

3. a) I never want to know the truth.  
b) I never wanted to know the truth.
4. a) I think they should arrest all the thieves.  
b) I think they should arrest this thief.
5. a) Have you started to do it?  
b) Have you started doing it?



 **Task 8.** Listen to the dialogue and then choose the best answer.

1. When was Karen robbed?  
a) *two years ago*      b) *two weeks ago*      c) *two days ago*
2. The thieves took.  
a) *all the money*      b) *nothing valuable*      c) *a few valuable things*
3. Why wasn't anybody arrested?  
a) *Because there was not enough evidence*      b) *Because there were no fingerprints*      c) *Because there were no suspects*
4. Who was the eye witness?  
a) *a girl*      b) *an elderly lady*      c) *there was no eye witness*
5. Who owns a red Volvo?  
a) *Karen's husband*      b) *Karen*      c) *Karen's son*

 **Task 9.** Listen to the sentences and fill in the gaps.

1. The police \_\_\_\_\_ the murderers.  
2. Detective Smith \_\_\_\_\_ the case.  
3. Who is the main \_\_\_\_\_?  
4. Why don't you \_\_\_\_\_ it?  
5. We found a lot of \_\_\_\_\_.  
6. She is my \_\_\_\_\_.



A.M.KURGANOV

## INGLIZ TILI

O'quv qo'llanma

*O‘zbekiston Respublikasi Oliy va o‘rta maxsus ta’lim vazirligining  
2020 yil 07 dekabrda 648-sonli buyrug‘iga asosan tavsiya etilgan.*

**Taqrizchilar:**

IIV Akademiyasi Huquqbuzarliklar profilaktikasi kafedrasida dotsenti  
Yuridik fanlar bo‘yicha falsafa doktori (PhD)  
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O‘zbekiston davlat jahon tillari universiteti ingliz tilini o‘qitish  
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**O. S. Akhmedov**

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**Ingliz tili. O‘quv qo‘llanma** – T.: O‘zbekiston Respublikasi IIV Akademiyasi, 2021. 240 bet.

Mazkur o‘quv qo‘llanmaning asosiy maqsadi ingliz tili fonetikasi va grammatikasiga oid asosiy bilim va ko‘nikmalarga suyanan holda huquqni muhofaza qilish idoralari xodimlarining ingliz tilida muloqot qilish va fikr almashish ko‘nikmalarni rivojlantirishdan iborat. O‘quv qo‘llanma tahliliy o‘qish uchun berilgan sohaviy mavzulardagi matnlar hamda matnlarning mazmuniga aloqador topshiriqlarni o‘z ichiga olgan.

O‘quv qo‘llanma IIV tizimiga qarashli oily o‘quv yurtlarining tinglovch va kursantlariga mo‘ljallangan.

**WRITING**

**Task 5.** Complete the table using nouns or verbs when it is necessary.

CRIME	CRIMINAL	VERB
<i>shoplifting</i>		
	<i>murderer</i>	
		<i>kidnap</i>
	<i>burglar</i>	
<i>smuggling</i>		
		<i>steal</i>



**Task 6.** Fill in the text with suitable words.

**Word bank:** arrest, crime, search, charge, reports, evidence, investigation, interview, question, catch

When a (1) ..... is committed, someone (2) ..... it to the police. The police carry out an (3) ..... and try to (4) ..... the criminal. They (5) ..... the victim and witnesses. They collect (6) ..... and (7) ..... buildings. They interview any suspects. Finally they (8) ..... someone and (9) ..... him or her. Later they (10) ..... this prison with a crime.

**LISTENING**



**Task 7.** Circle the sentence that you hear.

1. a) He's got a nice flat.  
b) She's got a nice flat.
2. a) Do you like reading books?  
b) Would you like to read a book?

## SO‘Z BOSHI

**Mrs. Wilson:** One of them was tall and well-built. He had a beard and long hair. The second was quite short and thin. I think he had a moustache... Yes, I'm sure he had a moustache.

**Policeman:** Could you tell us exactly what happened later?

**Mrs. Wilson:** They were talking or rather arguing for some time when suddenly a third man appeared. He was wearing black clothes and carrying a large bag. I couldn't see what was in the bag because it was too far away to see. But I'm sure there were other things from my neighbours' house.



**Policeman:** So you thought they had stolen all those things from your neighbours' house.

**Mrs. Wilson:** Yes, of course. They looked suspicious and it was too late to move furniture from one house to another. Besides, I haven't heard that my neighbours are moving out.

**Policeman:** What did you do later?

**Mrs. Wilson:** I quickly went to my room and phoned the police. But there is something that terrifies me.

**Policeman:** What is it, Mrs. Wilson?

**Mrs. Wilson:** I think that just before I left the window the man in black clothes looked straight at me. I'm sure he noticed me standing in the window.

**Policeman:** There is nothing to worry about, Mrs. Wilson. We caught the three men who broke into your neighbours' house yesterday. And your evidence is very helpful to our investigation.

**Mrs. Wilson:** Oh, I'm so happy I could help you. Now I know how fast the police work and how safe we all are.

**Task 4.** Translate and remember the useful expressions.

Could you tell us what exactly happened then?

I phoned the police.

It was getting dark.

There is nothing to worry about.

They looked suspicious.

What were you doing yesterday at 7 p.m.?

Your evidence is very helpful.

Ushbu o'quv qo'llanma O'zbekiston Respublikasi IIV Akademiyasida ingliz tilini o'rganayotgan kursantlar, shuningdek amaliyot xodimlariga mo'ljallangan. O'quv qo'llanmani yaratishdan asosiy maqsad kursantlarining inglizcha so'z boyligini oshirish va erkin og'zaki muloqat ko'nikmalarini rivojlantirishdan iborat. Bundan tashqari, mazkur o'quv qo'llanma kursantlarga bo'lajak kasblariga aloqador original matnlar mazmunini tushunish va ulardan kerakli ma'lumotlarni ajratib olish, berilgan mavzular bo'yicha fikr bildirish kabi amallarni bajarishni o'rganishga yaqindan yordam beradi.

O'quv qo'llanmadan o'rin olgan grammatik material avvalgi bosqichlarda o'tilgan mavzularni takrorlash va ularni qo'llash ko'nikmalarini rivojlantirishni nazarda tutadi. Leksik materialning asosiy qismi yangi bo'lib, unda mutaxassislik tiliga xos so'z va iboralar hamda ularning yasalish usullari va modellariga ham o'rin berilgan.

O'quv qo'llanmada berilgan matn va topshiriqlar kursantlarni inglizcha og'zaki nutqning turli ko'rinishlariga o'rgatish maqsadidan kelib chiqib tanlab olingan. Matnlar, og'zaki va yozma shakllarda bajariladigan topshiriqlar hamda boshqa ijodiy ishlar uchun berilgan vazifalarning mazmuni va hajmi O'zbekiston Respublikasi IIV Akademiyasi kursantlari uchun ishlab chiqilgan "Xorijiy til fan dasturi" asosida belgilangan. Ular orasidan *Police And Crime, Crime Prevention, Interview, Disturbing The Peace, Investigation Of Crime, Police Operations, Computer Crime, Road Traffic Accident, Fingerprints* va kursantlarni bo'lajak kasblariga yo'naltiradigan boshqa mavzulardagi matnlar o'rin olgan. Har bir matndan keyin mavzuga oid faol so'z va iboralarning inglizcha izohli lug'ati keltirilgan.

Har bir mavzu uchun bir nechtadan topshiriqlar berilgan bo'lib, ular kursantlarning o'qish va tinglash yo'li bilan olgan ma'lumotlarini ingliz tilida og'zaki bayon qilish, berilgan savollarga javob berish, o'rtaga tashlangan masala yuzasidan o'z shaxsiy fikrlarini ifoda etish va munozaraga kirishish kabi ko'nikmalarini hosil qilish va rivojlantirish uchun xizmat qiladi.

O'quv qo'llanmada muayyan kamchiliklarga yo'l qo'yilgan bo'lishi ehtimoldan xoli emas. Shu boisdan muallif ushbu o'quv qo'llanma yuzasidan bildirilgan tanqidiy fikr-mulohazalar va takliflarni mamnuniyat bilan qabul qiladi va kelgusi ishlarida ulardan foydalanadi.

## UNIT 1 MY SPECIALITY

Get ready!

Before you read the passage, talk about these questions.

1. What specialities does the Academy of MIA train?
2. What is your speciality and what are its tasks?

**Active words:** speciality, train, the organs of internal affairs, lawyer, an operative worker, investigator, forensic expert, crime prevention inspector, a dog-guide, special means, Criminal Investigation Department (CID), crime scene

### VOCABULARY

Task 1. Listen to new words and phrases then copy out them.

**detect** – discover or investigate (a crime or its perpetrators)

**detective** – a person, especially a police officer, whose occupation is to investigate and solve crimes

**detective activity** – detective work

**detection** – the work of a detective in investigating a crime

**investigate** – carry out a systematic or formal inquiry to discover and examine the facts of (an incident, allegation, etc.) so as to establish the truth

**investigator** – a detective

**investigation** – the action of investigating something or someone; formal or systematic examination or research

**crime** – an action or omission which constitutes an offence and is punishable by law

**criminal** – 1. a person who has committed a crime; 2. relating to crime

**criminality** – criminal nature; crime

**act** – a thing done; a deed

**commit** – perpetrate or carry out (a mistake, crime, or immoral act)

**prevent** – keep (something) from happening; stop (someone) from doing something

**primary** – earliest in time or order

**technique** – a way of carrying out a particular task

**solve** – disclose

**solution** – disclosure

**master** – acquire complete knowledge or skill in (a subject, technique, or art)

### LISTENING



**Task 3.** Listen to the dialogue and answer the following questions then act it by roles.

**Questions:**

1. What made Mrs. Wilson walk to the window?
2. Why Mrs. Wilson thought that home is being robbed?
3. How many robbers there were?
4. What have terrified Mrs. Wilson?

### BURGLARY



**Policeman:** All right, Mrs. Wilson, tell us where you were yesterday at 7 o'clock in the evening.

**Mrs. Wilson:** I was sitting at home and reading a book when suddenly I heard some strange noises outside my house.

**Policeman:** What did you do then?

**Mrs. Wilson:** I got up, walked to the window, looked through it and saw two strange men carrying a television.

**Policeman:** Was it dark outside?

**Mrs. Wilson:** It was getting dark but they were standing under a street lamp and talking nervously.

**Policeman:** Can you describe them?



smuggling – kontrabanda  
theft – o‘g‘irlik, kissavurlik

### Criminals

burglar – bosqinchi  
kidnapper – odam o‘g‘irisi  
murderer – qotil  
shoplifter – do‘kon o‘g‘irisi  
smuggler – kontrabandachi  
thief – o‘g‘iri



### Committing a crime

to break into – buzib kirmoq  
to kidnap – odam o‘g‘irlamoq  
to kill someone – kimnidir o‘ldirmoq  
to murder someone – kimnidir o‘ldirmoq  
to rob someone – kimnidir tunamoq  
to shoplift – do‘konlarni tunamoq  
to smuggle – kontrabanda bilan shug‘ullanmoq  
to steal – o‘g‘irlamoq



### READING

**Task 2.** Read the given words. Then divide them into three groups.  
*theft, witness, police department, victim, burglary, suspect, police station, smuggling, policeman, prison, kidnapping, interview room*

CRIMES: .....

PEOPLE: .....

PLACES: .....



Dialogni eshiting, so‘ng matnni o‘qib chiqing va bir kuni kechasi Vinson xonim bilan nima bo‘lganligini bilib olasiz. Foydali iboralarni hamda yangi so‘zlarni yod oling.

**forensic expert** – forensic scientist

**dog-guide** – bobby-handler

**forensic medical expert** – court or legal medical expert

**close** – (of a connection or cooperation) strong

**cooperation** – the action or process of working together to the same end

**teamwork** – the combined action of a group

**search** – 1. try to find something by looking or otherwise seeking carefully and thoroughly; examine (a place, vehicle, or person) thoroughly in order to find something or someone; 2. an act of searching for someone or something

**commander** – a person in authority, esp. over a special operation

**evidence** – information drawn from personal testimony, a document, or a material object, used to establish facts in a legal investigation or admissible as testimony in a law court

**collect** – bring or gather together (a number of things)

**protect** – keep safe from harm or injury

**trace** – a mark, object, or other indication of the existence or passing of something

**take pictures** – to photograph, to take photograph

**reconstruct** – 1. build or form (something) again after it has been damaged or destroyed; 2. form an impression, model, or re-enactment of (a past event or thing) from the available evidence

**happening** – an event or occurrence

**record** – an official report of proceedings

**as to** – with respect to; concerning

**interview** – 1. a meeting of people face to face, especially for consultation; 2. a session of formal questioning of a person by the police

**interrogate** – ask questions of (someone) closely, aggressively, or formally

**witness** – a person who sees an event, typically a crime or accident, take place; a person giving sworn testimony to a court of law or the police

**eyewitness** – who has seen something happen and can give a first-hand description of it

**victim** – a person harmed, injured, or killed as a result of a crime, accident, or other event or action

**suspect** – 1. believe or feel that (someone) is guilty of an illegal, dishonest, or unpleasant act, without certain proof; 2. a person thought to be guilty of a crime or offence

**immediate** – occurring or done at once; instant

**measure** – a plan or course of action taken to achieve a particular purpose  
**identify** – establish or indicate who or what (someone or something) is; recognize or distinguish  
**locate** – discover the exact place or position of  
**discovery** – the action or process of discovering or being discovered  
**seizure** – the action of confiscating or impounding property by warrant of legal right  
**steal (stole, stolen)** – take (another person's property) without permission or legal right and without intending to return it  
**instrument** – a tool or implement  
**aid** – help, typically of a practical nature

**external** – belonging to or forming the outer surface or structure of something  
**corpse** – a dead body, esp. of a human being rather than an animal  
**corpus delicti** – the facts and circumstances constituting a crime  
**establish** – show (something) to be true or certain by determining the facts  
**bring a criminal action** – institute legal proceedings  
**accurate** – correct in all details; exact  
**practical** – of or concerned with the actual doing or use of something rather than with theory and ideas  
**skill** – the ability to do something well; expertise

## READING

### Task 2. Choose the right synonym.

- |                     |                             |
|---------------------|-----------------------------|
| 1) investigation    | a) ability                  |
| 2) to solve         | b) disclosure, discovery    |
| 3) solution         | c) tool                     |
| 4) instrument       | d) to disclose              |
| 5) skill            | e) examination, observation |
| 6) to fight         | f) to photograph            |
| 7) to interrogate   | g) event                    |
| 8) happening        | h) to combat                |
| 9) to take pictures | i) to question              |

## The work of the police

arrest – hib  
 carry out an investigation – tergov olib bormoq  
 catch a criminal – jinoyatchini tutmoq  
 collect evidence – dalillarni to'plamoq  
 question witnesses / suspects – guvoh/gumon qilinuvchini so'roq qilish  
 search a building – binoni ko'zdan kechirish  
 suspect somebody – kimdandir gumonlanmoq



## When someone commits a crime

commit a crime – jinoyat sodir qilmoq  
 report the crime to the police – jinoyat haqida politsiyaga xabar bermoq  
 interview the victim – jabrlanuvchidan ko'rsatmalar olmoq  
 interview witnesses – guvohlardan ko'rsatmalar olmoq  
 interview the suspect – gumon qilinuvchini so'roq qilmoq  
 charge somebody with a crime – kimnidir jinoyatda ayblamoq

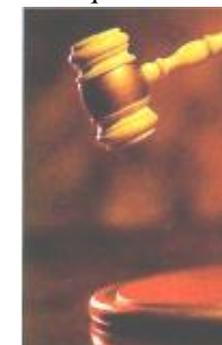


## Places connected with police and crime

court – sud  
 interview/interrogation room – so'roq qilish xonasi  
 police department – politsiya boshqarmasi  
 police station – politsiya mahkamasi  
 prison – qamoqxona

## Crime

burglary – o'g'irlik, bosqinchilik  
 kidnapping – odam o'g'irligi  
 murder – qotillik  
 shoplifting – do'kon o'g'irligi



## UNIT 2 POLICE AND CRIME

**Get ready!**

**Before you begin lesson, talk about these questions.**

1. What are the main functions of police in your country?
2. What types of crime usually are committed in your country?

### Definition by Cambridge dictionary

Police are the official organization that is responsible for protecting people and property, making people obey the law, finding out about and solving crime, and catching people who have committed a crime.

**Active words:** crime, criminals, people in the police, the work of the police, when someone commits a crime, places connected with police and crime, committing a crime.

### Listening



**Task 1.** a) Listen to new words and write them down. b) Describe your future profession using new words.

#### People in the police

detective – detektiv, izquvar

police officer – politsiya xodimi

policeman – politsiyachi (erkaklarga)

policewoman – politsiyachi (ayollarga)

the riot police – jamoat tartibini saqlash xodimi



#### Diqqat!

**Police** soʻzi bilan keladigan feʼllar doim koʻplik shaklda boʻladi. Masalan:

**The police are ... (toʻgʻri)**

**The police is ... (notoʻgʻri)**

#### Diqqat!

**Police** soʻzi turli otlardan oldin kelishi mumkin. Masalan:

*police car* – *politsiya mashinasi*

*police department* – *politsiya boʻlimi*

*police force* – *politsiya*

### WRITING

**Task 3.** Make up word combinations. Use them in sentences of your own.

1. To commit
2. To solve
3. To disclose
4. To prevent
5. To discourage
6. To detect
7. To fight against
8. To combat
9. To investigate

crime (criminality)

**Task 4.** Find English equivalents of the following Uzbek expressions in the text:

1. Operativ qidiruv faoliyati.
2. Sodir etilgan jinoyat haqida maʼlumot olmoq.
3. Yaqin hamkorlikda ishlamoq.
4. Jinoyatni tez va toʻliq ochmoq.
5. Voqea joyidagi dastlabki tergov va qidiruvga rahbarlik qilmoq.
6. Jinoiy harakat izlari.
7. Chizma va chizgilar tortmoq.
8. Voqea joyini tekshirish orqali olingan barcha dalillar.
9. Voqeani xayolan qayta tiklamoq.
10. Vaziyatni tahlil qilmoq.
11. Bayonnoma tuzmoq.
12. Tezkor choralar koʻrmoq.
13. Jinoyatchini qidirmoq.
14. Jabrlanuvchiga birinchi yordam koʻrsatmoq.
15. Murdani tashqi tomondan tekshirmoq.
16. Dalillar toʻplamoq.
17. Jinoyat tarkibini aniqlamoq.
18. Dastlabki tergov.

## LISTENING

**Task 5.** Listen to the text and answer the following questions.

### MY SPECIALITY

I am a second-year student of the Academy of the Ministry of internal affairs of the Republic of Uzbekistan. Our Academy trains future lawyers for the organs of internal affairs. I am going to be an operative worker of the Criminal Investigation Department. Some of my friends are going to be investigators, forensic experts and crime prevention inspectors.

Our main task as future officers of internal affairs is to fight against criminality. Crime prevention is the main aim of our detective activity. That's why we should study law and master special means, methods and forms of fighting crime. The detective activity of the operative workers is also quite necessary for the solution of many serious crimes.

Suppose I am an inspector of the Criminal Investigation Department. As soon as we get the information of the crime committed we go out to the crime scene.

Our operative group usually consists of an investigator, an inspector, a crime prevention inspector, a forensic expert, a dog-guide and a medical expert.

Each of us has his own duties at the crime scene. At the same time we should work in close cooperation to solve the crime quickly and accurately. Teamwork is essential to a crime scene search.

The search commander (usually the investigator) directs primary crime scene investigation and detection.

The **investigator** together with the **forensic expert** finds, collects and protects evidence (fingerprints, footprints and other traces of the criminal act) by means of a crime technique. They take pictures of the objects of the crime scene; make diagrams and sketches, etc.

6. Guvohlarni so'roq qilganmisiz ?
7. Guvohlar bilan suhbatlashganmisiz ?
8. Jabrlanuvchiga birinchi tibbiy yordam ko'rsatqanmisiz ?
9. Kriminalistik texnikadan foydalanganmisiz ?

### TASK FOR SELF-STUDY

**Task 1.** With a partner, act out the roles below based on Tasks 11, 12. Then, switch roles.

#### USE LANGUAGE SUCH AS:

**Of course** - albatta

**Not at all** - unday emas

**I thought so** - men shunday (deb)  
o'ylagandim

**I agree** - qo'shilaman

**I hope so** - umid qilaman

**I think so** – men ham shu fikrdaman

**Really?** - Rostanmi?

**All right** - hammasi joyida,  
yaxshi, mayli.

**Very much indeed** - juda

**I see** – tushunaman

**Student A:** You are the witness to a robbery Talk to *Student B* about the suspects' dress  
items suspects held  
other details

**Student B:** You are a police officer Talk to Student A about a robbery he or she witnessed.

olishni; barmoq izlarini olishni; ashyoviy dalillarning yaxshi himoyalanihini ta'minlashni] – ...

4. The operative worker [operative vaziyatni tahlil qilishni va jinoyatchining shaxsini aniqlash, topish va qo'lga olishning tezkor choralarini ko'rishni; o'g'irlangan mulkni va jinoyat qurolini qidirish (tintuv o'tkazish), topish va olib qo'yishni; voqea joyini ko'zdan kechirish bayonnomasini tuzishni] – ...
5. Everybody [yaqin hamkorlikda ishlashni, tezkor guruh rahbarining ruxsatisiz (without search commander's consent) hech qanday chora ko'rmaslikni] – ...

**Task 9<sup>b</sup>.** Now each member of the operative group must tell what he is going to do at the scene of crime.

1. The medical expert: *I am going to give first aid to the victim.*
2. The operative worker: ...
3. The crime prevention inspector: ...
4. The investigator: ...
5. The forensic expert: ...

**Task 10.** Ask questions using “*Have you ...?*”

1. Yo'ldagi o'sha narsani oldingmi? *Have you taken that object on the road?*
2. Uni yaxshilab joyladingmi ? (to pack).
3. Yo'ldagi oyoq izining gips qolipini oldingmi ?
4. Gips qolipini olishdan oldin izni suratga tushirdingmi ?
5. Deraza oynasidagi barmoq izlarini ko'chirdingmi ?

**Task 11.** You are having a meeting with an operative worker. Ask him questions about his practical activity.

1. Voqea joyiga chiqqanmisiz ?
2. Nechta jinoyat ish qo'zg'atgansiz ?
3. O'sha jinoyatlarni ochqanmisiz ?
4. Nechta jinoyatni ocha olmaganisiz?
5. Shu jinoyatlar bo'yicha ashyoviy dalillar to'plaganmisiz ?

Basing on all the data gathered the search commander analyses the situation and tries to reconstruct the happening as to where, what, when, how, why and whose.

Crime scene investigation is ended by making a record.

**The inspector** is responsible for all detection required for quick and accurate solution of the case. The inspector finds, interviews and interrogates witnesses, eyewitnesses, a victim and a suspect. It's necessary to do that to analyze the happening and to take immediate measures to detect the criminal that is to identify, locate and apprehend him. The inspector also takes measures for search, discovery and seizure of stolen property and instruments of the crime.

**The crime prevention inspector** ensures crime scene protection, helps the inspector to find witnesses and eyewitnesses and to apprehend a suspect.

**The medical expert** gives first aid to a victim or conducts an external examination of the corpse.

Sometimes I have to perform the duties of different specialists of the group and conduct the primary investigation and detection by myself, in case I am the first to come to a crime scene.

If the facts gathered during the primary crime scene investigation show *corpus delicti*, we bring a criminal action and conduct further investigation.

Quick and accurate solution of the crime depends on the education, practical skill and detective ability of an inspector. We can get all that at our Academy. We attend lectures and have seminars on Detective Activity, Criminal Law, Criminalistics, Psychology, Criminology and many other subjects. Later we shall have practice on Detective Activity.

Our work is difficult and dangerous but it is necessary and honorable at the same time.

## SPEAKING

**Task 6.** Answer the following questions:

1. Where do you study?
2. What specialists does your Academy train?
3. What subjects do you study?
5. What do you master?
4. Do you like Detective Activity?
6. Do you learn Investigative Techniques?
7. Who delivers you lectures on Criminalistics?
8. Who gives you lessons in Defensive Tactics?
9. Who likes using a revolver most of all?
10. Where are you going to work?
11. What are you going to be?
12. What are you going to do?

**Task 7.** Force your friend to answer your questions.

*Pattern:*

- Do you conduct primary crime scene investigation?
- Look here! Do you conduct primary crime scene investigation?
- No, I do not yet. I am going to do that in two years.

1. Do you take part in detective activity?
2. Do you detect a criminal?
3. Do you take part in search, discovery and seizure of stolen property?
4. Do you interview witnesses?
5. Do you interrogate suspects?
6. Do you make records?
7. Do you bring criminal actions?
8. Do you establish corpus delicti?
9. Do you identify, locate and apprehend a criminal?
10. Do you go out to a crime scene?
11. Do you arrest criminals?
12. Do you use a crime technique?

**Task 8.** Ask your friend the question that I asked you.

*Pattern:*

- Does A. take measures to apprehend a criminal?
- I don't know.
- Ask him about it.
- Do you take measures to apprehend a criminal?
- No, I don't.
- No, he doesn't yet (take measures to apprehend a criminal).

1. Does B. solve crimes quickly and accurately?
2. Does C. work in close cooperation with his operative group?
3. Does D. like to study at the Academy of M.I.A.?
4. Does E. establish corpus delicti?
5. Does F. bring criminal actions?
6. Does G. take measures to apprehend suspects?
7. Does H. reconstruct the happening at the crime scene?
8. Does T. observe a crime scene?
9. Does J. make a record of crime scene inspection?
10. Does K. give first aid to a victim?

**Task 9<sup>a</sup>.** You are going out to a crime scene with your operative group. Remind the each member of the group his tasks at the crime scene again using the modal verb “should”.

1. The medical expert [jabrlanuvchiga birinchi yordam ko'rsatishni] – *You should give first aid to the victim.*
2. The crime prevention inspector [voqea joyini qo'riqlash, jinoyat qidiruv bo'limi inspektoriga guvoh va shohidlarni topishga yordamlashishni] – ...
3. The field-criminalist [ashyoviy dalillarni (barmoq, oyoq izlari va boshqa jinoyiy harakat izlarini) topishni; voqea joyidagi obyektlarni suratga olishni, oyoq izlarining gips qoliplarini

## UNIT 5 CRIME AND PUNISHMENT

### Get ready!

Before you begin the lesson, talk about these questions.

1. How do citizens and law officers work together to prevent crime in your country?
2. What should someone do if they fall victim to a crime?

**Active words:** arson, vandalism, theft, shoplifting, embezzlement, robbery, extortion.

### VOCABULARY

**Task 1.** Use your dictionaries and translate the words of crimes against property into Uzbek or Russian.

- |                 |                                     |
|-----------------|-------------------------------------|
| a) arson        | h) burglary                         |
| b) vandalism    | i) forgery                          |
| c) theft        | j) receiving stolen goods           |
| d) shoplifting  | k) taking a vehicle without consent |
| e) embezzlement | l) computer crime                   |
| f) robbery      | l) mugging                          |
| g) extortion    |                                     |

**Task 2.** Listen and read the new words and definitions then copy out them into your notebooks.

**cause** - reasonable grounds for doing, thinking, or feeling something

**constant** - occurring continuously over a period of time

**concern** - anxiety; worry

**account for** - a description of an event or experience

**in conjunction with** - two things are done or used together.

**tackle** - to deal with a problem or difficult task

**install** - place or fix an equipment or machinery

**device** - a thing made or adapted for a particular purpose

**scheme** - a large-scale systematic plan or arrangement for attaining some particular object

**private** - belonging of people

## TASK FOR SELF-STUDY

### ROLE-PLAY

**Task 1.** With a partner, act out the roles below based on Task 3. Then, switch roles.

#### USE LANGUAGE SUCH AS:

*What time does it happened?*

*How many burglars there were?*

*I have seen . . .*

**Student A:** You are the witness to a burglary. Talk to *Student B* about:

- the suspects' dress
- behaviour
- other details

**Student B:** You are a police officer Talk to Student A about a burglary he or she witnessed.

## UNIT 3 THE IDEAL POLICE OFFICER

### Get ready!

Before you begin the lesson, talk about these questions.

