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Должность: декан ЮФ

Дата подписания: 29.12.2021 15:40:59

Уникальный программный ключ:

d30abf10bb7ea878d015899f1b8bb1c005d56b367761d643e1a290efcf5aa14b

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ПРАВООХРАНИТЕЛЬНАЯ ДЕЯТЕЛЬНОСТЬ

LAW ENFORCEMENT

Учебное пособие по английскому языку

ISBN 978-5-7681-1141-0



9 785768 111410



Курск 2016

МИНОБРНАУКИ РОССИИ

Федеральное государственное бюджетное
образовательное учреждение высшего образования
«Юго-Западный государственный университет»
(ЮЗГУ)

И.В. Тененёва, Н.В. Тененёва

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*Утверждено Учебно-методическим советом
Юго-Западного государственного университета*

Курск 2016

УДК 811.111 (075.8)
ББК 81.432.1:67.7я7
Т 33

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Т 33 Правоохранительная деятельность = Law Enforcement:
учебное пособие по английскому языку / И. В. Тененёва,
Н. В. Тененёва; Юго-Зап. гос. ун-т. – Курск, 2016. – 152 с. –
Библиогр.: с. 125–126.
ISBN 978-5-7681-1141-0

Учебное пособие соответствует ФГОС ВПО по специальности
031001.65 «Правоохранительная деятельность». Современные аутен-
тичные материалы пособия позволяют обучаемым овладеть базовой
специальной лексикой и формами дискурса, необходимыми в
различных ситуациях профессионального общения сотрудников право-
охранительных органов.

Пособие может быть использовано преподавателем для ауди-
торной групповой и индивидуальной работы, а также для внеауди-
торной самостоятельной работы студентов.

Предназначено для студентов, обучающихся по специальности
031001.65 (40.05.02) «Правоохранительная деятельность», а также
может быть полезно студентам, обучающимся по другим программам
юридического профиля.

УДК 811.111 (075.8)
ББК 81.432.1:67.7я7

ISBN 978-5-7681-1141-0

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ПРЕДИСЛОВИЕ

Наблюдающийся в настоящее время рост транснациональной преступности, представляющей собой реальную угрозу нормальному функционированию и развитию отношений между различными странами, заставляет государства развивать международное сотрудничество в сфере борьбы с преступностью. Сложившаяся криминогенная обстановка требует от правоохранительных органов России постоянно вносить коррективы в стратегию и тактику совместных с другими государствами действий по защите конституционных прав и свобод граждан. В этой связи иностранный язык на юридических факультетах и в юридических вузах является неотъемлемым компонентом профессионально направленного обучения.

Это обстоятельство определяет актуальность разработки соответствующего пособия для организации обучения иностранному языку будущих сотрудников правоохранительных органов.

Основная цель издания – лингвистическая поддержка развития специальной иноязычной речевой компетенции обучаемых, необходимой для успешной коммуникации в сфере правоохранительной деятельности. Материалы пособия позволяют обучаемым овладеть базовой специальной лексикой и формами дискурса, необходимыми в различных ситуациях профессионального общения.

Структура учебного пособия соответствует современным лингводидактическим принципам преподавания иностранных языков и способствует обучению студентов различным видам речевой деятельности. Материалы трех основных частей подобраны с учетом профессиональных интересов студентов. Уроки каждой части взаимосвязаны и являются языковым и логическим расширением друг друга. Каждая тематическая часть пособия завершается блоком упражнений на повторение пройденного материала.

Все тексты пособия обеспечивают овладение специальными знаниями и ознакомление с зарубежным опытом в сфере правоохранительной деятельности. Тексты сопровождаются комплексом упражнений и заданий, направленных на формирование и развитие

навыков и умений, определяемых профессионально ориентированным уровнем обучения.

Учебное пособие соответствует ФГОС ВПО по специальности 031001.65 «Правоохранительная деятельность» и предназначено для студентов специальности 031001.65 (40.05.02) «Правоохранительная деятельность», а также студентов, обучающихся по другим программам юридического профиля.

Мы надеемся, что использование данного пособия в рамках преподавания курса английского языка в вузе будет способствовать расширению сотрудничества России с другими странами по линии органов внутренних дел благодаря повышению уровня профессиональной иноязычной коммуникативной компетенции российских сотрудников и специалистов.

Авторы выражают благодарность декану юридического факультета ФГБОУ ВО «Юго-Западный государственный университет» С. В. Шевелевой за научное редактирование и ценные замечания, которые были учтены при доработке рукописи.

ВВЕДЕНИЕ

Реальность последних лет свидетельствует о возросшем статусе иностранных языков в обществе. Межкультурная и иноязычная коммуникативные компетенции являются сегодня важными составляющими профессионального портрета любого высококвалифицированного специалиста, в т. ч. сотрудника органов внутренних дел. Настоящее учебное пособие ориентировано на решение этой задачи, актуальной для системы высшего юридического образования.

Пособие строится по принципам комплексности, коммуникативной направленности, современности и наглядности.

Три основные части пособия посвящены базовым аспектам правоохранительной деятельности: в *первой части (Police Overview)* дается обзор структурных подразделений полиции, специальных званий сотрудников, экипировки, оружия, транспортных средств; во *второй части (Police Operations)* рассматриваются основные направления деятельности сотрудников полиции (патрулирование, регулирование дорожного движения, противодействие массовым беспорядкам, реагирование на экстренные вызовы и др.); *третья часть (Criminal Investigation)* затрагивает процессуальные вопросы организации раскрытия и расследования преступлений (осмотр места преступления, допрос потерпевших и свидетелей, обыск, задержание подозреваемого или обвиняемого и др.).

Представленные в уроках аутентичные тексты монологического и диалогического характера являются образцами речевого общения в ситуациях, специфичных для сферы правоохранительной деятельности, и знакомят обучаемых с соответствующей терминологией и речевыми клише. Тексты могут быть использованы для обучения просмотровому, ознакомительному и поисковому чтению и дают необходимый материал для организации на их основе небольших дискуссий и ролевых игр.

Разнообразные послетекстовые упражнения способствуют прочному закреплению освоенной лексики, а также развитию навыков сознательного использования приобретенных знаний.

Каждая часть пособия завершается блоком заданий на повторение и проверку прочности усвоения отработанных языковых явлений. В основу раздела положены оригинальные тестовые материалы, разработанные для сотрудников правоохранительных органов США.

Дополнительная часть *Detective Brain Teasers* построена на базе профессионально ориентированных логических задач. Представленные здесь ситуации общения проблемного характера направлены на развитие у студентов логического мышления и способности грамотно и аргументированно высказывать свое мнение на иностранном языке.

Англо-русский словарь включает слова и словосочетания, встречающиеся в пособии и подлежащие активному усвоению, а также лексические единицы, которые, по мнению авторов, должны войти в активный словарь студентов.

Все тексты и задания, представленные в пособии, могут быть использованы преподавателем для аудиторной групповой и индивидуальной работы, а также для внеаудиторной самостоятельной работы студентов.

PART 1

POLICE OVERVIEW

UNIT 1.1. RANK STRUCTURE

Exercise 1. Read the page from a police training manual. Then, mark the statements as true or false.

1. Cadets address superiors by rank or name.
2. Officers and constables have equal rank.
3. Officer is usually a cadet's rank when first hired.

ZELLWOOD POLICE ACADEMY CADET TRAINING MANUAL

Ch.7: **Hierarchy of Command**

7.0 – The **administration** of a police department is organized in a hierarchy of command. This organizational structure facilitates the day to day functioning of the organization. It clearly sets out who may give orders to whom.

7.1 – Below is a typical hierarchy of command for a municipal police department. **Cadets** typically enter a department as officers. They typically do not receive a **promotion** until they have worked with a department for several years.

Superintendent / Commissioner / Chief of police/ Deputy Superintendent/ Deputy Commissioner/ Deputy Chief of Police

Inspector

Sergeant

Detective

Officer

7.2 – Remember that **constables** have full law enforcement powers and are of the same rank as an officer. They have the same duties in the **field**.

7.3 – A cadet is advised to properly address individuals based on their position in the hierarchy of command. One usually addresses a **supervisor** or immediate **superior** as "Sir" for male individuals or "Ma'am" for female individuals. A **subordinate** may be addressed by their rank and last name, last name, or first name. The choice depends on the formality of the police department's culture.

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

- | | |
|-------------------|---------------------------------|
| 1) promotion | a) a person below you in rank |
| 2) superior | b) an increase in one's rank |
| 3) administration | c) a person above you in rank |
| 4) subordinate | d) a top ranking police officer |
| 5) superintendent | e) a management structure |

Exercise 3. Fill in the blanks with the correct words from the word bank.

cadet, commissioner, field, hierarchy, supervisor

1. Sergeants are near the bottom of the _____.
2. Report any problems to your direct _____.
3. A _____ studies six months at the academy.
4. Many people work in the _____ of law enforcement.
5. The _____ ranks above the department's inspector.

Exercise 4. Complete the conversation between two high-ranking officers with the words given below.

candidate, choice, constable, department, officers, ranks, sergeant, supervisor

Officer 1: So which (1)_____ do you think deserves to be promoted to sergeant?

Officer 2: I think that Constable Henry is the best choice.

Officer 1: Really? Why is that?

Officer 2: Well, he's been with the department for three years and he has a strong endorsement from his (2)_____.

Officer 1: That is true. However, I'm not sure he has the necessary leadership skills for being a (3)_____.

Officer 2: He did lead a group of (4)_____ during a recent operation.

Officer 1: And he did quite well. But I'm not convinced he could lead on a daily basis.

Officer 2: Who do you think would be a better (5)_____ then?

Officer 1: I'd go with Constable Wilson. He has consistently shown leadership when on assignments.

Officer 2: No one can argue with that.

Officer 1: Second, he's been with the (6)_____ for five years. It seems it's about time for him to rise up the (7)_____.

Officer 2: What do you think about Constable Yates, our final candidate?

Officer 1: She is also an excellent (8)_____.

Officer 2: My concern with her is that she is just too new.

Officer 1: Right. So it's Constable Wilson then.

Officer 2: Agreed.

Exercise 5. Read the conversation again. Check the factors that are important for granting a promotion.

1. Number of arrests
2. Time with department
3. Popularity among peers
4. Leadership experience

Exercise 6. With a partner, act out the roles below based on Exercise 4. Then, switch roles.

Student A	Student B
You are considering two officers for a promotion. Talk to Student B about: leadership, experience, your recommendation	You are a Captain. Talk to Student A about the two candidates

Exercise 7. Read the following text and discuss it in the form of a dialogue.

WHAT IS A POLICE OFFICER?

Police officers work in partnership with the public to reduce crime and enforce federal, state and local laws through the legitimate use of force.

Bottom of the Ladder

Law enforcement agencies have rank structures that are very similar to the military. Typically, a police department's chain of command will start with the rank of officer or deputy, or in the case of state agencies, trooper. The ranks will include sergeants, lieutenants, captains and majors. At the bottom of the ladder is the police academy recruit.

Job Duties

Police officers conduct patrol duties and investigate crimes through gathering evidence and interviewing victims, suspects and witnesses. They also maintain order by directing traffic, conducting arrests, issuing traffic citations, preparing crime reports and responding to incidents of public disorder. Police assist at road-related incidents, collision scenes and vehicle check points. They also assist in criminal prosecutions and provide deposition and court testimony in criminal cases.

Education

Police officers must have a minimum of a high school education, or its equivalent, and larger departments may require one or two years of college. Federal and State agencies typically require a college degree.

Since civil service regulations govern the appointment of police in most jurisdictions, officers must pass a civil service examination. Officers usually undergo a variety of testing including a physical examination, drug testing and a background check, personality test and/or lie detector test. Officers also usually complete approximately 12 to 14 weeks of training in a regional or state police academy.

Skills

Police officers interact with witnesses, victims and the public on a daily basis and must possess strong interpersonal skills including social perceptiveness and listening skills. Critical thinking and problem-solving skills are important in analyzing a situation and determining a course of action. Physical agility and strong investigative skills are required for the job as well as life-saving skills such as CPR and first aid. Since police work can be stressful and dangerous, officers must possess courage, stamina and stress management skills.

UNIT 1.2. DEPARTMENTS

Exercise 1. Read the page from a police department website. Then, choose the correct answers.

1. What is the purpose of the web page?
 - a) to give a history of the department;
 - b) to introduce the divisions and their roles;
 - c) to provide department contact information;
 - d) to explain the role of operations.

2. What can you infer about officers in the Investigations Division?
 - a) They maintain a separate K-9 team.
 - b) They determine the causes of car crashes.
 - c) They can work in different sections.
 - d) They conduct operations in other cities.

3. Which division deals with speeders?
 - a) Field Operations;
 - b) Special Operations;
 - c) Investigations;
 - d) General Administration.

REEDSBURG POLICE DEPARTMENT

About us: Divisions

Field Operations – Under the command of Assistant Chief Chuck Franklin, this division covers six police zones and is tasked with emergency and non-emergency responses. In addition to normal day-to-day field operations, this division maintains a specialized **Traffic Section** responsible for the enforcement of traffic laws.

Special Operations – Under the command of Assistant Chief Richard Wakes, this division maintains three specialized teams to deal with high-risk emergency situations and other non-standard operations. These include **Explosive Device Dispersal (Bomb Squad)**, **SWAT**, and **K-9** teams. The SWAT team has specialized training to deal with terrorism

and hostage situations. This division is also responsible for staffing and maintaining the department's helicopters.

Investigations – Under the command of Assistant Chief Paula Watson, this division investigates and solves crimes against persons or property. Officers working for this department belong to either the **Forensics** or **Narcotics/Vice** Sections. Forensic officers work both at crime scenes and in the lab. Narcotics/Vice officers conduct undercover operations and participate in field operations related to illegal substances.

General Administration – Under the command of Assistant Chief Thomas Wayne, this division is tasked with the day to day management of the department's personnel and information infrastructure. It consists of three sections: **Personnel and Training**, **Records**, and **IT (Information Technology)**.

Exercise 2. Check (✓) the sentence that uses the part in italics correctly.

1. ___ A *Traffic section* gives out tickets for moving violations.
 ___ B *Field Operations officers* work in administration.

2. ___ A The *K-9* team relies on dogs.
 ___ B *Explosive Device Disposal* monitored the protest.

3. ___ A *Records* provides officers with weapons.
 ___ B *Narcotics section* arrested several drug dealers.

4. ___ A *SWAT's* main responsibility is patrol.
 ___ B New hires should report to *Personnel and Training*.

5. ___ A Call *IT* about any Internet Problems.
 ___ B Report cars driving illegally to *Forensics*.

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

1. Bring the crime scene evidence to Forensics / Bomb Squad.
2. Each municipality maintains its own police department / division.

3. Field Operations / IT responded to the robbery.
4. K-9 / Field Operations just got five new German Shepherds.
5. We have a hostage situation. Call SWAT / vice.

Exercise 4. Complete the conversation between two officers with the words and expressions given below.

Field Operations, hostage, K-9, neighborhoods, officers, Special Operations, SWAT team, zone

Officer 1: The commissioner wants us to move a dozen officers from Special Operations to (1)_____.

Officer 2: What's the reason?

Officer 1: He wants a more visible police presence in the city's (2)_____.

Officer 2: So, he thinks we need more officers patrolling, right?

Officer 1: That's how I understand it. Right now we only have four patrol cars for each (3)_____.

Officer 2: Isn't that enough?

Officer 1: Apparently not. Due to the recent increase in property crime, he wants more (4)_____ out on the streets.

Officer 2: I see his point. That would result in fewer property crimes.

Officer 1: I'd think so.

Officer 2: But that only leaves twenty of us in (5)_____.

Officer 1: Right, so we have to think carefully about who we transfer.

Officer 2: I hope you aren't thinking about cutting the (6)_____.

Officer 1: Not a chance. We'd be ineffective in a serious terrorism or (7)_____ situation.

Officer 2: So the cuts will have to come from (8)_____ and the Bomb Squad.

Officer 1: Exactly. We'll transfer six officers from each.

Officer 2: That should work.

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

1. SWAT will gain additional officers.
2. Property crime is going down.
3. K-9 will have fewer officers.

Exercise 6. With a partner, act out the roles below based on Exercise 4. Then, switch roles.

Student A	Student B
You are an officer in Field Operations. Talk to Student B about: <ul style="list-style-type: none"> – why you want more officers; – how many you need; – what benefits will result 	You are an officer in Special Operations. Talk to Student A about the effects of transferring officers

Exercise 7. Read the following text and discuss it in the form of a dialogue.

SPECIAL LAW ENFORCEMENT UNITS

Law enforcement careers offer many exciting opportunities for patrol officers after showing a few years of commitment. Police officers may eventually have the opportunity to become K-9 officers, motorcycle traffic cops, or join SWAT teams. This is a brief description of various programs police officers can join or be involved in outside of their regular patrol duties.

K-9 officers use their dog's sense of smell to identify narcotics, explosives, and in search-and-rescue operations. These units are also used in offensive operations, for example, to pursue and attack fugitives or suspects on the run. They are also used in situations where the risk to a police officer may be too high. K-9 units can send their dogs in first to protect the lives of other officers.

Bomb Squad Officers are specialized and trained to identify, disarm, and eliminate explosive threats. These officers usually work in highly-skilled teams and are provided with equipment and technology to disarm bombs. Smaller departments will most likely rely on a neighboring agency for bomb squad teams. Medium to larger departments usually have bomb squad officers on call. This means that specialized patrol officers will be called or paged when a bomb threat is identified.

Mounted Police can include the use of motorcycles, ATVs, bicycles, and horses. Motorcycle and bicycle officers can go where patrol cars cannot go. As a result, they are, in many cases, the first responders to the scene of an accident or crime. Horseback officers have great opportunities to assist in crowd control in certain areas.

Tactical Units are commonly known as SWAT, Special Weapons and Tactics teams. These units will sometimes include hostage negotiators, crisis negotiators, and sniper teams. They are used in emergency situations and are highly trained.

Traffic Officers specialize in ensuring traffic law and regulations. These officers will work together to enforce regulations in areas of high vehicular accidents and speeding. Traffic officers may be predominantly motorcycle officers. These officers can bring in a great deal of revenue to the city for ticketing moving violations.

Riot or Crowd Control –These officers are on call during protests and large public events held in their cities. They practice specialized crowd control techniques. At smaller agencies all police officers can perform this duty and will be crossed-trained.

UNIT 1.3. DUTY GEAR

Exercise 1. Read the page from a police equipment company's website. Then, choose the correct answers.

1. What is the purpose of the webpage?
 - a) to list products available;
 - b) to show a completed order;
 - c) to state required equipment;
 - d) to describe a business.

2. Which item is NOT sold with all its needed parts?
 - a) zip tie;
 - b) multi-tool;
 - c) handcuffs;
 - d) flashlight.

3. What is true of the bulletproof vest?
 - a) It is the most expensive item.
 - b) It includes plates in all models.
 - c) It is available in multiple sizes.
 - d) It can only be ordered by phone.

STRONG ARM POLICE EQUIPMENT SUPPLIERS		
Item Code	Description	Cost
P141	Badge: standard five point star. Engraving extra	\$8
P198	Boots: black, leather, reinforced toe and sole. Avail, sizes M 7-13 W 4-12	\$110
P509	Bulletproof vest: adjustable size, fits over uniform. Optional reinforced front/back plates extra Call for details	\$400
P040	Duty belt: adjustable, holds up to ten items	\$70

Item Code	Description	Cost
P588	Flashlight: lightweight, 20 cm length, uses C batteries (not included)	\$15
P422	Gloves: black leather. Avail sizes S, M, L, XL	\$20
P188	Handcuffs: stainless steel	\$30
P454- P499	Holster: all leather. Locking belt clip. Specify gun make and model when ordering	\$45- \$200
P098	Multi-tool: 9 useful tools in one! Case included	\$65
P905	Radio: five channels. Rechargeable	\$100
P112	Restraint (pair): nylon web. 12 cm	\$8
P113	Zip tie (pack of 12): white	\$6
<p>Click here to place an order. Strong Arm is committed to complete customer satisfaction. Call 1-888-499-5999 or email us for assistance at any time.</p>		

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

- | | |
|---------------|--|
| 1) zip tie | a) a device with many uses |
| 2) duty belt | b) a strap that holds an officer's tools |
| 3) multi-tool | c) a device used for communication |
| 4) radio | d) equipment that protects the foot |
| 5) boot | e) an item that binds suspects' hands |

Exercise 3. Choose the correct word for each blank.

1) badge / handcuffs

- A. The criminal couldn't move because of the _____.
- B. Robert wears his _____ on his uniform.

