)?

**Driver:** Of course. Here it is, (6)\_\_\_\_\_.

**Officer:** Please remain in the (7)\_\_\_ while I fill out the (8)\_\_\_.

**Driver:** Yes, ma'am.

### **5. Read the conversation again. Mark the statements as true or false**

1. The driver was pulled over for speeding.
2. The driver does not have his license.
3. The officer will give the man a ticket.

### **6. Act out the roles listed on task 4 with your partner and then change roles. Use language like:**

*Can I see your license?*

*I'm really sorry about that.*

*Yes, sir. / Yes, ma'am.*

**Student A:** As a police officer conducting a traffic stop talk to Student B about:

- the reason you stopped him or her;
- his or her license;
- what you are going to do.

**Student B:** You are a driver. Talk to Student A about your moving violation

### **7. Create a dialogue based on the article below**

There are many examples of things that could be misdemeanors, but typically they are considered a bit more serious in nature. The court has the authority and discretion to potentially put you in jail for your actions. One common traffic violation is driving while a license is suspended. This ticket is issued because someone failed to pay a speeding ticket, resulting in their license being suspended, and then they were pulled over. Sometimes drivers do not even know that their license was suspended, but that is not a defense in most situations. If you find yourself in a

similar situation, speak with a reputable Oakland County motor vehicle offenses lawyer today.

At Michigan Defense Law, our lawyers can provide the guidance and representation you need to navigate these complexities and safeguard your rights. Contact us today at (248) 451-2200 for assistance with your misdemeanor case.

With a driving while license suspension, if you are convicted you will receive an additional thirty day suspension on your license, and two points off your license. You might face probation, and be subjected to drug or alcohol testing if the court feels that is appropriate. You could go to jail for up to ninety-three days for a first offense and up to one year in jail for a second subsequent offense. That is the most common ticket people do not think is serious enough. But in certain situations it is treated very seriously in many of the courts. In particular in Oakland County, they take driving while a license is suspended very seriously, especially if the person has any prior history of the same offense.

They really do not approve of multiple DWLS tickets. They feel like it represents people who do not care about following the law. In Oakland County, Macomb County and parts of Wayne County, they take it very seriously. Sometimes clients have been in trouble in local cities where driving while a license is suspended is not taken as seriously, and then suddenly shocked to find out that they are in front of a judge who is considering placing them in jail. Reckless driving is another traffic misdemeanor, and you can go to jail for that offense. If convicted, it is six points on your license and a ninety-day hard suspension of your driver's license. This means you cannot drive at all for ninety days.

Surprisingly most people think of reckless driving as being totally out of control, but the statute basically says that a person is guilty of reckless driving if they drove in a reckless manner. It is really vague, and not as dramatic as many people think.

There have been many examples of people getting ticketed for reckless driving simply because they were spinning their tires on a road or doing donuts in a snow-covered parking lot when there were no other cars around. Some things that people

do not look at as being that dangerous or risky have resulted in charges of reckless driving. Some other misdemeanors with traffic offenses can involve operating while intoxicated by alcohol, operating while impaired, or operating while intoxicated by drugs.

Child endangerment is another charge that often comes into play. This is where kids are in the car when someone is doing something that is dangerous or improper. Open intoxicants in a vehicle are one of them. If you have a half bottle of wine or an open bottle of beer in the car, and even if you are not drinking the alcohol, the police can charge you with open intoxicants. This results in a misdemeanor and does often result in people being placed on probation, and having a misdemeanor criminal conviction on their record.

### **III. 1. Read the accident report. Then, mark the statements as true or false**

1. Wendy Kline crashed into Paul Harvey.
2. Vehicle 2 received the most damage.
3. A witness was injured in the accident.

#### **ACCIDENT INVESTIGATION REPORT**

##### **Vehicle 1**

Driver: Paul Harvey  
Phone: 555-4004  
License number: 400589  
Passenger(s): Melissa Harvey  
Vehicle make/model/year: Fairline F80 2002 License  
plate/state: HPO-399 / Missouri

##### **Vehicle 2**

Driver: Wendy Kline  
Phone: 555-2390  
License number: 874090  
Passenger(s): none  
Vehicle make/model/year: Tamaya Primus 2008  
License plate/state: T54-RU5/ Kansas

Description of the accident:

Vehicle 1 **ran** a red light striking vehicle 2. **Point of impact** was passenger side door of vehicle 2. **Collision** caused minor **damage**, primarily to vehicle 2. Both vehicles are in **working order**. No **injuries** reported. One **witness on scene** gave his name and phone number: Mark Taylor (555-1212). Witness agrees with driver of vehicle 2.