1. What features of character are necessary for successful work of a policeman?
2. What are the most important qualities, which a police officer needs?

**Active words:** mental ability, first-rate barrister, possess, quick-witted, intelligent, observant, unprejudiced mind, courageous, incorruptible, fluster, inaccurate, upset.

### VOCABULARY

**Task 1.** Listen and read the new words then copy out them into your notebooks.

**mental ability** – aqliy qobiliyat / умственные способности  
**first-rate barrister** – birinchi darajali advokat / первоклассный адвокат  
**possess** – ega bo‘lmoq / обладать  
**quick-witted** – fahmli (zehnli) / находчивый  
**intelligent** – aqlli (zehnli) / умный  
**observant** – ziyrak / бдительный  
**unprejudiced mind** – odil (xolis) / справедливый, объективный (непредубежденный)  
**courageous** – dovyurak / мужественный, храбрый  
**incorruptible** – vijdonini sotmaydigan (vijdonli) / честный, неподкупный  
**fluster** – tashvish(li) / беспокойный, тревожный  
**inaccurate** – noaniq / неясный/неточный  
**upset** – xafa / расстроенный, огорченный

### LISTENING

**Task 2. Working on new words.**

**Procedure:** before distributing *handout 1* ask one student to come to the blackboard and show him or her the words from the text. Ask the student to

*Traffic should move well .....  
Don't forget ....*

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

- **traffic control**
- **special unit**
- **noncriminal services**

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

**Procedure.** Victims of crime. Have you or anybody ever been the victim of a crime? In pairs, tell your partner what happened. In pairs decide an appropriate penalties for these crimes.

**Types of crime:** *mugging, joyriding, vandalism, rape, shoplifting, theft, pick-pocket, drink driving, smuggling, burglary, manslaughter, murder, kidnapping*

Compare your answers with another pair. Then write a list of factors that make a crime more serious and those that make a crime less serious e.g. homeless person stealing food.

### TASK FOR SELF-STUDY:

1. Retell the 1-part of the text. “Police operations”.
2. Retell the 2-part of the text. “Police operations”.
3. Learn by heart the vocabulary and make up 10 sentences.

- 4 \_B\_ case
- 5 \_D\_ marital

- A supply with the necessary items for a particular purpose
- B an incident under official investigation by the police
- C an unfortunate incident that happens unexpectedly and unintentionally
- D relating to marriage or the relations between husband and wife
- E a dual-carriageway main road, especially one with controlled access

**Task 15.** Listen to the conversation and complete it.

**Officer 2:** But the lights went out at least half an hour ago.  
**Officer 1:** True. Where should we go to direct traffic?  
**Officer 2:** I think one of us should be 1 \_\_\_\_\_  
 Second and North Street.  
**Officer 1:** North Street? I'm not 2 \_\_\_\_\_ it.  
**Officer 2:** It's not a 3 \_\_\_\_\_, but it's usually pretty busy.  
**Officer 1:** Okay. 4 \_\_\_\_\_ go to that intersection?  
**Officer 2:** Will do. Where will you be?  
**Officer 1:** I'll stay here and 5 \_\_\_\_\_ flow of traffic toward Carol Street.  
**Officer 2:** That makes sense. Traffic should move well on Carol since it's a 6 \_\_\_\_\_.  
**Officer 1:** That's what I was thinking. Oh. And before you go, don't forget your reflective gear.

**ROLE-PLAY**

**Task 16.** With a partner, act out the roles below based on Task 15.

**USE LANGUAGE SUCH AS:**  
*Where should we go .....*

remember the words within a definite time (no more than 20 seconds) given in table A and hide the words then show the student another words given in table B and ask the student if there are any words which he learnt among the words. *For example:*

A	B
mental ability	
first-rate barrister	ideal police officer
possess	
quick-witted	knowledge
intelligent	
observant	observant
unprejudiced mind	
courageous	steady
incorruptible	
fluster	observation
inaccurate	
upset	crime

*Then invite the second student.*

A	B
mental ability	important
first-rate barrister	ideal police officer
possess	
quick-witted	knowledge
intelligent	
observant	observant
unprejudiced mind	
courageous	steady
incorruptible	
fluster	observation
inaccurate	
upset	first-rate barrister

**WRITING**

**Task 3.** Find the omitted letters in the given words.  
*men..al a..ility, barris..er, poss..ss, qu..ck-w..tted, intelli..ent, ob..ervant, unpre..udiced mi..d, cour..geous, incorr..ptible, flu..ter, inaccu..ate, u..set.*

**Task 4. Match the correct translation of the words.**

Pair work: distribute by one word for two students and ask them to find the right translation of the given words using dictionary.

A	B
mental ability	dovuyurak/смелый, храбрый
first-rate barrister	vijsonini sotmaydigan (vijsonli)/честный, добросовестный
possess	odil (xolis)/справедливый
quick-witted	tashvish(li)/беспокойный, тревожный
intelligent	ziyrak/понятливый
observant	noaniq/неясный/неточный
unprejudiced mind	xafa/растроенный, огорчённый
courageous	fahmli (zehnli)/сообразительный
incorruptible	aqli (zehnli)/умный, смыслённый
fluster	birinchi darajali advokat/первостепенный адвокат
inaccurate	ega bo‘lmoq / обладать
upset	aqliy qobiliyat / умственная способность

**SPEAKING**

**Warm-up activity.**

**Teacher:** ask students questions below and share their own ideas. Do not correct mistakes while speaking and help students to find suitable words to express their own ideas.

1. Look at the title of the text (*The ideal police officer*) and guess what the text is about.

*By the title of the text, I can guess that the text is about . . .*

2. Why do you want to become a police officer?

*I want to become a police officer because . . .*

3. How do you imagine the ideal police officer?

*The ideal police officer must be . . .*

**READING**

**Task 5.** Read the text and complete the insert chart. Put appropriate

✓ (I know)	“+” (novelty)	“—” (I don’t know)	“?” (I didn’t understand)

**POLICE OPERATIONS (part 2)**

**3. Traffic Control.** Most traffic law enforcement and accident investigation is carried out by patrol officers. In large cities, specialists may handle serious or hit-and-run accidents. Motorcycle patrols may be responsible for freeway traffic. In the largest jurisdictions, officers may be assigned to traffic direction at busy intersections.

**4. Special Police Units.** Modern police service includes special units. They handle special problems. In major American cities tactical units are highly trained and well equipped. They quell riots. Bomb squads are also on call; the bomb squad of the New York City Police Department handles bomb cases and scares. Other units specialize in dealing with hostage situations.

**5. Noncriminal Services.** In most communities, about 60 to 70 percent of the time spent by patrol officers on operational activities is not crime related. Officers are called on to locate missing persons and lost children and to deal with marital disputes, crowd control, and ambulance calls.

**Task 13.** Mark the statements as true (T) or false (F).

1. T Patrol officers can investigate accidents in the roads.
2. T Special units handle special problems.
3. F Patrol officer deals with only noncriminal services.
4. F In most communities, about 30 to 40 percent of the time spent by patrol officers on operational activities is not crime related.
5. T In major American cities tactical units are highly trained and well equipped.

**Task 14.** Match the words (1-8) with the definitions (A-H)

- 1 C accident
- 2 E freeway
- 3 A equip

Group B, you are the leaders of the police forces of the most powerful countries. Brainstorm ideas to help reduce the power of organized crime. Compare ideas as a class with the students in Group B to try and to counteract.

A. *We're going to smuggle more into the country through the ports.*

B. *Well, we're decided to increase security and the number of random checks at all ports.*

## VOCABULARY

**Task 11.** A) Listen to new words and expressions, copy out into your notebooks then read them yourself.

**handle** – manage (a situation or problem) (*boshqarmoq, nazorat qilmoq / управлять, контролировать*)

**intersection** – a point at which two or more things intersect, especially a road junction (*chorraha / перекрёсток*)

**unit** – a subdivision of a larger military grouping (*qism, bo'linma / часть, подразделение*)

**scare** – a general feeling of anxiety or alarm about something (*qo'rquv, sarosima / испуг, паника*)

**quell** - put an end to (a rebellion or other disorder), typically by the use of force (*isyon yoki tartibsizliklarni bostirmoq / подавлять мятеж или беспорядки*)

**deal with-** to take action on (*bog'liq bo'lmoq / иметь дело с кем-л., обсуждать что-л.*)

**freeway traffic** – a dual-carriageway main road, especially one with controlled access (*tezlik bilan harakatlanadigan avtostrada / скоростная автомагистраль со сквозным движением*)

## READING

**Before you read the passage, talk about these questions:**

1. What are the duties of traffic inspectors in your country?
2. What do you understand by noncriminal services?

**Task 12.** Read the text and complete the insert chart. Put appropriate marks for each chapter. F.e. “√” - *I know*, “\_” - *I don't know* “+” - *novelty*, “?” - *I didn't understand, I need additional information*.

marks for each chapter. F.e. “√” - *I know*, “\_” - *I don't know*, “+” - *novelty*, “?” - *I didn't understand, I need additional information*.

✓ (I know)	“+” (novelty)	“-” (I don't know)	“?” (I didn't understand)

## THE IDEAL POLICE OFFICER

The ideal police officer would be a man with the mental ability of a first-rate barrister, the organising capacity of a secretary of state, and the tact of a family doctor. The ideal policeman, of course, should possess all the characteristics usually given to the hero of a romantic novel. He should be quick-witted, intelligent, and observant; he should have a wide knowledge of human nature, he should be exceptionally tactful, he should have a cool, unprejudiced mind; he should be always ready to act on his own initiative; he should also be courageous, strong, and incorruptible. But if all these qualifications were insisted upon, there would be very few policemen. One or two qualities, however, really are essential.

The first task of a policeman, therefore, is to steady the nerves of the people who have called him in. If he himself is flustered, he will seldom if ever be able to get all the information he needs. His observation will be inaccurate and his mind will not be as clear as it should be. From this, it follows that the two most important qualities, which a policeman needs, are *tact* – by which is meant the ability to deal with all types and classes of people without upsetting them – and quiet nerves.

## SPEAKING

**Task 6.** Mark the statements as true (T) or false (F).

1. \_\_\_ The ideal police officer should be quick-witted, intelligent, and observant.
2. \_\_\_ It's not important to have a wide knowledge of human nature.
3. \_\_\_ The first task of a policeman is to keep the nerves of the people who have called him in.

4. \_\_\_ If a policeman is flustered observation will be inaccurate and his mind will not be as clear as it should be.
5. \_\_\_ A policeman needn't to be tactfull.

**Task 7.** Agree or disagree with the following statements.

*If a police officer wants to make a success of his carrier, he should . . .*

- a) cultivate the calm attitude of mind;
- b) encourage the qualities of tact and steadiness;
- c) judge who is right and who is wrong;
- d) use force rather than persuasion;
- e) be able to steady the nerves of the people who have called him in;
- f) control moral behaviour of individuals;
- g) have the detailed knowledge of law.

**Task 8.** Comment on the following statements.

1. The ideal policeman, of course, should possess all the characteristics usually given to the hero of a romantic novel.
2. If the policeman is flustered, he will seldom if ever be able to get all the information he needs.

**Task 9.** Try to guess the rest of the text.

**Procedure:** Read half of the text before distributing it and ask students to predict the rest of the text. *For ex:*

*The ideal police officer would be a man with the mental ability of a first-rate barrister, the organising capacity of a secretary of state and the tact of a family doctor. The ideal policeman, of course, should possess all the characteristics usually given to the hero of a romantic novel. He should be quick-witted, intelligent and observant; he should have a wide knowledge of human nature.*

## WRITING

**Task 10.** Write different qualities of police officer.

**Procedure:** divide the group into four teams and name the 1<sup>st</sup> team as investigators, the 2<sup>nd</sup> team as operative workers, the 3<sup>rd</sup> team as divisional inspectors and the 4<sup>th</sup> team as expert criminalists. Ask the teams to write the good and bad qualities of the police officers of four different specialties

**Attorney:** Officer Benton, did you **1** \_\_\_\_\_ on the use of force continuum?

**Officer:** Yes, I did.

**Attorney:** And **2** \_\_\_\_\_ your use of pepper spray on Mr.Henry was appropriate?

**Officer:** Yes, I do.

**Attorney:** How could it be appropriate when Mr.Henry **3** \_\_\_\_\_?

**Officer:** Well, when I arrived **4** \_\_\_\_\_ Mr.Henry was shouting loudly, and **5** \_\_\_\_\_ his neighbor.

**Attorney:** And what did you do?

**Officer:** First, I gave Mr.Henry a verbal command to stop shouting and **6** \_\_\_\_\_.

## ROLE-PLAY

**Task 10.** With a partner, act out the roles below based on Task 9.

### USE LANGUAGE SUCH AS:

*Did receive training .....*

*When I arrived on the scene .....*

*And what did you do?*

### Role-playing. Organized crime

Is there a powerful crime organization in your country? What is it called and what kinds of activity is it involved in? Does it have any influence in government? Why is organized crime so powerful in some countries and not in others?

Work in two groups A and B.

Group A, you are the leaders of the main global crime organizations. Brainstorm ideas to improve your power and profit.

3. \_\_ Detectives must work in patrol duty before assigning to the job.
4. \_\_ The patrol division consists of uniformed detectives and police department.
5. \_\_ Detectives usually work in plain clothes.

### SPEAKING

**Task 7.** Answer the following questions.

1. What are the police department's goals?
2. How is prevention of crime carried out?
3. When are most detectives assigned to the criminal investigations?
4. How are detectives organized in large departments?
5. What are many cases solved by detectives based on?
6. What kind of operational activities are called Criminal Investigation?

**Task 8.** Comment on the following statements.

1. Crime prevention is one of the main goals of each police department.
2. Crime prevention also means activities related to educating citizens to protect themselves.
3. After patrol officers have conducted preliminary investigations, detectives further investigate serious crimes.

### LISTENING

**Task 9.** Listen to the conversation and complete it.

within a definite time (no more than 5 minutes). And let the members of the teams to read the information they have written. *For example:*

Write the good and bad qualities of the police officers of four different specialties			
Investigators	Operative workers	Inspectors	Forensic experts

**Task 11.** Find good and bad qualities of the police officer from the text. (*Reading, writing, speaking*)

**Procedure:** divide the group into two teams and ask them to read the text within 5 minutes. Then ask the first team to write good qualities of police officer and the second team bad qualities of police officer in the table.

Good police officer	Bad police officer
<i>developed mental ability</i>	<i>inaccurate</i>

### ROLE-PLAY

**Task 12.** Read the dialogue attentively and as a police officer question some people shown below in role cards to find the lost boy.

**Policeman:** Police Station. How can I help you?

**Mrs. Ridley:** Well... It's about my little son, Tom. He was playing in the playground in front of the house. I left him there 15 minutes ago and went to the baker's which is near our house. When I returned he was not there.

**Policeman:** Just a moment, Mrs. ...?

**Mrs. Ridley:** Mrs. Ridley. Jane Ridley, 65 London Road.

**Policeman:** Thank you. Perhaps he went away with a friend of his? Have you asked other children in the playground about him?

**Mrs. Ridley:** Certainly, I have. There were only two of them there and they said they hadn't even noticed his disappearance.

**Policeman:** I see. Now I want some details about your son. How old is he?

**Mrs. Ridley:** He's 5.

**Policeman:** And what does he look like?

**Mrs. Ridley:** He has short fair hair and blue eyes. He is wearing a white shirt with a red pull-over, black shorts and brown boots.

**Policeman:** We'll try to find him. I think he is just playing somewhere.

**Mrs. Ridley:** Don't you think it's kidnapping?

**Policeman:** You should keep calm, I think we'll find him.

**Mrs. Ridley:** Oh, thank you very much. Good-bye.

**Policeman:** Good-bye, Mrs. Ridley.

**Procedure:** When the students finish reading the dialogue divide the group into two teams. Ask every member of the team to make up dialogues separately and as a police officer question Mrs. Raby and Mr. Brown to find lost boy named Tom.

*(You are a policeman. You should question two more witnesses and make up a dialogue).*

## POLICE OPERATIONS (part1)

A police department's goals are to prevent crime, investigate crime and apprehend offenders, control traffic, maintain order, and deal with emergencies and disasters.

**1. Prevention of Crime.** The patrol division, consisting of uniformed patrol officers and supervisors, provides basic police services. In addition to foot and automobile patrol, officers engage in a variety of activities in response to citizens' needs. The greater part of patrol today is carried out by officers in police cars assigned to specific beats, or designated areas of the community. In small agencies, one-officer patrol cars are prevalent; in larger cities, combinations of one- and two-officer cars are common. Use of women officers for patrol duty is increasing; before 1970 the practice was unknown.

Recent research has raised doubts about the effectiveness of preventive patrol to curb most kinds of crime. Crime prevention, however, also means activities related to improving the security of homes and businesses, and to educating citizens to protect themselves. Most large police departments maintain a crime prevention unit to provide these services.

**2. Criminal Investigation.** After patrol officers have conducted preliminary investigations, detectives who work in plain clothes further investigate serious crimes. Most detectives are assigned to the criminal investigations division after several years on patrol duty. In large departments, detectives are organized into specialized units, such as homicide, robbery, and narcotics. Contrary to popular belief, many cases solved by detectives are based on arrests made by patrol officers, or on leads supplied by officers or victims as a result of preliminary investigations.

**Task 6.** Mark the statements as true (T) or false (F).

1. \_\_ Police do not deal with emergencies.
2. \_\_ Police patrol in cars or on foot.

- 7. to quell
- 8. intersection
- 9. scare
- g) catastrophe
- h) widespread
- i) to designate

**Task 3.** Match the words (1-8) with the definitions (A-H)

- 1 D investigate
- 2 A offender
- 3 F order
- 4 B uniform
- 5 C duty
- 6 E conduct

- A** a person who commits an illegal act
- B** the distinctive clothing worn by members of the same organization
- C** a moral or legal obligation; a responsibility
- D** carry out a systematic or formal inquiry to discover and examine the truth
- E** the action of leading; guidance
- F** a state in which the laws and rules regulating public behaviour are observed and authority is obeyed

**Task 4.** Translate the following word expressions into Uzbek or Russian.

- 1. To apprehend offenders.
- 2. To control traffic.
- 3. To maintain order.
- 4. To deal with emergencies and disasters.
- 5. To provide police services.
- 6. To assign to specific beats.
- 7. Uniformed patrol officers

**READING**

**Task 5.** Listen then read the text and complete the insert chart. Put appropriate marks for each chapter. F.e. “✓” - *I know*, “\_” *I don't know* “+” - *novelty*, “?” - *I didn't understand, I need additional information.*

✓ (I know)	“+” (novelty)	“_” (I don't know)	“?” (I didn't understand)

**Role card (team 1).** Mrs. Raby, a housewife, 65 London Road. The windows of her flat look out on the playground. She saw Mrs. Ridley leave her son in the playground. The boy had been playing with other children for some minutes, then he turned round the corner and disappeared.

**Role card (team 2).** Mr. Brown, 65 London Road, an engineer. He lives next door to the Ridley's. He was going home and saw Tom Ridley who was going to cross the street. It seemed to him very suspicious that the boy was alone. So he took the boy home.

**Task 13.** Working with pictures.

**Procedure:** divide the group into three teams and ask the members of the teams to choose by one picture and let them guess what they are talking about. Ask them to make up dialogues.



**TASKS FOR FREE WORK:**

- 1. Choose the short information about committed crimes from newspapers and prepare them for retelling.
- 2. Find out additional information about “The ideal police officer”.

## UNIT 4 POLICE OPERATIONS

**Get ready!**

**Before you begin the lesson, talk about these questions:**

1. What are the main tasks of police in your country?
2. What kind of police operations do you know?

**Active words:** goal, to prevent crime, investigate, apprehend offenders, maintain order, uniformed patrol officer, specific beats, community, police department, Criminal Investigation, preliminary investigations, Traffic Control, hit-and-run accidents, busy intersections, Special Police Units, Noncriminal Services.

### VOCABULARY

**Task 1. A) Listen to new words and expressions then read them yourself. B) Use your dictionaries and match the words with their translations. The task must be done in teams of three or four.**

1.	<b>goal</b>	A.	tartib o'rnatmoq / установить порядок
2.	<b>disaster</b>	B.	formali politsiya xodimi / униформированные патрульные полицейские
3.	<b>engage in</b>	C.	maxsus (ma'muriy) xudud / определённый участок
4.	<b>assign</b>	D.	maqsad, vazifa / цель, задача
5.	<b>designate</b>	E.	bahtsiz hodisa / беда, бедствие, несчастье
6.	<b>prevalent</b>	F.	shug'ullanmoq / заниматься
7.	<b>hit-and-run accident</b>	G.	tayinlamoq, belgilamoq / назначать, определять
8.	<b>increase</b>	H.	belgilamoq / назначать, предназначать
9.	<b>to prevent crime</b>	I.	keng tarqalgan, hamma qabul qilgan / распространённый/общепринятый
10.	<b>to investigate</b>	J.	huquqbuzarlarni qo'lga olmoq / задержать правонарушителей

11.	<b>apprehend offenders</b>	K.	jamiyat, mahalla / местный населённый пункт, территория проживания общины
12.	<b>maintain order</b>	L.	politsiya boshqarmasi / департамент полиции
13.	<b>uniformed patrol officer</b>	M.	jinoyat tergov bo'limi / отдел расследования преступлений
14.	<b>specific beat</b>	N.	dastlabki surishtiruv / первичное расследование
15.	<b>community</b>	O.	(urib qochish) yo'l harakati hodisasini sodir etib voqea joyini tark etish / относящийся к дорожному происшествию, виновник которого скрылся
16.	<b>police department</b>	P.	yo'l harakati nazorati boshqarmasi / отдел дорожного надзора
17.	<b>Criminal Investigation</b>	Q.	tirband chorraha / забитый перекресток
18.	<b>preliminary investigation</b>	R.	maxsus politsiya bo'linmalari / специальный отряд полиции
19.	<b>Traffic Control</b>	S.	jinoyatga aloqador bo'lmagan xizmatlar / отдел неуголовной службы
20.	<b>busy intersection</b>	T.	o'sish, ko'payish / возрастание, рост; прибавление, прирост, размножение, разрастание, расширение, увеличение
21.	<b>Special Police Units</b>	U.	jinoyatning oldini olmoq / предотвращение преступления
22.	<b>Noncriminal Services</b>	V.	tergov qilmoq / расследовать

### WRITING

**Task 2. Match each word and expression on the left with the appropriate synonym on the right.**

1. operations
2. goal
3. disaster
4. to assign
5. prevalent
6. to provide

- a) panic
- b) to suppress
- c) to supply
- d) crossing
- e) activity
- f) aim

**USE LANGUAGE SUCH AS:**

*What was the item . . .*  
*What was in . . .*  
*Did you notice . . .*

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

- a stolen backpack or briefcase
- the contents
- suspicious behavior

**Student B:** Your personal items were stolen. Talk to Student A about the theft.

**WRITING**

*Davis Police Department*

**Stolen Items Report**

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

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

Victim name: \_\_\_\_\_

Theft Location: \_\_\_\_\_

Description of stolen items: \_\_\_\_\_

\_\_\_\_\_

**Task 11.** Use the article and the conversation from Task 10 to fill out the stolen items report. Use today’s date. Make up a name for the reporting officer and victim.

only

**encourage** - give support or hope to someone

**inner** - situated inside or further in; internal

**rural** - characteristic of the countryside rather than the town

**rape** - the crime, typically committed by a man, of forcing another person to have sexual intercourse with the offender against their will

**mount** - organize and initiate

**breath** - the air taken into or

expelled from the lungs

**acute** - present or experienced to a severe or intense degree

**racial** - racial describes things relating to people's race

**assault** - make a physical attack on

**harassment** - harassment is behaviour which is intended to trouble or annoy someone

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

**mail** - send (a letter or parcel) by post

**Task 3.** Translate the following words and phrases into your language.

1. to be alleged to have killed some one
2. to break a law
3. to be arrested for stealing a diamond ring
4. to be convicted of theft
5. to commit a crime or an offence
6. to go on the run
7. to have a criminal record
8. to restrain a violent suspect
9. to serve a sentence
10. to be sought for questioning

**READING**

**Task 4.** Read the article once. Did the article mention any of the things you thought of?

**CRIME**

Crime in both Britain and USA is a cause of constant and serious concern, and increasing attention is being paid to methods of preventing it.

The majority of crime is directed against property, with car theft accounting for a quarter of all crimes, and in Britain local crime

prevention panels operate in conjunction with the police to discuss ways of tackling this type of crime.

In the USA there has been a marked rise in violent crime among young people, with murder, rape and assault all on the increase. In both countries there have been incidents of mass shootings, which have resulted in a review of the regulations controlling the purchase of firearms.

In Britain, the police have not always effectively combated the problem of racial violence. There continue to be incidents of assault on members of ethnic minority groups, either by direct harassment in their homes or by acts of vandalism in shops run by them. A similar situation exists in the USA, where there have been cases of racial harassment on college campuses and of the mailing of letter bombs.

## SPEAKING

**Task 5. Read the article about crimes. Then, mark the statements as true (T) or false (F).**

1. \_\_\_ British police prevents crimes without help of local people.
2. \_\_\_ There has been decrease in violent crime among young people in the USA.
3. \_\_\_ In Britain, the police effectively combats the problem of racial violence.

**Task 6. Answer the following control questions.**

1. Why majority of crime is directed against property?
2. How many percent of all crimes in USA is consist car theft?
3. Why there is a rise in violent crime in the USA? What kind of crimes are they?
4. Why police have not always effectively combated the problem of racial violence in the UK?

**Task 9. Listen to a conversation between a police officer and a victim of theft.**

Mark the statements as true (T) or false (F)

1. \_\_\_ The thief has the man's wallet.
2. \_\_\_ The briefcase contained a cell phone.
3. \_\_\_ The man saw the thief as he ran away.

**Task 10. Listen again and complete the conversation.**

**Officer:** Okay, sir. What was the item that you lost?

**Victim:** My **1** \_\_\_\_\_. I set it down here. I closed my eyes for a minute. Then it was gone.

**Officer:** **2** \_\_\_\_\_ the briefcase, sir?

**Victim:** My **3** \_\_\_\_\_ was in there with all my credit cards and my checkbook.

**Officer:** **4** \_\_\_\_\_ cash in it?

**Victim:** Just **5** \_\_\_\_\_ dollars.

**Officer:** Did you notice anything **6** \_\_\_\_\_ while you were sitting here?

**Victim:** I saw nothing. Whoever took it was totally silent.

## SPEAKING

**Task 10. With a partner, act out the roles below based on Task 10. Then, switch roles.**

## TRAIN STATION CRIME SPREE

*Davis Times reporter: Joe Stevens*

Travelers at the Davis train station reported missing items over the weekend. The thieves targeted people waiting for the northbound train on Saturday. Stolen items include **backpacks, briefcases**, cameras, a gold **bracelet** and a **cell phone**. One traveler reported, "I was sitting on this bench. I looked down and my briefcase was gone. My **wallet** was in there, my **checkbook, credit cards**, everything. "Davis police suggest keeping belongings close at hand. "I even recommend tightening wrist **watch**, and removing loose fitting **jewelry**", the police commissioner said. "And we will be **adding** patrols to the station".