2) gloves / bulletproof vests

- A. These _____ protect officers' hands.
- B. Modern _____ can stop most bullets.

3) flashlight / restraints

A. The _____ prevented him from moving.

B. Use your _____ if it is too dark outside.

Exercise 4. Complete the conversation between two officers with the words given below.

advantage, downside, durable, handcuffs, lightweight, restraints, suspect, zip ties

Officer 1: Some officers are complaining about the (1) _____.

Officer 2: I can see why. We have better options for (2) _____.

Officer 1: You don't think they're our best option? They're so (3) _____ you can carry a dozen at a time.

Officer 2: True, that's their main (4) _____.

Officer 1: That and they're cheap. We can buy fifty or sixty for the price of one pair of (5) _____.

Officer 2: Sure, that's something else they have going for them.

Officer 1: And they're (6) _____ ... I could go on and on. So, what are their downsides then?

Officer 2: The biggest (7) _____ is that they're difficult to put on correctly when you only have one hand free.

Officer 1: I see your point.

Officer 2: I can slap handcuffs on a (8) _____ with one hand and have my other one free. I feel a lot safer and more in control that way.

Officer 1: True, that's a major plus.

Officer 2: And in my book, that outweighs all their negatives.

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

1. Handcuffs cost much more than zip ties.
2. Officer 2 thinks zip ties break easily.
3. Using a zip tie requires both hands.

Exercise 6. With a partner, act out the roles below based on Exercise 4. Then, switch roles.

Student A	Student B
You are a police officer. Talk to Student B about a piece of equipment. Talk about: <ul style="list-style-type: none"> – its most useful feature; – other advantages; – comparison with other equipment 	You are a police officer. Talk to Student A about police equipment

Exercise 7. Read the following text and discuss it in the form of a dialogue.

WHAT'S THAT ON YOUR BELT?

Magazine Pouch

The magazine pouch consists of two, and sometimes three, separate containers to hold extra magazines for the officer's firearm. Magazines contain extra rounds for the firearm and are used to feed live rounds into a semiautomatic weapon.

Flashlights

Police officers carry long and heavy lights with halogen bulbs or LEDs, such as Maglites. Many officers now carry a second flashlight that is smaller and more tactical. It is especially useful for vehicle searches and for low and no-light shooting situations.

Electronic Control Device

The best known electronic control devices are made by Taser International, so the term "Taser" has come to describe all varieties of ECDs. The electronic impulses from the ECD interrupt the electronic signals from the brain to the muscles, causing the subject to be temporarily incapacitated.

Baton

The police baton comes in many forms and serves just as many purposes. Using special hold techniques, police batons can be used to help restrain a subject until handcuffs can be applied. They are also very

effective at blocking blows and strikes and helping officers to avoid injury.

Handcuffs

Handcuffs are more complicated than they appear, and officers undergo extensive training at the academy in their use. Effective and efficient handcuffing techniques can often make the difference in keeping both the officer and the arrested subject safe from injury.

Firearm

In the United Kingdom law enforcement officers do not regularly carry firearms. Only officers in special units and special assignments carry guns. By contrast, nearly every sworn officer in the United States carries at least one firearm, and quite often they may also carry a backup weapon hidden on their body.

Pepper Spray

Popularly known as "Mace," pepper spray actually comes in many forms and varieties. Most police departments have fairly strict policies on the use of pepper spray. Officers are usually required to be exposed to the spray to experience their effects. This helps them be more aware and sympathetic to people they may be inclined to use it on, and it also helps them be prepared in the event they deploy it and become exposed accidentally in the field.

Other Equipment

There are also pieces of police equipment that officers might not carry on their person, but which many officers have in their vehicle. This includes equipment for maintaining a crime scene, such as tape, road flares, and portable barricades. Police officers also usually carry radios to communicate with other officers, often worn on the shoulder or belt.

Some pieces of police equipment are more specialized and typically worn or utilized only by tactical officers. These include body armor, heavy firearms such as automatic rifles and tear gas guns, and shields used for pacifying participants in a riot.

UNIT 1.4. WEAPONS

Exercise 1. Read the page from a police manual. Then, mark the statements as true or false.

1. SWAT officers receive two firearms.
2. Detectives may choose their own cartridges.
3. Police shotguns hold up to ten bullets.

TULSA POLICE DEPARTMENT Training Manual

5 Standard Issue Weapons

5.1 Firearms – All officers will be issued at least one **standard issue firearm**. They are to carry it on their person at all times. Patrol officers receive a 9 mm semiautomatic **pistol**. SWAT team officers are also issued a Tiger-16 assault **rifle**. Detectives receive a .38-caliber **revolver**. Each patrol car will have one **shotgun**.

5.1.1. Ammunition – The department requires that officers keep their weapons loaded. In addition, they should carry extra **ammunition**. Patrol officers are issued two additional **magazines**. Each magazine holds 10 **bullets**.

5.2 Cartridges – Only use department approved cartridges in department-issued firearms. The department has selected cartridges with **shells** and **bullets** suitable to police needs.

5.3 Discharge – Officers should follow the regulations for the use of **deadly force** (see section 7.3). They must report whenever a **shot** is fired.

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

- | | |
|-----------------|---|
| 1) shot | a) a rifle or pistol |
| 2) firearm | b) ammunition placed in a gun |
| 3) deadly force | c) the object fired from a gun |
| 4) cartridge | d) the firing of a gun |
| 5) bullet | e) the use of a gun with the intent to kill |

Exercise 3. Fill in the blanks with the correct words and phrases from the word bank.

standard issue, shell, shotgun, magazine, ammunition

1. A gun cannot fire without _____ in it.
2. Most guns eject the _____ after a shot is fired.
3. Cartridges can be stored in a(n) _____ for later use.
4. All officers receive a(n) _____ weapon.
5. A(n) _____ is not useful for long-range shots.

Exercise 4. Complete the conversation between a senior and a junior officer with the words given below.

a shot, armed, continued, cruiser, firearm, fired, pistol, signaled, suspect, unarmed

Officer 1: Tell me what happened today when you discharged your (1)_____.

Officer 2: Yes, sir. I arrived at the scene of the robbery and exited my (2)_____.

Officer 1: It says in the report the (3)_____ drove his van directly toward you.

Officer 2: Correct. I thought he would hit me. So I moved to the side of my car and (4)_____ him to stop.

Officer 1: And he (5)_____ to drive toward you.

Officer 2: Exactly. Since he failed to heed my order, I thought it best to draw my (6)_____.

Officer 1: That's when you (7)_____?

Officer 2: Negative. I decided to give a verbal warning first. Then I fired (8)_____ at his vehicle.

Officer 1: And that is when he swerved and crashed into a tree.

Officer 2: Correct. I didn't know if he was (9)_____, so I approached the vehicle with my weapon drawn.

Officer 1: Did you fire any additional shots?

Officer 2: Negative. That wasn't necessary. He was (10)_____ and cooperated.

Exercise 5. Read the conversation again. Choose the correct answers.

1. What is the purpose of the conversation?

- a) to discuss the risks faced by police officers;
- b) to describe investigative procedures;
- c) to explain why an officer fired his gun;
- d) to request additional support for an arrest.

2. When did the officer fire his gun?

- a) as soon as he saw the suspect;
- b) after the suspect failed to stop;
- c) after the suspect crashed his vehicle;
- d) as soon as the suspect drew his weapon.

Exercise 6. With a partner, act out the roles below based on Exercise 4. Then, switch roles.

Student A	Student B
You are an officer who shot at a suspect. Talk to Student B about: <ul style="list-style-type: none"> – the suspect's actions; – the number of shots; – the reason for firing 	You are a senior police officer. Ask Student A about the decision to fire

Exercise 7. Read the following text and discuss it in the form of a dialogue.

WHAT IS THE BEST PISTOL FOR POLICE OFFICERS?

If you are new to police work and your department is not going to issue you a handgun, then you have a very important choice to make. Which gun are you going to buy to carry on-duty? Hopefully, this article will clear up the confusion and make the decision more manageable.

Stick to the name brands because quality is a must. During the course of your career, you are going to get wet and muddy. Your gun is going to be exposed to dirt and possibly sand. You may find yourself in freezing temperatures. So rule out any model that has not been proven over time to withstand this kind of abuse.

Mounting rails for a pistol light. The gun you choose should have mounting rails for a tactical flashlight. I would not buy a gun without this option. Tactical gunlights are in wide use by police officers around the country.

High capacity magazines. I would not carry a duty gun that carries fewer than 12 rounds in the magazine. One of the great advantages offered by semi-automatic handguns is the increased carrying capacity. Most manufacturers have increased the capacity of .45 pistols to at least 12 rounds, so this would be the minimum I would be comfortable with. Most officers carry a loaded weapon and 2 spare magazines. The more rounds you have, the longer you can stay in the fight.

Caliber. 9mm allows you to carry more rounds and the felt recoil is lighter, allowing more accurate follow-up shots in rapid succession. .40 has a higher velocity than .45 and more felt recoil than the 9mm or .45. The rounds are larger than 9mm, so the magazine capacity is slightly less than the 9mm. .45 is known for good stopping power and usually has less felt recoil than a .40. The larger rounds reduce the carrying capacity of the magazines. .45's are now offered with larger capacities than the past, but the grip may be too large to be comfortable for officers with small hands.

Magazine compatibility with back-up weapons. The ideal situation is one where your duty weapon and your back-up weapon operate with the same magazines and ammo. This allows you to stay in the fight longer if you have to switch to your back-up gun, by letting you use your spare duty magazines in your back-up.

UNIT 1.5. NON-LETHAL WEAPONS

Exercise 1. Read the passage from a training manual. Then, choose the correct answers.

1. What is the passage mainly about?
 - a) choosing an appropriate level of force;
 - b) selecting a conducted energy weapon;
 - c) rendering a suspect immobile;
 - d) training methods for police officers.

2. When should empty hand control be used?
 - a) when soft hands are ineffective;
 - b) if a suspect shows resistance to mace;
 - c) after verbal commands don't work;
 - d) only when a CEW is not available.

3. What can you infer about batons?
 - a) They are not always available to officers.
 - b) They are more harmful than chemical agents.
 - c) They are only for use while protecting lives.
 - d) They are the favored weapon of most officers.

NORTH CITY POLICE DEPARTMENT Officer Training Manual

When apprehending a suspect, use the least harmful methods possible and proceed to higher levels of force only when necessary.

USE OF FORCE CONTINUUM

Level 1: The **verbal command**. Speak clearly and authoritatively.

Level 2: Empty Hand Control – When individuals do not comply with verbal commands, use **empty hand control**, including both **soft hands** and **hard hands**.

Level 3: Chemical Agents – If a suspect does not comply or begins to show more aggressive resistance to empty hand control, use a chemical agent such as **pepper spray**.

Level 4: CEW, K-9, Strikes – Certain suspects show strong resistance to **mace**. In such circumstances, utilize a **conducted energy weapon (CEW)**. This device will render a suspect immobile, even if he or she is unaffected by the pain that it inflicts. If a CEW is unavailable, use of **batons** and K-9 units is acceptable.

Level 5: Deadly Force – As a last resort, deadly force including blows to the head and firearms is authorized. Such force should only be used to protect the life of the officer and members of the public.

Exercise 2. Match the words (1-4) with the definitions (a-d).

comply	a) the use of hands without a weapon
baton	b) a use of force involving a painful chemical
empty hand control	c) a blunt weapon
pepper spray	d) to obey

Exercise 3. Choose the correct word for each blank.

1) use of force continuum / K-9 unit

- A. The officer's actions followed the _____.
- B. The _____ is hiring a new dog trainer.

2) hard hands / mace

- A. The chemicals in _____ hurt the eyes.
- B. Using _____ can bruise suspects.

3) soft hands / verbal commands

- A. The officer gave _____ to the suspects.
- B. _____ is the lowest level of physical force.

Exercise 4. Complete the conversation between an attorney and an officer with the words and expressions given below.

armed, comply, force continuum, pepper spray, pepper spray, restrain, soft hands, verbal command

- Attorney: Officer Benton, did you receive training on the use of (1)_____?
- Officer: Yes, I did.
- Attorney: And do you feel that your use of (2)_____ on Mr. Henry was appropriate?
- Officer: Yes, I do.
- Attorney: How could it be appropriate when Mr. Henry wasn't even (3)_____?
- Officer: Well, when I arrived on scene, Mr. Henry was shouting loudly, and appeared to be threatening his neighbor.
- Attorney: And what did you do?
- Officer: First, I gave Mr. Henry a (4)_____ to stop shouting and sit down on the curb.
- Attorney: And did he (5)_____?
- Officer: He did not. In fact, he became louder and more agitated. At that point, I tried to (6)_____ Mr. Henry using (7)_____, but he resisted and become combative.
- Attorney: What did you do next?
- Officer: After that, I felt I had no choice but to use the (8)_____.

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

1. Mr. Henry was being threatened by his neighbor.
2. The suspect did not obey the officer's commands.
3. The officer used a CEW to restrain the suspect.

Exercise 6. With a partner, act out the roles below based on Exercise 4. Then, switch roles.

Student A	Student B
You are an attorney interviewing a police officer. Talk to Student B about: <ul style="list-style-type: none"> – the use of force continuum; – the details of an arrest; – the weapons and tactics. Make up a name for the officer	You are a police officer. Answer Student A's questions

Exercise 7. Read the following text and discuss it in the form of a dialogue.

LESS-LETHAL WEAPON OPTIONS

At present, less-lethal weapons are a fact of life. With technology advances being what they are, there are more options today than ever before. Let's look at some of the available technologies and how they make a difference.

Light As a Less-Lethal Weapon

The light as a less-lethal weapon is used to confuse, disable, and dominate your suspect. Powerful small flashlights are now used in room clearing to search out, make contact with, and control a suspect.

Chemical Agents

The most widespread less-lethal weapons are chemical agents dispersed in aerosol form. The three most widely used are CS, OC, or a combination of both. Regardless of what type you use, the effects are about the same; the suspect feels pain, burning, and irritation of exposed mucous membranes and skin. Some agents target the eyes to compromise vision. Others target the suspect's mouth, nose, and throat in order to adversely affect breathing.

Conducted Electrical Weapons

Conducted Electrical Weapons (CEWs) work by sending electronic pulses throughout the body that interfere with the communication between the brain and the muscles. They overwhelm the normal communication network, causing involuntary muscle contractions and impairment of motor function. It's the most popular option at the patrol level second only to some type of OC spray. It's an effective tool in the right hands within 15 feet from a suspect.

Projectile Weapons

Another long standing group of less-lethal weapons are those that fire some type of blunt force round. The round is designed to cause pain but not penetrate the skin. It transfers and disperses its kinetic energy into its target. The most common rounds are those fired from a shotgun. The projectiles themselves come in a bean-bag form or fire some type of

rubberized bullet. The problem with both is that they can also cause great bodily harm or death if they strike in the wrong place.

Launchable Pepper Projectiles

Launchable pepper projectiles contain pepper powder in hard frangible spheres that have a wide operating temperature range and can be deployed with specialized launchers. Most agencies use pepper-spray pellets for crowd control, but they can also be used for controlling uncooperative or violent suspects. The impact of the pepper-spray pellets produces pain, and the subsequent release of the encased powder form of OC has effects similar to those of any other use of OC.

UNIT 1.6. VEHICLES

Exercise 1. Read the page from a police department's website. Then, choose the correct answer.

1. What is the purpose of the website?
 - a) to advertise used cruisers for sale;
 - b) to describe a fleet of police cars;
 - c) to announce recent modifications;
 - d) to promote police services.

2. What can you infer about the traffic cars?
 - a) They lack department identification.
 - b) They contain suspect enclosures.
 - c) They have a size modification.
 - d) They have bullet-proof windows.

3. Which is NOT a feature of the cruisers?
 - a) a secure area to hold suspects;
 - b) means to signal to the public;
 - c) an unmarked exterior;
 - d) a way to access databases.

ARLINGTON POLICE DEPARTMENT

Our Fleet

We recently purchased 21 Fairline Growler **cruisers** to replace our older **patrol cars**. In addition, we maintain several **traffic cars**, all of which are unmarked for maximum effectiveness.

All of our **squad cars** have our department identification clearly painted on their sides. Using the **equipment console** officers can quickly use the **lights** and **sirens** to signal their presence. The patrol car also connects officers to headquarters via two-way radios and a **mobile data terminal**. Officers can use the latter to access department databases. They can also input data and reports directly from the scene of an incident. The rear seating area consists of a **suspect enclosure** capable

of holding up to three individuals. It includes a bullet-proof **barrier** protecting officers from potentially dangerous suspects.

Ten of the cruisers have **modifications** for use in high-speed chases.

Exercise 2. Check (✓) the sentence that uses the part in italics correctly.

1. A We placed the suspect in the *modifications*.
 B Each *squad car* patrols a different neighborhood.
2. A Look up the suspect with the *cruiser*.
 B No one knew there was an officer in the *unmarked* car.
3. A Two men were held in the *suspect enclosure*.
 B The sound of the *lights* frightened the man.
4. A There are now ten vehicles in our *fleet*.
 B The officer reported the crime over the *siren*.
5. A The *criminal* sat in the mobile data terminal.
 B The officer in the *traffic car* caught speeders.

Exercise 3. Complete the table with words and phrases from the word bank.

equipment console, lights, barrier, mobile data, terminal, sirens

Exterior of vehicle	Interior of vehicle

Exercise 4. Complete the conversation between two officers with words and expressions given below.

bullet-proof windows, cruisers, explosions, headquarters, mobile data terminals, patrol cars, records and reports, suspects

- Officer 1: I'm really impressed with the new (1)_____.
- Officer 2: Me too. The engines are much more powerful than those in the old (2)_____.
- Officer 1: Tell me about it. They're capable of going from zero to sixty in three seconds.
- Officer 2: It'll be hard for (3)_____ to get away from us now.
- Officer 1: That's for sure.
- Officer 2: I also like the new (4)_____. They're very easy to use.
- Officer 1: I agree. The (5)_____ show up much faster.
- Officer 2: Exactly, no more waiting for (6)_____ to radio back.
- Officer 1: And I have to say, I feel a lot safer too.
- Officer 2: Oh, you mean because of (7)_____ and the enhanced barrier.
- Officer 1: Yeah. The manufacture says the glass doesn't just stop bullets. It's actually able to protect us from (8)_____.
- Officer 2: Sounds good to me.

Exercise 5. Read the conversation again. Check (✓) the features of the cars.

1. Convenient computers
2. Protective glass
3. Enhanced sirens
4. Powerful engines

Exercise 6. With a partner, act out the roles below based on Exercise 4. Then, switch roles.

Student A	Student B
You are a police officer. Talk to Student B about a new cruiser. Talk about: – the engine; – the communication features; – the protective features	You are a police officer. Talk to Student A about the cruiser

Exercise 7. Read the following text and discuss it in the form of a dialogue.

TYPES OF POLICE CARS

Police Car Models

All police cars are based on standard production models of civilian cars, except in rare cases where military vehicles are converted for police use. Some police vehicles aren't cars at all. Many officers use motorcycles, and several departments make use of much larger vehicles for a variety of purposes. Special weapons and tactics teams often travel in vans, or a van might be used simply to transport the team's extensive equipment. In very rare cases, police departments use serious military vehicles, such as the M-113A armored personnel carrier or the LAV-25. Motor homes have a place in police fleets as well, serving as command centers with conference areas and interview rooms.

Police Car Equipment

One of the first things people notice about a police car is the paint scheme. The light bar on the roof is another key element, and the roof is reinforced at the factory to hold the extra weight of the bar.

The siren noise made by a police car is generated by a fan that pushes pulses of air through specially shaped holes in a small drum. The resulting sound is incredibly loud. Modern siren systems can automatically control the air pulses to generate a variety of sounds.

Police use wideband radios that broadcast on special frequency ranges set aside for their use in the VHF and UHF bands. Officers can also route the radio microphone through speakers integrated into the siren, allowing them to use it as a public address system.

Instead of an arm rest, modern police cars have a swivel mount for a laptop computer. Officers use this computer to access a number of databases, to fill out paperwork and record witness statements while they're still at the scene. The computer can also be used to upload digital photos they've taken of crime scenes. Some departments utilize wireless technology, so officers can check license plate numbers or suspect IDs against a database of stolen cars or outstanding warrants.

Inside a Police Car

The back seat of in some police cars is cramped, forcing suspects to sit very low or bend their heads down. To some extent, this is done to psychologically suppress people in the back seat, but it also makes it tougher to gain leverage or momentum if someone tries to launch an attack.