**2. Complete the word or phrase so that it has the same meaning as the part in italics.**

1. Jane had a *wound* (= \_ n \_ \_ r \_) from the accident.
2. The car was not in *drivable condition* (= \_ \_ r \_ \_ \_ \_ \_ d \_).
3. We saw the *car crash* (= \_ \_ \_ \_ i \_ \_ \_ n) from our window.
4. James was a *person who saw the crash* (= \_ \_ \_ n \_ s \_).
5. The *car* (= \_ \_ h \_ c \_) is parked in the wrong space.

**3. Fill in the blanks with the correct words and phrases from the word bank: accident, damage, point of impact, run, on scene**

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

**4. Complete the conversation between a police officer and a driver after an accident with the words: breaks, explain, gas, intersection, light, stopped, truck, vehicles**

**Officer:** Can you (1)\_\_\_\_ what happened?

**Driver:** Sure, officer. I was (2)\_\_\_\_. Then the (3) \_\_\_\_\_ turned green, and I stepped on the (4)\_\_\_\_.

**Officer:** Was the (5)\_\_\_\_ clear?

**Driver:** I didn't see any (6)\_\_\_\_\_ in it at that time.

**Officer:** What happened next?

**Driver:** I entered the intersection. Right then, I saw a (7) \_\_\_\_\_ coming at me.

**Officer:** What did you do?

**Driver:** I slammed the (8)\_\_\_\_\_. He did too. But he still hit me. He crashed into my passenger side door.

## **5. Read the conversation again. Choose the correct answers.**

### **1. What is the conversation mostly about?**

- a) how badly a driver was injured;
- b) what happened before the accident;
- c) the damage caused by the collision;
- d) why the truck driver couldn't stop.

### **2. What can you infer about the accident?**

- a) It happened at a stop sign.
- b) It was caused by weather.
- c) It involved only two cars.
- d) It occurred at high speeds.

## **6. Act out the roles listed on task 4 with your partner and then change roles. Use language like:**

*Can you explain what happened?*

*What happened next?*

*Right then, ...*

**Student A:** As a police officer at a car accident ask Student B about:

- what happened;
- the location of the accident;
- what caused the accident

**Student B:** You are a driver who just had a car accident. Tell Student A about the car accident.

## **7. Create a dialogue based on the article below**

### **Causes of car accidents**

There are several factors that cause road accidents which comprise the following: majority of the accidents occur due the rise in the number of road users who don't obey traffic rules, drivers who drive their cars carelessly and disobedience of the rules of traffic; the nature of the roads is also a major cause of road accidents.

The nature of infrastructure, construction of bridges which do not meet safety standards leading to defects on the road like potholes; improper maintenance of motor vehicles by the owners have caused many accidents. Some of the accidents that arise due to poor maintenance are due to failure of the breaks, improper alignment of the wheels thereby causing bursting, mechanical problems associated with the wheel, and failure of the headlights.

Bad weather also contributes to the rise in the motor vehicle accidents. On a misty day, visibility on the road can be very bad. Cars on the road may end up colliding due to the failure of the drivers to notice vehicles in the front or back due to poor weather conditions. Other conditions of the weather that can lead to accidents growth is the presence of unexpected floods and ice on the roads.

These factors may make drivers notice their opponents late hence leading to collisions. Drivers may at times encounter distractions on the road as they drive, which may be within or outside the car. Some of the incidents arising from this error are when the attention of the driver is focused on a phone or a mirror or an interesting event outside the car while the car is in motion. It therefore follows that, anything causing the driver to concentrate outside the road is dangerous to the safety of the vehicle.

Sometimes, the designers of the roads may do a shoddy job in designing the road. This could be due to poor placements of the traffic controls like inappropriate placements of the traffic signs so that the view of the incoming traffic is blocked at risky corners of busy roads. In most cases, accidents arising from poor design are compensated by the government implying that both the owners of the vehicles and the State share the losses.

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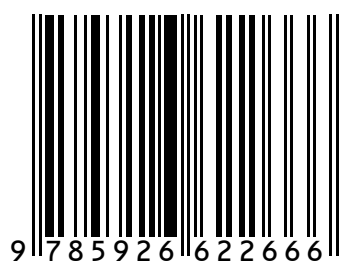
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