**Task 7.** Read the newspaper article. Then, choose the correct answers.

1. What is the article mainly about?
  - a. recent thefts at the train station
  - b. the arrest of a thief at the train station
  - c. a decrease in patrols at the train station
  - d. the discovery of items stolen from passengers
2. According to the article, which item was NOT stolen recently?
  - a. a briefcase
  - b. a watch
  - c. a credit card
  - d. a wallet
3. How will the police respond to the problem?
  - a. board all weekend trains
  - b. add security cameras to the station
  - c. increase their presence in the station
  - d. begin checking passenger's luggage

## LISTENING

**Task 8.** Listen and read the article again. Who told the reporter about what they had had stolen?

### *Article 14. Notion of Crime*

A culpable socially dangerous act (action or inaction) prohibited by this Code on pain of imposing of a penalty shall be recognized as a crime.

An act causing or inviting a real danger to the objects protecting by this Code shall be recognized as a socially dangerous act.

CRIMINAL CODE  
OF THE REPUBLIC OF UZBEKISTAN

## LISTENING

**Task 7. Listen to a conversation between a police officer and a suspect. Choose the correct answers.**

*1. What is the officer mainly asking about?*

- A. where a weapon is now
- B. what happened in a fight
- C. how a fight was stopped
- D. who was injured in a fight

*2. Why might the man go to jail?*

- A. He injured witnesses.
- B. He would not obey commands.
- C. He threatened to hurt the other man.
- D. He refused to answer questions.

**Task 8. Listen again and complete the conversation.**

**Officer:** Darren, I don't want to tell you again. 1 \_\_\_\_\_ and answer my questions.

**Darien:** Why? I didn't do anything! You should arrest Paul!

**Officer:** I'll talk to Paul in a moment. 2 \_\_\_\_\_, you need to stop yelling.

**Darren:** This is ridiculous.

**Officer:** What caused the fight between you and Paul?

**Darren:** It was his fault. He was trying to start a fight 3 \_\_\_\_\_.

**Officer:** The witnesses said that you pulled out a knife.

**Darren:** I told you, 4 \_\_\_\_\_.

**Officer:** Well, Darren, you're in some serious trouble, too. You committed an assault with a deadly weapon.

**Darren:** What? I never even 5 \_\_\_\_\_! He threw a glass at my face!

**Officer:** Calm down, Darren. You threatened to hurt him. 6 \_\_\_\_\_ to send you to jail.

**SPEAKING**

**Task 9. With a partner, act out the roles below based on Task 7. Then, switch roles.**

<b>USE LANGUAGE SUCH AS:</b>
<i>What caused the...</i>
<i>I didn't do anything!</i>
<i>Witnesses say that...</i>

5. \_\_\_A The man stole a bracelet from Amy's wrist.  
 \_\_\_B This watch holds cash, cards and IDs.

**Task 5.** Use the appropriate word for the sentence.

*target / add*

- In 23 attacks, the terrorists targeted military bases....
- Everything is clear, there's nothing to add.

*backpack / briefcase*

- A backpack is a bag with straps that go over your shoulders, so that you can carry things on your back when you are walking or climbing.
- A briefcase is a leather or plastic rectangular container with a handle for carrying books and documents

*wallet / belongings*

- His wallet was bulging with banknotes.
- He was identified only by his uniform and personal belongings.

*tighten / loose fitting*

- She saw his jaw tighten and his face lose its colour.
- Loose-fitting clothes are rather large and do not fit tightly on your body.

**READING**

**Task 6.** Read and translate the text. Pay attention to the use of new words of the topic.

## WRITING

**Task 2.** Match the translation the following words and phrases.

- |                  |                        |
|------------------|------------------------|
| 1. target        | a. ryukzag             |
| 2. northbound    | b. telefon             |
| 3. backpack      | c. nishonga olmoq      |
| 4. briefcase     | d. tegishli buyum      |
| 5. cell phone    | e. mahkamlamoq         |
| 6. wallet        | f. mustahkam bo‘lmagan |
| 7. belongings    | g. chemodan            |
| 8. tighten       | h. qo‘shmoq            |
| 9. loose fitting | i. hamyon              |
| 10. add          | j. shimoliy            |

**Task 3.** Read the sentence and choose the correct word.

1. Most tourists carry *a watch / camera* to take pictures.
2. The man keeps his credit card in his wallet/bracelet.
3. A *backpack / bracelet* has two straps.
4. What time is it? I don't have a *checkbook / watch*.
5. Karen took out her *checkbook / jewelry* to buy the bracelet.

**Task 4.** Check (✓) the sentence that uses the underlined part correctly.

1. \_\_\_A Shopping with a credit card is safer than using cash.  
\_\_\_B He has a backpack on his wrist.
2. \_\_\_A People wear jewelry for decoration.  
\_\_\_B The briefcase is in the wallet.
3. \_\_\_A Steve carries files in his briefcase.  
\_\_\_B Sarah buys things with her jewelry.
4. \_\_\_A The thief grabbed John's wallet off his back.  
\_\_\_B He called the police on his cell phone.

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

- *a recent fight*
- *possible charges*

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

*what happened during a fight.*

## WRITING

**Task 10.** Use the report and the conversation from Task 8 to fill out the officer's notes.

### Incident Notes

Individuals involved: \_\_\_\_\_  
\_\_\_\_\_

Events: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Possible charges: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## READING

**Task 11.** Read the words then group them into "Crimes against Property".

- |                 |                           |                                     |
|-----------------|---------------------------|-------------------------------------|
| a) arson        | g) extortion              | k) taking a vehicle without consent |
| b) vandalism    | h) burglary               | l) computer crime ('hacking')       |
| c) theft        | i) forgery                | m) mugging                          |
| d) shoplifting  | j) receiving stolen goods |                                     |
| e) embezzlement |                           |                                     |
| f) robbery      |                           |                                     |

## UNIT 7

### Descriptions: personal items

#### SPEAKING

**Task 12.** Which crime is punished with the following sentence? Some sentences may not be applied in your country.

#### Sentences

- |                                  |                        |
|----------------------------------|------------------------|
| 1. life in prison without parole | 5. the death penalty   |
| 2. 15 years in prison            | 6. 12 years in prison  |
| 3. 10 years in prison            | 7. 15 days in prison   |
| 4. 18 years in prison            | 8. 1,5 years in prison |

#### WRITING

**Task 13.** What sentence is applied to these crimes? The one is given.

If you are convicted of:	The maximum penalty is:
Causing death by careless driving whilst under the influence of drink or drugs	<i>10 years imprisonment and banned for at least 2 years</i>
Driving or attempting to drive whilst above the legal limit or unfit through drink	
In charge of a vehicle whilst above the legal limit or unfit through drink	
Refusing to provide a specimen	

#### Get ready!

**Before you read the passage, talk about these questions.**

1. Where do most thefts of personal items take place?
2. What are the most commonly stolen personal items?

**Active words:** target, northbound, backpack, briefcase, cell phone, wallet, belongings, tighten, loose fitting, add, theft.

#### VOCABULARY

**Task 1.** Listen and read the new words and definitions then copy out them into your notebooks.

**target** - a person, object, or place selected as the aim of an attack

**northbound** - travelling or leading towards the north

**backpack** - a piece of equipment carried on a person's back

**briefcase** - a plastic rectangular container with a handle for carrying books and documents

**cell phone** - a mobile phone

**wallet** - a pocket-sized flat folding case for holding money and plastic cards

**belongings** - Your belongings are the things that you own.

**tighten** - hold the thing more firmly or securely.

**loose fitting** - rather large and do not fit tightly on your body

**add** - join to increase the number



12. the unlawful premeditated killing of one human being by another

### TASKS FOR FREE WORK:

**Task 1.** Prepare role play in teams of 2 or 4 on the theme: crime and punishment.

**Task 2.** Find the words of the group as much as possible. Continue the list.

*A "thief" may be ...*

a shoplifter, a robber, a burglar . . .

Observing and noting the objects of the crime scene the police officer must not suppose that they were there before the crime was committed. Objects are frequently moved in the commission of a crime, especially in crimes of violence.

Are two chairs drawn together? Are there object marks on the floor? Have smaller objects on tables, bookcases and shelves been moved? Did the criminal move the pictures from their positions? Are the doors and windows locked or opened? Open to what degree? Have marks or stains been made recently on any objects? Are there any signs of blood or other materials? Was the criminal alone or in a company with another? Do they always work together? Are there cigarette stubs or ashes? Does the criminal smoke cigars or cigarettes? Did he leave burnt matches at the scene? What instruments does he usually use? Is there anything that was not noticed during the observation? The investigator must answer these and many more questions. They are answered through careful observation.

An investigator must develop the habits of constantly observing the actions and conduct of people and physical signs left by them.

During an observation nothing should be moved until absolutely necessary, and only after its position has been recorded in notes, on a sketch and photographically. Protect suspect's spots and finger and footprints from possible injury. Do not forget to note negative facts: absence of a weapon; absence of blood when blood is expected; absence of fingerprints, where it is natural to find them. After completing the preliminary observation, minute and detailed examination of individual objects is made.

### SPEAKING

**Task 7.** Answer the following questions.

1. What is essential to good crime scene investigation?
2. What must the investigator do before bringing a criminal action?
3. What is the first step in a procedure?
4. How will definite traces of criminal act be found and what will they show?
5. Why mustn't the police officer suppose that the objects of the crime scene were there before the commission of a crime?
6. Why must the investigator develop the habit of constantly observing actions and conduct of people?

**Procedure:** divide the group into two teams and ask them to make questions as an investigator at the crime scene. Teams who make more questions win the game.

**Task 5. Ask some questions as an investigator at the crime scene.**

**Answers:**

1. Are two chairs drawn together?  
 2. Are there object marks on the floor?  
 3. Have smaller objects on tables, bookcases and shelves been moved?  
 4. Did the criminal move the pictures from their positions?  
 5. Are the doors and windows locked or opened? Open to what degree?  
 6. Have marks or stains been made recently on any objects?  
 7. Are there any signs of blood or other materials?  
 8. Was the criminal alone or in a company with another?  
 9. Do they always work together?  
 10. Are there cigarette stubs or ashes?  
 11. Does the criminal smoke cigars or cigarettes?  
 12. Did he leave burnt matches at the scene?  
 13. What instruments does he usually use?  
 14. Is there anything that was not noticed during the observation?

**READING**

**Task 6.** Read and translate the following text.

**OBSERVATION OF CRIME SCENE**

Proper procedure in observation and examination is essential to good crime scene investigation. To bring a criminal action the investigator must develop and follow a definite way of doing his job. The first step in a procedure is to observe the general appearance of the situation noting everything at the scene. The investigator's observation must contain the answers with specific details to the five questions: Who? What? When? Where? How?

Only through careful observation definite traces of criminal act will be found. The traces will show the manner in which the crime was committed, the movements of the criminal, the criminal and other actors in the crime. Much attention must be paid to details. The details are of great importance for the investigation.

**UNIT 6  
OBSERVATION OF CRIME SCENE**

**Get ready!**

Before you begin the lesson ask questions below and share their own ideas and do not correct mistakes while speaking and help cadets to find suitable words to express their own ideas.



1. Look at the theme of the lesson and guess what the text is about.
2. What is observation?

**Active words:** proper, procedure, observation, bring a criminal action, stain, recently, stub, habit, constantly, ash, burnt, conduct, spot, minute, specific, detail, draw, suppose, develop, definite, appearance, general, note, frequently, violence, manner.

**LISTENING**

**Task 1. Listen and read the new words and definitions then copy out them into your notebooks.**

**proper** – of the required or correct type or form; suitable or appropriate

**procedure** – a series of actions conducted in a certain order or manner

**observation** – the action or process of closely observing or monitoring something or someone

**bring a criminal action** –  
**develop** – grow or cause to grow and become more mature, advanced, or elaborate

**definite** – having exact and discernible physical limits or form

**appearance** – the way that someone or something looks

**general** – considering or including only the main features or elements of something; not exact or detailed

**note** – notice or pay particular attention to (something)

**specific** – clearly defined or identified

**detail** – an individual fact or item

**manner** – a way in which a thing is done or happens  
**suppose** – think or assume that something is true or probable but lack proof or certain knowledge  
**frequently** – often  
**violence** – behavior involving physical force intended to hurt, damage, or kill someone or something  
**draw** – pull or drag (something such as a vehicle)  
**stain** – a colored patch or dirty mark that is difficult to remove  
**recently** – lately  
**stub** – the truncated remnant of a pencil, cigarette, or similar-shaped object after use

**ash** – the powdery residue left after the burning of a substance  
**burnt** – 1. past and past participle of **burn**; 2. having been burned  
**habit** – a settled or regular tendency or practice, especially one that is hard to give up  
**constantly** – continually, always  
**conduct (of people)** – the manner in which a person behaves, especially in a particular place or situation  
**spot** – a small mark or stain  
**minute** – a summarized record of proceedings

**WRITING**

**Task 2.** Find the correct translation of the words.

Pair work: distribute handout 1 and ask students to find the correct translation of the words using dictionary.

A	B
<i>proper</i>	
<i>procedure</i>	
<i>observation</i>	
<i>bring a criminal action</i>	
<i>stain</i>	
<i>recently</i>	
<i>stub</i>	
<i>habit</i>	
<i>constantly</i>	
<i>ash</i>	
<i>burnt</i>	
<i>conduct</i>	

<i>spot</i>	
<i>minute</i>	
<i>specific</i>	
<i>detail</i>	
<i>draw</i>	
<i>suppose</i>	
<i>develop</i>	
<i>definite</i>	
<i>appearance</i>	
<i>general</i>	
<i>note</i>	
<i>frequently</i>	
<i>violence</i>	
<i>manner</i>	

**Task 3.** Match each word on the left with the appropriate synonym on the right.

- |                |               |
|----------------|---------------|
| 1. Specific    | a) often      |
| 2. Preliminary | b) lately     |
| 3. Frequently  | c) behaviour  |
| 4. Minute      | d) record     |
| 5. Conduct     | e) particular |
| 6. Recently    | f) prior      |
| 7. Suppose     | g) imagine    |

**Task 4. Continue the sentences by their content.**

1. Proper procedure in observation and examination is essential .....
2. The investigator's observation must contain the answers with specific details to the five questions: .....
3. Only through careful observation definite traces of criminal act...
4. The details are of great importance for .....
5. Much attention must be paid to .....
6. An investigator must develop .....
7. During an observation nothing should be .....
8. After completing the preliminary observation .....
9. Protect suspect's .....

## READING



### 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, 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 2<sup>nd</sup> St.

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

**Task 2.** Read the officer's incident report. Then, mark the statements as true (T) or false (F).

1 \_\_\_ the witness required an interpreter.

**Task 7. Discuss the following questions.**

1. What article of the Criminal Code of the Republic of Uzbekistan implies theft?
2. What is the punishment for theft?

**CRIMINAL CODE OF THE REPUBLIC OF UZBEKISTAN**

**Article 169. Theft**  
Theft, that is larceny in secret –  
shall be punished with fine up to fifty minimum monthly wages, or correctional labor up to two years, or arrest up to six months, or imprisonment up to three years.

Theft committed:

- a) from the clothes, bag, or other personal belonging, carried by the victim (pickpocketing);
- b) in large amount;
- c) by previous concert by a group of individuals;
- d) with illegal entering a dwelling, depositary or other premise – shall be punished with fine from three hundred minimum monthly wages, or correctional labor from two to three years, or imprisonment from three to five years. ...

### TASK FOR SELF-STUDY:

**Task 1.** Make up a train station report. Use the active words in your report.  
**Key words:** *target, northbound, backpack, briefcase, cell phone, wallet, tighten, loose, fitting, add*

## UNIT 8

### DESCRIBING SUSPECTS

**Active words:** mustache, pale, overweight, complexion, distinctive mark, height, facial hair, tattoo, build.

#### VOCABULARY

- Task 1.** a) Listen to new words and write them down.  
b) Describe hair of your partner using new words.

#### Hair / Sochlar / Волосы

a crew cut		strijka “yojik” soch turmagi	
a fringe		cholka	
auburn		to‘q-malla / тёмно-рыжий	
bald		kal / лысый	
black		qora / черные	
blond(e)		och sariq / блондин, светлый	
brown		och jigari rang / каштановые	
curly		jingalak / кудрявые	
dark		qorantir / тёмные	
fair		oq-malla / светлые, белокурые	
long		uzun / длинные	
red		malla / рыжие	
short		kalta / короткие	
straight		to‘g‘ri (tekis) / прямые	
wavy		jingalak / вьющиеся	

- Task 2.** a) Translate following words into English.  
b) Listen and compare your translation, correct if there is mistake.  
c) Describe figure and hair of your partner using new words.

#### Build / Gavda / Телосложение, фигура

			интервьюер, опрашивающий (человек, который проводит (берет) интервью)
5	<b>interviewee</b>	M	surishtiriluvchi shaxs – интервьюируемый, дающий интервью (человек, у которого берут интервью; человек, которого опрашивают)
6	<b>victim statement</b>	B	jabrlanuvchining ko‘rsatmasi – показание (заявление, утверждение) потерпевшего
7	<b>emotional state</b>	L	emotsional holat (ta‘sirchan, his-tuyg‘uga tez beriladigan, tez hayajonlanadigan) – эмоциональное состояние
8	<b>recruit</b>	I	n. yangi askar yoki hodim; v. yollamoq – суц. новобранец, призывник; гл. призывать (новобранцев и т. п.), набирать, вербовать (в какую-л. организацию, спортивную команду и т.п.)
9	<b>interpreter</b>	J	og‘zaki tarjimon – устный переводчик
10	<b>questioning</b>	Q	so‘roq – допрос
11	<b>rapport</b>	D	o‘zaro yaxshi munosabatlar, rozilik – хорошие взаимоотношения, взаимопонимание, понимание; согласие
12	<b>observation</b>	K	kuzatish – наблюдение
13	<b>testimony</b>	H	ko‘rsatma – свидетельское показание
14	<b>summarize</b>	P	jamlamoq, xulosa qilmoq – обобщать
15	<b>interview</b>	E	surishtiruv, suhbat (savol-javob tariqasida) – интервью, опрос (беседа следователя со свидетелем, подозреваемым и т.д. в целях получения информации)
16	<b>record</b>	G	yozuq, qayd (biror bir faktni yozma qayd etish) – запись; регистрация, письменная фиксация (каких-л. фактов)
17	<b>investigation</b>	F	tergov – расследование

## UNIT 10 INTERVIEWS

### Get ready!

Before you read the passage, talk about these questions.

1. What questions should police ask the victim of a crime?
2. How does interviewing witnesses help to catch criminals?



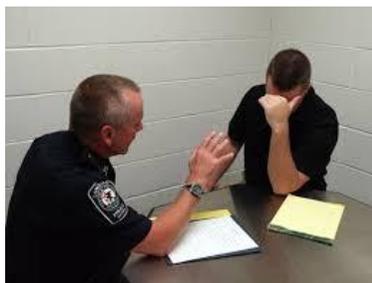
**Active words:** interview, victim statement, emotional state, interpreter, questioning, rapport, testimony, observation, interview, record, investigation, summarized.

### Definition by Wikipedia

The **interview** is the method by which the investigator **obtains** information that helps to **reconstruct** the facts of the happening. Interview is a conversation where questions are asked and answers are given. In general, the word "interview" refers to a one-on-one conversation between an **interviewer** and an **interviewee**.

### Vocabulary

**Task 1.** A) Listen to new words and expressions then read them yourself. B) Use your dictionaries and match the words with their



translations.

1	<b>interview</b>	C	surishtiruv, suhbat – опрос; интервью   опрашивать; интервьюировать
2	<b>obtain</b>	O	olmoq – получать; добывать
3	<b>reconstruct</b>	N	qayta tiklamoq – восстанавливать
4	<b>interviewer</b>	A	surishtiruvchi, suhbat o'tkazadigan shaxs –

fat  
of medium build  
of medium height  
overweight  
short  
slim  
tall  
thin  
well-built



semiz / толстый  
o'rta gavdali / среднего телосложения  
o'rta bo'yli / среднего роста  
to'la / полный  
past / низкий  
kelishgan, xushbichim / стройный  
baland / высокий  
ozg'in / худой  
qomadi raso / хорошо сложенный

### Запомните!!!

Слова **fat** – толстый и **thin** – худой не очень вежливые, вместо них можно употреблять слова **overweight** – полный и **slim** – стройный, худощавый.

### Эслаб қолинг!!!

**Fat** – semiz va **thin** – oriq so'zlari unchalik muloyim emas. Xushmuomala bo'lishda **overweight** – to'la va **slim** – ozg'in so'zlaridan foydalanish maqsadga muvofiq.

- Task 3.** a) Listen to new words and write them down.  
b) Describe face, figure and hair of your partner using new words.

### Face / Yuz / Лицо

EYES CAN BE:

big  
blue  
brown  
green  
small



NOSE CAN BE:

hook  
snub



YOU CAN HAVE:

KO'ZLAR BO'LISHI MUMKIN:

katta / большие  
ko'k / голубые  
jigar rang / карие  
yashil / зеленые  
kichkina / маленькие



BURUN BO'LISHI MUMKIN:

qarchig'ayburun, qi yg'irburun / крючковатый, горбатый нос  
puchuq burun; qanqaygan burun / курносый, вздернутый нос

SIZDA BO'LISHI MUMKIN:  
soqol / борода



a beard a double chin a mustache dimples freckles wrinkles		bag'baqa / двойной подбородок mo'ylov / усы kuldargichlar / ямочки на щеках sepkil / веснушки ajin, burushiq / морщины
---	---	--

- Task 4.** a) Translate following expressions into English.  
b) Listen and compare your translation, correct if there is mistake.  
c) Describe figure, face and hair of your partner using general expressions.

**General expressions / Umumiy ta'rif / Общее описание** 

beautiful good-looking	chiroyli, dilbar / красивый, привлекательный chiroyli, jozibali / интересный, с приятной внешностью xushbichim, kelishgan / красивый, статный
handsome plain pretty	oddiy, ko'rimsiz / простой, невзрачный, некрасивый zebo, yoqimtoy / прелестный, хорошенький, симпатичный
ugly	hunuk, badbashara / уродливый, некрасивый

**Eslab qoling!!!**

*Beautiful* va *pretty* so'zlari ayollarni tasvirlashga ishlatiladi, *handsome* va *good-looking* so'zlari esa erkaklarni tasvirlashga ishlatiladi.

**Запомните!!!**

Слова *beautiful* и *pretty* употребляются при описании внешности женщин, а *handsome* мужчин. Слово *good-looking* относится к

**Examples / Misollar / Примеры** 

He is tall and well-built.	Uning bo'yi baland va xushbichim. / Он высокий и хорошо сложенный.
She is very beautiful; she's got big brown	U juda go'zal. Uning ko'zlari och jigar rang va katta, sochlari esa uzun va to'q-malla. / Она

*What caused the...*

*I didn't do anything!*

*Witnesses say that...*

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

- *a recent fight*
- *possible charges*

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

- *what happened during a fight.*

**WRITING**

**Task 10.** Use the report and the conversation from Task 8 to fill out the officer's notes.

**Incident Notes**

Individuals involved: \_\_\_\_\_

Events: \_\_\_\_\_

Possible charges: \_\_\_\_\_

**TASK FOR SELF-STUDY:**

1. Learn by heart the new words and translate the text: "Interrogation".
2. Prepare role play in teams of 2 or 4 on the theme: Assault.

**Officer:** Darren, I don't want to tell you again. **1** \_\_\_\_\_ and answer my questions.

**Darien:** Why? I didn't do anything! You should arrest Paul!

**Officer:** I'll talk to Paul in a moment. **2** \_\_\_\_\_, you need to stop yelling.

**Darren:** This is ridiculous.

**Officer:** What caused the fight between you and Paul?

**Darren:** It was his fault. He was trying to start a fight **3** \_\_\_\_\_.

**Officer:** The witnesses said that you pulled out a knife.

**Darren:** I told you, **4** \_\_\_\_\_.

**Officer:** Well, Darren, you're in some serious trouble, too. You committed an assault with a deadly weapon.

**Darren:** What? I never even **5** \_\_\_\_\_! He threw a glass at my face!

**Officer:** Calm down, Darren. You threatened to hurt him. **6** \_\_\_\_\_ to send you to jail.

## SPEAKING

**Task 9.** With a partner, act out the roles below based on Task 8. Then, switch roles.

USE LANGUAGE SUCH AS:

### ЗАПОМНИТЕ!!!

Вопрос о том, как кто-либо выглядит в англ-ом языке звучит следующим образом:

**What does he/she look like? a HE: How does he/she look like?**

### Eslab qoling!!!

Ingliz tilida kimdir qanday ko'rinishga egaligi haqidagi savol quyidagicha bo'ladi:

**What does he/she look like? How does he/she look like? Tarzida emas!**

eyes and long, auburn hair.

John is overweight and has dimples and a double chin.

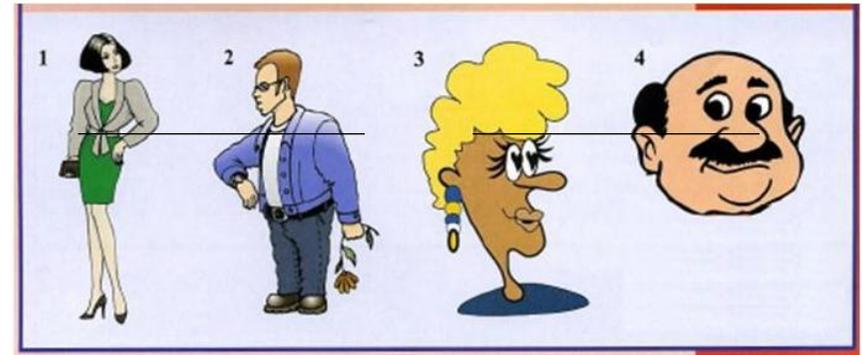
She is really plain, she is of medium height and build, she has mousy hair and a snub nose.

очень красивая. У неё большие карие глаза и длинные тёмно-рыжие волосы.

John to'ladan kelgan; uning yuzida kulgichi va baqbaqasi bor. / Джон полный; у него ямочки на щеках и двойной подбородок.

U xunuk, o'rta bo'y va o'rta gavda, sichqon rang soch va qanqaygan burunli. / Она некрасивая, среднего роста и телосложения, у неё волосы мышиного цвета и курносый нос.

**Task 5.** Look at the pictures and describe people's appearance.



**Task 6.** Complete the sentences with suitable words.

- Mary has fair and curly \_\_\_\_\_.
- He is tall and well-\_\_\_\_\_.
- She is of medium \_\_\_\_\_ and \_\_\_\_\_.
- He is so fat that he has a double \_\_\_\_\_.

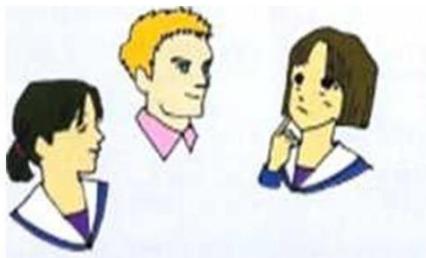
- e. He is rather \_\_\_\_\_: he is tall and has brown eyes and a crew cut.  
 f. She has got a \_\_\_\_\_ nose.

**Task 7.** Read the given definitions of some features of appearance. Write down what they are. (Прочтите данные описания некоторых особенностей внешнего вида. Напишите, что имеется в виду)

- a. hair that grows on a man's face above the lips – \_\_\_\_\_  
 b. when a person has this kind of nose everybody says she or he looks down on people – \_\_\_\_\_  
 c. people from Africa have this kind of hair – \_\_\_\_\_  
 d. it is a polite expression for the word *thin* – \_\_\_\_\_

**Task 8.** Match the words with their collocations.

A	B
well-crew	looking
good-hair	hair
wavy-nose	nose
hook-built	built
	cut



**Get ready!**

**Before you read the passage, talk about these questions.**

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

## READING

**Task 9.** Read the wanted poster. Then, mark the statements as true (T) or false (F).

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

2. Interrogation depends upon too many factors that cannot be controlled.
3. During the interrogation, the subject should be seated with his back to the light source.
4. The investigator should never show anger, hesitation or other emotions, if it is not a part of plan.
5. The interrogator should not be in a hurry with the conclusions.