What protects police officers in the front seat from violent prisoners in the back seat? Some combination of a steel mesh cage and bulletproof glass is installed to keep them safe, along with steel plating behind the seats to prevent stabbings. The rear windows are reinforced with a wire mesh – although they're not usually bulletproof.

In the trunk of a patrol car, officers store any bulky equipment they might need at a crime scene. This can include bulletproof vests or other body armor, a shotgun, first aid kit, a portable defibrillator, specialized tools (such as bolt cutters), or other gear specific to that officer's training and assignment.

UNIT 1.7. RADIO COMMUNICATIONS

Exercise 1. Read the poster in a dispatch center. Then, choose the correct answers.

1. What is the poster mainly about?
 - a) assigning units to calls;
 - b) listing types of 10 codes;
 - c) providing efficient communication;
 - d) explaining the consequences of errors.

2. Which is NOT recommended in the poster?
 - a) Keep the messages on channel 1 short.
 - b) Learn unit IDs to increase efficiency.
 - c) Speak quickly to increase dispatch time.
 - d) Keep the dispatch messages impersonal.

3. How can dispatch endanger officers?
 - a) by using incorrect channels;
 - b) by looking up unit IDs too slowly;
 - c) by providing an incorrect priority code;
 - d) by delaying response to code 1 calls.

BACK TO BASICS

Dispatch is crucial to the functioning of our police department. Remember to abide by these rules to ensure efficiency.

Brevity is important. Always keep your messages on **channel 1** short. Other calls should be made at other radio **frequencies** or by phone.

Memorize the **10 code**. Dispatches should be impersonal.

Remember: The **priority** you assign an incident affects the outcome. Check with your supervisor if you are unsure of what priority to assign.

Know all **unit IDs** on our police force. Looking up unit IDs during calls is inefficient and wastes valuable response time.

Determine the **response code** before contacting an officer. Using the wrong response code for an incident puts officers and citizens in danger.

Code 1: Routine incident; low priority. (e.g. abandoned vehicle)

Code 2: Urgent call; medium priority; (e.g. medical incident)

Code 3: Emergency call; high priority. (e.g. gunfire)

Exercise 2. Match the words (1-6) with the definitions (a-f).

- | | |
|------------------|---|
| 1) code 1 | a) the act of giving information quickly |
| 2) code 2 | b) how often a vibration occurs in a period |
| 3) brevity | c) a label that describes priority |
| 4) dispatch | d) giving information by radio |
| 5) frequency | e) a routine incident |
| 6) response code | f) an urgent incident |

Exercise 3. Fill in the blanks with the correct words and phrases from the word bank.

code 3, 10 code, priority, unit IDs, channel

- The _____ aids in quick communication.
- Names of officers are shortened into _____.
- A(n) _____ is an occasion when an officer can use his siren.
- Dispatchers use _____ 2 for longer conversations.
- Shooting incidents receive top _____.

Exercise 4. Complete the conversation between a dispatcher and an officer with the words and expressions given below.

code 3, injured, in contact, on scene, semi-automatic, suspects, weapons, 22

Dispatch: All units, we have a (1)_____.

Officer: This is (2)_____. Go ahead.

Dispatch: 22, an officer is (3)_____. 11-99.

Officer: All right. Location?

Dispatch: That's 576 Rex Road. 11-99.

Officer: 576 Rex Road, copy. I'm right there.

- Dispatch: There is a 459 in progress.
 Officer: 22 is (4)_____.
- Dispatch: 22, (5)_____ are two males. First suspect 5'10", 200 lbs. Short brown hair. Wearing jeans, and a white t-shirt.
 Officer: Copy.
- Dispatch: Second suspect 6'1", 190 lbs. Long blonde hair, worn in a ponytail. Wearing jeans and a blue t-shirt.
 Officer: Any (6)_____?
- Dispatch: Suspect 2 carrying a (7)_____. Unknown whether suspect 1 has a weapon. Code 4 now, 22. Stay (8)_____.

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

1. The call is about shots fired.
2. All officers are asked to respond.
3. Both suspects are known to have weapons.

Exercise 6. With a partner, act out the roles below based on Task 4. Then, switch roles.

Student A	Student B
You are a dispatcher. Talk to Student B about: – the priority of the incident; – the location of the incident; – the suspects	You are a police officer. Talk to Student A about the specifics of the incidents

Exercise 7. Read the following text and discuss it in the form of a dialogue.

POLICE 10 CODES FOR LAW ENFORCEMENT OFFICER RADIO COMMUNICATION

Ten-codes, 10-codes, police codes and sometimes "police scanner codes" are signals that are used by law enforcement and government

agencies in two-way voice radio communication as numeric code words for frequently used messages. For example:

10-1 = poor reception

10-4 = message received, affirmative, ok

10-9 = please repeat your message

10-10 = negative

10-15 = en route to the station with suspect

10-52 = ambulance needed

10-57 = hit-and-run accident

10-98 = prison/jail break

10-100 = dead body

10 codes originated in the United States law enforcement community prior to the Second World War. The first set of 10-codes was published by the Association of Public-Safety Communications Officials in 1940. These radio signals were invented to help reduce the use of speech on the police radio. In addition, they add a certain amount of privacy to the transmissions, as one must know the meaning of the signals to understand the discussion. Use of the police radio codes was expanded in 1974 by the Association of Public Safety Communication Officials (APCO) to make them briefer and standardize message traffic.

There is no truly universal or official set of 10 codes, and the meanings of particular signals can vary between one police jurisdiction and another. While law enforcement ten codes were intended to be a concise, standardized system, the proliferation of different meanings has rendered it somewhat useless for situations where people from different agencies and jurisdictions need to communicate.

In 2005, the United States Federal Emergency Management Agency (FEMA) began discouraging the use of ten-codes and other law enforcement radio signals due to their high variability in meaning between departments and agencies. In addition, the U.S. Department of Homeland Security may discontinue use of the signals.

Some organizations and municipalities also use other types of police radio codes. For example, the California Highway Patrol (CHP) uses "eleven-codes" (e.g. 11-25 Traffic hazard; 11-41 Ambulance needed; 11-47 Injured Person; 11-99 Officer needs help!). These were established in an attempt to have a unique set of signals.

REVIEW

Exercise 1. Choose the pair of words that best completes the sentences.

1. Any uniformed law _____ officer shall wear a _____ or a nameplate.

- a) "enforcer" and "baige";
- b) "enforcement" and "badge";
- c) "enforce" and "badge";
- d) "enforcement" and "bage".

2. Modern _____ forces make extensive use of radio _____ equipment to co-ordinate their work.

- a) "police" and "comunications";
- b) "policy" and "communications";
- c) "policer" and "comunnications";
- d) "police" and "communications".

3. Police vehicles are used for _____, patrolling and _____.

- a) "detainee" and "transpoting";
- b) "detaining" and "transporting";
- c) "detention" and "transporting";
- d) "detaining" and "tranporsting".

4. _____ are primarily used to locate _____ and people.

- a) "K9s" and "evidence";
- b) "K19s" and "evident";
- c) "K9s" and "evidential";
- d) "K90s" and "evidence".

5. Bullets, _____ and empty cases can be very helpful in determining the type and _____ of weapon.

- a) "catridges" and "caliber";
- b) "cartridges" and "calibrant";
- c) "cartridges" and "caliber";
- d) "cartriges" and "calibrate".

Exercise 2. Read the following short police-related situations and answer multiple-choice questions relating to these situations.

SHIFTS

Captain Forest likes to let her officers choose who their partners will be; however, no pair of officers may patrol together more than seven shifts in a row. Officers Adams and Baxter patrolled together seven shifts in a row. Officers Carver and Dennis have patrolled together three shifts in a row. Officer Carver does not want to work with Officer Adams. Who should Officer Baxter be assigned with?

- a) Carver;
- b) Adams;
- c) Dennis;
- d) Forest.

FLASHLIGHT

At the beginning of each shift you check the backseat of your patrol car for contraband, weapons, personal items, etc. You are starting your shift and notice that there is a new Maglite flashlight under the cushion in your backseat with a badge number engraved on it. The flashlight is obviously new and belongs to a fellow officer. Your flashlight is old and you don't have the money to purchase a new flashlight. Please pick the best option in terms of what you should do:

- a) Track down the officer based upon the badge number engraved on the flashlight and return it.
- b) Keep the flashlight and scratch out the badge number.
- c) Use the flashlight until the owner comes looking for it.
- d) Keep the flashlight and replace it with your older flashlight.

PATROL CAR

Officers are required to immediately report to their supervisor any damage to a patrol car. In which situation below should an officer call the supervisor to report a damaged patrol car?

- a) A disgruntled citizen kicks a tire on the patrol car as she walks past it.
- b) The driver's door is dented in by an irate man under arrest for public intoxication.
- c) The officer bumps a pole while backing out of an alley but finds no dents or scratches on the vehicle.
- d) The officer finds a dozen eggs smashed on the windshield.

QUESTIONS FOR REVIEW DISCUSSION

1. What are some of the different ranks in a police department in your country?
2. How do police officers of different rank address each other in your country?
3. What are some of the different jobs police officers do?
4. How are these jobs organized within police departments in your country?
5. What are some tools police use?
6. What equipment does a police officer typically carry in your country?
7. How common are guns in your country?
8. What are some weapons used by police?
9. What are some ways that police officers restrain suspects?
10. How does an officer decide what weapons and tactics to use?
11. What type of vehicles do police use in your country?
12. What are some of the features of those vehicles?
13. What do the most important and least important calls for police involve?
14. Why do police use codes during radio communication?

PART 2

POLICE OPERATIONS

UNIT 2.1. PATROLLING

Exercise 1. Read the newspaper article. Then, mark the statements as true or false.

1. The number of service calls fell.
2. Police arrested two men for putting nails in the road.
3. The chief hopes community policing will eliminate the need for increased patrols.

INCREASED PATROLS IN SOUTH WATERTOWN

Don Regal – Associated Press

Due to last week's increase in **service calls**, more police will be **patrolling** districts of South Watertown. Several calls regarded violent **encounters** between young tourists and local teens. Officers also responded to three **alarms** that went off in warehouses on Center Street. They **arrested** two young men for trespassing and vandalism.

In another incident, officers **assisted** several **motorists** with flat tires on Surrey Blvd. The situation was due to a box of roofing nails that fell from the bed of a truck. It took several hours to clear the **hazards** from the roadway.

According to police chief O'Donnell, "to **protect** the community and **enforce** the law, we'll increase patrols in several areas. But citizens can help though **community policing** and closely **observing** their own neighborhoods. Let us know when you need help and we'll be there."

Exercise 2. Check (✓) the sentence that uses the part in italics correctly.

1. A The *motorists* were annoyed by the traffic jam.
 B Police officers *assist* drunk drivers.
2. A Dispatch send an *alarm* to the call.
 B Susan swerved to avoid the *hazard* in the road.

3. ___ A The convict was sentenced to ninety hours of *community policing*.
 ___ B The convict had a violent *encounter* with the police.
4. ___ A The officers were determined to *protect* the murderer.
 ___ B All officers *enforce* the speed limit.

Exercise 3. Fill in the blanks with the correct words and phrases from the word bank.

protect, arrest, assist, alarm, community policing, service call, observe

1. Officers responded quickly to the _____.
2. Police will _____ the trespassers.
3. Police must _____ citizens from harm.
4. The _____ went off when the thief broke in.
5. _____ any motorists with damaged cars.
6. _____ the house for suspicious activity.
7. _____ efforts reduced crime in the area.

Exercise 4. Complete the conversation between the police chief and an officer with the words and expressions given below.

attack, back up, baseball bat, fighting, observed, on patrol, weapon, weapons

Police Chief: So, what happened out there, Officer Grimes?

Officer: I was (1)_____. I (2)_____ a group of people arguing. So I went up to see what the problem was.

Police Chief: You know you're supposed to wait for (3) _____ when several people are present.

Officer: I only encountered three at first. And then three more came around from the back.

Police Chief: Did they (4)_____ you?

Officer: No. They were (5)_____ each other, three against three.

- Police Chief: Did they have (6) _____?
- Officer: One of them had a (7) _____, but no guns.
- Police Chief: A witness said you drew your (8) _____.
- Officer: I did. The situation was very intense.
- Police Chief: That's precisely why you should have waited for back up. If this happens again, there will be consequences.
- Officer: I understand. It won't happen again.

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

1. The officer was attacked by a group.
2. The officer should have waited for back up.
3. The officer was punished for his actions.

Exercise 6. With a partner, act out the roles below based on Task Exercise 4. Then, switch roles.

Student A	Student B
You are a police chief. Talk to Student B about: <ul style="list-style-type: none"> – a mistake on patrol; – what the correct procedures are; – consequences for repeating the mistake. Make up a name for the officer	You are an office. Talk to Student A about a mistake that you made

Exercise 7. Read the following text and discuss it in the form of a dialogue.

BASIC POLICE PATROL DUTIES

Patrolling a municipality to preserve law and order is the essence of a police officer's job, whether he walks on foot or drives. Technological innovations like two-way radio, cell phones and computer terminals in patrol cars have dramatically expanded police agencies' reach. However, most officers rely on acute observation and gut feelings to get their jobs done.

Crime Prevention

Uniformed police officers are assigned to patrol specific geographic areas, which they check for signs of criminal activity. Officers also conduct searches and cite, warn or arrest any offenders that they confront. Many of these activities occur as follow-up investigations of citizen complaints and emergency calls.

Community Relations

To patrol a neighborhood effectively, police officers must also win residents' trust. This strategy, known as community policing, has become an increasingly popular approach since the 1980s. Instead of staying in their cars, officers continually talk with businesses, community leaders and residents. This approach can be implemented through bike or foot patrols, as well as public meetings to discuss issues affecting the neighborhood.

Investigating Accidents

Investigating accidents is another important task. Patrol officers are expected to direct traffic, examine the scene, interview witnesses, provide first aid for any injured victims, and take written statements from drivers. Other essential tasks include clearing any obstructions or wreckage and directing or rerouting traffic.

Prisoner Transport

An officer's patrol obligations aren't limited to the neighborhood in which they work. When prisoners must testify in legal proceedings or need hospital treatment, an officer must escort them and make sure that they're being properly guarded. Other jurisdictions may assign officers to watch jail trustees as they work in public and then search inmates after returning them to their cells.

Traffic Enforcement

Parking and traffic enforcement provides one of the biggest chances for officers and residents to interact. For most drivers, the most likely outcome is a verbal warning or written citation. In other cases, however, traffic stops might end with a stolen car's recovery or a fugitive's arrest. To protect themselves, officers watch for extreme nervousness, furtive movements, and lack of eye contact. Many departments actively teach this strategy, which heightens the officer's ability to protect himself by reading behavioral cues.

UNIT 2.2. DIRECTING TRAFFIC

Exercise 1. 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 **manual traffic control**, Officer Davies was hit by a motorist. As a result, I'd like to remind you of proper methods for directing **traffic**.

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

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

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

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

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

Stay safe and enjoy your work.

Exercise 2. Match the words (1-6) with the definitions (a-f).

- | | |
|---------------------------|--|
| 1) one way | a) an up-down position |
| 2) face | b) the movement of traffic |
| 3) flow | c) a method of directing cars |
| 4) vertical | d) when traffic moves in one direction |
| 5) t-shape | e) to stand in the direction of something |
| 6) manual traffic control | f) an intersection that has traffic approaching it from three directions |

Exercise 3. Fill in the blanks with the correct words and phrases from the word bank.

traffic, direct, reflective gear, whistle, horizontally, intersection design

- The officer had to _____ motorists when the lights stopped working.
- Officers must wear _____ at night.
- The officer blew his _____ to get the attention of a motorist.
- The officer held his arm _____ and pointed his finger at the driver.
- _____ flow is slow after an accident.
- Check the _____ before directing traffic.

Exercise 4. Complete the conversation between two officers with the words and expressions given below.

direct, flow, intersection, lights, one way, reflective gear, road, traffic

Officer 1: I wasn't expecting (1) _____ to be this bad.

Officer 2: Me neither. But the (2) _____ went out at least half an hour ago.

Officer 1: True. Where should we go to (3) _____ traffic?

Officer 2: I think one of us should be at the (4) _____ of Second and North Street.

- Officer 1: North Street? I'm not familiar with it.
 Officer 2: It's not a main (5)_____, 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 (6)_____ of traffic toward Carol Street.
 Officer 2: That makes sense. Traffic should move well on Carol since it's a (7)_____.
 Officer 1: That's what I was thinking. Oh. And before you go, don't forget your (8)_____.
 Officer 2: Good point. The fog doesn't make this any easier.

Exercise 5. Read the conversation again. 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.

Exercise 6. With a partner, act out the roles below based on Exercise 4. Then, switch roles.

Student A	Student B
You are a police officer. Talk to Student B about: – directing traffic; – the types of roads/intersections; – the weather conditions	You are a police officer. Talk to Student A about how the two of you should direct traffic

Exercise 7. Read the following text and discuss it in the form of a dialogue.

TECHNIQUES OF TRAFFIC LAW ENFORCEMENT

Officers are called upon frequently to direct traffic under a wide variety of conditions/scenes. Directing traffic can be very dangerous

because motorists are typically exposed to a number of distractions while driving. If not conducted properly, traffic control responsibilities can be fatal to an officer.

Situations requiring traffic control include

- public safety emergencies including, but not limited to accidents, fires, police emergencies, or any event requiring the rerouting of the normal traffic flow;
- intersections that have predictable traffic patterns requiring an officer control the flow of traffic at certain high volume times;
- support of government agencies doing roadway construction and maintenance;
- any situation where conditions or events congest traffic and public safety concerns require officer control.

Equipment

Proper safety equipment for daylight traffic control includes a highly reflective traffic vest, whistle, and white or highly visible gloves. Traffic control at night should also include a flashlight with traffic wand attached.

Officers should be prepared for all weather conditions appropriate for the season.

Position in roadway

The position selected to direct traffic depends upon the type of roadway and volume of traffic. The officer should consider the position that offers the greatest visibility to both vehicular and pedestrian traffic. The officer must assess if total control of the intersection is possible and position him/herself in the area that offers the greatest control and visibility. In most instances, the centre of the intersection is the best location. It should be noted that this is also the most dangerous position and officers should be extremely alert and cautious while performing his duties.

Directing traffic

Computerized directional signals have proven their effectiveness in maintaining smooth traffic flow, and as a result drivers are no longer accustomed to officers directing traffic. This may increase stress for motorist as officers attempt to control intersections using motions and gestures. The use of uniform, clearly defined and understandable signals will maximize the officer's ability to control traffic.

UNIT 2.3. TRAFFIC STOPS

Exercise 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)

<input type="checkbox"/>	Failure to obey posted speed limit (If so, was violation in school zone ? (Y / N)
<input checked="" type="checkbox"/>	Failure to stop at red light / stop sign
<input type="checkbox"/>	Illegal turn
<input type="checkbox"/>	Driving with expired license
<input type="checkbox"/>	Driving without insurance
<input type="checkbox"/>	Other: _____

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

- | | |
|---------------------|--|
| 1) citation | a) how fast one is traveling |
| 2) failure | b) not doing something one is expected to do |
| 3) traffic stop | c) breaking the law while driving |
| 4) moving violation | d) the act of pulling over a driver |
| 5) speed | e) a notice of punishment for an offense |

Exercise 3. Check (✓) the sentence that uses the part in italics correctly.

- ___ A She got a *ticket* for speeding.

___ B He parked in a *moving violation*.
- ___ A His driver's license is *expired*.

___ B Bad weather caused a *traffic stop*.
- ___ A She got a *citation* for driving well.

___ B This is a no-parking *zone*.
- ___ A You must pass a test to get a *driver's license*.

___ B Parked cars have high *speeds*.
- ___ A She received a *failure* for speeding.

___ B His *insurance* costs a lot of money.

Exercise 4. Complete the conversation between an officer and a driver in a traffic stop with the words and expressions given below.

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.

Exercise 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.

Exercise 6. With a partner, act out the roles below based on Exercise 4. Then, switch roles.

Student A	Student B
You are a police officer conducting a traffic stop. Talk to Student B about: <ul style="list-style-type: none"> – the reason you stopped him or her; – his or her license; – what you are going to do. Make up a moving violation	You are a driver. Talk to Student A about your moving violation

Exercise 7. Read the following text and discuss it in the form of a dialogue.

SERIOUS MOVING VIOLATIONS

Excessive speeding (15+ mph over the limit)

Speed laws vary from state to state, but speeding is generally considered excessive if you drive 15-20+ mph over the limit. The faster you drive, the harder it is to stop in order to avoid an accident. And the faster you go, the harder the impact if a crash occurs. This is what makes excessive speeding so dangerous.

Street racing

Street racing often combines reckless speed and cars without the suspension, steering, or brakes to handle it – a recipe for serious accidents. Depending on the state, it can be either a misdemeanor or a criminal offence and could come with a stiff fine, loss of license, and even jail time.

Drinking and driving (DUI/DWI)

Among the most serious moving violations are DUIs (driving under the influence) and DWIs (driving while intoxicated). States vary on which term they prefer, though some use both to differentiate alcohol from other substances. Regardless of what it's called, drinking and driving is never a good idea.

Hit-and-run/felony hit-and-run

All states make it a crime to leave the scene of an accident, even if no injuries are involved. As far as punishment goes, though, the severity of the accident is the main factor. If injuries are involved, drivers may be looking at a misdemeanor hit-and-run charge, expensive fines, loss of driving privileges, and possible jail time. If there's a fatality, the charge may be bumped up to a felony hit-and-run, which could involve even more jail time.

Vehicular manslaughter/vehicular homicide

These tragic incidents are often the result of a lapse in judgment, such as drinking and driving or getting distracted by a phone call, and the consequences can be severe. Criminal and civil charges are possible in many cases.

UNIT 2.4. CAR ACCIDENTS

Exercise 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.

Exercise 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.

Exercise 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.

Exercise 4. Complete the conversation between a police officer and a driver after an accident with the words given below.

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.

Exercise 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.

Exercise 6. With a partner, act out the roles below based on Exercise 4. Then, switch roles.

Student A	Student B
You are a police officer at a car accident. Ask Student B about: <ul style="list-style-type: none"> – what happened; – the location of the accident; – what caused the accident 	You are a driver who just had a car accident. Tell Student A about the car accident

Exercise 7. Read the following text and discuss it in the form of a dialogue.

TOP CAUSES OF CAR ACCIDENTS

While some of these car accident causes may seem obvious and redundant to experienced drivers, this list aims to educate all levels of drivers, from the teenage driver who just got his license, to the senior driver with 40 years experience behind the wheel. Let our Top 25 Causes of Car Accidents be your guide towards a lifetime of car accident prevention.

Distracted Driving is the top cause of car accidents in the U.S. today. A distracted driver is a motorist that diverts his or her attention

from the road, usually to talk on a cell phone, send a text message or eat food. Another cause is drowsy driving. If you find yourself wanting to fall asleep at the wheel, pull over when it's safe and try to take a quick 30 minute power nap.

Drunk Driving causes car accidents every day. Always use a designated driver if you go out and drink.

Reckless Driving – Reckless drivers are often impatient in traffic (they speed, change lanes too quickly, tailgate, run red lights or stop signals) so be sure to take extra care around aggressive drivers.

Rain, Ice, Snow, Fog

If the weather gets bad so do the roads. To avoid a car accident, drive extra careful when it rains or snows, when the roads get icy or when fog makes it extremely difficult to see sometimes more than a car length in front of you.

Tire Blowouts can cause you to lose control of your vehicle, and they are especially dangerous for bigger automobiles like semi-trucks. When encountering a tire blowout, try to maintain control of your vehicle and pull over safely and you will likely avoid a serious car accident.

Deadly Curves – Many motorists have lost control of their cars along a dangerous curve and lost their lives in a car accident. So when you approach these signs, take head of the posted speed limit and drive cautiously to avoid a car accident.

UNIT 2.5. PURSUIT

Exercise 1. Read the newspaper opinion piece. Then, mark the statements as true or false.

1. It is important for everyone, except police officers, to drive more slowly.
2. An accident is more likely to occur when people drive too fast.
3. Non-violent criminals should be chased if it poses a risk to others.

SAFETY FIRST

Our roads become more dangerous every day. With the steady increase in **population density**, our city streets are getting more and more crowded. It is important for everyone to slow down and drive more carefully. That includes officers in the local police force, such as myself.

I believe that officers engage in **high-speed chases** too often. The increase in population has led to an increase in crime. Every day, my colleagues and I are called to **apprehend** more criminals. Unfortunately, that means we are also driving more, engaging in dangerous **pursuits**. The **risk** of an accident or injury is greatly increased when people drive above the speed limit.

That's why I have recommended a change in the department's policy regarding such pursuits. Some of the criminals we chase have committed petty, non-violent crimes. They only put others in danger when they try to escape by driving too fast. If we **discontinued** chasing them, they would be less likely to engage in **reckless** driving. Each officer should **assess** the **nature** of the suspect's **violation**. If the crime was non-violent, then there is no **reasonable** cause to chase a suspect. Officers should also **call off** pursuits when **weather conditions** present further hazards. Driving too fast is especially dangerous when roads are wet or icy. I encourage readers to voice their support of this change to their representatives.

Greg Howard

Sergeant, Brighton
Police Dept.

Exercise 2. Match the words (1-8) with the definitions (a-h).

- | | |
|-----------------------|-------------------------------------|
| 1) assess | a) fair or logical |
| 2) nature | b) the ratio of people to an area |
| 3) pursuit | c) to cancel something |
| 4) reckless | d) to make a determination |
| 5) discontinue | e) without concern for safety |
| 6) reasonable | f) the overall quality of something |
| 7) weather conditions | g) the act of chasing someone |
| 8) population density | h) the factors that affect climate |

Exercise 3. Complete the word or phrase so that it has the same meaning as the part in italics.

- The officer *caught and arrested* (= _ p p _ _ h _ _ _ ed) the suspect.
- The police chased Ryan even though he only committed a minor *offense against the law* (= _ _ _ l a _ _ _ n).
- The suspect led police on a *very fast pursuit by car* (= _ i g _ - _ p e _ _ c _ _ s _) throughout the city.
- There is a high *possibility of danger* (= _ _ _ k) when people drive too fast.
- Officer Jenson urged her partner to *put a stop to* (= _ a _ _ o _ _) the chase.

Exercise 4. Complete the conversation between an officer and dispatch with the words and expressions given below.

apprehend, high-speed, license plate number, pursuit, reported missing, speeding, stolen car, suspect

Officer: Dispatch, this is 2402. I think I'm following a (1) _____ on Route 21 West. Wasn't there a green sedan with a broken taillight (2) _____ this afternoon? Over.

Dispatch: Affirmative, 2402. Did you get the (3) _____? Over.

Officer: Affirmative. It's ELB-297. Over.

Dispatch: That's definitely the var. Can you apprehend the (4) _____? Over.

Officer: I'm attempting (5)_____, but I think he spotted me. He's (6)_____ up. Over.

Dispatch: Where are you? Over.

Officer: I just passed the interstate 4 junction, heading west. He's going faster, now. We're approaching 100 miles per hour. Over.

Dispatch: You're heading towards the high school. Can you (7)_____ him before you get there? Over.

Officer: I don't think so. He's pretty far ahead of me. Over.

Dispatch: End the chase, 2402. We can't have a (8)_____ chase putting kids at risk. Maybe he'll slow down if he sees you're not behind him. Over.

Officer: Roger, Dispatch. Discontinuing pursuit immediately.

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

1. Dispatch confirmed the car was stolen.
2. The officer saw the car at the high school.
3. Dispatch ordered the officer to stop the chase.

Exercise 6. With a partner, act out the roles below based on Exercise 4. Then, switch roles.

Student A	Student B
You are a police officer. Talk to Student B about: <ul style="list-style-type: none"> – a stolen car; – a high-speed chase; – your location 	You are a dispatch officer. Talk to Student A about a high-speed chase

Exercise 7. Read the following text and discuss it in the form of a dialogue.

GPS VEHICLE PURSUIT DARTS

High-speed chases can be dangerous both for police officers and the general public. To minimize that danger, a company called StarChase has developed a system that shoots a special GPS-equipped dart that adheres to a fleeing vehicle and allows authorities to track the vehicle's movements from a safe distance, without a frantic pursuit.

The darts, which are made from semi-rigid foam and other materials, are aimed using a laser and then fired with an air-compressor-powered mechanism from the grille of a police car. The dart attaches to the suspect's vehicle using magnets and a proprietary glue.

The StarChase Pursuit Management System has been tested and evaluated by police departments around the country. Law enforcement experts are divided about the usefulness of the GPS dart systems. Some liked the idea. Others say the accuracy of the things is going to be very limited and the pursuing car is going to have to be very close.

The use of GPS technology to track people in their vehicles also raises some privacy concerns. In fact, a recent U.S. Supreme Court decision declared that it was illegal for the government to attach a GPS device to someone's vehicle and use the device for long-term monitoring of the individual's movements without first obtaining a search warrant.

Legal experts say it is unclear how this ruling pertains to a GPS device attached to a car for short-term tracking, as with the pursuit darts. In a statement released in the wake of the ruling, StarChase CEO Jaffe unequivocally states that the decision does not bar law enforcement from using the StarChase system because it's designed "for short-term monitoring directly after the commission of a crime." Nevertheless, in light of the ruling, some police departments might be reluctant to invest in the technology.

UNIT 2.6. CROWD CONTROL

Exercise 1. Read the police captain's memo. Then, choose the correct answers.

1. What is the main purpose of the memo?
 - a) to inform officers of new riot gear;
 - b) to describe plans for crowd control;
 - c) to summarize previous riot control efforts;
 - d) to educate officers on new crowd control techniques.

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.

Exercise 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.

Exercise 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.

Exercise 4. Complete the conversation between an officer and a captain with the words and expressions given below.

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.

Exercise 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.

Exercise 6. With a partner, act out the roles below based on Exercise 4. Then, switch roles.

Student A	Student B
You are a police captain. Talk to Student B about: <ul style="list-style-type: none"> – a riot; – a response; – your orders 	You are a police officer. Answer Student A's questions

Exercise 7. Read the following text and discuss it in the form of a dialogue.

RIOT CONTROL TACTICS

The tactics used to control riots in the past were simple – they were based on the fact that the police were almost always better-armed than the rioters. The tactics they used basically consisted of forming a line and charging into the crowd. Today, the police are still well-armed, but tactics have advanced significantly in hopes of preventing injuries.

When a riot is in full swing, police will deploy in a square formation with a command team at the center. The command team is protected on all four sides by echelons of troops deployed in groups of 10 or 12 officers. There is also an arrest team at the center of the square.

This tactical unit is very mobile and able to adapt on the fly to changes in the situation. If a threat suddenly appears behind or to one side of the unit, then the echelon facing that direction is designated the front of the unit. The entire team can then change the direction it's facing without a lot of maneuvering. Also, the echelons can cover each other when the team moves to take advanced positions. If the unit is under attack, the whole team does not move together: One echelon moves while the others provide covering fire or an actual physical screen (with riot shields). Then another echelon moves up into position.

The echelon is not meant to be an impenetrable wall of cop. In fact, the riot squad often leaves an escape route to let rioters run past the squad. The officers can adopt a passive position, in which they spread

out and leave several yards between each officer. The crowd can then easily filter through them. If a particularly violent group moves toward the officers or they spot specific suspects they want to arrest, they can quickly close the gaps and form a tight line.

As the unit moves forward into a crowd, it will prod and push at anyone who doesn't respond to requests to move away by the time the front echelon reaches them. If they still refuse to move, the unit continues moving forward, but the front echelon opens up and passes around the protestors. Once the protestors are inside the square, the unit stops, the front echelon reforms and the arrest team processes the rioters. When they're done, the unit can continue moving.

UNIT 2.7. EMERGENCY CALLS

Exercise 1. Read the page from a police manual. Then, mark the statements as true or false.

1. Officers identify themselves by name.
2. Officers verify codes before offering their location.
3. Officers call the dispatcher for backup.

RESPONDING TO EMERGENCY CALLS

12.8.1 Responding to calls from the dispatcher

Keep your radio on and nearby when you are on duty. Listen for calls from the dispatcher. Then, follow these steps when you respond.

1. **Identify** yourself by **badge number**.
2. State your current **location**.
3. Repeat the **code** to the dispatcher for verification.
4. Once instructed, proceed to the location of the emergency.
5. Notify the dispatcher of your arrival.
6. When the emergency involves a criminal **offense**, attempt to identify and apprehend the suspect. If necessary, call to have **back up dispatched**. Wait for their arrival.

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

- | | |
|--------------|---|
| 1) emergency | a) a potential criminal |
| 2) code | b) a crime |
| 3) suspect | c) a specific place |
| 4) location | d) an unexpected or dangerous situation |
| 5) offense | e) numbers that represent other information |

Exercise 3. Fill in the blanks with the correct words from the word bank.

identify, dispatch, respond, back up, badge number

1. The police _____ quickly to emergencies.
2. Can you _____ the car that hit you?
3. State your _____ over the radio.
4. We _____ officers to locations in the city.
5. Call for _____ if you have a problem.

Exercise 4. Complete the conversation between a dispatcher and an officer with the words and expressions given below.

5963, area, back up, Caucasian male, code 357, on my way, proceed, suspect

Dispatch: We have a (1)_____ in East Liberty. Officer needs (2)_____. Please respond.

Officer: (3)_____ responding.

Dispatch: 5963, are you in the (4)_____?

Officer: I'm currently on Aiken at 19th Street and heading west.

Dispatch: (5)_____ to 24th and Aiken immediately. (6)_____ is fleeing the scene on foot.

Officer: I'm (7)_____ right now.

Dispatch: Suspect is a (8)_____ in a black jacket and brown pants. About 6 ft tall, heavysset built.

Officer: Got it. 5963 out.

Exercise 5. Read the conversation again. Check (✓) the information the officer gives.

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

Exercise 6. With a partner, act out the roles below based on Exercise 4. Then, switch roles.

Student A	Student B
You are an emergency dispatcher. Talk to Student B about: – an emergency; – the offence; – the suspect	You are an officer. Respond to Student A's call

Exercise 7. Read the following text and discuss it in the form of a dialogue.

POLICE RESPONSE TIMES

Detroit police take an average of 58 minutes to respond to emergency calls, compared with a national average of 11 minutes. But those figures say little about the effectiveness of the city's police, according to law-enforcement experts and former and current police chiefs, including Detroit's.

There is no standard way, they say, for cities to measure response times, which can vary according to many factors: how many calls are labeled high-priority and included in the average; whether unusually long waits for police response are tossed from the data set; whether the clock starts when a 911 call is answered by an operator or when the call is dispatched to the police; and whether officers check in promptly after arriving at a crime scene.

Even if response times were standardized, they wouldn't be the most important indicator of police performance, say law-enforcement scholars. The vast majority of calls – those when the crime has already been committed and the perpetrator has left the scene – don't require an immediate response. What matters more, according to several studies, is whether callers are given an accurate estimate of arrival time, and what officers accomplish when they do arrive. And even more important than responding to calls are measures to stop crime happening in the first place.

This week, The Wall Street Journal asked police departments in the 25 most-populous U.S. cities for a variety of response-time stats. According to the numbers given police are arriving at urgent calls much sooner than 11 minutes – but those calls make up less than 10% of 911 calls in many departments. For instance, police in Philadelphia, San Diego and Austin, Texas, typically arrive on the scene after urgent calls in about six minutes, but in each city fewer than 5% of calls are categorized as urgent. Police take longer on priority calls in San Francisco, Boston, Nashville and Fort Worth, Texas, but then each of those cities categorizes a greater proportion of calls as urgent – as high as 14% in Boston. And lower-priority calls can take much longer – 44 minutes in Austin, 77 minutes in San Diego.

REVIEW

Exercise 1. Choose the pair of words that best completes the sentences.

1. One hundred _____ were allocated for _____ control.

- a) "offices" and "crowd";
- b) "officers" and "craud";
- c) "officials" and "croud";
- d) "officers" and "crowd".

2. Only _____ were allowed access to the scene of the car _____.

- a) "ambulances" and "accident";
- b) "ambulates" and "accidant";
- c) "ambulances" and "acident";
- d) "ambulation" and "accident".

3. When responding to _____ calls officers should never allow the speed of _____ to endanger people or property.

- a) "emegency" and "respond";
- b) "emergency" and "response";
- c) "emergency" and "responsible";
- d) "energemy" and "response".

4. Only marked department _____ equipped with blue lights and sirens will engage in _____.

- a) "vehicles" and "pursuits";
- b) "wehicles" and "pursues";
- c) "veihcles" and "pursuits";
- d) "vehicles" and "pursuance".

5. Strict traffic law _____ is the most effective weapon with which the officer may combat the auto _____ problem.

- a) "enfocement" and "theft";
- b) "enforcement" and "thieve";
- c) "enforcement" and "theft";
- d) "emforcenent" and "thief".

Exercise 2. Read the following short police-related situations and answer multiple-choice questions relating to these situations.

ON DUTY

It is 2200hrs and you are on duty at a music festival. You have not had a break for eight hours and you are feeling very tired and hungry. The festival is very busy and the revellers have been drinking heavily. There is potential for disruption. All other units in the area are busy as it is a Saturday evening and there is nobody to discuss the situation with face to face. There is a mobile food unit at the entrance to the festival where you could discretely take a well-earned break without many people noticing. Please pick the best option in terms of what you should do:

- a) Take a break at the mobile food unit and leave your post without anyone knowing. After all, you deserve a rest.
- b) Work through your tiredness and hunger and maintain position at your post.
- c) Contact your Police Sergeant by radio and inform him/her that you have not had a break for eight hours and request a relief.
- d) Buy a takeaway cup of tea and some food and eat it at your post.

FOOT PATROL

Whilst on foot patrol in your local High Street you are approached by a woman who informs you that she has just found a purse on the pavement. Upon inspection there is no money in the purse but you do notice personal details relating to the owner. Please pick the best option in terms of what you should do:

- a) Challenge the woman as to why there is no money in the purse.

- b) Immediately take the purse back to the station and record the lost property.
- c) Ask the woman to hand the purse in at the local police station.
- d) Immediately try to contact the owner of the purse in order to hand it back to them.

TRAFFIC STOP

You initiate a traffic stop on a vehicle for running a red light. The driver does not stop and instead speeds away. You use your police radio to advise dispatch that you are pursuing a vehicle that failed to stop for a traffic violation. Your Sergeant radios you to cancel pursuing the vehicle. Please pick the best option in terms of what you should do:

- a) Continue following the vehicle and say you didn't hear the Sergeant's order due to radio interference.
- b) Continue following the vehicle just to see where it goes so you can catch the driver.
- c) Radio the Sergeant and explain why you should continue pursuing the car.
- d) Stop pursuing the car and call the Sergeant on the radio to advise him/her that you understand and have followed the order.

QUESTIONS FOR REVIEW DISCUSSION

1. What do police officers do on patrol?
2. How do citizens help police find criminals?
3. When do police officers help direct traffic?
4. What are some rules police follow while directing traffic?
5. What are some traffic laws people often break in your country?
6. What happens when people break those laws?
7. What are some common causes of car accidents?
8. What must police do when responding to an accident?
9. What are some dangers of driving too fast?

10. In your country, how do police handle suspects who try to escape?
11. Where do large crowds sometimes become violent?
12. How do police control crowds in your country?
13. What are some reasons people call the police?
14. How quickly can police respond to emergencies in your town or city?

PART 3

CRIMINAL INVESTIGATION

UNIT 3.1. ESTABLISHING CRIME SCENES

Exercise 1. Read the page from an officer's manual. Then, mark the statements as true or false.

1. An initial check for physical evidence comes first.
2. The public and the media are not allowed to the crime scene.
3. Officers must document all evidence for CSI's.

Cambridge Police Academy
Procedures Manual

PRESERVING CRIME SCENES

Establishing the **crime scene** is the first and most important stage of any **investigation**. Initial treatment of the scene can make or break a case. Responding officers should take the following actions: Survey the scene for danger or an ongoing crime. Keep all persons unrelated to the investigation away. Protect all possible evidence until **crime scene investigators (CSI's)** arrive.

1) Surveying the area. Responding officers should note all persons and vehicles present. Any odd smells should be noted. These may disappear before specialists arrive. Officers should pull aside potential witnesses for questioning.

2) Keeping people out. It is important to keep members of the public and the media out of the crime scene area. **Cordon off** the crime scene's perimeter. Only allow access to authorized personnel.

3) Protecting evidence. It is crucial to preserve all physical evidence as well as possible. Officers should note objects and surfaces that may contain **fingerprints**. They should protect anything that may have traces of **hair**, **blood**, or **saliva** from **contamination**. Officers should not **disturb** the ground within a crime scene. It may contain **footprints**. Officers must protect all such evidence until specialists arrive to **document** it.

Exercise 2. Match the words (1-6) with the definitions (a-f).