## WRITING

**Task 6.** Writing the rules of interrogation.

**Procedure:** *divide the group into two groups and ask them to write the rules of interrogation. The team wins the game who writes more rules of interrogation.*

## LISTENING

**Task 7.** Listen to a conversation between a police officer and a suspect. Choose the correct answers.

**1. What is the officer mainly asking about?**

- A. where a weapon is now
- B. what happened in a fight
- C. how a fight was stopped
- D. who was injured in a fight

**2. Why might the man go to jail?**

- A. He injured witnesses.
- B. He would not obey commands.
- C. He threatened to hurt the other man.
- D. He refused to answer questions.

**Task 8.** Listen again and complete the conversation.

Control your temper. If the subject understands your mood he is getting the upper hand. The investigator should never show anger, hesitation or other emotions, if it is not a part of plan.

Don't try to dominate. Most people do not like when they are being pushed.

Be serious where seriousness is proper. Don't be in a hurry with the conclusions.

## SPEAKING

**Task 3.** Answer the following questions.

1. What is interrogation?
2. What is the object of interrogation?
3. Who may be the subject in an interrogation?
4. What are the features of a good investigator?
5. What factors does the interrogation depend upon?
6. Should the investigator show his prejudices, hesitation or other emotions?
7. What mood should the investigator retain during the interrogation?
8. When may the subject of interrogation get the upper hand?
9. Must the investigator dominate during the interrogation?

**Task 4.** Comment on the following statements.

1. Sometimes in order to conduct the interrogation the investigator must go out to a crime scene not one time.
2. Part of the problem of interrogation is the place at which the interrogation takes place.
3. Many good investigators do not recognize some general rules.
4. The investigator must recognize that the subject may have information without which the case cannot be solved.
5. All information, no matter from what group obtained, must be verified.

**Task 5.** Agree or disagree with the following statements.

1. Every good investigator recognizes some general rules of interrogation.

<h1>WANTED</h1> <h2>George Collins</h2>	
George Collins is wanted for armed robbery. Collins robbed a bank in St. Louis and fled with \$500 000.	
<b>Description:</b>	
<b>Age:</b> 35	<b>Eyes:</b> Blue
<b>Height:</b> 5'10 inches (160 cm)	<b>Complexion:</b> Pale
<b>Weight:</b> 210 lbs (95.2 kg)	<b>Gender:</b> Male
<b>Build:</b> Large / Overweight	<b>Distinctive marks:</b> Spider tattoo on right forearm
<b>Hair:</b> Brown	
<b>Remarks:</b> 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.	
<b>Contact the St. Louis Police Department if you have any information regarding George Collins' whereabouts.</b>	

## Vocabulary

**Task 10.** Match the words (1-6) with the definitions (A-F).

- |                  |                        |
|------------------|------------------------|
| 1 ___ mustache   | 4 ___ complexion       |
| 2 ___ height     | 5 ___ distinctive mark |
| 3 ___ overweight | 6 ___ pale             |

- A the physical appearance of a person's skin
- B a feature that makes someone recognizable
- C the measurement of how tall a person is
- D having light colored skin
- E hair growth above someone's upper lip
- F weighing more than is healthy

**Task 11.** Fill the blanks with the correct words and phrases from the word bank.

**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\_\_\_\_\_.

## LISTENING

**Task 12.** Listen to a conversation between a police officer and a citizen. Check (√) the characteristics mentioned in the conversation.

- |               |                |              |
|---------------|----------------|--------------|
| 1__tattoo     | 3__height      | 5__eye color |
| 2__hair color | 4__facial hair | 6__build     |

**Task 13.** Listen again and complete the conversation.

and his talents. Many good investigators do not recognize some general rules because they have their own methods which they find successful.

The subject of interrogation is any person who has information about the details, circumstances, or individuals in a case or who may have such information.

Interrogation depends upon too many factors that cannot be controlled. The subject in an interrogation may be the victim, the complainant, witnesses, suspects, accused or criminals. Sometimes in order to conduct the interrogation the investigator must go out to a crime scene not one time, because a witness or a suspect is nervous and does not tell the truth. Sometimes these persons may be cooperative or uncooperative, willing or unwilling. The reasons for their reactions will be innumerable. Therefore, all information, no matter from what group obtained, must be verified.

Part of the problem of interrogation is the place at which the interrogation takes place. The place for interrogation of the subject should be chosen carefully. If an interrogation takes place in the investigator's office, he does not radically rearrange his room, but some unnecessary things should be taken away. The subject should be seated so as to face a light source. The investigator should seat with his back to the light source. Be sure that all interruptions will be eliminated.

The attitude of the investigator toward the subject of the interrogation may be the key to the solution of a case.

The investigator must recognize that the subject may have information without which the case cannot be solved. But it may so happen that the subject does not want to talk. Therefore it is useful to remember some principles of interrogation.

During the interrogation an investigator should observe the following principles:

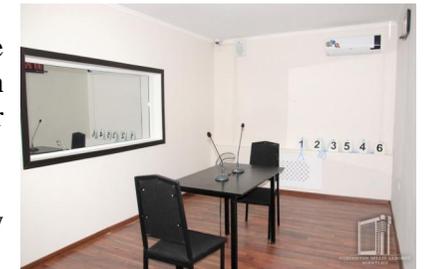
Don't show your prejudices. The subject will react to them even though you think you have them under control.

Be a good actor; play the part.  
Don't be patronizing. Nobody likes it.

Don't degrade yourself in act or word.

Retain a pleasant mood.

Don't let your reactions to answers betray your feelings.



K.	<b>willing</b>	11.	ustunlik qilmoq
L.	<b>innumerable</b>	12.	so'roq
M.	<b>obtain</b>	13.	o'rganmoq, egallamoq yoki rivojlantirmoq
N.	<b>verify</b>	14.	qulay bo'lmoq, mos kelmoq
O.	<b>radically</b>	15.	insonning xulq-atvorida aks etadigan tabiati
P.	<b>rearrange</b>	16.	son-sanoqsiz
Q.	<b>interruption</b>	17.	olmoq, egallamoq
R.	<b>eliminate</b>	18.	tekshirib, solishtirib haqiqat ekanligiga ishonch hosil qilmoq
S.	<b>attitude</b>	19.	tubdan, butkul
T.	<b>prejudices</b>	20.	o'rnini o'zgartirmoq
U.	<b>patronizing</b>	21.	xalal beruvchi narsa
V.	<b>react</b>	22.	tan olmoq; tanimoq
W.	<b>even though</b>	23.	мувоффақиятли
X.	<b>degrade</b>	24.	avvalgi hodisa yoki harakatga bog'liq holat yoki sharoit
Y.	<b>retain</b>	25.	shikoyatchi
Z.	<b>betray</b>	26.	ayblanuvchi
AA.	<b>hesitation</b>	27.	hamkorlik qiladigan
BB.	<b>dominate</b>	28.	biror ishni qilishga tayyor

## READING

**Task 2.** Read the text and answer the following questions.

### INTERROGATION (Questioning)

There is not one method of interrogation. Every good investigator acquires a technique of interrogation which best suits his temperament

**Officer:** St. Louis Police Department.

**Citizen:** Hi, I think I just saw George Collins, the bank robber.

**Officer:** Okay, sir. Can you tell me what he **1** \_\_\_\_\_  
\_\_\_\_\_?

**Citizen:** Let's see ... he had brown hair. He was a **2** \_\_\_\_\_  
\_\_\_\_\_. Large build, and looked kind of overweight.

**Officer:** Did he have **3** \_\_\_\_\_ \_\_\_\_\_?

**Citizen:** Yes, he had a mustache.

**Officer:** Did you notice **4** \_\_\_\_\_ \_\_\_\_\_?

**Citizen:** Oh, yeah. He had a **5** \_\_\_\_\_ \_\_\_\_\_ on his arm.

**Officer:** **6** \_\_\_\_\_ \_\_\_\_\_ it could be him.

**Task 14.** Answer the following questions on the dialogue.

1. Where was the crime committed?
2. How much money was stolen from the bank?
3. Did the robber have facial hair when police officer noticed him?

## SPEAKING

**Task 15.** With a partner, act out the roles below based on Task 13. Then, switch roles.

### USE LANGUAGE SUCH AS:

*Can you tell me what he looks like?*

*Did he have...*

*Did you notice anything else?*

**Student A:** You are a police officer. Ask Student B about a suspect's:

- build
- hair
- distinguishing marks

**Student B:** You believe you have seen a criminal. Describe the suspect to Student A.

## WRITING

**Task 15.** Use the poster and the conversation from Task 13 to fill out the officer's notes.

### SUSPECT DESCRIPTION

Suspect wanted for: \_\_\_\_\_

Hair color: \_\_\_\_\_

Height: \_\_\_\_\_

Facial Hair:  Yes  No

Eye color: \_\_\_\_\_

Build: \_\_\_\_\_

Dress: \_\_\_\_\_

### TASK FOR SELF-STUDY:

1. Prepare role play in teams of 2 or 4 on the theme: Witness of the robbery.

## UNIT 9 INTERROGATION

**Get ready!** Before you begin lesson, talk about these questions:

1. What rules of interrogation do you know?
2. What is the main difference between interrogation and interview?
3. What is the main purpose in interrogation?

**Active words:** interrogation, acquire, accused, cooperative, willing, suit, temperament, innumerable, recognize, successful, obtain, verify, circumstance, radically, rearrange, interruption, complainant, eliminate, degrade, retain, betray, push, attitude, toward, prejudices, patronizing, react, even though, dominate, hesitation.

## WRITING

**Task 1.** Listen to following new words and expressions then find the correct translation of the words.

A.	<b>interrogation</b>	1.	butkul yo'q qilmoq, tugatmoq
B.	<b>acquire</b>	2.	munosabat
C.	<b>suit</b>	3.	asossiz, haqiqatga mos kelmaydigan fikr
D.	<b>temperament</b>	4.	mehribonlik ko'rsatuvchi
E.	<b>recognize</b>	5.	biror narsaga javoban qilingan harakat; tegishli tarzda javob bermoq
F.	<b>successful</b>	6.	xatto ... -ga qaramay
G.	<b>circumstance</b>	7.	birovni kamsitmoq, yerga urmoq, xo'rlamoq
H.	<b>complainant</b>	8.	avvalgi holatida qolmoq
I.	<b>accused (the accused)</b>	9.	oshkor qilmoq; sadoqatsizlik qilmoq; sotmoq
J.	<b>cooperative</b>	10.	ikkilanish

**Task 6.** Answer the following questions:

1. What kind of traces of crime do you know?
2. What are the fingerprints and footprints?
3. Why do we take fingerprints and footprints during the investigation of crime?

## LISTENING

**Task 7.** Listen to a conversation between a citizen and a police officer. Mark the statements as true (T) or false (F).

- 1 \_\_\_ The woman says the pickpocket was tall.
- 2 \_\_\_ The pickpocket bumped into the citizen.
- 3 \_\_\_ The woman's watch was stolen.



**Task 8.** Listen again and complete the conversation.

**Officer:** Are you 1 \_\_\_\_\_, Miss?

**Citizen:** No, not at all. Someone just stole my 2 \_\_\_\_\_?

**Officer:** All right, try to 3 \_\_\_\_\_. Did you see the person who stole your purse?

**Citizen:** No – it was very 4 \_\_\_\_\_. I just felt someone bump into me. Then my purse was gone.

**Officer:** What did you have in your purse?

**Citizen:** Some 5 \_\_\_\_\_. A little money and my ID.

**Officer:** Okay, well don't worry Miss. We'll do what we can to find the 6 \_\_\_\_\_ and your purse.

- 2 \_\_\_ The suspects approached from behind
- 3 \_\_\_ Kim Li saw a suspect holding a pistol.

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

- |                 |                   |
|-----------------|-------------------|
| 1 ___ victim    | 4 ___ interpreter |
| 2 ___ rapport   | 5 ___ record      |
| 3 ___ testimony | 6 ___ interview   |

- A a person's account of an event
- B to document something
- C a relationship of mutual trust
- D a person whom a crime has been committed against
- E a person who expresses someone's words in another language
- F to ask a person questions

**Task 4.** Fill in the blanks with the correct words and phrases from the word bank.

**Word bank:** investigation, emotional state, questioning, summarize, statement, observation

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

**Task 5.** Listen and read the report again. What weapon was one of the suspects thought to be carrying?

## LISTENING

**Task 6.** Listen to a conversation between an officer and a witness.

Check (✓) the information the witness provides.

1 \_\_ suspects' heights

2 \_\_ suspects' voices

3 \_\_ suspects' dress

4 \_\_ suspects' faces

5 \_\_ suspects' weapons

**Task 7.** Listen again and complete the conversation.

**Officer:** Okay. What can you tell me **1** \_\_\_\_\_  
\_\_\_\_\_?

**Witness:** Well, one was tall and the other was short. I'm pretty sure one of them had a **2** \_\_\_\_\_.

**Officer:** Did you notice what **3** \_\_\_\_\_  
\_\_\_\_\_, ma'am?

**Witness:** They were both wearing black sweatshirts.

**Officer:** Okay. I need you to think hard now, **4** \_\_\_\_\_  
\_\_\_\_\_. Was it the tall or the short suspect that was holding the gun?

**Witness:** The taller one was holding the gun. The shorter one had a red backpack.

**Officer:** Did you **5** \_\_\_\_\_ about  
the suspects? Did they say anything as they ran by? Maybe you saw their **6** \_\_\_\_\_?

**Witness:** No. They just ran by me so quickly. That's all I remember.

**Task 8.** With a partner, act out the roles below based on Task 7. Then, switch roles.

\_\_\_ **B** Make sure that if you do live in a state that allows online training, that it's from a state-certified program that will give you what you need to proceed.

## READING

**Task 5.** Read and translate the following text then answer the questions.

### Fingerprints.

Fingerprinting is one of the way of identification a person who is suspected of crime.

When a finger touches the surface of an object the print of this finger is left on the surface. This is called fingerprint. There are no two persons who have similar prints. Every fingerprint is unique.

This principle is used by all police forces to identify criminals (*or sometimes dead bodies*). So, if a suspect arrested does not confess his guilt, it may be proved by comparing his fingerprints with those found at the scene and showing that they are identical.

Fingerprints are used not only to connect a suspect with the scene, they also may indicate the identity of the criminal when it is not known if he was previously fingerprinted and the prints are in the possession of the police.

For this reason the prints of criminals are collected and field in criminal record officers. A fingerprint found at the scene of crime is sent to a criminal record office to discover whether an identical print has previously been recorded. If such a print has been recorded, the identity of its owner becomes known.

All persons convicted of crime are fingerprinted in prison and the prints are sent to the Criminal Record Department. In practice, all persons accused of crime are fingerprinted on arrest and before trial.

### Footprints.

Most footprints which are useful for investigation are made in soft material, such as earth, snow, clay or sand. But often a mark may be discovered on a hard surface, such as linoleum, polished floors, table surface and chairs. When a footprint is distinctive it gives possibility to establish the shoe which made it and prove that a certain person wearing the shoe has been at the scene of the crime. The more peculiarities are in the mark the better the comparison will be.

3. Fingerprints are used not only to connect a **suspect / witness** with the scene, they also may indicate the identity of the criminal when it is not known if he was previously fingerprinted and the prints are in the possession of the police.

4. For this reason the prints of criminals are collected and filed in criminal **record / indicate** officers.

5. A fingerprint found at the scene of crime is sent to a criminal record office to **discover / solve** whether an identical print has previously been recorded.

**Task 4.** Check the sentence that uses the underlined parts correctly.

1. \_\_\_ **A** Comparing two fingerprints to determine if they were made by the same person or two different people.

\_\_\_ **B** Acquiring fingerprints from people using ink and electronic methods.

2. \_\_\_ **A** Using the computerized AFIS (Automated Fingerprint Identification System) computer system.

\_\_\_ **B** Assisting police officers and detectives and describing what they find.

3. \_\_\_ **A** As previously mentioned, the demand for fingerprint technicians is extremely high.

\_\_\_ **B** As long as you meet the qualifications and have completed the proper education, which depends on your geographical location, you have a great chance of getting hired.

4. \_\_\_ **A** Please download the free interview guide that can be found on the right hand sidebar for additional tips for your upcoming interviews, and also be sure to check out our popular fingerprint technician job board, which is creating new jobs for people like you every single day.

\_\_\_ **B** Many jurisdictions allow you to take training online, however these are usually the most basic, entry-level courses.

5. \_\_\_ **A** Again, it depends on where you live, because online courses aren't always accepted.

**USE LANGUAGE SUCH AS:**

*What can you tell me about the suspects?*

*I need you to think hard now \_*

*Did you notice anything else \_*

**Student A:** You are the witness to a robbery Talk to Student B about:

- *the suspects' dress*
- *items suspects held*
- *other details*

**Student B:** You are a police officer Talk to *Student A* about a robbery he or she witnessed.

**WRITING**

**Task 9.** Use the incident report and the conversation from Task 8 to fill out the witness's written statement. Use today's day.

***Homewood Police Department***

**INCIDENT REPORT**

witness testimony

Name of witness: \_\_\_\_\_

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

Witness Statement: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Task 10.** Read and translate the following text then answer the questions.

### INTERVIEWS

The interview is the method by which the investigator obtains information that helps to reconstruct the facts of the happening.

The following "do's" and "don'ts" should be **taken into consideration** by most interviewers and interrogators. Some of them **conflict** with others, and not all of them should be adopted, but only those which **accord with a particular** officer's technique.



1. Do not show the **effect** of the subject's words on you. Do not show



**pity** for the victim or **anger** at the accused.

2. **Avoid** giving him the **impression** that you want a **conviction** at all costs. What you really want is the truth; let him understand this.

3. Avoid using long or **complicated**

words and phrases, unless this is done for some particular purpose. Many criminals are of very low **intelligence** and education and they cannot understand the language you speak to them.

4. **Display confidence** in his guilt.

5. Do not promise to do or to give something, which cannot be done or given.

6. Never disclose the existence of an **informant**.

7. If you have knowledge of a fact, do not disclose how you obtained the knowledge.

8. Try to give the impression that everything is known about him and the crime will be solved.

9. **Demand** the truth. Tell him it is good for him that he was apprehended and this will prevent him from committing another crime.

10. Learn to listen. Never interrupt him when he is speaking, allow

**owner** – xo'jayin, mulkdor / владелец; собственник, хозяин  
**convict** – jazoga hukm qilmoq, ayblamoq / осудить, признать виновным (в чём-л.), признавать виновным

**criminal record department** – jinoyatlarni qayd qilish bo'limi / отдел регистрации преступлений

**in practice** – biror narsani amalda sinab ko'rmoq, haqiqatda, amalda / на практике, на деле; на поверку, практический

**trial** – sudda ishni ko'rish, sud jarayoni, sud / судебное разбирательство; судебный процесс, суд

### WRITING

**Task 2.** Read the text. Then, fill in the blanks with the correct words and phrases from the word bank.

**Word bank:** unique, useful, left, called, discovered, establish, comparison, identification, similar

Fingerprinting is one of the way of **1**\_\_\_\_\_ a person who is suspected of crime.

When a finger touches the surface of an object the print of this finger is **2**\_\_\_\_\_ on the surface. This is **3**\_\_\_\_\_ fingerprint. There are no two persons who have **4**\_\_\_\_\_ prints. Every fingerprint is **5**\_\_\_\_\_.

Most footprints which are **6**\_\_\_\_\_ for investigation are made in soft material, such as earth, snow, clay or sand. But often a mark may be **7**\_\_\_\_\_ on a hard surface, such as linoleum, polished floors, table surface and chairs. When a footprint is distinctive it gives possibility to **8**\_\_\_\_\_ the shoe which made it and prove that a certain person wearing the shoe has been at the scene of the crime. The more peculiarities are in the mark the better the **9**\_\_\_\_\_ will be.

**Task 3.** Read the sentence and choose the correct word.

1. This principle is used by all police forces to identify **criminals** / **tourists**.

2. So, if a suspect arrested does not confess his guilt, it may be proved by comparing his fingerprints with those found at the scene and showing that they are **identical** / **identity**.

## UNIT 12

### FINGERPRINTS

### FOOTPRINTS

#### Get ready!

Before you begin the lesson, talk about these questions.

1. What is fingerprinting?
2. How can you identify a person by a fingerprint?

#### VOCABULARY

**Task 1.** Listen and read the new words then copy out them into your notebooks.

**identification** – aynan o‘xshatish, tenglashtirish, birday qilish / идентификация

**touch** – tegmoq, qo‘l tegizmoq/ (при)касаться, трогать, притрагиваться; осязать

**unique** – nodir, o‘ziga xos / уникальный, единственный в своём роде, исключительный

**confess** – iqrorg qilmoq, bo‘yniga olmoq, (deb) bilmoq / признавать, признаваться; сознаваться

**guilt** – ayb, aybni sezish / вина, чувство вины

**prove** – isbotlamoq / доказывать, испытывать, пробовать

**compare** – taqqoslamoq, solishtirib ko‘rmoq (chiqmoq) / сравнивать, сличать

**identical** – xuddi o‘zi, xuddi shunday, bir xil, birday / тот же самый, такой же, одинаковый, идентичный

**previously** – oldindan, oldinroq; huzurida, ilgari /

заблаговременно, заранее, предварительно; перед

**possession** – ega bo‘lib qolish / владение, обладание

**reason** – sabab, bahona, asos / причина, повод, основание

**collect** – yig‘moq, bir yerga to‘plamoq, bir yerga to‘planmoq, / собирать

**record** – yozuv, qayd qilish (dalillarni) / запись; регистрация, письменная фиксация (*каких-л. фактов*)

**send** – yubormoq, jo‘natmoq, yo‘llamoq, yo‘naltirmoq / посылать, отправлять; отсылать, направлять

**whether** – ... mi / li (*вводит косвенный вопрос*)

him to continue.

11. Once you start questioning, ask questions **continually**. Never pause. As soon as he has answered a question ask another. A pause will give him time to think. This is one of the most important rules of the interviewer and interrogator. If you have difficulty in thinking quickly and **formulating** questions, prepare a long list of questions beforehand. Do not let him see you are reading questions.

12. Ask questions which require detailed answers. Do not ask questions which may be answered by "Yes", "No", "Perhaps" etc.

13. If he does not answer a question immediately, do not wait for him when he thinks about the answer. Demand an answer immediately or put a different question.

**Word list:** listen and copy out into your notebooks.

**“do’s” and “don’ts”** – qoidalar – правила

**take into consideration** – e‘tiborga olmoq – принимать во внимание

**conflict** – qarama-qarshi, teskari – противоречие

**accord (with)** – mos bo‘lmoq, muvofiq bo‘lmoq – соответствовать

**particular** – o‘ziga xos, alohida – особый, исключительный

**pity** – rahm, shavqat – жалость, сожаление, сострадание

**anger** – qahr, jahl, g‘azab – гнев, злость

**avoid** – o‘zini chetga olmoq, qochmoq – избегать, остерегаться

**impression** – taassurot – впечатление

**conviction** – hukm, ayblash, aybdor dep topish – осуждение, признание виновным

**complicated** – murakkab, tushunib bo‘lmaydigan, boshni qotiradigan, ilmoqli, jumboqli – запутанный; замысловатый; усложнённый; трудный для понимания

**intelligence** – aql, idrok, zakovat, aqliy jihatdan yetuklik – ум, интеллект, умственные способности

**display** – namoyish qilmoq, ko‘rsatmoq – показывать; демонстрировать

**confidence** – qat’iy ishonch, imoni komillik – уверенность, убеждённость

**informant** – aytuvchi, xabarchi, xabar beruvchi – информатор, осведомитель

**demand** – talab qilmoq – требовать, потребовать (с кого-л., от кого-л.); предъявлять требование

**continually** – uzluksiz, to‘xtovsiz – непрерывно, всё время

**formulate** – ifoda qilmoq, bayon etmoq – формулировать, излагать

**Task 11.** Answer the following questions.

What is the difference between the interrogation and interview?

What types of witnesses may confront the investigator?

What must the interrogator know about the subject?

What requirements to the interviews do you consider the most important?

**Task 12.** Agree or disagree with the following statements.

Very often, the presence of another person in the room makes the task of the interviewing officer very difficult.

The interviewing officer should not show any emotion or his knowledge of the subject.

If the witness does not answer a question immediately, the investigator should wait for him when he thinks about the answer.

### TASK FOR SELF-STUDY:

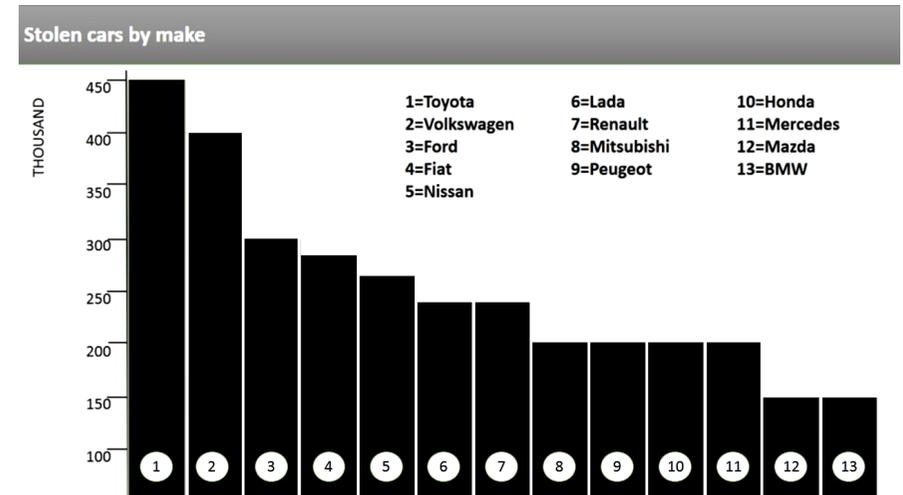
1. Prepare role play in teams of 2 or 4 on the theme: Interviewing witnesses and victims .

### TASK FOR SELF-STUDY:

**Task 1.** Prepare role play in teams of 3 or 4 on the theme: Investigating homicide.

**Task 2.** Look at the graph which shows vehicles stolen the last 12 months. Answer the question: *What is the most stolen make of car in your country?*

1. The most stolen make of car is .....
2. The least stolen makes of car are ..... and .....
3. Why do you think this is?
4. ...., the ..... and ..... are German cars.
5. .... and ..... are French makes of car, and ..... is Italian.
6. The graph shows more ..... makes of car than any other.
7. The Lada is a ..... car and the ..... is American.



## SPEAKING

**Task 9.** With a partner, act out the roles below based on Task 8. Then, switch roles.

### USE LANGUAGE SUCH AS:

*Was it just . . .*

*I asked a server if . . .*

*Would you mind calling . . .*

**Student A:** You're talking to a fellow police officer. Talk to Student B about:

- the victim
- witness testimony
- a possible motive

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

## WRITING

**Task 10.** Use the conversation in Task 8 to fill out a police report on a homicide. Talk about:

- victim
- motives
- cause of death

**Task 11.** Answer the following control questions.

1. What must be included in the police crime report?
2. Who investigates murder crimes in your country?
3. What are the components of a crime before it is proved as a crime?
4. What are the differences between primary investigation and court investigation?