- | | |
|------------------|---|
| 1) fingerprints | a) the place where a crime has occurred |
| 2) cordon off | b) someone responsible for documenting the physical evidence found at a crime scene |
| 3) CSI | c) marks people leave on objects after touching them |
| 4) crime scene | d) exposing evidence to uncontrolled conditions |
| 5) contamination | e) to prevent people from entering an area with rope or tape |
| 6) saliva | f) a bodily fluid produced in the mouth |

Exercise 3. Fill in the blanks with the correct words and phrases from the word bank.

blood, document, post, footprints, crime scene, evidence

1. _____ a guard outside the courtroom.
2. The yard was blocked off as a(n) _____ .
3. _____ There was pool of red _____ on the floor.
4. _____ Large _____ lead away from the house.
5. _____ The knife was crucial _____ in the case.
6. The specialist will _____ the evidence.

Exercise 4. Complete the conversation between two officers with the words and expressions given below.

burglary, cordon off, markings, neighbors, post, resident, suspect, tag, traces, witnesses

Officer 1: We've got another forced entry (1)_____. Are you ready?

Officer 2: How can I help?

Officer 1: Well, the (2)_____ broke in through the front. Look, the door is broken. Same as last time.

Officer 2: I see. Do you think it's the same suspect?

- Officer 1: Could be. There are even the same (3)_____ of paint from the pry bar.
- Officer 2: Any (4)_____?
- Officer 1: No, I spoke with the (5)_____ on the phone. He's on his way. But the (6)_____ aren't home.
- Officer 2: What did you find inside?
- Officer 1: It appears the suspect stole the television.
- Officer 2: Any evidence?
- Officer 1: There are (7)_____ of blood one the couch. He may have cut himself breaking in.
- Officer 2: Should I (8)_____ it for the pathologist?
- Officer 1: Yes. But first I need you to (9)_____ the porch.
- Officer 2: Will do.
- Officer 1: And you'd better do the walkway as well. Those cigarette butts may be from our suspect.
- Officer 2: Okay.
- Officer 1: And when the others arrive, (10)_____ someone out front. The media will be here soon.
- Officer 2: Got it.

Exercise 5. Read the conversation again. Choose the correct answers.

1. What evidence do the officers discuss?

- a) a hair found on the door;
- b) fingerprints on a pry bar;
- c) footprints in the walkway;
- d) blood stains on the couch.

2. What will the second officer likely do next?

- a) post a guard;
- b) wait for the others;
- c) cordon off the front porch;
- d) tag blood stains for the pathologist.

Exercise 6. With a partner, act out the roles below based on Exercise 4. Then, switch roles.

Student A	Student B
You are the first officer at a crime scene. Talk to Student B about: <ul style="list-style-type: none"> – the crime that occurred; – places of possible evidence; – how to protect the evidence 	You are at a crime scene. Talk to Student A about preserving evidence

Exercise 7. Read the following text and discuss it in the form of a dialogue.

CRIME SCENE INVESTIGATION

Crime scene investigation is the meeting point of science, logic and law. Processing a crime scene is a long, tedious process that involves purposeful documentation of the conditions at the scene and the collection of any physical evidence that could possibly illuminate what happened and point to who did it. There is no typical crime scene, there is no typical body of evidence and there is no typical investigative approach.

Police officers are typically the first to arrive at a crime scene. They arrest the perpetrator if he's still there and call for an ambulance if necessary. They are responsible for securing the scene so no evidence is destroyed.

The investigation of a crime scene begins when the CSI unit receives a call from the police officers or detectives on the scene. The overall system works something like this:

- The CSI's arrive on the scene and make sure it is secure. They do an initial walk-through to get an overall feel for the crime scene, find out if anyone moved anything before they arrived, and generate initial theories based on visual examination. They make note of potential evidence. At this point, they touch nothing.

- The CSI's thoroughly document the scene by taking photographs and drawing sketches during a second walk-through. Sometimes, the documentation stage includes a video walk-through, as

well. They document the scene as a whole and document anything they have identified as evidence. They still touch nothing.

- Now it's time to touch stuff – very, very carefully. The CSI's systematically make their way through the scene collecting all potential evidence, tagging it, logging it and packaging it so it remains intact on its way to the lab. Depending on the task breakdown of the CSI unit they work for and their areas of expertise, they may or may not analyze the evidence in the lab.

- The crime lab processes all of the evidence the CSI's collected at the crime scene. When the lab results are in, they go to the lead detective on the case.

UNIT 3.2. INTERVIEWING WITNESSES AND VICTIMS

Exercise 1. Read the officer's incident report. Then, mark the statements as true or false.

1. The witness required an interpreter.
2. The suspects approached from behind.
3. Kim Li saw a suspect holding a pistol.

Berkeley Police Department INCIDENT REPORT

Reporting Officer: McCarthy
Location of Incident: Berkeley Train Station
Date: 3/25/2011 Time: 1:30 PM
Incident Type: Aggressive Robbery
Victim Name: Sammi Ma
Interpreter Name: Kim Li

Victim Statement: The victim spoke only Mandarin and was in a highly **emotional state**. We recruited a citizen **interpreter** for **questioning**. After establishing a **rapport** with the victim, the interpreter **summarized** the victim's statement as follows. Victim reports that the two suspects approached her from behind and knocked her down. They took her backpack and removed her wallet from her pants pocket. The victim made no **observation** of any weapons.

Witness No. 1 Name: Carol Stevens

Witness No. 1 Statement: **Interview** with the witness was held outside the station. In her testimony, witness reports seeing two suspects exit the train station. According to Ms. Stevens, the suspects were wearing black sweatshirts. One suspect had a pistol. The other was holding a red backpack. They ran south down 2nd St.

Additional Notes: All interviews were **recorded**. Victim is willing to continue cooperating with the **investigation**.

Exercise 2. Match the words (1-6) with the definitions (a-f).

- | | |
|----------------|---|
| 1) victim | a) a person's account of an event |
| 2) rapport | b) to document something |
| 3) testimony | c) a relationship of mutual trust |
| 4) interpreter | d) a person whom a crime has been committed against |
| 5) record | e) a person who expresses someone's words in another language |
| 6) interview | f) to ask a person questions |

Exercise 3. Fill in the blanks with the correct words and phrases from the word bank.

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

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

Exercise 4. Complete the conversation between an officer and a witness with the words given below.

gun, had, holding, notice, remember, saw, statement, suspects, sweatshirts, truthful

Officer: Are you willing to make a (1) _____ on what you saw here, ma'am?

Witness: Yes, officer.

Officer: Do you know that it is your duty to give a (2) _____ testimony?

Witness: Oh, yes, of course.

- Officer: Okay. What can you tell me about the (3)_____?
- Witness: Well, one was tall and the other was short. I'm pretty sure one of them had a (4)_____.
- Officer: Did you notice what they were wearing, ma'am?
- Witness: They were both wearing black (5)_____.
- Officer: Okay. I need you to think hard now, this is important. Was it the tall or the short suspect that was (6)_____ the gun?
- Witness: The taller one was holding the gun. The shorter one (7)_____ a red backpack.
- Officer: Did you (8)_____ anything else about the suspects? Did they say anything as they ran by? Maybe you (9)_____ their faces?
- Witness: No. They just ran by me so quickly. That's all I (10)_____.

Exercise 5. Read the conversation again. Check (✓) the information the witness provides.

1. Suspects' heights
2. Suspects' voices
3. Suspects' dress
4. Suspects' faces
5. Suspects' weapons

Exercise 6. With a partner, act out the roles bellow based on Exercise 4. Then, switch roles.

Student A	Student B
You are the witness to a robbery. Talk to Student B about: – the suspects' dress; – items suspects held; – other details	You are a police officer. Talk to Student A about a robbery he or she witnessed

Exercise 7. Read the following text and discuss it in the form of a dialogue.

WORKING WITH VICTIMS AND WITNESSES

A witness is considered as a person, other than a defendant, who is likely to give evidence in court. All victims are also witnesses and should be treated as such. It is the information provided by witnesses and victims that enables a suspect's version of events to be validated or challenged.

The success of any investigation depends largely on the accuracy and detail of the material obtained from witnesses. Investigators must recognize the individual needs and concerns of witnesses and treat them with dignity and respect. This can have a significant impact on how witnesses cooperate with the investigation and any subsequent prosecution.

Many witnesses fear the consequences of providing information. They, therefore, need to be confident that the investigator will deal with the information they provide appropriately. If the investigator establishes trust with the interviewee beforehand, they are more likely to give a full and accurate account. Witnesses have a right to expect that they will be listened to and will receive fair treatment.

By adopting a calm, reassuring interview style, investigators can establish the main points of what witnesses know about the incident. Inappropriate or ill-considered methods of dealing with a witness may hamper the investigation and delay or prevent the supply of relevant material to the investigator.

The witness may require medical attention or the presence of a suitable adult and the investigator needs to address this. Common sense has to be applied and the interview should be limited to obtaining sufficient information to progress the enquiry. The circumstances surrounding the fast-track interview should be recorded, and if the witness is receiving non-urgent attention, permission should be obtained from medical staff. Suitable care and support can then be provided prior to an in-depth interview.

UNIT 3.3. DESCRIBING SUSPECTS

Exercise 1. Read the wanted poster. Then, mark the statements as true or false.

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

WANTED George Collins

George Collins is wanted for armed robbery. Collins robbed a bank in St. Louis and fled with \$500,000.

Description:

Age: 35

Height: 5'10"

Weight: 210 lbs

Build: Large / **Overweight**

Hair: Brown

Eyes: Blue

Complexion: **Pale**

Sex: Male

Distinctive Marks: Spider **tattoo** on right forearm

Remarks: Collins' **dress** at the time of the robbery was blue jeans, a red sweatshirt and a blue baseball cap. At the time of the robbery, Collins did not have **facial hair**. He may have grown a **mustache** since then to hide his identity.

Contact the St. Louis Police Department if you have any information regarding George Collins' whereabouts.

Exercise 2. Match the words (1-6) with the definitions (a-f).

- | | |
|-------------|---|
| 1) mustache | a) the physical appearance of a person's skin |
| 2) height | b) a feature that makes someone recognizable |

- | | |
|---------------------|--|
| 3) overweight | c) the measurement of how tall a person is |
| 4) complexion | d) having light colored skin |
| 5) distinctive mark | e) hair growth above someone's upper lip |
| 6) pale | f) weighing more than is healthy |

Exercise 3. Fill in the blanks with the correct words and phrases from the word bank.

dress, facial hair, build, tattoo

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

Exercise 4. Complete the conversation between a police officer and a citizen with the words given below.

arm, build, facial, hair, mustache, overweight, robber, tattoo

- Officer: St. Louis Police Department.
 Citizen: Hi, I think I just saw George Collins, the bank (1) _____ .
 Officer: Okay, sir. Can you tell me what he looks like?
 Citizen: Let's see ... he had brown (2) _____. He was a big guy. Large (3) _____, and looked kind of (4) _____ .
 Officer: Did he have (5) _____ hair?
 Citizen: Yes, he had a (6) _____ .
 Officer: Did you notice anything else?
 Citizen: Oh, yeah. He had a spider (7) _____ on his (8) _____ .
 Officer: Sounds like it could be him.

Exercise 5. Read the conversation again. Check (✓) the characteristics mentioned in the conversation.

1. Tattoo
2. Hair color

3. Height
4. Facial hair
5. Eye color
6. Build

Exercise 6. With a partner, act out the roles bellow based on Exercise 4. Then, switch roles.

Student A	Student B
You are a police officer. Ask Student B about a suspect's: <ul style="list-style-type: none"> – build; – hair; – distinguishing marks 	You believe you have seen a criminal. Describe the suspect to Student A

Exercise 7. Read the following text and discuss it in the form of a dialogue.

DEVELOPING A SUSPECT

If a suspect is not at the scene and not apprehended nearby, it is necessary to develop a suspect through information provided by victims, witnesses and other persons likely to know about the crime or the suspect.

Rather than simply asking a witness to describe a suspect, ask specific questions about the most important identifiers needed to apprehend criminal suspects: general description information (sex, race or national origin, age, height, weight, build, etc.); facial and clothing information; other physical features or peculiarities. A description sheet also helps people describe suspects.

Witnesses may not have observed the actual crime but may have seen a vehicle leaving the scene and can describe it and its occupants. Obtain a complete description of any vehicles involved (vehicle type; color; make and model; condition; and license plate numbers). Identifying the car may lead to identifying the suspect.

Remember that eyewitness identification is highly fallible because of factors such as poor visibility, brief duration, distance and faulty memory. Because of such problems with witness identification, victim or witness identification of a suspect should be corroborated by as much physical and circumstantial evidence as possible.

If the victim or witness does not know the suspect but saw him or her clearly, mug shots may be used. This procedure is very time-consuming and is of value only if the suspect has a police record and has been photographed.

If witnesses can provide adequate information, a composite image can be made of the person who committed the crime. Composite drawings are most commonly used to draw human faces or full bodies, but they can also be used for any inanimate object described by a witness – for example, vehicles, unusual marks or symbols, tattoos or clothing.

UNIT 3.4. SEARCHING SUSPECTS AND PROPERTY

Exercise 1. Read the newspaper article. Then, choose the correct answers.

1. What is the article mainly about?
 - a) the results of a trial;
 - b) a search and its outcome;
 - c) a series of violent robberies;
 - d) a criticism of unwarranted searches.

2. What can you infer about illegal searches?
 - a) They can result in dropped charges.
 - b) They are based on reasonable belief.
 - c) They can seize evidence from homes.
 - d) They can provide the basis for a warrant.

3. What is NOT evidence against the suspect?
 - a) a crowbar;
 - b) a ski mask;
 - c) televisions;
 - d) an automobile.

FRUITFUL SEARCH LEADS TO BURGLAR'S ARREST

Denver police conducted a **search** on Tuesday of a house at 720 S. Colfax. Officer Vincent Sully says he noticed someone moving items from a vehicle into the house. Many of the items matched the description of those recently stolen from area homes. "This fact," said Officer Sully, "provided **reasonable belief** that this was our suspect." According to Federal Law such **suspicion** is **grounds** to **carry out** a search. Police Chief Mancini explains, "The **circumstances** did not require the **authorization** of a **search warrant**." The suspect's lawyer plans to challenge this view, claiming that the search was illegal. It is unlikely that this argument will be accepted and the charges will most likely not be dropped.

Upon conducting the search, officers found what they were looking for, and more. In the suspect's vehicle they found three flat screen televisions identical to those that disappeared in Sunday's Water Street robberies. Inside the suspect's **residence** police found thousands of dollars worth of allegedly stolen goods. Among the many items confiscated in the **seizure** were a ski mask and a black painted crowbar. Witnesses have reported seeing a thief in a similar mask break in to cars and houses with a crowbar. **Possession** of these objects could connect the suspect with those other burglaries. The suspect was arrested and is awaiting trial.

Exercise 2. Fill in the blanks with the correct words from the word bank.

carry out, possession, reasonable belief, search, search warrant, vehicle

1. The man's bloody hand gave officers _____ of his guilt.
2. The officers found nothing illegal in the _____.
3. The officer had probable cause. A _____ was not required.
4. They arrested the driver for _____ of illegal weapons.
5. As soon as they acquire a warrant the officers will _____ a search.
6. The officer found several empty beer cans in the driver's _____.

Exercise 3. Complete the word or phrase so that it has the same meaning as the part in italics.

1. The officer had a *thought* (= _u_ _i_ c_ _ _) that the man was armed.
2. Police completed a *removal of stolen items* (= _e_ _ _ u_ r_).
3. The woman's scream was a *reason* (= _r_ o_ _n_ _) for officers to enter the home.
4. Police found illegal weapons in the suspect's *house* (= _e_ _i_ _e_ _c_).
5. The *nature of the situation* (= _i_ _u_ m_ _ _n_ _ _) lead police to believe the man was lying.
6. To enter the state prison the officers required *permission from someone in charge* (= _ _ _ h_ _r_ i_ _ _ _ o_).

Exercise 4. Complete the conversation between an officer and a driver during a traffic stop with the words and expressions given below.

grounds for suspicion, influence, lawyer, license, pulled, red light, search, smell of alcohol, speed limit, speeding

- Officer: Can I see your (1)_____ and registration, Ma'am?
 Driver: Sure. Here you go.
 Officer: All right. Do you know why I (2)_____ you over tonight, Mrs. Coleman?
 Driver: I don't know, actually. Was I (3)_____?
 Officer: No, you were obeying the (4)_____. But you ran a (5)_____ right back there at Hoyle Street.
 Driver: Oh my gosh! I didn't even notice it.
 Officer: Mrs. Coleman, I'm detecting the (6)_____ on your breath. Have you been drinking tonight?
 Driver: I had a couple of beers a few hours ago. But I'm not drunk!
 Officer: I'm going to need you to step out of the vehicle, Ma'am. We're going to make sure you aren't hiding any open containers.
 Driver: You can't (7)_____ me or my car without a warrant.
 Officer: When you smell like alcohol we can. That's (8)_____ of driving under the (9)_____.
 Driver: I'm going to call my (10)_____!
 Officer: Step out of the vehicle, miss.
 Driver: I'm not drunk. I just had a couple of drinks.
 Officer: We'll see about that. Get out of the car.
 Driver: Okay, okay. I'll do it. It's not that big of a deal.

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

1. The driver was pulled over for speeding.
2. A warrant is needed to search the car.
3. The driver denies drinking alcohol.

Exercise 6. With a partner, act out the roles below based on Exercise 4. Then, switch roles.

Student A	Student B
You are an officer on a traffic stop. Talk to Student B about: <ul style="list-style-type: none"> – why you pulled him/her over; – whether she/he has been drinking; – searching his/her vehicle 	You are a driver. Talk to Student A about having your vehicle searched

Exercise 7. Read the following text and discuss it in the form of a dialogue.

SEARCHES AND SEIZURES: THE LIMITATIONS OF THE POLICE

What the police **MAY** do

Police may engage in "reasonable" searches and seizures. To prove that a search is "reasonable," the police must generally show that it is more likely than not that a crime has occurred, and that if a search is conducted it is probable that they will find either stolen goods or evidence of the crime. This is called probable cause.

In some situations, the police must first make this showing to a judge who issues a search warrant. In many special circumstances, however, the police may be able to conduct a search without a warrant.

Police may use first-hand information, or tips from an informant to justify the need to search your property. If an informant's information is used, the police must prove that the information is reliable under the circumstances.

Once a warrant is obtained, the police may enter onto the specified area of the property and search for the items listed on the warrant. Police may extend the search beyond the specified area of the property or include other items in the search beyond those specified or listed in the warrant if it is necessary to ensure their safety or the safety of others; prevent the destruction of evidence; discover more about possible evidence or stolen items that are in plain view; hunt for

evidence or stolen items which, based upon their initial search of the specified area, they believe may be in a different location on the property.

What the police MAY NOT do

The police may not perform a warrantless search anywhere you have a reasonable expectation of privacy, unless one of the warrant exceptions applies.

The police may not use evidence resulting from an illegal search to find other evidence.

The police may not submit an affidavit in support of obtaining a search warrant if they did not have a reasonable belief in the truth of the statements in the affidavit.

Unless there is a reasonable suspicion that it contains evidence, illegal items, or stolen goods, the police may not search your vehicle. If your car has been confiscated by the police, however, they may search it.

Unless they have a reasonable suspicion that you are involved in a criminal activity, the police may not "stop and frisk" you. If they have a reasonable suspicion, they may pat down your outer clothing if they are concerned that you might be concealing a weapon.

UNIT 3.5. MAKING AN ARREST

Exercise 1. Read the page from a police manual. Then, mark the statements as true or false.

1. Suspects do not have to supply identification when asked by an officer.
2. Officers can use any reasonable means to arrest a resisting suspect.
3. Juveniles' parents must be notified before an arrest.

ARRESTS

Arrests can be made under several circumstances.

An officer may arrest someone when:

1. He has possession of an **arrest warrant**.
2. He **witnesses** someone committing a crime.
3. He has identified **probable cause**.

When he stops a suspect, a police officer has the right to ask for identification. The officer can ask the suspect for his name, address, license and an explanation of his actions. Note that the suspect is not required by law to provide any of this information.

Police officers have the right to **frisk** or **pat down** suspects when they believe their **personal safety** may be at risk. Officers have the right to confiscate drugs, weapons, or stolen items during a search. The aforementioned items also provide **cause** for arrest.

When placing a suspect **under arrest**, the officer should **advise** the suspect of his rights. A more complete search of the suspect for weapons or other dangerous objects should be conducted. Then, an officer should **handcuff** the suspect. If the suspect **resists**, any means within reason may be used to subdue the suspect.

Please note: When **juveniles** are arrested, their parents must be notified immediately. Oftentimes juveniles and **mentally ill** persons can be dealt

with informally. Never arrest someone when a **warning would be as effective**.

Exercise 2. Match the words (1-7) with the definitions (a-g).

- | | |
|--------------------|--|
| 1) rights | a) reason to believe a crime was committed |
| 2) witness | b) in police custody |
| 3) under arrest | c) freedoms designated by the law |
| 4) pat down | d) to check someone for weapons or drugs |
| 5) probable cause | e) to hear or see a crime being committed |
| 6) arrest warrant | f) the well-being of an individual |
| 7) personal safety | g) a document that allows an arrest to be made |

Exercise 3. Fill in the blanks with the correct words and phrases from the word bank.

frisked, advised, resisted, cause, mentally ill, juvenile, handcuffed

- The officer _____ the man for weapons.
- The man _____ arrest until the officer handled him more aggressively.
- A(n) _____ person may not understand that he has committed a crime.
- The officer _____ the woman's wrists.
- Police notified the _____'s parents of her arrest.
- The officer _____ the man of his rights.
- Seeing a suspect commit a crime is _____ for arrest.

Exercise 4. Complete the conversation between a police officer and a juvenile suspect with the words and expressions given below.

arrested, breaking, jail, missing, prove, resisting arrest, search, sentence, theft, under arrest

- Officer: Put your hands behind your back, miss You're (1)_____.
- Suspect: But I didn't do anything.

- Officer: Let me explain to you why you're being (2)_____.
- Suspect: I'm listening.
- Officer: You're under arrest for (3)_____ into a hotel room.
- Suspect: I didn't break in. I'm staying at the hotel.
- Officer: Several guests witnessed you breaking a window to get in.
- Suspect: They're lying. That window was already broken.
- Officer: A guest also reported several things (4)_____ from her room.
- Suspect: You can't (5)_____ that I took anything.
- Officer: We'll see. Another officer is on her way to (6)_____ you. If she finds those items, we'll also charge you with (7)_____. So at this point, I advise you to just cooperate and put your hands behind your back. I don't want to add (8)_____ to your charges.
- Suspect: Yes, sir. Will I go to (9)_____?
- Officer: I don't know what your (10)_____ will be. I just know that you're under arrest, and your parents will meet you at the station.

Exercise 5. Read the conversation again. Choose the correct answers.

1. What is the purpose of the conversation?

- a) to determine if the girl is guilty;
- b) to place the girl in police custody;
- c) to give the suspect a warning;
- d) to find where stolen property is.

2. What is true of the suspect?

- a) She is innocent.
- b) She is going to jail
- c) She has not been searched.
- d) She will be charged with resisting arrest.

Exercise 6. With a partner, act out the roles below based on Exercise 4. Then, switch roles.

Student A	Student B
You are a police officer. Talk to Student B about: <ul style="list-style-type: none"> – the law s/he broke; – that s/he is being arrested 	You are being arrested. Make claims that you are not guilty.

Exercise 7. Read the following text and discuss it in the form of a dialogue.

WHAT PROCEDURES MUST THE POLICE FOLLOW WHILE MAKING AN ARREST?

There are only a very limited number of circumstances in which an officer may make an arrest:

- The officer personally observed a crime.
- The officer has probable cause to believe that person arrested committed a crime.
- The officer has an arrest warrant issued by a judge.

An officer cannot arrest someone just because he/she feels like it or has a vague hunch that someone might be a criminal. Police officers have to be able to justify their arrest usually by showing some tangible evidence that led them to probable cause.

Generally, an arrest happens when the person being arrested reasonably believes that he/she is not free to leave. The officer need not use handcuffs, or place the arrestee in a police cruiser, although police often use these tactics to protect themselves. Police also do not have to read Miranda Rights at the time of arrest. However, the police must read a suspect his/her Miranda Rights before an interrogation, so many police departments recommend that Miranda Rights be read at the time of arrest. This way, they can start questioning right away, and also, any information volunteered by a suspect can be used against them. Finally, although police will almost always tell an arrestee why they are under

arrest, they may not necessarily have any legal obligation to do so. This depends on both the jurisdiction and the circumstances of the arrest.

One universal rule police officers must follow is that they are not allowed to use excessive force or treat the arrestee cruelly. Generally, police officers are only allowed to use the minimum amount of force necessary to protect themselves and bring the suspect into police custody. This is why people are advised to never resist an arrest or argue with police. The more a suspect struggles, the more force is required for the police to do their job. If the arrestee thinks the arrest is unjustified or incorrect, he/she can always challenge it later with the help of an attorney, and if warranted, bring a civil rights case.

UNIT 3.6. PROCESSING SUSPECTS

Exercise 1. Read the poster in a detention center. Then, choose the correct answers.

1. What is the poster mainly about?
 - a) how criminal backgrounds affect bail;
 - b) how arrestees can schedule a court date;
 - c) when arrestees will be released from custody;
 - d) what arrestees should expect during booking.

2. What will arrestees NOT provide?
 - a) personal items;
 - b) bail conditions;
 - c) finger prints;
 - d) date of birth.

3. What can you infer from the poster?
 - a) health screening is an optional benefit;
 - b) judges handle the booking process;
 - c) high flight risks won't be released on their own recognizance;
 - d) paying bail allows an arrestee to bypass the record search.

INFORMATION FOR ARRESTEES

Processing, or **booking**, will be easiest if you cooperate with the officer. Read the following steps so that you are prepared.

1. The officer will ask for **personal information** such as your name and date of birth.
2. The officer will ask about the nature of the **alleged** crime.
3. The officer will perform a **record search** for your **criminal background**.
4. Personal items will be **confiscated**. You will receive them when you leave jail.
5. You will be **fingerprinted**, photographed, and **searched**.
6. You will receive a health screening.
7. You will be released, placed in a holding cell, or sent to the local jail.

This process is done with your best interests in mind. Only those determined to have a low **flight risk** will be released on their own **recognizance**. If this is the case, you'll sign an agreement to appear in court on a determined date. If your crime was more severe or you have an extensive record this may not be possible. The officer will tell you the price of your **bail** and the conditions you must follow.

Exercise 2. Match the words (1-7) with the definitions (a-g).

- | | |
|-------------------------|--|
| 1) court | a) the chance a criminal may flee |
| 2) process | b) an investigation of criminal history |
| 3) condition | c) a set restriction |
| 4) criminal background | d) a list of past crimes |
| 5) flight risk | e) details like name and date of birth |
| 6) record search | f) to record information about a suspect |
| 7) personal information | g) where people are tried for crimes |

Exercise 3. Fill in the blanks with the correct words and phrases from the word bank.

booking, bail, confiscated, alleged, appear, own recognizance

1. The officer _____ keys from the man.
2. The _____ went quickly because the arrestee was cooperative.
3. The woman agreed to _____ in court.
4. Because he had a good record, the man left on his _____.
5. _____ was set high because the man had a long criminal record.
6. The _____ crime was committed by a young woman.

Exercise 4. Complete the conversation between a booking clerk and an arrestee with the words and expressions given below.

Arrested, arresting, cop, personal, emergency contact, property, confiscate, bail

- Clerk: Hello, sir. I see that you were (1)_____ for breaking and entering. Is that correct?
- Arrestee: Yeah, that's it.
- Clerk: May I please have your full name and date of birth?
- Arrestee: Paul Theodore Robison. January 5, 1988.
- Clerk: All right. Do you have a driver's license?
- Arrestee: Yeah. It's in my wallet, but the (2)_____ took it.
- Clerk: Your (3)_____ officer gave us your (4)_____ items, so I have your wallet right here. Is the address in this license current?
- Arrestee: I think so. Does it say 485 Elm Street?
- Clerk: Yes. Now, I'll also need an (5)_____ with a phone number.
- Arrestee: My emergency contact is Linda Robinson. Her phone number is 483-555-2951.
- Clerk: And what's her relation to you?
- Arrestee: She's my mother.
- Clerk: All right. Now, do you have any other personal (6)_____ on you?
- Arrestee: Not much. They took my wallet and cigarettes and keys away from me when I got arrested.
- Clerk: What else have you got on you?
- Arrestee: Uh, I've got some cash in my pocket.
- Clerk: I'll need to (7)_____ that.
- Arrestee: Oh, so you're going to take all my money, too? That's just great.
- Clerk: There's no need to get upset. I guarantee that you will get all of your items back when your (8)_____ is granted.

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

1. The suspect gives his wife as an emergency contact.
2. The address on the arrestee's license is current.
3. The arresting officer confiscated the man's cash.

Exercise 6. With a partner, act out the roles below based on Exercise 4. Then, switch roles.

Student A	Student B
You are a clerk. Ask Student B about: – emergency contacts; – personal property	You are an arrestee. Answer Student A's questions

Exercise 7. Read the following text and discuss it in the form of a dialogue.

TYPICAL STEPS IN THE BOOKING PROCESS

Step 1: Recording the suspect's name and the crime for which the suspect was arrested

In olden days, this information became part of a handwritten police blotter; now virtually all booking records are computerized.

Step 2: Taking a "mug shot"

A mug shot can help to determine which of two people with the same name was arrested. A mug shot can also help to establish a suspect's physical condition at the time of arrest. The suspect's physical condition at arrest can be relevant to a claim of police use of unlawful force or to whether the suspect had been in an altercation before being arrested.

Step 3: Taking the suspect's clothing and personal property into police custody

At a suspect's request, some booking officers allow suspects to keep small personal items like a wristwatch. Any articles taken from the suspect must be returned upon release from jail, unless they constitute contraband or evidence of a crime.

Step 4: Taking fingerprints

Fingerprints are a standard part of a booking record, and are typically entered into a nationwide database. Comparing fingerprints left at the scene of a crime to those already in the database helps police officers identify perpetrators of crimes.

Step 5: Conducting a full body search

Police officers routinely make cursory pat-down inspections at the time of arrest. Far more intrusive is the strip search that is often part of the booking process. To prevent weapons and drugs from entering a jail, booking officers frequently require arrestees to remove all their clothing and submit to a full body search.

Step 6: Checking for warrants

The booking officer checks to see if an arrestee has any other charges pending, ranging from unpaid parking tickets to murder charges. Suspects with warrants pending are normally not released on bail.

Step 7: Health screening

To protect the health and safety of jail officials and other inmates, the booking process may include X-rays (to detect tuberculosis) and blood tests (to detect sexually transmitted diseases such as AIDS).

Step 8: Eliciting information relevant to incarceration conditions

To reduce the likelihood of violence and injuries, jail officials often ask arrestees about gang affiliations, former gang affiliations, and other outside relationships. Depending on the answers, an inmate may have to be placed in protective custody or housed in one section of a jail rather than another.

Step 9: DNA sample

Suspects may be required to provide DNA samples that are entered in national DNA databases.

UNIT 3.7. DETENTION CENTERS

Exercise 1. Read the notice stating a detention center's guidelines. Then, mark the statements as true or false.

1. A new prisoner should be processed immediately.
2. Personal possessions are to be confiscated.
3. After processing, an officer will escort the inmate to his cell.

BERN COUNTRY JAIL GUIDELINES FOR HANDLING NEW PRISONERS

All **detention center** officers must adhere to these guidelines when handling new prisoners.

Municipal police departments will deliver **arrestees** who have not posted **bond** to our facility. Once here, we register them as **inmates** at the Processing Desk. There, they must remove all of their possessions and hand them over for storage. Possessions will be returned when an inmate leaves this facility. At this time, officers must search the inmate for **contraband** as well. All such items are to be confiscated immediately and reported to the warden's office. The prisoner is only permitted to use the **toilet** after this search is complete. This is to prevent him from disposing of contraband.

Following the search, the prisoner is issued an orange jump suit with his prison ID number on it. He will also receive standard issue footwear and underwear. After processing, two officers will **escort** the inmate to his **cell**. Cells are assigned at the Processing Desk.

Should the inmate exhibit **violent** behavior or attempt to escape at any time, restrain him immediately. Then **lock** him in a temporary **holding room** until he can be evaluated by the warden's staff.

Exercise 2. Read the summary. Then, fill in the blanks with the correct words from the word bank.

belongings, illegal items, staff, prison garb, inmates

Process a new prisoner immediately on his arrival and collect all of his (1)_____. Then perform a complete search and confiscate any

(2)_____. Issue (3)_____ before guards take the inmate to his cell. Restrain problematic (4)_____ right away. (5)_____ must evaluate such arrestees immediately.

Exercise 3. Match the words (1-6) with the definitions (a-f).

- | | |
|-------------|------------------------------------|
| 1) prisoner | a) intending to harm others |
| 2) lock | b) to walk with someone |
| 3) violent | c) a person in a detention center |
| 4) escape | d) to prevent a thing from opening |
| 5) escort | e) a person charged with a crime |
| 6) arrestee | g) to get out of confinement |

Exercise 4. Complete the conversation between an officer and an arrestee with words and expressions given below.

driver's license, drunken and disorderly conduct, escort, fingerprints, holding cell, lawyer, rights

Officer: Ma'am, state your full name as it appears on your (1)_____.

Arrestee: Gina Linda Banek.

Officer: You have been charged with (2)_____.

Arrestee: I want to call my (3)_____ now.

Officer: Ma'am, you will have a chance to do that one once we finish processing you.

Arrestee: You can't do this to me. You are violating my (4)_____!

Officer: Ma'am, I need to take your (5)_____ at this time.

Arrestee: And I need to go the toilet at this time.

Officer: You will be able to use the toilet when the officers arrive to escort you to the (6)_____.

Arrestee: I can't wait until then. So just let me go now, okay?

Officer: Ma'am, let me repeat what I said. You need to wait until the officers can (7)_____ you.

Arrestee: Can't you please just let me go now? I don't feel very well.

Officer: No. That's final.

Arrestee: Whatever.

Officer: So, let's continue where we let off.

Arrestee: Fine, let's get it over with.

Exercise 5. Read the conversation again. Choose the correct answers.

1. Why was the woman arrested?

- a) selling illegal drugs;
- b) getting into a fight;
- c) theft of private property;
- d) public intoxication.

2. What is true of the officer?

- a) He was the officer who arrested the woman.
- b) He will not take the woman to her cell.
- c) He has processed this woman before.
- d) He does not know the woman's crime.

Exercise 6. With a partner, act out the roles below based on Exercise 4. Then, switch roles.

Student A	Student B
You are an arrestee at a police station. Make requests to Student B to: – call a lawyer; – use the bathroom	You are a police officer. Process Student A and refuse any requests

Exercise 7. Read the following text and discuss it in the form of a dialogue.

GUIDANCE ON THE SAFER DETENTION AND HANDLING OF PERSONS IN POLICE CUSTODY

Officers must always consider whether a person's arrest for an offence is necessary and proportionate. A lawful arrest by a police constable requires two elements:

- a person's involvement or suspected involvement or attempted involvement in the commission of a criminal offence;
- reasonable grounds for believing that the person's arrest is necessary.

Should further information come to light that indicates that a suspect is not responsible for the offence for which they were arrested, or the grounds for arrest otherwise cease to exist, officers must release the person. Where a person has been detained solely to prevent a breach of the peace, once the breach or potential breach has ended and is not likely to reoccur, the detainee must be released.

All detainees must be seen by the custody officer as soon as practicable after arrival at the police station. Custody officers and staff will be expected to ensure that they give priority to minimising the risk of harm to the person in custody, staff and others who come into contact with that person, taking into account the information that is made available to them.

Officers transporting a violent detainee to the custody suite should inform custody staff of their impending arrival. People should be removed from reception areas to prevent them being involved with, or injured by, the detainee.

Custody areas must be kept free of trip hazards and weapons and should have sufficient space for officers to be able to deal safely with violent detainees. Officers and staff should be aware that there may be an underlying medical reason for violent behaviour.

All visitors, including solicitors, healthcare professionals, appropriate adults, custody visitors, or interpreters, should be aware of their role and responsibilities prior to gaining access to custody. Custody areas should not become a gathering point and only those with legitimate reasons should be present. If an individual is denied access to a custody suite or particular cell, the reason for this must be recorded.

REVIEW

Exercise 1. Choose the pair of words that best completes the sentences.

1. If an officer has probable cause to believe that a vehicle contains _____ property, he or she may thoroughly _____ the vehicle.

- a) "stole" and "search";
- b) "stolen" and "seartch";
- c) "steal" and "serch";
- d) "stolen" and "search".

2. At the press conference yesterday, the _____ said that the suspect was under arrest for the _____.

- a) "detect" and "craim";
- b) "detective" and "crime";
- c) "detective" and "criem";
- d) "detector" and "crime".

3. The _____ stated that three _____ were fired from the apartment downstairs.

- a) "witness" and "shots";
- b) "vitness" and "shoots";
- c) "wittnes" and "shots";
- d) "witness" and "shooters".

4. The initial _____ revealed that the _____ had been battered by the suspect.

- a) "investigate" and "victim";
- b) "investigation" and "victim";
- c) "investigator" and "wictim";
- d) "investigation" and "victime".

5. The suspect modified his _____ when he was _____ by the detectives for the second time.

- a) "statement" and "interviewer";
- b) "statmente" and "interviewed";
- c) "staitment" and "interviewing";
- d) "statement" and "interviewed".

Exercise 2. Read the following short police-related situations and answer multiple-choice questions relating to these situations.

CHASE

Four police officers are chasing a suspect on foot. Officer Calvin is directly behind the suspect. Partners Jenkins and Burton are side by side behind Calvin. Officer Zeller is behind Jenkins and Burton. Burton trips and falls, and Calvin turns back to help him. An officer tackles the suspect. Which officer caught the suspect?

- a) Burton;
- b) Zeller;
- c) Jenkins;
- d) Calvin.

ARREST

Officer DeVero watched Joe Jackson buy a small vial of cocaine from a dealer on 9th Street and arrested him for possession of a controlled substance. She placed handcuffs on Jackson, searched him for weapons and contraband, and then placed him in the back seat of her patrol car after checking the seat and floorboard area. She placed a seat belt around the prisoner and drove toward the jail. On the way, she saw a woman roll through a stop sign and pulled her over. She issued the woman a citation and drove on to the jail where she helped the prisoner out of the back seat and checked the area where he had been seated for

weapons or contraband. Under these circumstances, the actions taken by Officer DeVero were:

- a) improper, because she should have also arrested the dealer;
- b) proper, because she followed proper procedure in arresting and transporting Jackson to jail;
- c) improper, because she should have taken Jackson directly to jail without stopping;
- d) proper, because she was able to efficiently handle two situations: the arrest and the traffic violation.

EVIDENCE

Officer Jones is the first officer to arrive at the scene of a burglary at Wiggin's Liquor Store. After making sure the scene is secure, he begins to collect evidence. The first item he finds is a screwdriver lying on the sidewalk in front of the glass doors leading into the store. The second item he sees is a small flashlight on the floor inside the building. Officer Jones places the screwdriver in a small plastic bag. What is the next thing he should do?

- a) lock the screwdriver in the trunk of his car;
- b) seal the bag with evidence tape so that the bag cannot be opened;
- c) write the case number and other information about the evidence on the outside of the bag;
- d) put the flashlight in the bag with the screwdriver.

QUESTIONS FOR REVIEW DISCUSSION

1. What kinds of things at a crime scene could be used as evidence?
2. What can police officers do to protect possible evidence?
3. What questions should police ask the victim of a crime?
4. How does interviewing witnesses help to catch criminals?
5. What features do you use to describe people?
6. What are some features that make suspects easy to recognize?

7. What reasons might the police have to search a person's vehicle?
8. When are police officers allowed to search a suspect's home?
9. What guidelines must police follow when making arrests in your country?
10. How do police address crimes committed by people who are not yet adults?
11. How does criminal processing work in your country?
12. How are the conditions of bail determined?
13. What happens after a person is arrested?
14. How are prisoners treated in your country?

DETECTIVE BRAIN TEASERS

AUTOMATICALLY INNOCENT

Read the story and guess why Detective Jones told the officers to grab Henry.

Detective Jones arrived to find the murder scene taped off, and the police questioning two suspects. The library of the old mansion was large, and the body of George Henderson was laying face down in front of the fireplace.

Jones asked the police officers to brief him on the case. "John Henderson over there, says that he heard 3 gunshots come from the library, and ran in here with his own firearm to find his brother George dead on the floor," the officer said.

"Henry Henderson says that he heard 3 gunshots come from the library, and ran into the library to find his uncle lying dead on the floor, and John standing over him with a gun," continued the officer as Detective Jones looked at the scene.

Lying on the floor, in the middle of the library, were 3 shell casings. The detective picked one up with his pencil to see that they had been .44 magnum rounds. George Henderson had been shot in the back, 3 times. "Let me question the suspects," Detective Jones told the officer.