## UNIT 11 INVESTIGATION OF CRIME

### Get ready!

**Before you begin the lesson, talk about these questions:**

1. What is article 15 of the Criminal Procedure Code of the Republic of Uzbekistan about?
2. What is the main task of an investigating officer at the crime scene?

### **Article 15. Mandatory Initiation of Criminal Case**

Upon discovery of elements of a crime and within their competence, a court, prosecutor, investigator and inquiry officer shall be obliged to initiate a criminal case and take all necessary legal measures to establish of the event and actors of a crime and to punish guilty.

**CRIMINAL PROCEDURE CODE OF THE REPUBLIC OF  
UZBEKISTAN**

## VOCABULARY

**Task 1.** Listen and read the words and phrases. Then divide the following words to appropriate columns. Use the dictionary.

to detect a crime

to report a crime

to report a crime

to commit a crime

to bring charges against

to catch a criminal

to give a statement

to witness an offence

to make a confession

to find guilty

to arrest a suspect

to cooperate in investigation

to break the law

to interrogate

to request legal advice

to pass a sentence

to gather evidence

to plead guilty

to hear a case

to establish the identity of a suspect

to deny involvement

to release on parole

Police officer	Victim	Witness	Offender	Court
<i>to detect a crime</i>	<i>to report a crime</i>	<i>to report a crime</i>	<i>to commit a crime</i>	to bring charges against
<i>to catch a criminal</i>	<i>to give a statement</i>	to witness an offence	<i>to make a confession</i>	find guilty
<i>to arrest a suspect</i>		<i>to cooperate in investigation</i>	to break the law	to pass a sentence
<i>to interrogate</i>			to request legal advice	to hear a case
to gather evidence			to plead guilty	to release on parole
to establish the identity of a suspect			to deny involvement	

**Task 2.** Listen and read the following word combinations then copy out them into your notebooks. Translate them using dictionary. Then divide the group into small teams of 4 or 5. Ask translation of four words or word combinations from Task 2, Task 3 and Task 4 from each team. Every cadet from each team must answer by one word or word combination.

1. a search warrant (ордер на обыск) — *Officers armed with a search warrant entered the flat.*
2. to release on probation —
3. to be charged with attempted robbery —
4. to press charges against smb —
5. to drop charges —
6. to issue a warrant —
7. to perpetrate a crime —
8. to conduct a crime scene examination —
9. to apprehend a criminal (felon) —
10. to be served with a subpoena —
11. to accuse (to be accused) —
12. to detain a suspect —

**Officer 1:** So, this is our victim.

**Officer 2:** Yeah, male 40s, no question. It's a homicide.

**Officer 1:** Do we have a murder weapon?

**Officer 2:** No, not yet.

**Officer 1:** You know, from the looks of him there might be two murder weapons. May be even two attackers.

**Officer 2:** Why do you say that?

**Officer 1:** Well, it looks like there are several stab wounds. But look at that wound on his head.

**Officer 2:** Yeah, you are right. It looks like he's bludgeoned with something.

**Officer 1:** Do we have an ID on this guy yet?

**Officer 2:** We do. He was a tourist. Officer Davenport's on the way to talk to his family at their hotel.

**Officer 1:** So 1 \_\_\_\_\_ ? Was it just a bar fight?

**Officer 2:** I asked a server if 2 \_\_\_\_\_. She said she saw him arguing with another guy in the bar 3 \_\_\_\_\_.

**Officer 1:** It doesn't look like a robbery. They didn't take his wedding ring or his wallet.

**Officer 2:** No, I think it was just an argument 4 \_\_\_\_\_. Would you mind calling the coroner's office again? They should be here already.

**Officer 1:** No problem. It looks like the 5 \_\_\_\_\_. Do you want me to tell them to leave?

**Officer 2:** No, thanks. I'll do it. I want to keep them away so that 6 \_\_\_\_\_.

3. *autopsy / stab wound*

- a. The \_\_\_\_\_ was the cause of death.
- b. A(n) \_\_\_\_\_ showed how the man died.

**Task 6.** Listen and read the article again. *Do the police know how the man died?*

**LISTENING**

**Task 7.** Listen to a conversation between two police officers then choose the correct answers.

- 1. *What is the dialogue mostly about?*
  - a. a murder investigation
  - b. interviewing a witness
  - c. a piece of evidence
  - d. contacting a victim's family
- 2. *Why do the officers discuss a bar fight?*
  - a. to suggest that there were two attackers
  - b. to explain what happened after a robbery.
  - c. to propose a motive for a crime
  - d. to question the credibility of a witness

**Task 8.** Listen again and complete the conversation.

13. to resort to the polygraph —

**Task 3.** Find proper Uzbek or Russian translation of the words then copy out them into your notebooks.

**murder** – the unlawful premeditated killing of one human being by another

**body** – a corpse

**foul play** – an act that intentionally causes death; violence

**apparently** – You use apparently to indicate that the information you are giving is something that you have heard, but you are not certain that it is true.

**discover** – find unexpectedly or during a search

**morgue** – is a building or a room in a hospital where dead bodies are kept before they are buried or cremated, or before they are identified or examined.

**autopsy** – a post-mortem examination to discover the cause of death or the extent of disease

**coroner** – an official who holds inquests into violent, sudden, or suspicious deaths, and (in Britain) inquiries into cases of treasure trove

**stab** – thrust a knife or other pointed weapon into (someone) so as to wound or kill

**wound** [wu:nd] – an injury to living tissue caused by a cut, blow, or other impact, typically one in which the skin is cut or broken

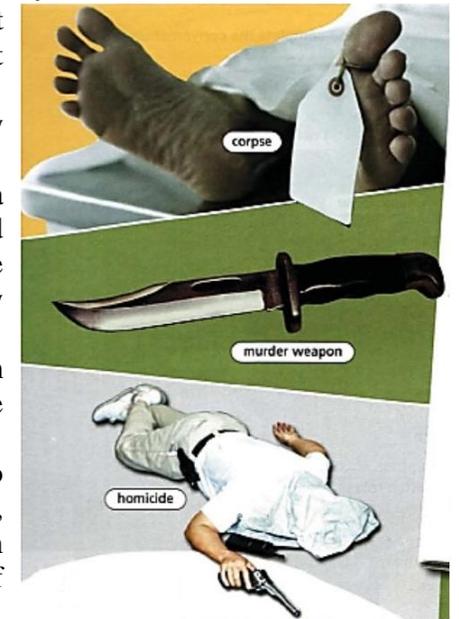
**bludgeoned** – To bludgeon someone means to hit them several times with a heavy object.

**blunt** – (of a cutting implement) not having a sharp edge or point

**homicide** – the killing of one person by another

**unclear** – not easy to see, hear, or understand

**native** – a person born in a specified place or associated with a place by birth, whether subsequently resident there or not



**previous** – existing or occurring before in time or order

**conviction** – a formal declaration by the verdict of a jury or the decision of a judge in a court of law that someone is guilty of a criminal offence

**manslaughter** – illegal killing of a person by someone who did not intend to kill them.

**regular** – arranged in or constituting a constant or definite pattern, especially with the same space between individual instances

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

- 1 \_\_ motive      3 \_\_ foul play      5 \_\_ murder weapon  
2 \_\_ coroner      4 \_\_ bludgeon      6 \_\_ cause of death

- a. to hit with a heavy object
- b. an official who investigates violent or suspicious deaths
- c. an act that intentionally causes death
- d. an item used to kill someone
- e. a reason for committing a crime
- f. the injury or injuries that ended someone's life

## READING

**Before you read the passage, talk about these questions.**

1. Is homicide a frequent crime in your country? In nearby countries?
2. What evidence do police look for in a murder case?

**Task 4.** Read the newspaper article. Then, mark the following statements as true (T) or false (F).

- 1\_\_ The server at the bar witnessed the murder.
- 2\_\_ The autopsy revealed that the victim died from stab wounds.
- 3\_\_ A suspect in the case had previously killed someone.

## Tourist Murdered at Local Bar

The body of a 45-year-old man was found late last night outside a local bar. Police suspect **foul play**. The man was identified as Robert Hillson of Atlanta, GA. Hillson had been vacationing in South Summerville with his family since last week. Linda Sanders, a server at the bar, said she saw Hillson arguing with another man, but that the men left the bar separately. Police have not found a **murder weapon**, and the body was apparently not discovered for several hours. "The **corpse** is in the morgue, and we will be conducting a detailed **autopsy** later today," said

Thomas Ford, Summerville County **Coroner**. "At this point, I can't tell you the exact **cause of death**, but I can say that the victim had multiple stab wounds and also appeared to have been **bludgeoned** with some type of blunt object". Police say the **motive** for this **homicide** is unclear and that they are waiting for the coroner's report. No charges have been filed but one suspect has been taken into custody. Jared Filler, a 33-year-old South Summerville native, has had two previous arrests and one conviction in 1998, for **manslaughter**. Filler is known to be a regular customer at the bar where Hillson's body was found.

**Task 5.** Read the sentence, in pairs. Choose where the words best fit in the blanks.

1. *manslaughter / morgue*

- a. The suspect was charged with \_\_\_\_\_ .
- b. The body is still in the \_\_\_\_\_ .

2. *corpse / homicide*

- a. Greg was guilty of committing a \_\_\_\_\_ .
- b. The coroner's office is examining the \_\_\_\_\_ .

## 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**.

**Task 3.** Then, mark the statements as true (T) or false (F).

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.

## SPEAKING

**Task 9.** With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*Did you see . . .*

*What did you touch . . .*

*Don't worry . . .*

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

- how they are feeling
- what was stolen
- how it was stolen

**Student B:** You are a citizen. Talk to Student A about a stolen personal items.

## WRITING

**Task 10.** Use the conversation from Task 9 to fill out the police report.

### TASK FOR SELF-STUDY:

1. Prepare a role-play in teams of 3 or 4 on the theme: Robbery.
2. Fill in the table.

COMPLAINT: Pickpocketing

Did the victim see the pickpocket?  
Y / N

APPEARANCE: \_\_\_\_\_

Provide a brief description of the incident:  
\_\_\_\_\_  
\_\_\_\_\_

What items did the pickpocket steal?  
\_\_\_\_\_  
\_\_\_\_\_

## UNIT 13 COMPUTER CRIME

Get ready!

Before you begin the lesson, talk about these questions.

1. What types of computer crime do you know?
2. Do computer crimes commit in your country? In near by countries.

### VOCABULARY

**Task 1.** Listen and read the new words then copy out them into your notebooks.

**privacy** – daxtsizlik / неприкосновенность (*частной жизни*)

**gain** – ega bo‘kmoq, kasb etmoq, erishmoq, sazovor bo‘lmoq / приобретать

**news items** – informatsion ma’lumotlar / информационные видеосюжеты

**post** – pochta orqali jo‘natmoq / отправлять по (*электронной*) почте

**chat** – so‘zlashuv / разговор (*по интернету*)

**to reveal** – oshkor qilmoq / разоблачать

**extent** – hajm / объём, размер

**perpetrator** – huquqbuzar / злоумышленник, правонарушитель

**affected individuals** – shaxslarni ta’sirida bo‘lgan / личность находящаяся под влиянием

**transactions** – kelishuvlar / труды, сделки

**account** – bank hisobi / счёт в банке

**vulnerabilities** – zaif / уязвимость, ранимость

**occur** – sodir etmoq / происходить, встречается

**fraud** – firibgarlik / мошенничество, обман

**corporation** – uyushma / объединение

**infringement** – qonunni buzish / нарушение закона

**unauthorized** – taqiqlangan / запрещённый, недозволенный

**hardware** – qattiq disk / жёсткий диск, оборудование

**Task 4.** Fill in the blanks with the correct words and phrases from the word bank.

**Word bank:** frisked, advised, resisted, cause, mentally ill, juvenile, handcuffed

1. The officer \_\_\_\_\_ the man for weapons.
2. The man \_\_\_\_\_ arrest until the officer handled him more aggressively.
3. A(n) \_\_\_\_\_ person may not understand that he has committed a crime.
4. The officer \_\_\_\_\_ the woman's wrists.
5. Police notified the \_\_\_\_\_'s parents of her arrest.
6. The officer \_\_\_\_\_ the man of his rights.
7. Seeing a suspect commit a crime is \_\_\_\_\_ for arrest.



### READING

**Task 2.** Listen and read the page from a police manual.

15	<b>subdue</b>	bo'ysundirmoq / подчинять
----	---------------	---------------------------

**Task 2.** Read and copy out following sentences then translate them into your language.

1. A metal-detected **frisk** at the doors.
2. The police officer ordered him to the ground, and did a quick **pat down** search.
3. It is hazardous (*опасно*) to **personal safety**.
4. There is no **cause** for alarm.
5. You are **under arrest**.
6. He was led into court **handcuffed**.
7. The soldiers **resisted** for two days.
8. Many **mentally ill** people are themselves unhappy about the idea of community care...
9. Napoleon **subdued** much of Europe.
10. A person below a specific age (18 in most countries) who has committed a crime is a **juvenile** offender.
11. The soldiers **resisted** for two days.



**Task 3.** Match the words (1-7) with the definitions (A-G).

- |                   |                     |                      |
|-------------------|---------------------|----------------------|
| 1 __ rights       | 4 __ pat down       | 6 __ arrest warrant  |
| 2 __ witness      | 5 __ probable cause | 7 __ personal safety |
| 3 __ under arrest |                     |                      |

- |  |  |
|--|--|
| A) reason to believe a crime was committed | E) to hear or see a crime being committed      |
| B) to be in police custody                 | F) the well-being of an individual             |
| C) freedoms designated by the law          | G) a document that allows an arrest to be made |
| D) to check someone for weapons or drugs   |  |

- data** – ma'lumotlar / данные, факты, сведения  
**target** – nishonga olmoq / целиться, намереваться  
**garnered** – yig'moq / копить, собирать  
**gamut** – diapazon, spektr / диапазон, спектр  
**investor postings** – sarmoya tikuvchi shaxs internetdagi xabari / инвестор (*вкладчик*), «постинга» (*сообщение на интернет форуме*)  
**promote a stock** – zahirani boyitmoq / повышает запас  
**investment** – bankga pul qo'yish / инвестирование (*вложение денег*)  
**offer** – taklif qilmoq / предлагать  
**to encourage** – qo'llab-quvvatlamoq / поддерживать, поощрять  
**altered** – qayta ishlab chiqilgan / переработанные  
**purport** – mohiyat / суть, смысл  
**encompasses** – o'z ichiga olmoq / заключать  
**access logs** – ro'uxatdan o'tish uchun ruhsat olmoq / получать доступ к регистрациям  
**auditing software** – komputer dasturlarini tekshirish / проверка компьютерных программ  
**encryption** – shifrlab qo'yish / шифрование  
**utilize the trademarks** – savdo belgisidan foydalanish / использовать торговую марку  
**manage the risks** – taqiqni boshqarish / управлять угрозой  
**deployed** – joylashtirmoq / размещать  
**firewall** – himoya uskunasi / межсетевой экран, брандмауэр

**Task 2.** Match the words (1-6) with the definitions (A-F)

- |                  |                   |              |
|------------------|-------------------|--------------|
| 1 _ privacy      | 3 _ unauthorized  | 5 _ a laptop |
| 2 _ infringement | 4 _ vulnerability | 6 _ software |

- A breaking of a law  
B programs and other operating information used by a computer  
C invasion of someone's life  
D a microcomputer that is portable and for use while traveling  
E illicit, prohibited  
F sensibility

## READING

**Task 3.** Listen and read the following text then answer the questions.

### COMPUTER CRIME

With the popularization of the Internet, interest in computer crime and privacy has gained momentum. News items describe identity theft, credit cards numbers posted on chat rooms, and child pornography web sites. Investigations have yet to reveal the extent or perpetrators. However, affected individuals have already experienced fraudulent financial transactions on personal accounts.

Information systems vulnerabilities cover more territory than just personal losses. Computer information systems are vulnerable to physical attacks, electronic hacking, and natural disasters.

Discussion is divided into types of computer crime, information systems and technology vulnerabilities, and ways to manage the risks.

Typically, computer crime can be categorized by the type of activity which occurs four basic categories are utilized in describing computer crime. These are: theft, fraud, copyright infringement, and attacks.

**Theft** in computer crime may refer to either unauthorized removal of physical items such as hardware or unauthorized removal or copying of data or information.

**Fraud** on the Internet may run the gamut from credit card offers which are utilized only to capture personal information.

**Copyright infringement.** This type of computer crime encompasses use of software, music, etc which is not appropriately acquired. Software piracy occurs more easily with the ability to post files for downloading all over the world.

There are several classes of activities, which may also harm information systems and supporting technology. These activities fall within classes of **viruses, worms, Trojan Horse, time bomb, logic bomb, and trapdoors.**

Protecting systems and data with passwords, encryption, auditing software, and access logs is vital. These logical protections must be reviewed and analyzed in order to ensure the system has not been

## UNIT 15 MAKING AN ARREST

**Get ready!**

**Before you begin the lesson, talk about these questions.**

1. What guidelines must police follow when making arrests in your country?
2. How do police address crimes committed by people who are not yet adults?



### VOCABULARY

**Task 1.** Match the words with their translations use your dictionary if necessary.

1	<b>arrest warrant</b>	qamoqqa olish orderi / ордер на арест
2	<b>witness</b>	guvoh / свидетель
3	<b>probable cause</b>	asosli sabab / резонное основание (вероятная причина дающая основание для ареста и предъявления обвинения)
4	<b>frisk</b>	tintuv / обыск (человека)
5	<b>pat-down</b>	paupaslab tintish / обыск (охлопыванием)
6	<b>personal safety</b>	shaxsiy xavfsizlik / личная безопасность
7	<b>cause</b>	sabab / причина, основание
8	<b>under arrest</b>	qamoqda bo'lmoq / под арестом
9	<b>advise</b>	maslahat bermoq / советовать
10	<b>handcuff</b>	qo'l kishan / наручники
11	<b>resist</b>	qarshilik ko'rsatish / сопротивляться
12	<b>juvenile</b>	voyaga yetmagan shaxs / несовершеннолетний
13	<b>mentally ill</b>	aqli noraso / больной психически
14	<b>warning</b>	ogoxlantirish / предупреждение

broke shop windows and set fire to buildings. Police used tear gas to disperse the crowds, but at least five people were killed and many more were injured.

3. In the university district, peaceful demonstrations by animal rights protestors escalated into violence when militant groups began attacking the police and throwing bottles and stones. The police responded with water cannons and soon suppressed the violence.

**Task 3.** Look back at the reading text. Cross out the verb which is NOT possible in these sentences.

1. The possible *suppressed* / *contained* / *arrested* the riot.
2. The officers *escalated* / *contained* / *dispersed* the crowd.
3. The disturbances *disrupted* / *rioted* / *delayed* traffic.
4. Violence soon *broke out* / *spread* / *suppressed*.

penetrated. Locations of computer systems must be hidden. Card key systems and login (logout) of entry and exit to computer systems should be a regular business procedure.

The major activity deployed by businesses to protect computer systems and data from electronic intrusion is the utilization of firewalls and virus protection software. Firewalls are utilized to establish a barrier between the business computer systems and the outside world.

### SPEAKING

**Task 4.** Answer for questions. Use the text: Computer Crime.

1. What do news items describe on chat rooms and web sites?
2. Where may theft in computer crime refer to?
3. What activities may harm information system?

**Task 5.** Mark the following statements as true (T) or false (F).

1. \_\_\_\_\_ With the popularization of the Internet, interest in computer crime and privacy has not gained momentum.
2. \_\_\_\_\_ Information systems vulnerabilities cover more territory than just personal losses.
3. \_\_\_\_\_ Typically, computer crime can be categorized by the type of activity, which occurs five basic categories.
4. \_\_\_\_\_ Protecting systems and data with passwords, encryption, auditing software, and access logs is not so vital.

### WRITING

**Task 6.** Working on new words and expressions.

**Word list:** listen and copy out into your notebooks.

English	Uzbek	Russian
emerging	paydo bo'layotgan	появляющееся
facilitate	imkon bermoq	способствовать

<b>harassment</b> <i>police harassment</i>	shilqimlik, tajovuz <i>politsiya tomonidan ta'qib qilinishi</i>	беспокойство, агрессия <i>преследование со стороны полиции</i>
<b>range</b>	qator	ряд
<b>stalking</b>	ta'qib qilmoq	преследовать
<b>frontier</b>	chegara, sarhad	рубеж
<b>via computers</b>	komputerlararo	(меж) сквозь компьютеры
<b>small-scale</b>	katta bo'lmagan	небольшой
<b>large-scale</b>	yirik masshtabli	крупномасштабный
<b>right up</b>	-gacha; dovur; qadar	до; вплоть до
<b>fraud</b>	firibgarlik	мошенничество

**Task 7.** Read, copy out following sentences and translate them into your language.

1. Fraud is the crime of gaining money or financial benefits by a trick or by lying.
2. Corruption goes right up to the top.
3. A small-scale activity or organization is small in size and limited in extent. ...*the small-scale production of farmhouse cheeses in Devon.*
4. She suffered continual police harassment.
5. Police were stalking a drug dealer.
6. We are in the frontier West, the heartland of the American myth.

## LISTENING

**Task 8.** Listen to the pamphlet about Computer crime and fill in the gaps.

Electronic crime. It is a new **1** \_\_\_\_\_, and there are old, traditional forms of crime, being committed electronically, and **2** \_\_\_\_\_ and the internet. But there are also new crime types **3** \_\_\_\_\_. Electronic crime really does cross over a whole range of different crime types. And

**Task 15.** Answer the following control questions.

1. Why is there prohibition for the possession of guns in your country?
2. What are the punishments for the possession of guns?
3. What situations police can use the weapon?
4. Why should police take a variety of weapons in duty?

## TASKS FOR FREE-WORK

**Task 1.** Read the topic then translate it in written form and render the content in English.

### Civil disorder

Civil disorder or civil unrest is when a crowd of people express the fact they are not happy about a situation (especially a political situation) in a violent way. Examples of civil disorder are illegal demonstrations, strikes and riots. Legal demonstrations, protests and events such as football matches or pop concerts can, in some situations, escalate into chaos and disorder.

**Task 2.** Read three short reports about different types of civil disturbance answer the questions.

Which report talks about:

- a) a riot
- b) chaos and disruption to traffic in the city centre?
- c) a demonstration

1. The city centre was filled with large groups of football fans today after the semi-final match. Police lined the streets outside the football stadium in order to contain the crowds. There was no violence between the fans of the opposing teams. However, the large numbers of people on the streets caused delays and disruption to traffic.

2. There was trouble in the city centre today as riots broke out after the government announced tax increases. The chaos spread as crowds

## SPEAKING

**Task 13.** With a partner, act out the roles below based on Task 11. Then, switch roles.

### USE LANGUAGE SUCH AS:

*I thought that ...*

*I didn't know if ...*

*I decided to ...*

**Student A :** You are an officer who shot at a suspect. Talk to Student B about.

- the suspect's actions
- the number of shots
- the reason for thing

**Student B:** You are a senior police officer. Ask Student A about the decision to fire.

## WRITING

**Task 14.** Use the manual and conversation from Task 8 to fill out the report. Make up a name for the officer.

**DISCHARGE OF WEAPON REPORT**

Officer's name: \_\_\_\_\_

Number of shots fired: \_\_\_\_\_

Reason shot(s) fired: \_\_\_\_\_

Describe the incident: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

you can imagine 4 \_\_\_\_\_ offences that may be facilitated via e-mail, 5 \_\_\_\_\_, threatening e-mails, small-scale fraud offences, right up through to large-scale 6 \_\_\_\_\_ committed via the internet.

**Task 9.** Listen and read the pamphlet again. *What kind of crimes are usually committed via the internet? Do electronic crimes are usually committed in your country?*

**Task 10.** Read the situations and try to make up dialogues. Group must be divided into small teams of 3 or 4. Following situations must be given to each team.

**A.** "My girlfriend or rather ex-girlfriend bought some clothes using my card."

**B.** "I saw this advertisement on a web-site, offering really high profits for a small investment. I transferred \$1000 and I haven't heard anything since! Neither have lots more people, I understand!"

**C.** "I have a computer and Internet at home and this Internet company said I could compose advertising texts for them and be paid for them. But they charged me 50US\$ for their application form and another US\$50 for "distribution of my credentials" and I haven't heard from them since."

**D.** "Well, you know I like to collect coins. There was a great selection in an on-line auction. I paid \$200 for what was described as a 'Charles 1 token' (жетон). The Internet picture was certainly Charles 1, but when the coin arrived it was quite different and virtually worthless!"

**E.** "I wanted a list of properties. This Internet agency promised to supply the list and I transferred \$100 to the account but I haven't received the list and they don't reply to my e-mails."

### TASK FOR SELF-STUDY:

1. Prepare role-play in teams of 2 or 4 on the theme: Investigating computer crime.

## UNIT 14 EQUIPMENT: WEAPONS

**Get ready!**

**Before you begin the lesson, talk about these questions:**

1. How common are guns in your country?
2. What are some weapons used by police?

### VOCABULARY

**Task 1.** Listen and read the new words then translate and copy out them into your notebooks.

**rifle** - a gun, especially one fired from shoulder level, having a long spirally grooved barrel intended to make a bullet spin and thereby have greater accuracy over a long distance.

**pistol** - a small firearm designed to be held in one hand.

**revolver** - a pistol with revolving chambers enabling several shots to be fired without reloading.

**cartridge** - a casing containing a charge and a bullet or shot for small arms or an explosive charge for blasting.

**shotgun** - a smooth-bore gun for firing small shot at short range.

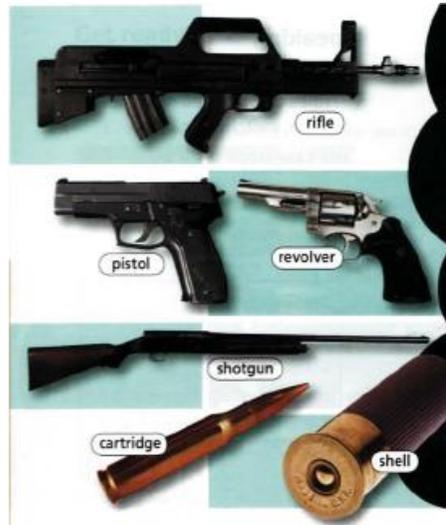
**ammunition** - is bullets and rockets that are made to be fired from guns.

**firearm** - a rifle, pistol, or other portable gun.

**magazine** - a container or detachable receptacle for holding a supply of cartridges to be fed automatically to the breech of a gun.

**shell** - an explosive artillery projectile or bomb.

**bullet** - a metal projectile for firing from a rifle, revolver, or other small firearm, typically cylindrical and pointed, and sometimes containing an explosive



**Task 2.** Match the words (1-5) with the definitions (A-E).

- b. to describe investigative procedures
- c. to explain why an officer fired her gun
- d. to request additional support for an arrest

2. *When did the officer fire her gun?*

- a. as soon as she 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

**Task 12.** Listen again and complete the conversation.

**Officer 1:** It says in the report the suspect drove his van directly toward you.

**Officer 2:** Correct. I 1\_\_\_\_\_ he would hit me. So I moved to the side of my car and signaled him to stop.

**Officer 1:** And he continued to drive toward you.

**Officer 2:** Exactly. Since he failed to 2\_\_\_\_\_ , I thought it best to draw my pistol.

**Officer 1:** That's when you 3\_\_\_\_\_ ?

**Officer 2:** Negative. I 4\_\_\_\_\_ give a verbal warning first. Then I fired a shot 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 armed, so I approached the vehicle with my weapon 5\_\_\_\_\_ .