"I was just sitting in my bedroom, listening to music, when I heard 3 gunshots come from the library," stammered Henry, the 22-year-old nephew of George Henderson. "I ran into the library and found Uncle John standing over him with his gun. He shot Uncle George!"

"Do you own any firearms, Henry?" Detective Jones asked the young man.

"Just one. I have a Desert Eagle in my bedroom."

Detective Jones took a few notes, then continued on to talk to John.

"I was getting ready to go shooting, out in the wash, when I heard 3 gunshots come from the library. I already had my revolver in hand, so I ran into the library to see what was going on. I found my brother George, dead on the floor. Right after I got there, Henry came running into the room, and started yelling that I had killed him," said John,

sounding rather upset. "I didn't, I really didn't! I don't know what happened!"

Detective Jones asked to look at the firearm that John had been holding. The officers on the scene showed him a Ruger Redhawk, .44 magnum revolver.

"Grab Henry, and search his room for a weapon. We're going to take him in for questioning," Detective Jones told the officers.

ANSWER

.derif erew yeht sa sllehs eht detceje evah dluow dna ,citamotuaimes a si ,rebilac gam 44. ni desahcrup eb nac hcihw ,elgaE treseD A .roolf eht otno ssarb sti detceje evah ton dluow ,gnyrrac neeb dah nhoJ taht kwahdeR eht ekil ,revlover A

BANK ROBBERY

Read the story and guess who committed the bank robbery.

In the middle of New York City, police officers were called to a bank robbery. The thief had already escaped with the contents of the bank's main vault minutes before the police arrived. They received information from the witnesses and narrowed the suspect list down to two people.

Suspect #1:

"Hello, detective," said the first suspect.

"Good morning. Do you know anything about what happened in the bank earlier today?"

"Yes, but only what I've heard other people say. People were talking about it at work. I think they said the suspect escaped in a red minivan, wearing a dark colored mask, and he had three large bags of money."

Suspect #2:

"Sir, where were you at the time of the crime?" asked the detective.

"I was at work. I work down the road from the bank, at the insurance building," responded the suspect.

"Have you ever been in that bank?" the detective asked.

"Never. I use another bank on the other side of town," he responded.

The detective continued his questioning. "Do you mind if we bring you to the bank to see if you match some of the evidence left behind?"

"Go ahead," said the suspect, "take me back to the bank and see what you can find."

ANSWER

.sretrauqdaeh ecilop ot nwod tcepsus eht thguorb dna ekatsim siht
 thguac yletaidemmi evitceted ehT
 .knab taht fo edisni neeb reven dah eh dias eh retfa "knab eht ot kcab em
 ekat" dias dah eH .emirc eht dettimmoc dah ohw eno eht si 2# tcepsuS

WHO KIDNAPPED JOHN?

Read the story and guess who kidnapped John Wembly.

"I know we should have called the police," Eric Wembly admitted as he nursed a bump on the back of his head. "But the kidnapper said he'd kill my brother if we did. And it's not like we couldn't afford the ransom."

John Wembly, the elder son of Jonas Wembly, had been missing since Tuesday. On Wednesday morning, a lone kidnapper telephoned the mansion and made his demands. The younger Wembly son, Eric, was to bring the money in unmarked bills in a duffel bag. He was to take a specific route from the mansion, parking in a downtown lot and carrying the bag through an alley to a drop site in a nearby park.

The normally cheap Jonas Wembly was frantic and willingly agreed to the terms. A midnight pay-off. Half a million dollars. And no police.

"I was halfway through the alley," Eric testified, "when I heard footsteps. Before I could turn around I was hit on the head. I fell down. But it didn't quite knock me out. I could see his back by the light of a street lamp. Never got to see his front. He was running away with the duffel bag. A tall guy with white sneakers. He was wearing blue jeans and a dark cardigan. Sorry I can't be more specific."

In the case's one lucky break, a police officer came across Eric shortly after the attack. He called in the crime and a patrol car

responded immediately. Two suspicious-looking characters were apprehended in the vicinity, both resembling Eric's description.

"So, I was running," Petey Bordon said angrily. He had been found two blocks from the attack and started running as soon as he saw the patrol car. Petey had a string of priors, all misdemeanors. "I'm on parole," he admitted, "And I was carrying a knife – for my own protection at night. That's a violation. Can you wonder why I ran away?"

The second suspect was Arnie Acker, a homeless drifter. "I wasn't even wearing this sweater," he protested as he unbuttoned his moth-eaten cardigan. "I picked it out of the garbage just before you guys pulled me in."

"We didn't find money on either one of 'em," the chief of police told Jonas Wembly. "And we didn't find the duffel bag. But I got a pretty good idea what happened. Don't worry. We'll get your son back."

ANSWER

.rehtaf paehc rieht morf yenom tcartxe ot redro ni enecs gnippandik
eritne eht degats dah nhoJ dna eh taht gnittimda ,dessefnoc yllautneve
cirE

.gniyl ylsuoivbo saw cirE .revollup a ro nagidrac a gniraew saw eh fi
llet ot elbissopmi neeb evah dluow ti neht ,demialc eh sa ,raer eht morf
ylno rekcatta sih was cirE fi .yawa mih evag retaews nagidrac eht tuoba
ynomitset s'cirE

MURDER IN FRONT OF THE BAY WINDOW

Read the story and guess who murdered Steven Andrews, and how Carrie knew.

Carrie Marshall had recently joined the Riverside police force, and on the first day of her job, she was sent out to investigate a new homicide case. The murder involved a wealthy bachelor, Steven Andrews, who lived in an expensive, grand oceanside mansion. At the time of the murder, there had been five other people in the house: the cook, the maid, two friends, and his niece. Both the cook and maid had rooms in the mansion, and the three guests had all stayed overnight.

When Carrie got to the mansion, the five suspects had all been lined up in front of a large bay window. It was mid-afternoon, and through the window, Carrie could see the beautiful sunset.

Her partner, Lieutenant Linda Newton, who had arrived an hour earlier, sketched out the details for Carrie. All the suspects had agreed that Steven Andrews had been found murdered in the morning, shortly before six-thirty A.M, but he had been alive a few minutes past midnight, when they all headed to bed. Nobody had heard anything during the night. Mandy Andrews, the niece, had come down to the kitchen to get a glass of water, and on her way back upstairs, had passed the bay window, where she saw her uncle's dead body.

Carrie decides to begin interrogating the suspects as the lieutenant and two other officers go off to look for more evidence and clues. The suspects give the following testimonies:

Maid: "I retired to my room shortly past eleven last night, after cleaning the dining room where Mr. Andrews dined with his guests, and helped the cook put away the leftover food. I was reading a novel until about twelve-twenty, and heard occasional laughter and talk, although I couldn't make out the words. This morning, I heard a scream, which was from Miss Mandy, so I rushed down with the cook and his two friends. Mr. Andrews was laying dead in front of that window. The lieutenant moved his body about fifteen minutes before you arrived, but there was blood on the side of the head, from a gunshot, maybe. I didn't hear anything, but whoever did it could have used a muffler. I'm innocent, though."

Cook: "It's like the maid says. She was cleaning the dining room while I tidied up the kitchen, and we both stored the leftovers in the refrigerator and talked for a few minutes about his guests. I went upstairs and to my room about the same time she did, but fell asleep after I took a shower and brushed my teeth. That was about eleven-thirty maybe, and I slept soundly until this morning, when a scream woke me. I rushed downstairs with the others, and there was the body. I tell you, I didn't do it. I've been with Mr. Andrews for eight years, and he knows he can trust me."

Mandy: "I was up until midnight with my uncle and his friends, talking and joking around. I fell asleep at about one-fifteen, but woke at six-twenty-four, and was thirsty, so I went down to the kitchen to get a

glass of water. On the way back, I passed by the bay window, the one behind us, and I could see the beautiful sunrise outside, but, sadly, my uncle was sprawled on the ground, with a huge bloody wound on the side of his head. I screamed and the others were here in just one or two minutes."

"That's enough," Carrie said abruptly, before the two friends of Mr. Andrews can say anything. "I know who did it. Lieutenant! We have our murderer!"

All five suspects, and the lieutenant and her two men, who came into the room at her call, look at Carrie.

ANSWER

.sriatspu kcab retaw fo ssalg reh gnikat saw ehs nehwh nehctik eht ot
 nwod yaw sih no saw dna knird a deicnaf osla dah elcnu reH
 .snoituacerp ytefas rof tenibac nehctik a ni neddih revolver a htiw mih
 tohs ydnaM ,regna fo tif a ni ,os ,lliw sih ni reh edulcni-er ot desufer dna
 reh denwosid ydaerla dah nevetS hguohtla ,etupsid rieht elttis ot emoc
 dah ehs dna ,yltnecer deugra dah yeht taht ydnaM thguartsid a morf
 denrael eirraC .tsae eht ni sesir nus eht tub ,wodniw emas taht hguorht
 esirrus eht nees evah ot demialc ydnaM ,revewoH .tsew eht gnicafeeb
 evah tsum wodniw eht os ,tesnus eht was dna wodniw yab eht tuo
 decool eirraC nehwh noonretfa saw ti

THIEF

Read the story and guess what the police officers saw which was enough to have Johnny arrested as the missing accomplice.

Ten years ago a bank robbery was committed by Fast Frankie and one of his accomplices. To this day his accomplice is unknown. Fast Frankie had served 5 years in jail, refusing to give up his accomplice, and the location of the missing cash and jewels. Fast Frankie had deliberately not told his accomplice where the money and gold was hidden – he didn't want to get out of jail and find it all spent.

But now, Fast Frankie lay dying. He had been shot by Detective Sing (in the line of duty). Detective Sing sat next to him, waiting for the ambulance that had been called.

"Tell my son," Frankie whispered.

"Yes?" said Detective Sing.

Fast Frankie tried again "Tell Johnny...the money...it's in the West Bank..."

Frankie lay down, his breathing stilled, and he died.

Detective Sing got to his feet, and he ordered that all his men start searching West Bank for the missing money. He suspected that Johnny was the missing accomplice, and that Fast Frankie had just told him where he'd stashed their spoils.

The next day the officers returned to Detective Sing and said that no one at the West Bank could find any trace of the missing money or gold. Detective Sing thanked them, and went to contact Johnny, to see whether he could help them. At the interview, Johnny asked whether Frankie had had any last words for him. Detective Sing told Johnny what Fast Frankie had told him. Johnny thanked Detective Sing, and shortly after left to go make arrangements for the funeral.

The next day Detective Sing had another interview with Johnny. A sparkle of gold caught Detective Sing's attention.

"Where did you get that gold watch?" he demanded.

"My father left it to me," Johnny smirked.

On the pretext of getting a cup of coffee, Detective Sing ordered some of his men to go and have a look at Fast Frankie's property (no, not to search it, that would be illegal without a search warrant). As the police officers crossed the bridge to get to Frankie's house, they saw something which was enough to have Johnny arrested as the missing accomplice.

ANSWER

.hsats gnissim eht dnif ot deganam eh litnu ti nwod dna pu gud dah ynnhoJ .ytreporp s'eiknarF hguorht nar taht revir eht fo knab tsew eht nwod dna pu gud seloh fo rebmun egral a dnuof yeht ,esuoh s'eiknarF ta devirra sreciffo ecilop eht nehW

SAFE CRACKERS

Read the story and guess who is guilty, and how the chief knows.

"I don't know how to tell you this, but, um, the safe has been robbed. The diamonds are gone."

"What!?" The police chief shouted. "You mean the safe that you've been guarding carefully?"

"That's the one."

"But we checked every single space in the building in which a human being could possibly hide, it was totally empty. And we had the entire building completely surrounded, and had every possible entrance monitored. So surely we know who did it right? Please tell me we finally caught this guy!"

"Not exactly. By which I mean, no. But we do have it narrowed down to three suspects this time. We tracked the entrance and exit of every person throughout the day, mostly customers of the bank on the first floor, not realizing we had closed it down for the day. Only three people were in the building at the time the safe was robbed. All of them entered separately on foot."

"Wait, how do you know when the safe was robbed?" the chief asked.

"Well, you know that one car we told you about that was already sitting empty in the parking garage under the building the night before? The one that mysteriously wasn't registered to anyone? Well, all of a sudden it came screaming out of the garage. We probably should have had it towed the night before, huh? Anyway, we all took off after it, but when we finally caught up to it, it was on the side of the road with no one in it. But the felt bag that held the diamonds was under one of the seats."

"It didn't still have the diamonds in it by any chance, did it?"

"Um, no chief. We all just stood there for a minute, when it suddenly occurred to us that every single one of us left our posts to chase the mystery car, so we all raced back to the building only to find that it was empty. So we're not sure which, if any, of the three suspects was still there when the car took off."

"Wow. All that training has really paid off."

"Thanks, chief. So anyway, it's not entirely clear who was involved. But we do know that there are only those three possible suspects. We tracked each one of them down, but none of them had the diamonds on them. They're each in an interrogation room now – Chris Barns, Evan Garrison, and Jimmy Jones. All three of them have at least

minor criminal records, and all three are known to be pretty good with a safe."

"Great. So it could be all of them, or any one of them. What else do we know about them?" the chief asked.

"Well, Chris swore he was going straight several years ago, and he hasn't been suspected of anything since. Although, he has sworn he was going straight several times throughout his criminal career. Evan is known to be a pretty smooth thief, but it's also well known that he's superstitious and refuses to do any job unless his mentor Chris is involved. And then there's Jimmy. He's the best safe-cracker in the business, an absolute legend. People say that, being blind, he has super hearing, so he can hear every movement in the mechanisms of a safe with absolute clarity and precision. He definitely would have been able to get to the diamonds the fastest. But again, either of the other two would also have been able to crack that safe. I don't even know where to start!"

The chief thought for a moment and said, "Well if everything you've said is true, then I know one of these guys who is definitely guilty. Let's question him and see if we can get him to spill whether either of the other two were involved."

ANSWER

.ytliug si sirhC ,tahw rettam on oS .ti enod ev'dluoc ohw eno ylno eht eb dluow sirhC neht ,devlovni erew ymmiJ ron navE rehtien fl .ytliug eb dluow eerht lla os ,mih tuohtiw krow t'now navE ecnis oot devlovni neeb evah tsum sirhC neht ,navE htiw gnikrow saw eh fi ,ytliug si sirhC neht ,sirhC htiw gnikrow saw eh fl .dnilb gnieb ,evird t'nac eh esuaceb ,esle enoemos htiw gnikrow eb ot dah eh neht ,ymmiJ saw ti fl .sirhC tuohtiw krow t'now navE ecnis ,oot ytliug si sirhC neht ,navE saw ti fl .ti did meht fo eerht eht fo eno tsael tA

THE BOUNCELESS BUNGEE

Read the story and guess whom Inspector Miller suspected and why.

"**W**e've done a little research on you, Mr. Marron," remarked Inspector Miller. He leaned back in his office chair with a faint smile. "You and the late Mr. deMont are the founders of the local

Bungee Club, which now has twelve members. And you were with him last Sunday morning when he tied what proved to be an unreliable bungee cord to his body and plunged over three hundred feet into the gorge off the Route 44 bridge."

"No secrets there, inspector." Frank Marron, an athletically framed architect, jutted his jaw defiantly. "Ed and I became friends on the golf course years ago, and decided to try a more exciting sport. We jumped four or five times a month in good weather. Just the day before, Saturday afternoon, we jumped into a gorge in Ithaca."

"Did deMont use the same cord then as on Sunday?"

"He always used the same cord. He also examined it before each jump, and kept it bundled, lashed, and locked in his car trunk between jumps. Carolyn Monaco and I joined him at the Route 44 bridge just as he was getting his cord hooked up. Carolyn was going to jump after him, and then me. I guess he didn't notice how worn his cord had become. Why do you suspect tampering?"

Miller picked up a police report and frowned at it.

"The state police confirm that the cord was cut," he said. "It had a clean internal incision with faint metal traces. Mr. deMont never had a chance. Did he have any enemies?"

Marron shook his head. "Hard to say. DeMont had an eye for the girls. He even made a pass at my wife once, but I set him straight on that, and he left her alone. I think Rita knew her husband played around, but she's odd. The only thing she really gets worked up about is her fancy car. Keeps it polished and sitting in their one-car garage. Just last week Ed lent his own car to Carolyn Monaco when hers was in the shop. For a day, he had to borrow Rita's dream machine. I thought she was going to kill him right then and there."

"Carolyn Monaco is also a Bungee Club member, I take it."

"Yeah, our newest. She's also Ed's secretary in his insurance office."

"Did his eye wander to her as well?"

"Maybe. He never said so."

"Thank you, Mr. Marron. Please keep us informed of your whereabouts."

When Marron had left, Miller turned to Detective Sergeant Barry. "Any further word on the cord, Jim?"

"Only that the external incision was tiny," said Barry. "The garage tells us that the lock to the car trunk was not tampered with. Witnesses near the bridge on Sunday confirm that Monaco and Marron arrived separately after deMont had started to hook on his gear."

"And where were Miss Monaco, Mr. Marron, and Mrs. deMont on Saturday?"

"Monaco says she was visiting cousins in Binghamton, and arrived back home late Saturday night. Her cousins confirm this. Marron said earlier he went to a party with his wife Saturday night after bungee-jumping with deMont late that afternoon. We have witnesses who saw him at the jump and at the party. Rita deMont says she was visiting her ill mother in Boston, and flew back early Sunday morning. Says she arrived home after her husband had left. Her plane ticket stub showed a flight time consistent with her story. Her mother's nurse confirms seeing her in Boston."

"Hmm." Miller straightened up in his chair. "I think it's time to do a little more quiet investigating of our prime suspect."

ANSWER

.(secart latem eht dna noisicni eht fo ssennaec eht yb devorpsid) droc ytluaf a fo ngis a rof nekatsim eb retal dna (did ti hcihw) eciton s'tnoMed epacse dluow droc eht ni noisicni lanretni yltsom eht thguoht ehS .emirc eht dettimmoc tcaf ni dah ,mih yb depmud neeb neht dna ssob reh htiw riaffa na dah dah ohw ,nyloraC

.rac s'tnoMed deworrob dah ehs elihw yek eht deipoc evah dluoc dna thgin taht aera eht ot denruter ,revewoh ,ocanoM nyloraC .yek a dah eh eveileb ot nosaer on si ereht tub ,ytrap eht retfa rac eht tisiv ot elba neeb evah thgin norraM knarF .thgin taht nwot fo tuo gnieb fo ibila detaitnatsbus a dah ehs tub ,rac s'dnabsuh reh ot yek a dah ylbaborp tnoMed atiR .thgin yadrutaS droc eht htiw repmat dna knurt rac eht kcolnu ot yek a desu evah tsum reredrum ehT

.droc eht htiw repmat dna spmuj dnekeew neewteb knurt rac s'mitciv eht ot ssecca niag ot ytinutroppo eht dna yek eht htob dah ocanoM nyloraC ylnO

ЗАКЛЮЧЕНИЕ

Языковое образование в непрофильных вузах приобретает приоритетное значение в наши дни, когда знание языков становится составной частью личной и профессиональной жизни человека. В равной степени это относится и к подготовке кадров для органов внутренних дел, поскольку в современных условиях взаимодействие подразделений правоохранительных органов России с зарубежными партнерами подразумевает обмен оперативной информацией; повышение квалификации сотрудников; проведение международных научных конференций и форумов по проблемам международной уголовной преступности и терроризма.

Вышеназванные направления международного сотрудничества в борьбе с преступностью требуют от сотрудников органов внутренних дел высокого уровня профессиональной иноязычной компетентности, которая подразумевает, в том числе, прочное усвоение лексики профильного направления, для чего необходимы качественные учебные материалы с грамотно разработанной системой заданий и упражнений на освоение лексического состава сферы правоохранительной деятельности.

Авторы выражают надежду, что предлагаемое учебное пособие внесет свой вклад в решение этой важной задачи.

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ENGLISH–RUSSIAN DICTIONARY

Аа

accident	авария, дорожно-транспортное происшествие; несчастный случай
accomplice	сообщник, соучастник (преступления)
advise	ставить в известность, оповещать
affidavit	письменное показание под присягой; юридически заверенный документ; официальное подтверждение
affirmative	«да», «так точно» (ответ по радиосвязи)
agility	оперативность действий
alarm	звонок; сигнализация
alibi	алиби
alleged crime	инкриминируемое преступление
allegedly	предположительно
altercation	ссора на почве личных неприязненных отношений
ambulance	машина скорой помощи
ambush	нападение из засады; нападать из засады
ammunition	оружие; средство защиты
apprehend	задерживать, арестовывать
arm	вооружать
armed robbery	разбой
armored	бронированный
arrest	арестовывать, задерживать; арест, задержание

arrestee	арестованный, задержанный
arrest warrant	ордер на арест
assault	физическое насилие
assault rifle	автоматическая винтовка
assist	являться пособником
attack	нападение; нападать
at the wheel	за рулем
attorney	адвокат; юрист
automatic rifle	автомат
auto theft	угон автомобиля

Bb

background check	проверка анкетных данных
backup	подмога; запасной
badge	именной жетон (полицейского или агента ФБР)
bail	временное освобождение под залог
bar	запрещать
barrier	заграждение
baton	дубинка (полицейского)
beat	район патрулирования
body armor	бронежилет
Bomb Squad	отряд взрывотехников
booking	протокол задержания
brass	патрон
breach	нарушение (права, закона и т. п.); правонарушение
break (broke, broken)	нарушать (право, закон и т. п.); совершить правонарушение
brief	ознакомить

build	телосложение, комплекция
bullet	пуля (для огнестрельного оружия)
bullet-proof	пуленепробиваемый; бронированный
bulletproof vest	бронежилет
burglar	вор-взломщик
burglarize	совершить ограбление
burglary	кража со взломом
burgle	совершить кражу со взломом

Сс

cadet	курсант
caliber	калибр
call history	журнал вызовов
car crash	дорожно-транспортное происшествие
car thief	угонщик автомобилей
cartridge	магазин, обойма
case	1. судебное дело; 2. гильза (патрона)
catch (caught)	задержать преступника
cell	тюремная камера
challenge	оспаривать; ставить под вопрос; проверить (показания свидетеля и т. п.)
charge (with a crime)	обвинение; обвинять (в совершении преступления)
chase	погоня; преследование; гнаться, преследовать
chief	начальник отделения полиции

citation	штраф, повестка о вызове в суд
citizen	гражданин
civil	гражданский
clue	улика
collision	авария
combative	воинственный, драчливый
commission	совершение (преступления и т.п.)
commissioner	комиссар, специально уполномоченный
commit	совершать (преступления и т. п.)
community policing	привлечение населения к охране общественного порядка; работа полиции с общественностью
complain	подавать жалобу, иск; возбуждать уголовное дело
complaint	иск, (судебная) жалоба
composite drawing	словесный портрет
conducted energy (electrical) weapon (CEW)	электрошокер
confinement	тюремное заключение
confiscate	конфисковывать, изымать
constable	констебль (в Великобритании – полицейский, в США – судебный пристав)
contraband	контрабанда
controlled substance	контролируемое вещество (взрывчатое или наркотическое)
convict	осужденный; выносить приговор
cop	полицейский
cordon off	огородить; оцепить
correctional officer	сотрудник тюремной охраны

court	суд
court date	дата начала судебного разбирательства
courtroom	зал судебного заседания
CPR (cardiopulmonary resuscitation)	искусственное дыхание; первичные реанимационные действия (до прибытия медиков)
crack	взлом; кража со взломом
cracker	(компьютерный) взломщик
crash	столкновение, авария
crash into smb/smith	врезаться на машине (в кого-л./что- л.)
crime	преступление
crime prevention	профилактика преступлений
crime scene investigation (CSI)	расследование на месте преступления; осмотр места преступления; криминалистика
crime scene investigator	криминалист
criminal	преступник; уголовный
criminal career	уголовное прошлое
criminal record	судимость
crisis negotiation	кризисные переговоры (методика переговоров, используемая правоохранительными органами при ситуациях, связанных с захватом заложников и т. п.)
crook	мошенник, преступник
crossing guard	регулирующий движение транспорта
crosswalk	зебра (пешеходный переход)
crowd control	противодействие массовым беспорядкам
cruiser	патрульная машина

custody	следственный изолятор
custody suite	камера предварительного заключения

Dd

damage	повреждение, убыток, ущерб; компенсация за ущерб
deadly force	огонь на поражение
defendant	обвиняемый, ответчик
deposition	свидетельские показания (данные перед судом под стенограмму); приобщённое к материалам дела доказательство (заявление, показание)
deputy	заместитель; помощник
Desert Eagle	«Пустынный орел» (пистолет)
designated driver	«трезвый водитель», «дежурный водитель» (водитель, который специально не пьет, чтобы развести остальных друзей по домам)
detain	задерживать, арестовывать
detainee	лицо, содержащееся под стражей; задержанный
detect	разыскивать, обнаружить (преступника); раскрыть (преступление)
detection	розыск (преступника); расследование (преступления)
detective	оперативник
detention center	место заключения, тюрьма; изолятор временного содержания
direct evidence	прямое доказательство, прямая улика

direct traffic	регулировать дорожное движение
disarm	обезвреживать, разряжать (взрывное устройство); разоружать
discharge	выстрел; выстрелить
disciplinary action	дисциплинарное взыскание
disinherit	лишать наследства
disorderly conduct	поведение, нарушающее общественный порядок; мелкое хулиганство
dispatch	диспетчерская служба; официальное донесение; сообщение
dispatcher	диспетчер
disperse a crowd	разогнать толпу
disruption	нарушение (порядка)
distinctive marks	особые приметы
distinguishing marks	особые приметы
distracted driving	невнимательное вождение
domestic violence	семейное насилие
drifter	человек без определенных занятий
driver's license	удостоверение на право вождения автомобиля, водительские права
driving under the influence (DUI)	управление автомобилем в состоянии алкогольного опьянения или под действием наркотиков
driving while intoxicated (DWI)	управление автомобилем в состоянии опьянения
drop	отказываться
dropped charge	отказ от обвинения
drowsy driving	вождение в состоянии сонливости
drug (illegal ~)	наркотик (запрещенный ~)
drug testing	тестирование на наркотики

drunk driving	управление автомобилем в нетрезвом состоянии
duty (on ~)	наряд, дежурство (во время дежурства)

Ее

echelon	звено; формирование
electronic control device (ECD)	электрошокер
eliminate	уничтожить
emergency	экстренный случай, чрезвычайное происшествие
emergency call	срочный вызов
emergency light	проблесковый маячок
empty hand	безоружный
encounter	стычка, столкновение; драка
enforce	приводить в исполнение
enquiry	дознание; расследование; допрос
escape	совершить побег (из заключения), скрываться
escape route	путь отхода
escort	конвоировать (арестованного)
estate lawyer	адвокат по недвижимости
evidence	вещественные доказательства; свидетельское показание
exit	съезд с магистрали
explosive device	взрывное устройство
eyewitness	свидетель-очевидец

Ff

fatality	несчастный случай со смертельным исходом
felony	тяжкое преступление
fight	драка
fine	штраф
fingerprint	отпечаток пальца
fire	стрелять
firearm	огнестрельное оружие
first aid	оказание неотложной медицинской помощи
first aid kit	медицинская аптечка
flashlight	ручной фонарик
flee (fled)	бежать, скрываться
fleet	парк (автомобилей)
flight	побег
flight risk	обвиняемый, которого не рекомендуется освобождать на поруки/под залог (из-за большой вероятности, что он скроется от правосудия)
footprint	отпечаток ступни
forced entry	проникновение с применением насилия
Forensics Department	экспертно-криминалистический отдел
forfeiture	штраф как уголовное наказание
freeway	скоростная автомагистраль
frisk	(личный) досмотр; производить обыск, обыскивать

fugitive беглый преступник; лицо, скрывающееся от правосудия

full swing разгар

Gg

gang организованная преступная группа

gang affiliation принадлежность к преступной группе

gas gun газовый пистолет

gas mask противогаз

gear экипировка, снаряжение

go (went, gone) straight «завязать»; начать вести законопослушный образ жизни; порвать с преступным прошлым

guard охранять; конвоировать; принимать меры предосторожности

guilt вина; обвинять

guilty виновный

gun оружие; пистолет

gunfire перестрелка

gunshot выстрел

Hh

handcuff наручник; надевать наручники

handgun личное огнестрельное оружие

headquarters главное управление

helicopter вертолет

helmet шлем; бронешлем

highway автомагистраль; автострада

hit-and-run оставление места ДТП

holding cell	конвойное помещение
holster	кобура
home invasion	незаконное проникновение в жилище
homicide	убийство
hooligan	хулиган; хулс (спортивный фанат)
hostage	заложник

Ii

identification	удостоверение личности, установление личности
illegal	незаконный, противозаконный
improper	неправомерный
incarceration	лишение свободы
incident	происшествие
in custody	задержан, под арестом
informant	осведомитель, информатор
inheritance	наследование; наследуемая недвижимость
initiate	давать сигнал
injure	ранить; причинить вред
injury	причинение вреда здоровью
inmate	заключенный, сокамерник
innocent	невиновный
in plain view	на виду, на видном месте
inspection	досмотр
inspector	инспектор
interrogate	допрашивать
interrogation	допрос
intersection	перекресток

interview	допрос; опрос (свидетелей, пострадавших)
interview room	помещение для допроса
intoxicated	находящийся в состоянии алкогольного опьянения, наркотической интоксикации
investigate	расследовать
investigation	расследование, следствие
investigative	следственный; занимающийся расследованием
investigator	следователь
involvement	соучастие
issue	выдавать (документ), выписывать (штраф)

Jj

jail	изолятор временного содержания, следственный изолятор
jam	дорожная пробка
judge	судья
judgment	приговор, решение суда
jurisdiction	сфера полномочий; область действия

Kk

kettling	тактика удержания полицией групп протестующих долгое время на ограниченной площади
kidnap	похитить человека с целью выкупа
kidnapper	лицо, похитившее человека с целью выкупа
kill	убить

killer	убийца
K-9 team	группа кинологов

Ll

law enforcement	правоохранительные органы
lawful	законный, легальный
lawyer	юрист; адвокат
less-lethal weapon	оружие нелетального действия (ОНД)
license plate (number)	номерной знак (транспортного средства)
legitimate	легализировать, признавать законным
life-saving skills	навыки оказания неотложной помощи
lie detector	детектор лжи, полиграф
light	фара; внешний световой прибор; светофор
line of duty	исполнение служебных обязанностей
line-up	процедура опознания подозреваемого (стоящего в ряду других лиц)
load	заряжать (оружие)
lookout	ориентировка
loss of license	лишение водительских прав
lost property	утраченное имущество

Mm

Mace	баллончик с газом мейс (часть нелетального снаряжения полиции США)
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magazine	магазин (стрелкового оружия)
magazine pouch	чехол для запасного магазина
magnum	мощный патрон
major	майор
manslaughter	непредумышленное убийство, причинение смерти по неосторожности
marked bill	меченая купюра
midblock	перегонный участок дороги (между двумя перекрёстками)
Miranda Rights	права Миранды (оглашение подозреваемому его прав, обязательное при его аресте)
misconduct	нарушение дисциплины, противоправное поведение
misdemeanor	преступление небольшой тяжести
monitor	осуществлять постоянный контроль
Mounted Police	конная полиция
moving violation	нарушение правил дорожного движения водителем (во время движения автомобиля)
muffler	глушитель
mug shot	совмещённое фото в профиль и анфас (в личном деле заключённого исправительного учреждения); фото из досье арестованного
multi-tool	многофункциональный нож
murder	убийство; совершить убийство
murderer	убийца

Nn

nameplate	бирка
name tag	именной жетон
non-lethal weapon	специальные средства несмертельного действия

Oo

offence	правонарушение
offender	правонарушитель
officer	полицейский
one way	одностороннее движение
order	приказ; приказывать
organized crime	организованная преступность
over	«прием» (сигнал радиосвязи)

Pp

parking lot	стоянка автомашин
parole	условно-досрочное освобождение
party	сторона (по делу, в договоре и т. п.)
pat down	обыскать; производить досмотр (кого-л. в поисках спрятанного оружия)
pathologist	патологоанатом
patrol	патрулировать; охранять патруль, патрулирование
patrol car	полицейская патрульная машина
pedestrian	пешеход
penalty	штраф
perpetrator	нарушитель; лицо, совершившее

	правонарушение
pertain	иметь отношение (к чему-л.)
physical evidence	вещественные доказательства
pistol	(пневматический) пистолет
point of impact	место столкновения, удара (при автодорожном происшествии)
poison	яд
police blotter	полицейский журнал регистрации приводов
police chief	начальник полиции
police custody	содержание под стражей в полиции
police presence	присутствие сил полиции
police record	полицейское досье; судимость и приводы; уголовное прошлое
police station	отдел полиции
policing	охрана правопорядка
prime suspect	главный подозреваемый
priors	судимость
prison	исправительное учреждение
prisoner	лицо, находящееся под стражей; заключенный
prison garb	тюремная одежда
probable cause	наличие достаточного основания (для ареста, обыска, изъятия)
proceedings	рассмотрение дела в суде; судебное разбирательство
prohibit	запрещать
projectile weapon	травматическое оружие
proper	правомерный
property	собственность, имущество

property crime	преступление против собственности; имущественное преступление
prosecution	судебный процесс, уголовное преследование
protection	обеспечение защиты
protective custody	временное задержание подозреваемого (с целью его защиты)
public disorder	общественные беспорядки
public intoxication	пребывание в состоянии опьянения в общественном месте
pull in	арестовывать
pull over	останавливать (водителя, нарушившего правила дорожного движения)
punish	наказывать (в уголовном порядке)
punishment	наказание
purse snatcher	барсеточник, карманник
pursue	преследовать, гнаться за
pursuing	преследование
pursuit	преследование, погоня
put on the line	подвергнуть риску

Qq

question	допрашивать
questioning	предварительный допрос (в полиции)

Rr

radio	рация; передавать по радиосвязи (рации)
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ramp	съезд с автомагистрали
rank	звание
ransack	перевернуть все вверх дном (при ограблении)
ransom	выкуп
reasonable belief	обоснованное предположение
reckless driving	опасное вождение
recognizance	залог (при поручительстве); обязательство, данное в суде
recoil	отдача (при выстреле)
record search	запротоколированный обыск
red light camera	видеокамера, фиксирующая проезд на красный сигнал светофора
reflective	светоотражающий
release	выпускать на свободу, освободиться из мест лишения свободы
report	докладывать, рапортовать; отчет, рапорт, протокол
rerouting	изменение маршрута
resist	оказывать сопротивление
resisting arrest	сопротивление при задержании
respond	выезжать (на место происшествия)
restrain	лишать свободы
restraint	наручник
revolver	револьвер
right	право
riot	массовые беспорядки
riot control	пресечение массовых беспорядков

rioter	нарушитель общественного порядка; участник массовых беспорядков
riot gear	экипировка для борьбы с уличными беспорядками; защитное снаряжение (полицейских)
riot shield	полицейский щит (для действий в условиях массовых беспорядков)
road flare	фальшфейер
roadway	проезжая часть дороги
rob	грабить, совершить грабеж
robber	грабитель
robbery	грабеж с насилием, разбой
Roger	«Вас понял» (ответ по радиосвязи)
round	пуля
ruling	постановление (суда)
run a red light	ехать на красный свет

Ss

safe-cracker	взломщик сейфов, «медвежатник»
safety	безопасность
scene	место происшествия
search	обыск; производить обыск, расследование
search-and-rescue operation	поисково-спасательная операция
search warrant	ордер на обыск
security guard	охранник
seizure	арест; изъятие (имущества); задержание
sentence	приговор, судебное решение; выносить приговор

serve	отбывать наказание
service call	вызов (полиции)
shell	патрон, пуля
shell casing	стреляная гильза
sheriff	шериф
shield	полицейский щит (для действий в условиях массовых беспорядков)
shift	рабочая смена, дежурство
shoot (shot)	стрелять
shot	выстрел
shotgun	огнестрельное оружие
sidewalk	тротуар, пешеходная дорожка
siren	сирена
sniper	снайпер
sniper team	снайперская пара (наблюдатель и стрелок)
solicitor	адвокат, защитник
Special Operations	отдел особого назначения
speed	скорость
speeder	водитель транспортного средства, превышающий разрешенную скорость
speeding	превышение скорости
spill	выдавать информацию, «расколоться»
spoils	похищенное имущество
squad	наряд полиции; отделение полиции
squad car	патрульная автомашина
stabbing	нападение (с использованием холодного оружия)

stamina	выносливость
stash	прятать, припрятывать
steal (stole, stolen)	украсть; угнать
stealer	вор
statement	показание (свидетеля и т.п.)
stop-and-frisk	задержание и обыск (на улице)
strip search	досмотр с полным раздеванием
suicide	самоубийство; самоубийца; покончить жизнь самоубийством
superintendent	суперинтендент (старший полицейский чин)
superior	старший по званию
supervisor	(непосредственный) начальник
supreme court	верховный суд
surround	окружить, оцепить
surveillance	слежка; наблюдение (особ. за подозреваемым в чем-л.); круглосуточное наблюдение
survey	досмотр; производить досмотр
suspect	подозревать; подозреваемый
suspicion	подозрение
suspicious	подозрительный
SWAT (Special Weapons and Tactics team)	отряд полиции особого назначения
swear (swore, sworn)	клясться; показывать под присягой

Tt

tackle	схватить
Tactical Unit	боевое подразделение
tailgate	не соблюдать дистанцию

take (took, taken) in	арестовать (и доставить в полицейский участок)
tamper	фальсифицировать
tape	защитная лента
tape off	ограждать защитной лентой
target	мишень, цель; иметь целью
taser	электрошокер
tear gas	отравляющее вещество слезоточивого действия; слезоточивый газ
temporary holding room	изолятор временного содержания
testify	выступать в качестве свидетеля; давать показания
testimony	свидетельские показания
theft	кража
theory	версия
thief	вор
thieve	красть, воровать
threaten	угрожать
ticket	штраф, уведомление о штрафе, штрафной талон
tire blowout	прокол шины
trace	небольшое количество; след, отпечаток (ноги и т. п.); следить (за кем-л.); расследовать
track	следить (за кем-л.)
track down	выследить (и поймать); разыскивать
traffic	дорожное движение
traffic citation	штраф за нарушение правил дорожного движения
traffic congestion	скопление транспорта на дороге

traffic control	регулирование уличного движения
traffic enforcement	парковочная полиция; служба контроля за парковками
traffic law enforcement	дорожная полиция; применение правил уличного движения
traffic signal	указатель дорожного движения; светофор
traffic stop	остановка полицией автомобиля для проверки
traffic violation	нарушение правил дорожного движения
traffic violator	нарушитель правил дорожного движения
traffic wand	жезл регулировщика дорожного движения
trespasser	правонарушитель;
trespassing	незаконное проникновение на территорию посторонних лиц
trial	рассмотрение дела в суде, судебный процесс
troop	отряд
trooper	полицейский

Uu

unarm	разоружить; обезвредить
undercover operation	секретная операция; операция по внедрению
uniform	униформа
unit	подразделение
unmarked car	полицейская машина без опознавательных знаков

unwarranted search	обыск без ордера
u-turn	разворот (автомобиля)
Vv	
validate	подтверждать (правильность, истинность)
vandalism	варварство, вандализм; хулиганский поступок; умышленная порча имущества
vehicle	автомобиль, автотранспортное средство
vehicle check point	дорожный контрольно-пропускной пункт
vehicle make	марка транспортного средства
vehicular accident	дорожно-транспортное происшествие
verify	подтверждать правильность первичной информации, проверять достоверность
Vice	полиция нравов
victim	жертва; пострадавший
violation	нарушение (права, закона, договора), применение силы
violent	агрессивный
Ww	
wanted	разыскивается
warden	тюремный надзиратель
warning	предупреждение
warrant	ордер (на обыск, арест и т.д.)
wary	осторожный, осмотрительный

water cannon	водяная пушка; брандспойт (для разгона демонстраций)
weapon	оружие
whereabouts	местонахождение
whistle	свисток
will	завещание
witness	свидетель; быть свидетелем
witness statement	свидетельские показания
working order	в рабочем состоянии, исправный, на ходу
wound	рана, ранение; наносить рану
wrong	правонарушение

Zz

zip tie	пластиковый наручник-стяжка
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Учебное издание

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ПРАВООХРАНИТЕЛЬНАЯ ДЕЯТЕЛЬНОСТЬ

LAW ENFORCEMENT

Учебное пособие по английскому языку

Редактор *С. П. Тарасова*
Компьютерная верстка и макет *О. В. Кофановой*

Подписано в печать 11.07.2016. Формат 60x84 1/16. Бумага офсетная.
Усл. печ. л. 8,8. Уч.-изд. л. 8,0. Тираж 100 экз. Заказ .
Юго-Западный государственный университет.
305040, г. Курск, ул. 50 лет Октября, 94.
Отпечатано в ЮЗГУ.