**Officer 1:** Did you fire any additional shots?

**Officer 2:** Negative. That wasn't necessary. He 6\_\_\_\_\_ and cooperated.

shall be punished with imprisonment from eight to ten years.  
**CRIMINAL CODE OF THE REPUBLIC OF UZBEKISTAN**

**Task 10.** Read the text and look at the pictures. Label the images of the equipment.

**Word bank:** water cannon, tear gas, riot helmet, gas mask, baton, riot shield, whip, paintball gun.



### PROTECTIVE EQUIPMENT

In situations of civil unrest, law enforcement officers and soldiers usually use less-lethal weapons, such as batons, paintball guns and (in some countries) whips to disperse crowds.

Over the last 30 years, riot control officers have also used CS spray or ‘tear gas’, plastic bullets and electric tasers. Riot police squads also sometimes use armored vehicles, water cannons, police dogs or mounted police on horses. Officers on riot control usually wear protective equipment including body armor, riot helmets, gas masks and carry riot shields.

a \_\_\_\_\_ c \_\_\_\_\_ e \_\_\_\_\_ g \_\_\_\_\_  
 b \_\_\_\_\_ d \_\_\_\_\_ f \_\_\_\_\_ h \_\_\_\_\_

### LISTENING

**Task 11.** Listen to a conversation between a senior and a junior officer. Choose the correct answers.

1. *What is the purpose of the conversation?*  
 a. to discuss the risks faced by police officers

1\_\_shot                      3\_\_deadly force                      5\_\_bullet  
 2\_\_firearm                      4\_\_cartridge

- a. a rifle or pistol                      d. the firing of a gun  
 b. ammunition placed in a gun                      e. the use of a gun with the intent to kill  
 c. the object fired from a gun

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

**Word bank:** standard issue / shell / shotgun / magazine / ammunition

1. A gun cannot fire without \_\_\_\_\_ in it.
2. Most guns eject \_\_\_\_\_ 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.

**Task 4.** Use the appropriate word for the sentence.

*rifle / ammunition*

1. At seven in the evening their \_\_\_\_\_ was nearly exhausted.
2. Neighbours heard the sound of \_\_\_\_\_ fire and alerted the police.

*cartridge / magazine*

1. A \_\_\_\_\_ is a metal container that attaches to a gun and feeds it ammunition.
2. A \_\_\_\_\_ is a metal or plastic cylinder containing gunpowder and a bullet that is placed into a gun.

*pistol / shell*

1. A \_\_\_\_\_ is any type of small gun that can usually be fired with one hand?

2. A \_\_\_\_\_ is a metal or plastic cylinder that holds gunpowder and a bullet and is removed after a gun is fired.

*bullet / firearm*

1. A \_\_\_\_\_ is a general term for all types of guns.
2. A \_\_\_\_\_ is a metal projectile fired from a gun.

## LISTENING

**Task 5.** Listen to the page from a police manual. Then fill in the gaps.

### TULSA POLICE DEPARTMENT Training Manual

**5 Standard Issue Weapons**

5.1. **Firearms** – All officers will be issued at least one **standard issue 1** \_\_\_\_\_. They are to carry it on the person at all times. Patrol officers receive a 9 mm semi-automatic **2** \_\_\_\_\_. SWAT team officers are also issued a Tiger-16 assault **rifle**. Detectives receive a 38 caliber **revolver**. Each patrol car will have one **3** \_\_\_\_\_.

5.11. **Ammunition** – The department requires that officers keep their weapons loaded. In addition, they should carry extra **4** \_\_\_\_\_. Patrol officers are issued two additional **magazines**. Each magazine holds 10 **5** \_\_\_\_\_.

5.2. **Cartridges** – Only use department approved **6** \_\_\_\_\_ 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 **7** \_\_\_\_\_.

**Task 6.** Listen and read the manual again and answer the question: *What kind of weapon are detectives issued?*

## READING

**Task 7.** Read and translate the page from a police manual. Pay attention to the use of new words of the topic.

### Language focus: Modal verbs

Look at this extract from the article, “They must report whenever a shot is fired.” The writer has used a modal verb (“can”). Correct the mistakes in the following sentences with modal verbs.

1. I can to see you.
2. Do you can carry?
3. They can to do it tomorrow.
4. He cans use the firearm.

**Task 8.** Read the page from a police manual. Then, mark the statements as true (T) or false (F).

1. \_\_\_SWAT (special weapons and tactics) officers receive two firearms.
2. \_\_\_Detectives may choose their own cartridges.
3. \_\_\_Police shotguns hold up to ten bullets.

### Task 9. Discuss the following questions.

1. What article of Criminal Code of The Republic of Uzbekistan connotes banditry?
2. What punishment is provided for banditry?

#### **Article 164. Banditry**

Banditry, that is, assault with the purpose of larceny committed with violence dangerous for life or health, or with threat of application of such violence –

shall be punished with imprisonment from five to eight years.

(As amended by Law of 29.08.2001.)

Banditry committed:

- a) with weapons or other objects used as a weapon;
- b) by previous concert by a group of individuals;
- c) in large amount –

safe.



## READING

### CRIME PREVENTION GUIDE

Crime prevention requires the cooperation of our city's residents, visitors, and police. Here's how you can help:

**discourage** criminals by always being alert  
**anticipate** crimes before they happen and react **accordingly**  
**recognize** suspicious persons/behavior and avoid them  
**appraise** taxi cabs for safety and **licensure** before entering

**Some actions make it easier for crimes to occur. DO NOT:**

**initiate** conversation with suspicious persons  
leave vehicles or hotel rooms **unlocked**  
**reveal** large amounts of money in the presence of strangers  
accept an opened **beverage** from someone you do not know  
make yourself a **vulnerable target** by becoming over-intoxicated  
**Regardless of prevention efforts, crimes still occur.**  
If only should become the witness or victim of a crime:  
**notify** the police immediately  
wait at a safe location, away from the crime, until police **secure** the area  
provide what information you can to the investigation

**With these suggestions we hope that you can help Trenton Police and citizens keep the city a SAFE and enjoyable place to visit.**

## LISTENING

**Task 5.** Listen and read the manual again. *When are officers allowed to search someone?*

**Task 6.** Listen to a conversation between a police officer and a juvenile suspect. Choose the correct answers.

*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

*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.



**Task 7.** Listen again and complete the conversation.

**Officer:** Let me explain to you why you're being arrested.

**Suspect:** I'm listening.

**Officer:** You're **1** \_\_\_\_\_ for breaking into a hotel room.

**Suspect:** I didn't **2** \_\_\_\_\_. I'm staying at the hotel.

**Officer:** Several guests witnessed you breaking a window to get in.

**Suspect:** **3** \_\_\_\_\_. That window was already broken.

**Officer:** A guest also reported several things missing from her room.

**Suspect:** You can't prove that I took anything.

**Officer:** **4** \_\_\_\_\_. Another officer is on her way to **5** \_\_\_\_\_. If she finds those items, we'll also charge you with theft. So at this point, **6** \_\_\_\_\_ to just cooperate and put your hands behind your back. I don't want to add **7** \_\_\_\_\_ to your charges.

## SPEAKING

**Task 8.** With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*You are under arrest for ...*

*Several guests witnessed ...*

17	<b>beverage</b>	ichimlik – напиток
18	<b>a vulnerable target</b>	o'jiz nishon – уязвимая цель
19	<b>regardless of</b>	nima bo'lishidan qat'iy nazar – невзирая ни на что, независимо от усилий
20	<b>notify</b>	ma'lum qilmoq, xabar qilmoq – извещать, уведомлять

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

- 1 \_\_ initiate                      3 \_\_ appraise                      5 \_\_ anticipate  
2 \_\_ secure                        4 \_\_ recognise                      6 \_\_ notify

**A.** to expect something will happen

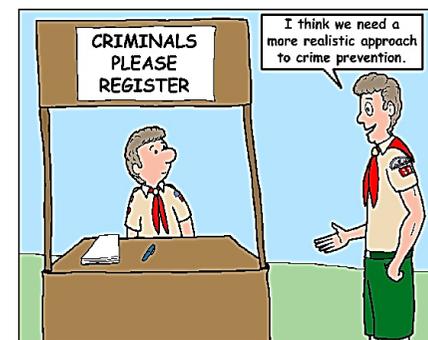
**B.** to evaluate the quality of something

**C.** to make sure a place is free of danger

**D.** to start something

**E.** to identify something as previously seen

**F.** to inform someone about something.



**Task 4.** Fill the blanks with the correct words and phrases from the word bank.

**Word bank:** unlocked, discourage, presence, prevention, cooperation

1. A dog can \_\_\_\_\_ criminals from entering.
2. No need for a key. The door is \_\_\_\_\_.
3. Crimes are rare in the \_\_\_\_\_ of police.
4. Reducing crimes requires \_\_\_\_\_ between citizens.
5. Crime \_\_\_\_\_ is an important part of keeping the community

		останавливать
3	<b>apply</b>	tatbiq qilmoq, qo'llamoq – применять к (чему-л.) ; использовать
4	<b>enforce the law</b>	qonunga rioya etishlikni ta'minlash – соблюдения закона
5	<b>maintain</b>	saqlamoq, ushlab turmoq – поддерживать, сохранять (в состоянии, которое имеется на данный момент, особенно в хорошем) <b>to maintain order</b> — tartibni saqlamoq – поддерживать порядок
	<b>criminal justice</b>	jinoiy sud ishi – уголовное судопроизводство
6	<b>require</b>	talab qilmoq – требовать
7	<b>cooperation</b>	hamkorlik – сотрудничество, взаимодействие
8	<b>discourage</b>	umidsizlantirmoq, xafsalani pir qilmoq, biror ishdan qaytarmoq – препятствовать, отговаривать; лишать мужества, силы духа, уверенности в себе
9	<b>alert</b>	ziyrak, o'goh – настороженный, внимательный
10	<b>anticipate</b>	oldindan ko'rmoq, oldindan his qilmoq va unga ta'uuyorgarlik ko'rmoq – предвидеть; предчувствовать
	<b>accordingly</b>	muvofiq ravishda – соответственно
11	<b>recognize</b>	tanimoq – узнавать, опознавать
12	<b>over-intoxicated</b>	o'ta mast (sarxush) holatida bo'lish опьяненный
13	<b>appraise</b>	baholamoq – оценивать, устанавливать цену
14	<b>licensure</b>	litsenziya (ruxsatnoma) berilganligi – выдача разрешений, патентов
15	<b>initiate conversation</b>	suhabatga kirishmoq (boshlamoq) – заводить беседу
16	<b>reveal</b>	ko'rsatmoq – показывать

*I advise you to ...*

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

- The law s/he broke
- That s/he is being arrested

**Student B:** You are being arrested. Make claims that you are not guilty.

## WRITING

**Task 9.** Use the conversation from Task 8 to write a police report. Talk about:

- The crime evidence
- The suspect's reaction
- What he or she was told

## TASKS FOR FREE-WORK



**Task 1.** Label the picture. Use these words. Then put the stages of an arrest in order.

*suspect, police, witness, victim*

### Making an arrest

- A crime was committed.
- The suspect was handcuffed and the police read him his rights.
- The suspect was caught in the act of committing the crime.
- The suspect was arrested, frisked and a knife he was carrying was confiscated.
- The police were called to the scene.
- As he was resisting arrest, the suspect was restrained by a police officer.
- The suspect was taken to the police station in a police car.

**Task 2.** Read and translate the following text about Making arrest. Then get ready to retell it.

**By FindLaw Staff | Reviewed by Kellie Pantekoek, Esq. | Last updated June 02, 2020**

When the police arrest someone, they take away that person's fundamental right to freedom. Consequently, there are several procedures the police must follow before they can make a legal arrest so that our rights remain protected.

The following is a general discussion of the procedures police must follow while making an arrest.

### When an Officer May Make 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.

## UNIT 17 CRIME PREVENTION

**Get ready!**

**Task 1.** Before you read the passage, talk about these questions.

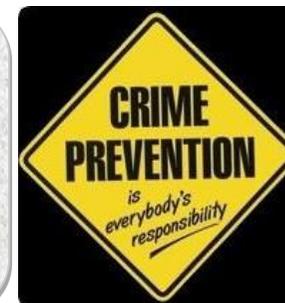
1. How do citizens and law officer work together to prevent crime in your country?
2. What should someone do if they fall victim to a crime?



**Active words:** requires, initiate, discourage, alert, anticipate, reveal, recognize, appraise, initiate, unlocked, reveal, a vulnerable target, accordingly, beverage, over-intoxicated, secure.

### Definition by Wikipedia

Crime prevention is the attempt to **reduce** and **deter** crime and criminals. It is **applied** specifically to efforts made by governments to reduce crime, **enforce the law**, and **maintain criminal justice**.



### VOCABULARY

**Task 2.** Listen to a pronunciation of new words and phrases then read and remember the following words.

1	<b>reduce</b>	kamaytirmoq, pasaytirmoq – сокращать, уменьшать
2	<b>deter</b>	biror ishdan qaytarmoq – обуздывать;

### Across

2. The habits, traditions and beliefs of a group of people. (7)
4. To decide that an organized event will not happen. (6)
5. A journey when you visit a place for a short time and come back again. (4)
8. The activity of visiting places which are interesting. (11)
10. Someone who visits a place for pleasure and does not live there. (7)
11. The place where you stay. (13)
14. To arrange to use or do something at a particular time in the future. (4)
15. A thin book with pictures and information, usually advertising something. (8)
17. A book that gives information about the place you are visiting. (5)

### Down

1. Bags and cases that you carry with you when you are travelling. (7)
3. A building where you can get onto an aircraft, bus, or ship. (8)
5. A visit to and around a place, area, or country. (4)
6. The area at an airport where they check your ticket and take your luggage. (7)
7. The place in a hotel where people go when they arrive. (9)
9. A comfortable bus used to take groups of people on journeys. (5)
12. A building where you can look at important objects. (6)
13. To sit or lie in the sun so that your skin becomes brown. (8)
16. To pay to use something for a short time. (4)

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



### Requirements of Police: Arrest Procedures

The rules regarding what an officer must do while making an arrest vary by jurisdiction. Generally, an arrest happens when the person being arrested reasonably believes that 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 their 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 any information volunteered by a suspect can be used against them.

Finally, although police will almost always tell an arrestee why they're 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.

### Police Arrest Procedures and Excessive Force

Police aren't allowed to use excessive force or treat the arrestee cruelly; this is universal and protected by the U.S. Constitution.

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, even if they believe the arrest is wrongful since resistance could lead to the use of more force.

If the arrestee thinks the arrest is unjustified or incorrect, they can always challenge it later with the help of an attorney and, if warranted, bring a civil rights case.

## UNIT 16 HELPING TOURISTS

### Get ready!

**Before you begin the lesson, talk about these questions:**

1. What is the main task of a tourist police in your country?
2. What kind of distress (or questions) do tourists usually turn to police officers in your country?
3. What do you think is it necessary to help tourists with their distress?

### VOCABULARY

**Task 1.** Listen and read the new words and expressions then translate and copy out them into your notebooks.

**travel** – make a journey.

**tip** – advise.

**identity theft** – the fraudulent practice of using another person's name and personal information in order to obtain credit, loans, etc..

**concern** – a cause of anxiety or worry.

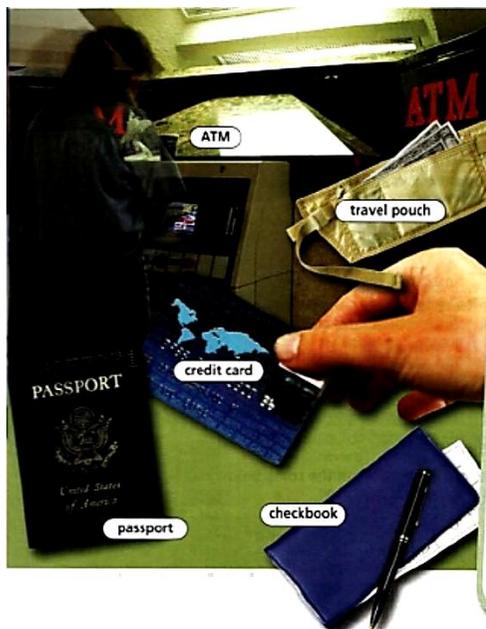
**unavoidable** – not able to be avoided, prevented, or ignored; inevitable.

**preventative** – designed to keep something undesirable such as illness or harm from occurring.

**measure** – a plan or course of action taken to achieve a particular purpose.

**save** – keep safe or rescue (someone or something) from harm or danger.

**victim** – a person harmed, injured, or killed as a result of a



crime, accident, or other event or action.

**checkbook** – a book of printed cheques ready for use.

**cash** – money in coins or notes, as distinct from cheques, money orders, or credit.

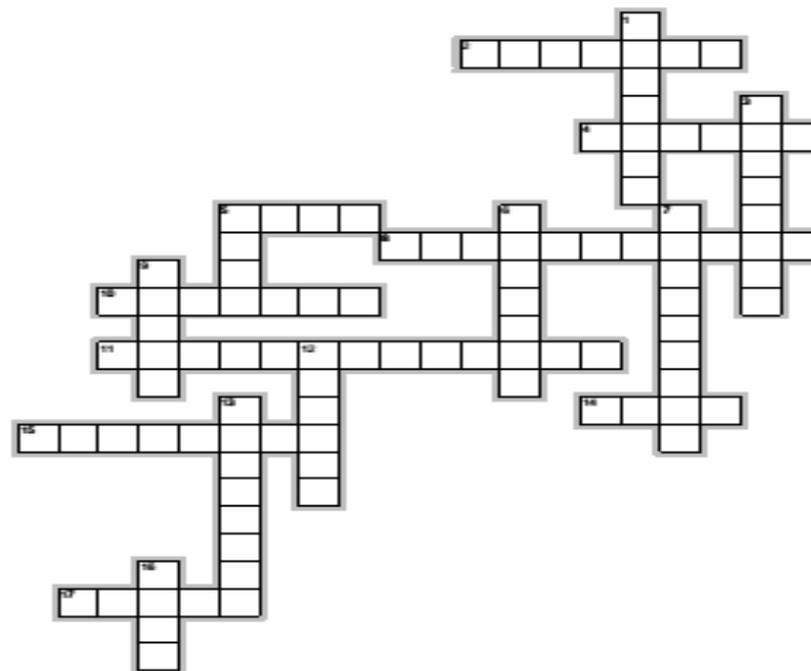
**Task 2.** Read the sentences and translate them. Which of these sentences are tourists'?

*Comforting a tourist in distress*

1. Please stay calm. I am going to help you.
2. Please help us. Our child is missing.
3. We will do everything we can.
4. My luggage / suitcase was stolen.
5. I'll give you a map of the city.
6. Try not to panic.
7. I'm looking for the American Consulate / Embassy.
8. I can give you a ride to the hospital.
9. The ambulance is on its way.
10. Don't worry, everything is going to be okay.

**Task 3.** With a partner, solve the crossword below based on tasks given above.

### Crossword– HOLIDAYS & TOURISM



**Task 12.** Divide the group into small teams of 3 or 4 and discuss the following sentences. *Procedure: Teams read the following questions and discuss them with other teams.*

1. If you could go on holiday anywhere in the world, where would you go? Why? What would you do there?
2. If you could go on holiday with a famous person (living or dead) who would you go with? Why? What would you talk about?
3. Have you ever been on a safari? Would you like to go on one? Why? What are the advantages and disadvantages of safari holidays?
4. Do you prefer holidays where you travel round and stay in different places or do you prefer staying in one place? Explain your reasons to your partner.
5. How important is it for young people to visit other countries?
6. How important is it to find out about the culture and customs of the country you're going to on holiday?
7. In what ways do you think tourism can be harmful to the local landscape and environment? What, in your opinion, can be done to reduce the damage done by tourism?
8. What benefits can tourism bring to a city/country?
9. To what extent do you think that foreign travel can reinforce people's perception of national stereotypes?

### TASKS FOR SELF-STUDY:

**Task 1.** Give your suggested answers to the following questions.

- Which hotel are you staying at?
- When did you lose your wallet?
- Who can we trust to exchange our money?
- How much money was in your purse?
- What did the thief look like?
- What was the man wearing?
- Where is the bad part of town?
- Did he have a weapon?
- Where/When did you last see your child?
- Can you help me find the Pacific Hotel?
- How old is your child?
- What was your child wearing?

**payment** – the action or process of paying someone or something or of being paid.

**debit card** – a card allowing the holder to transfer money electronically from their bank account when making a purchase.

**instead** – as an alternative or substitute.

**resolve** – settle or find a solution to (a problem or contentious matter).

**fraudulent** – obtained, done by, or involving deception, especially criminal deception.

**decide** – come or bring to a resolution in the mind as a result of consideration.

**surroundings** – the things and conditions around a person or thing.

**ATM** – (automated teller machine) a machine that automatically provides cash and performs other banking services on insertion of a special card by the account holder.

**pickpocket** – a person who steals from people's pockets.

**shoulder** – the upper joint of each of a person's arms and the part of the body between this and the neck.

**PIN** – personal identification number.

**wallet** – a pocket-sized flat folding case for holding money and plastic cards.

**lock** – fasten or secure (something) with a lock.

**valuables** – things that you own that are worth a lot of money, especially small objects such as jewellery.

**laptop** – a computer that is portable and suitable for use while travelling.

**reservation** – an arrangement whereby something, especially a seat or room, is reserved for a particular person.

**pouch** – a small flexible bag, typically carried in a pocket or attached to a belt.

**beneath** – underneath so as to be hidden, covered, or protected.

**clothing** – clothes collectively.

**added** – having more of a particular thing or quality.

**greatly** – by a considerable amount; very much.

**reduce** – make smaller or less in amount, degree, or size.

**backup plan** – a copy of a file or other item of data made in case the original is lost or damaged.

**embassy** – the official residence or offices of an ambassador.

**immediately** – at once; instantly.

**Task 2.** Match the words with their translations if necessary use definitions given below.

1	lost	pul / <i>деньги</i>
2	embassy	almashtirmoq / <i>менять</i>
3	luggage / suitcase	o'xshamoq / <i>быть похожим</i>
4	trust	qurol / <i>оружие</i>
5	exchange	elchixon / <i>посольство</i>
6	money	yo'qolgan / <i>потерянный</i>
7	weapon	ishonch / <i>вера, доверие</i>
8	wallet	musibat / <i>горе, несчастье</i>
9	purse	yupatadigan, ovutadigan, tasalli (taskin) beradigan / <i>утешительный</i>
10	look like	bagaj / <i>чемодан</i>
11	stay	konsulxona, konsullik / <i>консульство; представительство</i>
12	consulate	qolish, turish / <i>оставаться</i>
13	distress	karmon, hamyon / <i>бумажник</i>
14	comforting	hamyon, cho'ntak / <i>кошелёк, дамская сумочка</i>

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

- 1 \_\_ smart phone      3 \_\_ debit card      5 \_\_ fraudulent  
 2 \_\_ checkbook      4 \_\_ traveler's checks      6 \_\_ identity theft

- A. a book of blank checks  
 B. imitating something of value  
 C. the act stealing someone's personal information  
 D. a card used to withdraw money from a bank account  
 E. an electronic device that runs many programs  
 F. checks of predetermined value

**Task 4.** Fill in the blanks with the correct words and phrases from the word bank.

**Word bank:** laptop / ATM / travel pouch / passport / embassy / credit card

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

- missing items
- what to do next
- identity theft

**Student B:** You have had important documents and financial materials stolen. Answer Student A's questions.

**USE THE FOLLOWING INFORMATIONS IN YOUR DIALOGUE:**

**Questions tourists ask police**

- I'm **lost**. Can you help me find the Pacific Hotel?
- I'm looking for the American **Consulate / Embassy**.
- My **luggage / suitcase** was stolen. What should I do?
- Who can we **trust** to **exchange** our **money**?
- Where is the bad part of town?
- Please help us. Our child is missing.

**Questions police ask tourists**

- Which hotel are you **staying** at?
- When did you lose your **wallet**?
- How much money was in your **purse**?
- What did the thief **look like**?
- What was the man wearing?
- Did he have a **weapon**?
- Where/When did you last see your child?
- How old is your child?
- What was your child wearing?

**Comforting a tourist in distress**

- Please stay calm. I am going to help you.
- We will do everything we can.
- I'll give you a map of the city.
- Try not to panic.
- I can give you a ride to the hospital.
- The ambulance is on its way.
- Don't worry, everything is going to be okay.

**Officer:** How about you give me a list of the items that are missing from your **1** \_\_\_\_\_.

**Tourist:** Well, everything that was in my **2** \_\_\_\_\_ is gone. So that's my wallet and passport.

**Officer:** Did you have any cards in your wallet?

**Tourist:** My **3** \_\_\_\_\_ and credit cards.

**Officer:** Anything else?

**Tourist:** Let's see. There was some cash, but not much. Oh and my **4** \_\_\_\_\_.

**Officer:** Okay. Well, considering all of these things are gone, you need to worry about **5** \_\_\_\_\_.

**Tourist:** That's really bad, isn't it?

**Officer:** We have ways of dealing with it. **6** \_\_\_\_\_, I'd contact your bank and credit card companies to let them know what happened.

1. When her identity was stolen, the woman sought help at the \_\_\_\_\_.
2. The man left his \_\_\_\_\_ at home because he didn't plan to write while on vacation.
3. The girl was careful at the \_\_\_\_\_ because she did not want thieves to see her PIN.
4. Carry your valuables inside a(n) \_\_\_\_\_.
5. Using a(n) \_\_\_\_\_ is safer than using a debit card.
6. Most countries require tourists to have a(n) \_\_\_\_\_ to enter or leave.

### READING

**Task 5.** Listen and read the text then complete the insert chart. Put appropriate marks for each chapter. Ex.: “✓” *I know*, “\_” *I don't know*, “+” *novelty*, “?” - *I didn't understand, I need additional information*.

✓ (I know)	“+” (novelty)	“_” (I don't know)	“?” (I didn't understand)

### SPEAKING

**Task 11.** With a partner, act out the roles below based on Task 10. Then, switch roles.

#### USE LANGUAGE SUCH AS:

*Did you have any ...*

*You need to worry about ...*

*I'd contact...*

## TRAVEL TIPS

Identity theft is a growing concern, but it's not unavoidable. The following is a list of preventative measures that may save you from being another victim.

1. Leave your check book at home. Cash, traveller's checks, and credit cards are safer methods of payment.

2. If possible, leave your debit card at home and use credit instead. It is more difficult to resolve fraudulent purchases made with debit than credit.

3. If you do decide to use debit, be aware of your surroundings when using an ATM. A pickpocket may look over your shoulder to get your PIN before taking your wallet.

4. Lock up any valuables in a

hotel safe. This includes your passport, laptop, smart phone, and other documents that contain personal information.

5. Carry photocopies of any important documents that you bring. This includes plane tickets, hotel reservations, and passport.

6. Carry your valuables in a travel pouch. Travel pouches should be worn beneath your clothing for added security.

While this list greatly reduces the risk of having your identity stolen, it's still good to have a backup plan. Know the location and phone number of your country's embassy. Contact the embassy immediately if you suspect your identity has been stolen.

**Task 6.** Talk about these questions.

1. How do police officers address identity theft in your country?
2. What are some measures police officers recommend to tourists to reduce identity theft?
3. Have you ever helped tourists?
4. How did you help tourists?
5. Were there any situations that you could not help tourists?
6. What English phrases do you use in helping tourists?

**Task 7.** Read the website with tips for tourists. Then, mark the statements as true (T) or false (F).

1. \_\_\_ Fraudulent credit card charges are easier to resolve than fraudulent debit purchases.
2. \_\_\_ Tourists should carry their passports with them at all times.
3. \_\_\_ Tourists should contact their embassy upon arrival in a new country.

**Task 8.** Listen and read the website again, then answer the question: *Where should you go for help if you believe your identity has been stolen while traveling?*

## LISTENING

**Task 9.** Listen to a conversation between a police officer and a tourist. Mark the statements as true (T) or false (F).

1. \_\_\_ The woman was wearing her travel pouch when it was stolen.
2. \_\_\_ A large sum of cash was stolen from the woman.
3. \_\_\_ The police officer offers to take the woman to the embassy.

**Task 10.** Listen again and complete the conversation.

## BERN COUNTY 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.

### Questions

1. What must all detention center officers do when handling new prisoners?
2. Whom will municipal police departments deliver?
3. How do they register arrestees?
4. Where do police officers hand their (arrestees) possessions?

**Task 5.** Read the Crime prevention pamphlet for tourists. Then mark the statements as true (T) or false (F).

- 1 \_\_ Tourist should check if taxi drivers are licensed.
- 2 \_\_ Trenton Police recommend confronting suspicious people.
- 3 \_\_ Witnesses should wait at crime scenes until police arrive.
- 4 \_\_ Make up conversation with suspicious persons.

### LISTENING

**Task 6.** Listen and read the pamphlet again. What should a victim do until the police make the area where a crime happened safe?

**Task 7.** Listen to a conversation between an officer and a tourist. Choose the correct answers.

#### 1. Why is the tourist speaking to the officer?

- A to report a stolen item
- B to find a missing person
- C to describe an attempted theft
- D to notify her of a suspicious person.

#### 2. What will the tourist likely do next?

- A make a phone call
- B identify the suspect
- C recover his backpack
- D describe his wife's clothing

**Task 8.** Listen again and complete the conversation.



 **SPEAKING**

**Officer:** Did he **1** \_\_\_\_\_ the backpack?

**Tourist:** Yes, he tried. But I ran up and **2** \_\_\_\_\_  
\_\_\_\_\_ from him. He was surprised.

**Officer:** What did the suspect do then?

**Tourist:** He ran off that way, through the **3** \_\_\_\_\_.

**Officer:** **4** \_\_\_\_\_ what he looked like? What  
was he wearing?

**Tourist:** He was about 5'6". He had dark hair, a pale complexion  
and a mustache. He was wearing a green raincoat.

**Officer:** It sounds like **5** \_\_\_\_\_.  
Could you identify him if you saw him?

**Tourist:** Probably.

**Officer:** We're going to ask you to do so. **6** \_\_\_\_\_  
\_\_\_\_\_. We'll put this guy away with your help.

**Task 9.** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*Did he try to take...?*

*What was he wearing?*

*We'll put this guy away with your help.*

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

- a suspect attempting a crime
- how you prevented a crime
- what the suspect did after

**1. cell / toilet**

A Prisoner's use of the \_\_\_\_\_ is restricted.

B A prisoner must remain in his \_\_\_\_\_ .

**2. bond / contraband**

A Your \_\_\_\_\_ set at \$ 1 million.

B Guards should search for \_\_\_\_\_ .

**READING**

**Before you read the passage, talk about these questions:**

1. What happens after a person is arrested?
2. How are prisoners treated in your country?

**Task 5.** Read the guideline and answer the questions.

**Task 2. Read the notice stating a detention center's guidelines. Read the summary. Then, fill in the blanks with the correct words from the word bank.**

**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 them to his cell. Restrain problematic **4** \_\_\_\_\_ right away. **5** \_\_\_\_\_ must evaluate such arrestees immediately.

**Task 3. Continue the sentences by their content.**

1. Police officers register arrestees as .....
2. Police officers must remove all of arrestees' possessions and hand them over for .....
3. The prisoner is only permitted to use .....
4. Prisoners are issued .....
5. Officers escort inmates to their .....

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

- |                      |                     |                      |
|----------------------|---------------------|----------------------|
| <b>1</b> __ prisoner | <b>3</b> __ violent | <b>5</b> __ escort   |
| <b>2</b> __ lock     | <b>4</b> __ escape  | <b>6</b> __ arrestee |

- |   |  |
|---|--|
| <b>A</b> intending to harm others       | <b>D</b> to prevent a thing from opening |
| <b>B</b> to walk with someone           | <b>E</b> a person charged with a crime   |
| <b>C</b> a person in a detention center | <b>F</b> to get out of confinement       |

**Task 4. Read the sentence pairs. Choose where the words best fit in the blanks.**

**Student B:** You are a police officer. Give student A direction to a crime he / she prevented.

 **WRITING**

**Task 10.** Use the website and conversation from Task 8 to write a short newspaper article about a prevented crime. Talk about:

- the crime
- how it is prevented
- the final outcome

 **READING**

**Task 11.** Before you read the text and render the main content, translate following words.

**Word list:** *utilizing, awareness, reflects, uniformed patrol officers, supervisors, engage in, specific beats, designated areas, assigned to*

**CRIME PREVENTION**

Crime prevention is an active approach **utilizing** public **awareness** and preventive **measures** to reduce crime.

Crime prevention is carried by patrol division, consisting of uniformed patrol officers and **supervisors**, provides basic police services. In addition to foot and automobile patrol, officers **engage in** a variety of activities in response to citizens' needs. The greater part of patrol today is carried out by officers in police cars **assigned to specific beats**, or **designated areas** of the community. In small agencies, one-officer patrol cars are prevalent; in larger cities, combinations of one- and two-officer cars are common.

The main task of a crime prevention inspector is to prevent crimes, carry out preliminary investigations of a crime, apprehend offenders,

interview witnesses and victims, maintain order and keep peace and happiness of our country.

**Task 12.** Answer the question.

1. What is a Crime Prevention?
2. What is the main task of a crime prevention inspector?
3. Who provides the basic police services?



### TASKS FOR SELF-STUDY:

**Task 1.** Read the following text and render the content.

#### THE WORK OF A CONSTABLE

The person of this profession must be able:

- 1) to stop and question anyone who is **acting suspiciously**;
  - 2) to deal with anything from **a road accident to a smash-and-grab raid**;
  - 3) to help or to advise any citizen who needs or asks for **assistance**;
  - 4) to control a crowd which can gather surprisingly quickly;
  - 5) to stop a runaway thief, to keep order in a busy street;
  - 6) **to give first aid** to someone taken suddenly ill etc.
- What profession do we speak about?

The **beat** is the smallest division of a police area. It is patrolled by a single constable on foot or in car and it **varies** in size from a group of villages to a few blocks of shops, banks, and offices which a constable can cover from end to end in thirty minutes. Each constable is personally responsible for his beat. In country districts his responsibility extends throughout the twenty-four hours, but in towns he is normally responsible only during the eight hours which he spends on duty.

## UNIT 20 DETENTION CENTERS

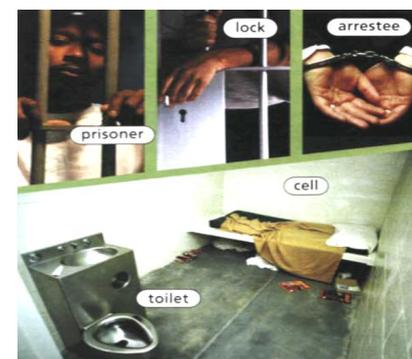
**Before you begin the lesson, talk about these questions.**

1. Why are arrestees kept in prisons?
2. What difference between amnesty (act of grace) and pardon?

### VOCABULARY

**Task 1.** Copy out new words into your notebooks.

**detention** – qamoq; qamoqda saqlash  
**adhere** – amal qilmoq  
**guidelines** – yo‘riqnomalar  
**handing** – topshirish  
**prisoner** – mahbus  
**deliver** – etkazib bermoq, keltirmoq  
**arrestee** – hibsga olingan  
**post bond** – garov puli to‘lamoq  
**inmate** – mahbus (qamoqxonada)  
**processing desk** – ushlangan va uning jinoyati to‘g‘risidagi ma‘lumotlarni qayd qilish xonasi  
**remove** – olib tashlamoq  
**possessions** – shaxsiy buyumlar  
**storage** – saqlash  
**return** – qaytarmoq  
**search** – tintmoq  
**item** – narsa, buyum  
**confiscate** – musodara qilmoq  
**immediately** – darhol  
**warden's office** – saqlash xonasi  
**permit** – ruxsat bermoq



**toilet** – xohatxona  
**complete** – to‘liq  
**prevent** – oldini olmoq  
**dispose of** – yo‘q qilmoq  
**issue** – bermoq, topshirmoq  
**orange jump suit** – kombinezon  
**standard issue footwear** – standart bo‘yicha chiqarilgan oyoq kiyim  
**underwear** – ich kiyim  
**escort** – konvoy  
**cell** – kamera  
**assign** – tayinlamoq, belgilamoq

2. A police officer may to an informant in public but never mentions his name to other thieves.
3. People do not like to appear in court.
4. There is no difference between the informant and the informer.

**Task 9. Comment on the following statements.**

1. Great care is necessary in choosing informants.
2. Many people who have information about a crime or criminal hesitate to communicate their suspicions or information to the police.



Wherever possible, the constable works his beat on foot – at a traditional speed of 4 kilometers per hour. He **is expected** to make a **mental note** of every thing that is happening while he goes his rounds, and if he thinks it necessary, to investigate, anything out of the ordinary. He stops and questions anyone who is acting suspiciously. From time to time he reports back to his police station by telephone at certain **prearranged** ‘points’. He is not allowed to leave his beat without some very good reason, though most police forces now make some **provision** to **enable** him to get a light meal during the course of his duty.

Working a one-man beat is often **dull**, but it is the basis of every chief constable’s plans for the prevention of crime. The success of the system depends **entirely** on the ability and **keenness** of the constable on the beat. He can, of course, call up his **headquarters** for help or instructions when he needs them, but like the **officer-of-the-watch in a ship**, he must have a reasonably clear idea of what to do in any emergency which might arise. He is expected to be able to deal with anything from a road accident to a smash-and-grab raid and to do so within the limitations, which the law **imposes** on him. And he is expected to be ready and willing to help or to advise any citizen who needs or asks for assistance.

The sort of work, which a policeman comes across on his beat, varies with the locality. The main difference is between town and country beats. In towns, there is all the **bustle** of commercial life – the crowds, the heavy traffic, the busy shops, and the numerous petty criminals, which such activities always attract. The constable on a town beat might be called upon to control a



crowd which can gather surprisingly quickly, to stop a runaway thief, to keep order in a busy street, or to give first aid to someone taken suddenly ill.

**Task 2. Answer the following questions.**

1. What must a constable be able to do?
2. What is the beat?
3. Who can a constable stop and question?
4. When is he allowed to leave his beat?
5. What does the success of the system depend on?
6. What is the main difference between town and country beats?
7. When can he call up his headquarters for help or instructions?

**Task 3. Comment on the following statements.**

1. Each constable is personally responsible for his beat.
2. Working a one-man beat is often dull, but it is the basis of every chief constable's plans for the prevention of crime.

Contacts with the informants are arranged so as not to compromise him. A police officer must never talk to an informant in public or mention his name to other thieves.

**Task 6.** Listen to the text and fill in the gaps. Then, read and render the content.

**Word bank:** confidential / suspicions / responsibility / reluctant personal gain / informer / approach

**SPECIAL MEANS, METHODS AND FORMS OF CRIME PREVENTION**

**Part 2.**

Because of the use of **1**\_\_\_\_\_ informants by investigators, many people who have information about a crime or criminal hesitate to communicate their **2**\_\_\_\_\_ or information to the police for fear of being classified as an **3**\_\_\_\_\_. Also, people do not like to appear in court and will insist, if they say anything, that they "be kept out of it".

So the police officer should keep in mind that people will **4**\_\_\_\_\_ to give information. This reluctance on the part of the public can be overcome by good public relations, by proper **5**\_\_\_\_\_, and by showing that there is no similarity between the informant and the informer. The informant reveals information as a civic **6**\_\_\_\_\_ and duty. The informer reveals information for **7**\_\_\_\_\_.

**Task 7. Answer the following questions.**

1. How does the informant assist to detect crimes?
2. Why is great care necessary in choosing informants?
3. When may the informant's identity be disclosed?
4. How are contacts with the informants arranged?
5. Why many people hesitate to communicate their suspicions or information to the police?

**Task 8. Agree or disagree with the following statements.**

1. Great many crimes are detected thanks to the assistance given by informants.

1. The company \_\_\_\_\_ that its chairman will step down in May.
2. The robber has refused to \_\_\_\_\_ the whereabouts of his mates.
3. The witness' \_\_\_\_\_ to give information was understandable.
4. Everyone has the \_\_\_\_\_ to pay taxes..
5. Any \_\_\_\_\_ you could give the police will be greatly appreciated.
6. We'll take good care and keep what you've told us strictly \_\_\_\_\_, Mr. Lane.

**Task 5.** Read the following text and render the content.

**Before you read the text, talk about these questions:**

1. What is the main function of informants and what is their role in solving crimes?
2. What is the difference between the informant and the informer?

## SPECIAL MEANS, METHODS AND FORMS OF CRIME PREVENTION

### Part 1.

Great many crimes are detected thanks to the assistance given by informants. The informant is a person who gives the police officer confidential information about a crime or about the actual or potential tendency of an individual or group toward a crime. His value lies in the fact that he reveals to authorities the criminal acts of his acquaintances secretly. It is necessary for a detective to cultivate the right type of informant in such a way that he will be able to trust the officer. Great care is necessary in choosing informants and if a person volunteers information, it is wise to take steps to discover why he should do so, especially if he has been previously convicted or if he is an associate of thieves.

Confidential informants usually live or work in the haunts of criminal suspects and have an opportunity to observe them. This person's identity is not disclosed and he is used as a court witness only as a last resort. When giving evidence in court an officer should not name him unless specifically ordered to do so.

## UNIT 18 DETECTIVES

**Get ready!**

**Before you begin the lesson, talk about these questions:**

1. Who is responsible for investigations and detective work in your country?
2. Do the police detectives assigned to work "undercover" in your country?

### VOCABULARY

**Task 1.** Listen to a pronunciation of new words and phrases then translate them into your language. Read and remember the following words.

**refer to** – mention

**make up** – account for

**roughly** – approximately

**in contrast to / with** – strikingly different from something else in juxtaposition or close association

**by contrast** – in contrast

**attire** – clothes, esp. fine or formal ones

**business attire** – business clothes

**bureaucratic** – belonging to administrative procedure

**distraction** – a thing that prevents someone from concentrating on something else

**intimidating** – frightening (someone), especially in order to make them do what one wants

**plainclothes** – ordinary clothes rather than uniform, especially when worn by police officers

**undercover** – secret work within a community or organization, especially for the purposes of police investigation or espionage

**conceal** – prevent (something) from being known; keep secret

**share** – have a portion of (something) with another or others

**espionage** – the practice of spying or of using spies, typically by governments to obtain political and military information

**preliminary** – preceding or done in preparation for something fuller or more important

**complete** – finish making or doing

**robbery** – the action of robbing a person or place

**homicide** – the killing of one person by another; the police department that deals with the crime of murder

**Task 2.** Match each word and expression on the left with the appropriate synonym on the right.

- |                       |                  |
|-----------------------|------------------|
| 1. intimidating – ... | a) mention       |
| 2. by contrast – ...  | b) approximately |
| 3. roughly – ...      | c) account for   |
| 4. make up – ...      | d) frightening   |
| 5. refer to – ...     | e) in contrast   |

## READING I

**Task 3. Read the text once. Are detectives of your country similar to this one?**

## READING II

**Task 4. Read the text again and complete the information.**

1. Name of the story:
2. Setting for the story:
3. Time it takes to assign as a detective:
4. Author of the story:
5. Genre of story:

Police detectives are responsible for investigations and detective work. Detectives may be called Investigations Police, Judiciary (Judicial) Police, and Criminal Police. In the UK, they are often referred to by the name of their department, the Criminal Investigation Department (CID). Detectives typically make up roughly 15% – 25% of a police service's personnel.

Detectives, in contrast to uniform police, typically wear “business attire” in bureaucratic and investigative functions where a uniformed presence would be either a distraction or intimidating.

In some cases, police are assigned to work “undercover”, where they conceal their police identity to investigate crimes, such as organized crime or narcotics crime, that are unsolvable by other means. In some cases this type of policing shares aspects with espionage.

Detectives usually investigate crimes after they have occurred and after patrol officers have responded first to a situation. After patrol officers have conducted preliminary investigations, detectives who work

**haunt** – a place frequented by a specified person (alohida shaxslar tez-tez yig'iladigan joy),

**resort** – the action of resorting to a course of action in a difficult situation (obro'sini to'kmoq; xavf-xatarga qo'yimoq)

**compromise** – bring into disrepute or danger (obro'sini to'kmoq; xavf-xatarga qo'yimoq)

**thief** (*plural thieves*) – a person who steals another person's property, esp. by stealth and without using force or violence (o'g'ri; o'zganing mulkini kuch ishlatmay, zo'ravonlik qilmay, qo'rqitmay, asosan ayyorlik yo'li bilan o'g'irlaydigan shaxs)

**suspicion** – a feeling or belief that someone is guilty of an illegal, dishonest, or unpleasant action (gumon, shubha)

**fear** – a feeling of anxiety concerning the outcome of something or the safety of someone (qo'rquv, hadiksirash)

**informer** – a person who informs on another person to the police or other authority (politsiya yoki davlat idoralariga biror kishi to'g'risida xabar yetkazuvchi)

**keep out** – remain (or cause someone or something to remain) outside (tashqarida qolmoq; o'zini chetga olmoq)

**reluctant** (to do something) – unwilling and hesitant; disinclined (biror ishni o'zi istamagan holda, zo'raki bajarmoq)

**approach** – a way of dealing with a situation or problem (yondoshuv, munosabat)

**Task 3.** Match each word and expression on the left with the appropriate synonym on the right.

- |                   |                |
|-------------------|----------------|
| 1. informant      | a) secret      |
| 2. haunt          | b) to organize |
| 3. confidential   | c) duty        |
| 4. to communicate | d) to disclose |
| 5. to arrange     | e) den         |
| 6. to reveal      | f) informer    |
| 7. responsibility | g) to say      |

**Task 4.** Fill in the blanks with the correct words from the word bank.  
*assistance reveal disclose confidential reluctance  
responsibility*

## UNIT 19

### SPECIAL MEANS, METHODS AND FORMS OF CRIME PREVENTION

#### Get ready!

**Task 1.** Before you read the passage, talk about these questions.

1. What are the most common methods of crime prevention?
2. What is the role of operative worker in crime prevention?

#### VOCABULARY

**Task 2.** Read and copy out the vocabulary.

**informant** – a person who gives information to another (ma'lumot yetkazuvchi; xabarchi)

**convict** – declare (someone) to be guilty of a criminal offence by the verdict of a jury or the decision of a judge in a court of law (aybdor deb e'lon qilmoq)

**confidential** – intended to be kept secret; (sir tutilishi kerak bo'lgan; mahfiy)

**actual** – existing in fact; real (haqiqatda bor, mavjud; haqiqiy)

**potential** – having or showing the capacity to develop into something in the future (kelajakda biror narsaga aylanish, biror narsani kelitirib chiqarish qobiliyati)

**tendency** – an inclination towards a particular characteristic or type of behavior (biror tomonga qarab intilish; moyillik)

**value** – the importance, worth, or usefulness of something (biror narsaning ahamiyati, qiymati yoki foydaliligi)

**reveal** – make (previously unknown or secret information) known to others (ilgari ma'lum bo'lmagan yoki sir bo'lgan ma'lumotni oshkor qilmoq)

**acquaintance** – a person one knows slightly, but who is not a close friend; associate (tanish, oshna, sherik)

**cultivate** – try to win the friendship or favor of (someone); try to improve or develop (one's mind), (ishlov bermoq; tayyorlamoq)

**associate** – a partner or companion in business or at work (1) tijorat yoki ishdagi sherik, hamkor; 2) birlashtirmoq, uyushtirmoq)

in plain clothes further investigate serious crimes. Investigations often take weeks or months to complete, during which time detectives spend much of their time away from the streets, in interviews and courtrooms, for example.

Most detectives are assigned to the criminal investigations division after several years on patrol duty. In large departments, detectives are organized into specialized units, such as homicide, robbery, and narcotics. Contrary to popular belief, many cases solved by detectives are based on arrests made by patrol officers, or on leads supplied by officers or victims as a result of preliminary investigations.

#### Language focus: The Present Perfect Simple

*“Detectives usually investigate crimes after they have occurred and after patrol officers have responded...”*

Why has the writer used this tense here? Can you find any more examples of the Present perfect Simple?

#### SPEAKING

**Task 5.** Answer the following questions on the text.

1. What are the police detectives responsible for?
2. How may be called detectives in your country?
3. How are they often referred to in the UK?
4. Who is responsible for investigations and detective work in your country?
5. Do detectives in your country work “undercover”?
6. When are the police detectives assigned to work “undercover”?
7. How long does it take to complete investigations?

#### LISTENING

**Task 6.** Listen to a conversation between an officer and a tourist. Mark the statements as true (T) or false (F).

- 1\_ The man is reporting a lost bag.
- 2\_ The employees saw a man grab the item.
- 3\_ The man is offering a reward for the item.

**Task 7. Listen again and complete the conversation.**

**Officer:** Did you ask the museum employees about it?  
**Citizen:** Yeah, but they didn't notice anything.  
**Officer:** Well, we can post it in the Lost and Stolen section of our website. **1** \_\_\_\_\_ provide proof of ownership.  
**Citizen:** I have the original **2** \_\_\_\_\_ and my name is printed on the side of it.  
**Officer:** Okay. We'll also have to post your **3** \_\_\_\_\_.  
**Citizen:** That's fine The phone number you have will work. Can you say something about a **4** \_\_\_\_\_?  
**Officer:** I can mention it in the **5** \_\_\_\_\_. How much?  
**Citizen:** I'll give sixty dollars to the person **6** \_\_\_\_\_.

**SPEAKING**

**Task 8. With a partner, act out the roles below based on Task 7. Then, switch roles.**

USE LANGUAGE SUCH AS:  
Use Language such as:  
*Did you ask . . .*  
*You will have to . . .*  
*I can mention . . .*

**Student A:** You have lost something. Talk to Student B about:

- Where you last saw the item
- Proof the ownership
- How to get it back

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

**WRITING**

**Task 9. Use the form report and the conversation from Task 8 to fill out the lost/stolen property form. Make up an owner's name. Use today's date.**

***Farland Police Department***  
**Lost/Stolen Property Form**

Name: \_\_\_\_\_

Date Item(s) Went Missing: \_\_\_\_\_

Location Item(s) last seen: \_\_\_\_\_

Property was: Lost \_\_\_ Stolen \_\_\_

Description of Item(s): \_\_\_\_\_

**Task 4. Match the words (1-6) with the definitions (A-F).**

- |                 |  |
|-----------------|--|
| 1 __ key        | a. the mechanism that starts a vehicle's engine                              |
| 2 __ ignition   | b. to let an engine run while the vehicle is not moving                      |
| 3 __ idle       | c. the act of stealing a car and driving it at high speeds for entertainment |
| 4 __ VIN        | d. a vehicle a person pays to use  |
| 5 __ joyride    | e. a piece of metal with grooves that operates a mechanism                   |
| 6 __ rental car | f. a combination of letters and numbers that identifies a vehicle            |

**Task 5. Listen and read the bulletin again. Why did the teenagers steal the car?**

**LISTENING**

**Task 6. Listen to a conversation between two patrol officers. Choose the correct answers.**

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

- A. the increasing number of stolen cars in the area
- B. the location of other patrol officers
- C. the possibility of a high speed chase
- D. the details regarding a stolen vehicle

**2. What will the woman likely do next?**

- A. get a spike strip ready
- B. notify the car rental company
- C. contact other police officers
- D. recover the stolen vehicle

**Task 7. Listen again and complete the conversation.**

- 5. When will arrestees' possessions be returned?
- 6. What must police officers search the inmate for?
- 7. Whom do officers report about confiscated items?
- 8. What are prisoners permitted to use after the search is completed?
- 9. What are the prisoners issued?
- 10. Where will the officers escort the inmates after processing?
- 11. Where are the cells assigned at?
- 12. Where are the prisoners locked?

**LISTENING**

**Task 6. Listen again and complete the conversation.**

**Officer:** You have been charged with drunken and disorderly conduct.

**Arrestee:** I want to call my lawyer 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 rights!

**Officer:** Ma'am, I need to take your **1** \_\_\_\_\_ at this time.

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

**Officer:** You will be able to use the toilet when the officers arrive to escort you to the **2** \_\_\_\_\_.

**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 **3** \_\_\_\_\_ you.

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

**Officer:** No. **4** \_\_\_\_\_.

**Arrestee:** Whatever.

**Officer:** So, let's continue where we **5** \_\_\_\_\_.

**Arrestee:** Fine, let's **6** \_\_\_\_\_.

### Listening

**Task 7.** Listen and read the notice again. What happens to prisoners who resist when they enter a detention center?

**Task 8.** Listen to a conversation between an officer and an arrestee. Choose the correct answers.

### READING

**Task 2.** Read the bulletin. Then, mark the statements as true (T) or false (F).

1. \_\_\_ The tourist owned the vehicle that was stolen.
2. \_\_\_ The keys were in the ignition when the car was stolen.
3. \_\_\_ The car was likely stolen so that it could be sold for parts.

<b>STOLEN VEHICLE BULLETIN</b>	
	<p>Make: Charlotte Model: Impreza Year: 2009 Color: White License Plate Number: CXR269 <b>Vehicle Plate Number (VIN):</b> JH4NA1157MT061832 Incident Information: At approximately 1:30 pm, a <b>tourist</b> driving a <b>rental car</b> arrived at the gas station on the corner of 3<sup>rd</sup> Street and Main. He left the engine <b>running</b> with the <b>keys</b> in the <b>ignition</b> and entered the building. While the car was <b>idling</b>, witnesses say two teenage boys entered the vehicle and drove off. It is believed the vehicle was taken for a joyride. If the vehicle is <b>recovered</b>, Sunset Rental Cars should be notified immediately. Do not use <b>spike strips</b> to stops the vehicle unless absolutely necessary.</p>

**Task 3.** Complete the word or phrase with the same meaning as the underlined part.

1. The police got back Mr. Cole's car four days after it was stolen. \_e\_ \_v\_ \_ \_ \_
2. People travelling away from home need to be aware of bad neighborhoods in the area. \_ \_u\_ \_s\_ \_
3. The sheriff used a device that has sharp points to stop the reckless driver. S\_ \_ \_e\_ \_t\_ \_p\_
4. Leave the car in its operational mode while I run into the store. \_ \_n\_ \_ \_g\_

## UNIT 23

### CRIMES: AUTO THEFT

**Get ready!**

**Before you begin the lesson, talk about these questions.**

1. What types of cars stolen most often in your country?
2. What are some ways to discourage auto theft?

#### VOCABULARY

**Task 1. Listen to new words and phrases and translate them into your language. Then, copy out them into your notebooks.**

**discourage** - to prevent by creating difficulties

**ignition** - the action of setting something on fire or starting to burn

**rental** - amount of money paid to rent a car

**run** - leave the motor in operation mode

**idle** - not active or in use

**joyride** - steal a car and drive around in it at high speed

**recover** - find possession of something stolen

**notify** - inform typically in a formal manner

**spike** - a thin, pointed piece of metal

**reckless** - heedless of danger or the consequences of one's actions

**operational** - in or ready for use

**combination** - a joining of different parts

**teenager** - a person aged between 13 and 19 years

**regarding** - in respect of; concerning

**incident** - an event or occurrence



**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.

#### SPEAKING

**Task 9. With a partner, act out the roles below based on Task 2. Then, switch roles.**

#### USE LANGUAGE SUCH AS:

*You have been charged ...*

*You'll have a chance to... once...*

*That's final.*

**Student A:** You are an arrestee at a police station. Make requests to Student B to:

- call a lawyer
- use the bathroom

**Student B:** You are a police officer. Process Student A and refuse any requests.

**WRITING**

**Task 10.** Use the conversation from Task 8 to fill out an arrestee intake form. Make up a name and charges for the prisoner.



**Intake Form**

Name: \_\_\_\_\_

Charges: \_\_\_\_\_

Request: \_\_\_\_\_

Behavior: \_\_\_\_\_

**TASK FOR FREE-WORK:**

1. Prepare role play in teams of 2 or 4 on the theme “Detention centers”.

**File 2.**

**Student B**

1. Ask Student A for information about an accident and complete the accident report below.

<b>TIME OF ACCIDENT:</b>
<b>WHERE THE ACCIDENT HAPPENED:</b>
<b>INJURIES:</b>
<b>AMBULANCE / TOW TRUCK NEEDED:</b>
<b>DESCRIPTION OF ACCIDENT:</b>
<b>DETAIL OF VEHICLES:</b>
<b>WITNESS DETAILS:</b>
<b>WITNESS CONTACT:</b>

2. Student A will ask you questions about this accident. Use complete sentences in your answer.

Report 2	
Time of acident	19.40
Place of acident	Interstate 12 Eastbound - just after first intersection
Injuries	Many passengers (23 tourists) with minor injuries treatment for shock Driver - broken leg
Damage to vehicles	Some damage - broken windscreen grass on road
Witnesses	1 witness Lilian Vruc Tel 08897 456 433
Details of vehicles	1 coach - silver grey touring coach – 40 seats registered in Spain 0881 VTS

Now practice the dialogue with a partner.

**SPEAKING**

**Task 7. Work in pairs. Student A turn to File 1. Student B turn to File 2. Ask each other questions to complete the accident file.**

**File 1.**

1. Student B will ask you questions about this accident. Use complete sentences in your answer.

Time of acident	07.40
Place of acident	Exit of the gas station just before 16 of Highway 21
Injuries	BMW driver unconscious bleeding heavily / head injury passenger - broken arm
Damage to vehicles	BMW badly damaged - need tow truck truck - blocking exit
Witnesses	Gas station owner Jon Santos Tel 09 87 45 645
Details of vehicles	1 Truck Dark blue - Leyland Daf LF 45-150 - registration 799 HFR 2 BMW M3 convertible-red registration 567 MNV

2. Ask Student B for information about an accident and complete the accident report below.

<b>TIME OF ACCIDENT:</b>
<b>WHERE THE ACCIDENT HAPPENED:</b>
<b>INJURIES:</b>
<b>AMBULANCE / TOW TRUCK NEEDED:</b>
<b>DESCRIPTION OF ACCIDENT:</b>
<b>DETAIL OF VEHICLES:</b>
<b>WITNESS DETAILS:</b>
<b>WITNESS CONTACT:</b>

**UNIT 21  
DISTURBING THE PEACE**

**Get ready!**

**Task 1. Before you read the passage, talk about these questions.**

1. What are some ways that a person can bother others in a public place?
2. How do people respond to public disturbances in your country?



**Active words:** disturbing the peace, verbally assault, handcuffs, loiter, public, intoxicated, open container, disorderly conduct, verbally assault

**Definition by Criminal Code of the Republic Of Uzbekistan**

**CHAPTER 20. CRIMES AGAINST PUBLIC ORDER**

**Article 277. Hooliganism**

Hooliganism, that is intentional disregard to the rules of conduct in society, accompanied with battery, infliction of trivial bodily injuries or destruction or damaging or another's property, that has caused significant damage shall be punished with a fine from fifty to one hundred minimum monthly wages, or correctional labor up to three

**Definition by California Penal Code 415 PC**

**Disturbing the peace** is a crime generally defined as the **unsettling** of proper order in a public place through ones actions. This can include creating loud noise by fighting or challenging to fight, disturbing others by loud and unreasonable noise (including loud music), or using **profanity**.

Disturbing the peace is a **misdemeanour**. Unless another sentence is specified, misdemeanours in Oklahoma are **punishable** by up to one year in jail, a **fine** of up to \$500, or both. Disorderly conduct is one of the class of misdemeanour, punishable by up to six month in jail and up to

**Task 2. Read and remember the following words.**

1	<b>disturbing the peace</b>	jamoat tartibini buzish – нарушать (общественный) порядок
2	<b>unsettling</b>	tartibni buzish – нарушение порядка
3	<b>profanity</b>	haqoratli so‘z, so‘kish – ругательство, брань
4	<b>misdemeanour</b>	misdiminor (ma‘muriy huquqbuzarliklar bilan cheklanadigan xavfi katta bo‘lmagan jinoyat turi) – мисдиминор (категория наименее опасных преступлений, граничащих с административными правонарушениями)
5	<b>punishable</b>	jazoga loyiq, jazolanadigan – наказуемый, заслуживающий наказания
6	<b>fine</b>	jarima – штраф
7	<b>verbally assault</b>	og‘zaki haqorat – вербальное оскорбление
8	<b>loiter</b>	biror yerda o‘ralashmoq, bekor (sandiraqlab) yurmoq – слоняться без дела; околачиваться
9	<b>public</b>	jamoat – публика; общественность
10	<b>threat</b>	tahdid – угроза
11	<b>intoxicated</b>	mast (sarxush) holatda bo‘lish – находящийся в состоянии (наркотической) интоксикации; находящийся в состоянии опьянения
12	<b>open container</b>	ochiq butilka – открытая бутылка (обычно металлическая <i>напр.</i> пивная банка)
13	<b>to force</b>	majburlamoq – заставлять, принуждать
14	<b>to warn</b>	ogohlantirmoq – предупреждать; оповещать
15	<b>disorderly conduct</b>	jamoat tartibini buzish, o‘zini bebosh (beadab) tutish – поведение, нарушающее общественный порядок; нарушение общественного порядка
16	<b>charge</b>	ayblamoq, aybdor deb topmoq – обвинять; <i>to charge somebody with murder</i> – kimnidir qotillikda ayblamoq / обвинять кого-л. в убийстве
17	<b>noise violation</b>	shovqin chiqarish qoidabuzarligi – нарушение повышения шума
18	<b>handcuffs</b>	qo‘lkishanlari – наручники; <i>to put handcuffs on smb.</i> – kimgadir qo‘lkishan taqmoq / надеть на кого-л.

**Task 4. Check the meaning of the words in the margin. Listen to what happens when the police arrive at the scene of the second accident. Then choose the correct answer.**

1. There are *two men / a man and a woman* in the car.
2. Marco has *a leg injury / a head injury*.
3. The second person in the car is *conscious / unconscious*.
4. The policeman first asks if the second person in the car is *breathing / bleeding*.
5. Then the policeman asks if the person *bleeding / breathing*.
6. The second person in the car has *a head injury / no injuries*.

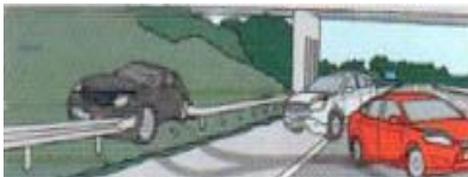
**Task 5. Listen again and complete the conversation. Use these words.**

hurt bleeding hurts blood broken unconscious breathing x2

<b>Woman:</b>	Is ambulance coming? There are two people kept in the car over there. They can't get out of it.
<b>Officer:</b>	Ok. I'm coming. Can you start dealing with witnesses and CLO. Can you hear me?
<b>Marco:</b>	Yes, I can hear you. Please help me.
<b>Officer:</b>	What's your name?
<b>Marco:</b>	Marco.
<b>Officer:</b>	Ok, Marco. The ambulance is on it's way and we will be here very soon.
<b>Officer:</b>	Are you injured? Does anything (1)_____?
<b>Marco:</b>	My leg (2)_____. I can't move it. I think it's (3)_____.
<b>Officer:</b>	Don't move, Marco. It's very important to keep still. The ambulance is on its way. Don't worry we'll get you out of there soon. Is there another person with you?
<b>Marco:</b>	There is my friend - she's (4)_____.
<b>Officer:</b>	Is she (5)_____ normally? Can you see?
<b>Marco:</b>	Yes, I think she is (6)_____. But there is a lot of (7)_____.
<b>Officer:</b>	Is she still (8)_____, Marco? Where's the blood coming from?
<b>Marco:</b>	She's bleeding from a cut on her head.
<b>Officer:</b>	If I pass you something Marco, can you put it on the cut on her head? We need to try to stop the bleeding.



crash talk not watch



brake skid drive

3. She \_\_\_\_\_ on her mobile phone so she \_\_\_\_\_ the road at the intersection. She pulled out in front of another car. The second vehicle \_\_\_\_\_ into her.
4. It was raining and he \_\_\_\_\_ much too fast. He \_\_\_\_\_ suddenly and his vehicle \_\_\_\_\_ and came off the motorway.

**Before you listen to the passage, talk about these questions.**

1. What are the main reason of traffic accidents in your country?
2. What time of the day car accidents usually happen in your city? Why?

**Listening**

**Task 4. Listen to two accident reports. Complete the table. Which accidents from task 1 are they describing?**

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

		наручники <i>to remove handcuffs</i> – kimdandir qo‘lkishanni yechib olmoq / снять наручники с КОГО-Л
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**Task 3. Check (+) the sentence that uses the underlined parts correctly.**

1.    **A** Larry verbally assaulted the officer with his fist.  
   **B** Paula was too intoxicated to drive.
2.    **A** The manager reported the kids who loitered outside his store.  
   **B** Greg was arrested for a noise violation after driving too fast.
3.    **A** The loud music disturbed the neighbors.  
   **B** Most officers encourage disorderly conduct.
4.    **A** Laws exist to protect the public good.  
   **B** Police charged the robbery victim.

**Task 4. Fill In the blanks with the correct words and phrases from the word bank.**

**Word bank:** drunk, disorderly conduct, open container, charge, noise violation, verbally assaulted

1. Brian \_\_\_\_\_ the officer by using offensive language.
2. The \_\_\_\_\_ woman could barely stand.
3. The officers did not have enough evidence to \_\_\_\_\_ David with burglary.
4. It is illegal to drive with a(n) \_\_\_\_\_.
5. The man reported a (n) \_\_\_\_\_ at the loud party
6. Six people were arrested for \_\_\_\_\_ after a fight broke out in the stadium.



## Reading

**Report number:** 0005888904  
**Incident type:** Disturbing the peace  
**Officer:** Shirley Hansen

On April 4 at 11:25 pm, I answered a call to Stein's Bar on 7th Street. The bartender reported that a young man was drunk and **verbally assaulting** the other customers. The bartender said he refused to serve the man any more alcohol. The man then **loitered** outside and caused a further **public** disturbance. When I arrived, he was yelling and throwing bottles at the bar. I tried to interview him, but he **threatened** to fight with me. He was stumbling and appeared generally **intoxicated**. When he produced an **open container** of beer, I took the bottle away and **forced** him to sit down. I **warned** him that I was ready **to charge** him with **disorderly conduct** and a **noise violation**. He threatened me again and started to get up. I **handcuffed** the man and put him in the back seat of my police car.

**Task 5. Read the portion of a police report. Read the summary. Then, fill in the blanks with the correct words from the word bank.**

**Word bank:** calm, handcuffs, customers, bottles, drunk.

**Task 2. Complete the sentences. Use the correct form of words from the table.**

Verb	Noun	Adjective
to injure	an injury	injured - e.g. <i>Her legs are injured.</i>
to bleed (past bled)	blood	bloody - e.g. <i>a bloody cut</i>
to cut (past cut)	a cut	
to breathe	a breath	
to break (past broke)	a break	broken - e.g. <i>a broken leg / bone</i>
to lose (past lost) consciousness	consciousness	(un)conscious - e.g. <i>The driver is unconscious.</i>

1. The driver of the vehicle had serious ..... and was taken to hospital.
2. He hit his head on the windscreen and lost .....
3. He's badly injured. He is still ....., but he might not survive.
4. Can you ..... into this bag, please, sir?
5. She cut her hand and it ..... a lot.
6. He fell and ..... two bones in his leg.

**Task 3. Look at the pictures. Complete the descriptions of the accidents. Use the verbs below in the past simple or past continuous tense.**



not see collide overtake



have to crash drive

1. The driver \_\_\_\_\_ the car in front of him and he \_\_\_\_\_ the vehicle coming in the opposite direction. The two cars \_\_\_\_\_.
2. He \_\_\_\_\_ slowly but he was too close to the vehicle in front of him. This vehicle \_\_\_\_\_ brake suddenly so he \_\_\_\_\_ into the back of it.

## UNIT 22

### ROAD TRAFFIC ACCIDENT

#### Get ready!

Before you begin the lesson, talk about these questions.

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

#### VOCABULARY

**Task 1. Listen to new words and phrases and translate them into your language. Then, copy out them into your notebooks.**

**accident** - an unfortunate incident that happens unexpectedly and unintentionally  
**brake** - make a moving vehicle slow down or stop by using a brake  
**crash** - a violent collision, typically of one vehicle with another or with an object  
**skid** - (of a vehicle) slide, typically sideways or obliquely, on slippery ground or as a result of stopping or turning too quickly  
**intersection** - a point at which two or more things intersect, especially a road junction  
**pulled out** - When a vehicle or driver pulls out, the vehicle moves out into the road or nearer the centre of the road.  
**came off** - to go aside of the road  
**interstate** - one of a system of motorways running between US states  
**margin** - the edge or border of something

**conscious** - aware of and responding to one's surroundings  
**breath** - the air taken into or expelled from the lungs  
**bleed** - lose blood from the body as a result of injury or illness  
**injure** - suffer physical harm or damage to (a part of one's body)  
**survive** - continue to live or exist in spite of (an accident or ordeal)  
**tow truck** - a motor vehicle which is used to pull broken or damaged vehicles  
**convertible** - a car with a folding or detachable roof  
**minor** - lesser in importance, seriousness, or significance  
**treatment** - medical care given to a patient for an illness or injury  
**coach** - a comfortably equipped single-decker bus used for longer journeys  
**touring** - an organized trip that people go on to several different places

A man was 1 \_\_\_\_\_ in a bar when the bartender refused to give him any more to drink. The man became upset and started to disturb 2 \_\_\_\_\_. A police officer arrived and found the man throwing 3 \_\_\_\_\_. The officer tried to get the man to 4 \_\_\_\_\_ down. When the man was uncooperative, the officer placed him in 5 \_\_\_\_\_.

**Task 6. Listen and read the summary again. What charges is the suspect likely to face?**

#### Listening

**Task 7. Listen to a conversation between a bartender and a police officer. Mark the statements as true (T) or false (F).**



- 1 \_\_\_ The bartender denied the tourist a drink.
- 2 \_\_\_ The tourist struck the bartender.
- 3 \_\_\_ The tourist will be charged with disturbing the peace.

**Task 8. Listen again and complete the conversation.**

**Bartender:** 1 \_\_\_\_\_ you're here officer

That kid ruined most of my business for the night.

**Officer:** What exactly happened here tonight, Mr. Stein?

**Bartender:** Well, officer, that tourist was in here all evening. 2 \_\_\_\_\_

\_\_\_\_\_ becoming very drunk.

**Officer:** What 3 \_\_\_\_\_ ?

**Bartender:** I refused to give him 4 \_\_\_\_\_. That's when he got really angry.



**Officer:** What happened then?

**Bartender:** He yelled insults at my customers and knocked over a table full of glasses. Then he went outside and started throwing things **5** \_\_\_\_\_. He kept yelling the whole time.

**Officer:** Well, I think we've got him **6** \_\_\_\_\_ now.

**Bartender:** Are you going to arrest him?

**Officer:** We'll definitely charge him with disturbing the peace. With all that yelling, we can probably get him for a noise violation and disorderly conduct, too. Thank you for your time, Mr. Stein.



### Speaking

**Task 9.** With a partner, act out the roles below based on Task 8. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*What did you do*

*I refused . . .*

*And then . . .*

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

a drunk tourist in your bar

how customers were affected

items possibly damaged

**Student B:** You are a police officer. Talk to *Student A* about an incident in the bar. Make up a name for the bartender.



### Writing

**Task 10.** Use the report and the conversation from Task 8 to fill out the arrest report. Make up a name for the suspect and officer.

## ARREST REPORT



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

Suspect's name: \_\_\_\_\_

Reason for arrest: \_\_\_\_\_

Possible charges: \_\_\_\_\_

Was alcohol involved? Y / N

- b. the man has other injuries that are untreated
- c. the injured man will not survive his injury
- d. the cut is worse than the man originally thought

**Task 10. Listen again and complete the conversation.**

**Officer 2:** I came as soon as I could. The 1 \_\_\_\_\_ was bad.

**Officer 1:** I know. I wish the ambulance would hurry up and get here. This guy is in 2 \_\_\_\_\_.

**Officer 2:** Looks like it. What can I do to help until the ambulance arrives?

**Officer 1:** Well, he has a pretty big 3 \_\_\_\_\_ where he hit head on the steering wheel. We'll need to 4 \_\_\_\_\_ it.

**Officer 2:** Okay.

**Officer 1:** I'll get the 5 \_\_\_\_\_ while you apply pressure to the wound.

**Officer 2:** Sure.

**Officer 1:** Let's 6 \_\_\_\_\_ . Oh. That doesn't look too bad.

**Officer 2:** No, it's not as bad as I was 7 \_\_\_\_\_ . The bleeding stopped I think.

**Officer 1:** Yeah. I think now is good time to sterilize the wound. You can hold back his hair while I swab area.

**SPEAKING**

**Task 11. With a partner, act out the roles below based on Task 10. Then, switch roles.**

**USE LANGUAGE SUCH AS:**

*What can I do ...*

*We'll need to ...*

*Now is a good time to ...*

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

**Officer 1:** Wasn't that bulletin about a stolen Charlotte Impreza?

**Officer 2:** Yes. A tourist 1 \_\_\_\_\_ outside a gas station.

**Officer 1:** It was a white rental car, 2 \_\_\_\_\_ ?

**Officer 2:** I think so. Let me see. Yes. Why?

**Officer 1:** Doesn't the car in front of us 3 \_\_\_\_\_ ?

**Officer 2:** That's it! Do you think we can 4 \_\_\_\_\_ it without an incident?

**Officer 1:** As long as those kids don't start a high-speed chase.

**Officer 2:** I'll 5 \_\_\_\_\_ up the street to get a spike strip ready, 6 \_\_\_\_\_ .

**SPEAKING**

**Task 8. With a partner, act out the roles below based on Task 7. Then, switch roles.**

**USE LANGUAGE SUCH AS:**

*Wasn't that bulletin about a stolen...*

*Doesn't the car in front of us fit the description?*

*As long as those kids don't ...*

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

- a stolen car bulletin
- the make and model
- the car in front of you

**Student B:** You are a patrol officer. Confirm Student A's description of the stolen vehicle.

## WRITING

**Task 9.** Use the bulletin and the dialogue from Task 8 to fill out the bulletin.

### Stolen Car Bulletin



Make and model: Charlotte Impreza

Year: 2009                      Color: White

Description of accident:

\_\_\_\_\_ : JH4NA1157MT061832

Incident information: A \_\_\_\_\_ left a \_\_\_\_\_.

He left \_\_\_\_\_. It is believed two teenagers took the car for a \_\_\_\_\_.

It is believed two teenagers took the car for a \_\_\_\_\_.

If the vehicle is \_\_\_\_\_, contact \_\_\_\_\_.

**Woman:** Is ambulance coming? There are two people kept in the car over there. They can't get out of it.

**Officer:** Ok. I'm coming. Can you start dealing with witnesses and CLO. Can you hear me?

**Marco:** Yes, I can hear you. Please help me.

**Officer:** What's your name?

**Marco:** Marco.

**Officer:** Ok, Marco. The ambulance is on it's way and we will be here very soon.

**Officer:** Are you injured? Does anything **1** \_\_\_\_\_?

**Marco:** My leg **2** \_\_\_\_\_. I can't move it. I think it's **3** \_\_\_\_\_.

**Officer:** Don't move, Marco. It's very important to keep still. The ambulance is on its way. Don't worry we'll get you out of there soon. Is there another person with you?

**Marco:** There is my friend - she's **4** \_\_\_\_\_.

**Officer:** Is she **5** \_\_\_\_\_ normally? Can you see?

**Marco:** Yes, I think she is **6** \_\_\_\_\_. But there is a lot of **7** \_\_\_\_\_.

**Officer:** Is she still **8** \_\_\_\_\_, Marco? Where's the blood coming from?

**Marco:** She's bleeding from a cut on her head.

**Officer:** If I pass you something Marco, can you put it on the cut on her head? We need to try to stop the bleeding.

## LISTENING

**Task 9.** Listen to a conversation between two police officers. Choose the correct answers.

1. What is the primary focus of this discussion?

- the steps of CPR
- how to care for the wound
- when the ambulance will arrive
- the condition of the injured man

2. What can you infer about this scenario?

- the man was injured in a car accident

Choking – clear the **airway**. Use chest thrusts or fingers to remove the object. After the object is removed, check for a **pulse**. If the victim has no pulse, give **CPR**.

CPR – Begin with **chest compressions**. After 30 compressions perform **rescue breathing**.

Cardiac Arrest – Turn on the **defibrillator**. Remove all metal jewelry and the victim's shirt. Secure the pads to the victim's chest. The machine will tell you when to give a shock. After giving the shock, check the pulse. If the heart is beating, but the victim is not breathing, give CPR.

### Task 6. Listen and read the manual again.

How does an officer know when to use a defibrillator?

**Task 7. Check the meaning of the words in the margin. Listen to what happens when the police arrive at the scene of the second accident. Then choose the correct answer.**

1. There are *two men / a man and a woman* in the car.
2. Marco has *a leg injury / a head injury*.
3. The second person in the car is *conscious / unconscious*.
4. The policeman first asks if the second person in the car is *breathing / bleeding*.
5. Then the policeman asks if the person is *bleeding / breathing*.
6. The second person in the car has *a head injury / no injuries*.

**Task 8. Listen again. Complete the dialogue. Use the words from vocabulary.**

## UNIT 24 ESTABLISHING CRIME SCENES

**Get ready!**

**Before you begin the lesson, talk about these questions.**

1. What kinds of things at a crime scene could be used as evidence?
2. What can police officers do to protect possible evidence?

### VOCABULARY

**Task 1. Listen and read the new words and phrases, then copy out them into your notebooks.**

**establish** – oʻrnatmoq, isbot qilmoq (*dalil*) / устанавливать, установить (*факт*)

**important stage** – muhim bosqich / важный этап

**initial** – dastlabki / первоначальный

**treatment** – muhokama qilish, koʻrish, koʻrib chiqish / рассмотрение, обращение

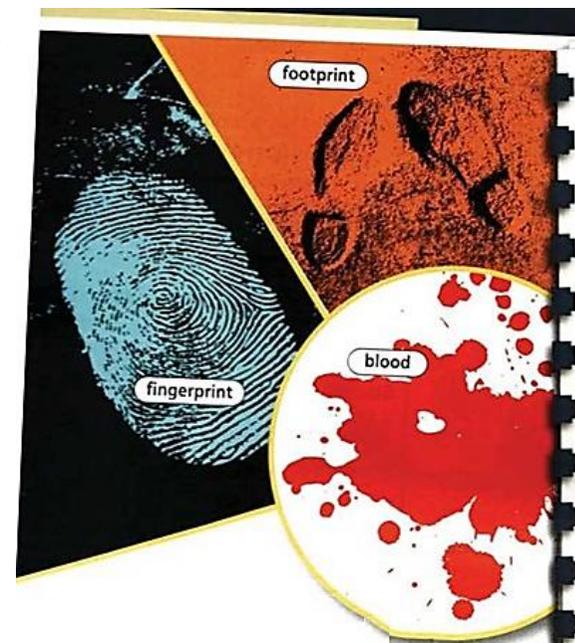
**break a case** – vaziyatni izdan chiqarmoq / нарушать случай;

обстоятельство, положение; дело

**respond** – javob bermoq, javobgar boʻlmoq / отвечать

**survey** – soʻroqlamoq, soʻroq oʻtkazmoq, koʻpchilikdan maʼlumot (fikir) toʻplamoq / проводить опрос, анкетирование

**ongoing** – ayni vaqtda (kunda) sodir boʻlgan, kelib chiqqan / происходящий в настоящее время



**unrelated to** – poyintar-soyintar, bog'lanmagan (biror narsa bilan) / несвязанный, несоотносящийся, несоотносимый (счем-л.)

**vehicle** – avtotransport /автотранспортное средство, машина (автобус, трактор, танк и т.п.)

**odd** – ajoyib, qiziq, g'alati, o'zgacha hid / странный, необычный запах; аромат

**note** – yozib olmloq (qo'ymoq), ro'uxatga olmloq / записывать, отмечать; указывать

**pull aside** – o'xshab ketmoq, hidi / (mazasi, ta'mi) kelmoq, hidini bermloq / отзывать (кого-л.) в сторону для приватной беседы

**disappear** – yo'q bo'lmoq, yo'q bo'lib ketmoq, yo'qolmoq, g'oyib bo'lmoq, ko'rinmay ketmoq /исчезать (из поля зрения), пропадать, теряться

**cordon off** – o'rab olmloq, to'smoq, berkitmoq / окружать; блокировать; оцеплять



**perimeter** – perimetr

(yassi kshp bo'rchakning hamma tomonlari o'lchamining yig'indisi) / периметр

**crucial** – kalitli, tanqidiy, yo'l ochib beradigan, imkon tug'diradigan, hal qiluvchi, eng muhim / ключевой; критический, решающий;

**surface** – yuza, sirt, bet, ust / поверхность;

**protect** – himoya qilmoq, qo'riqlamoq, o'rab olmloq(qo'ymoq), ehtiyot qilmoq /защищать; охранять, ограждать; предохранять;

**saliva** – so'lak, tupuk / слюна

**contamination** – iflos (kir) qilib yuborish, zaharlanish /загрязнение; заражение

**disturb**– to'lqinlantirmoq, hayajonga solmoq / tashvishlantirmoq, tashvishga solmoq bezovta qilmoq, ovora qilmoq, ozor bermloq / волновать, тревожить, беспокоить мешать (кому-л.).

#### Task 2. Match the words (1-6) with the definitions (A-F).

- 1 \_\_ fingerprints      3 \_\_ specialist      5 \_\_ contamination  
2 \_\_ cordon off      4 \_\_ crime scene      6 \_\_ saliva

A. the place where a crime has occurred

2. Babies' feeding equipment can be cleaned and **sterilized**.

**burn / pulse**

1. His blood **pulsed** through his blood vessels faster and faster as he ran up the stairs.

2. When I arrived one of the vehicles was still **burning**.

**bandage / chest**

1. The nurse **bandaged** up the nasty cut.

2. He felt sharp **chest** pains and went to see the doctor.

#### Task 4. Fill in the blanks with the correct words from the word blank.

**Word blank:** CPS pulse sterilized burn bandage defibrillator

1. Doctors used a *defibrillator* to normalize the woman's heartbeat.
2. The officer applied pressure to wound before he *sterilized* it.
3. The police officer gave *CPS* because the injured man was not breathing.
4. The man covered his cut with a *bandage*.
5. The man spilled boiling water and received a *burn*.
6. A steady *pulse* indicated the man had a normal heartbeat.

#### READING

**Task 5. Read this page from a training manual. Then, complete the table using information from the first aid manual.**

Medical Problem	Interior of vehicle
Superficial Injury	
Choking	
Cardiac Arrest	

#### First Aid Guidelines

Until an ambulance arrives, it's your duty to give medical attention and **first aid**. Your initial treatment of an injured person can save lives. Every squad car has a first aid kit – be aware of its location.

Superficial injured – for minor **cuts** and **burns**, **sterilize** the injured area. Then wrap the injury in a **bandage**. For a cut that is bleeding heavily, apply pressure to reduce blood flow.

## UNIT 26 PROVIDING FIRST AID

### Get ready!

Before you read the passage, talk about these questions.

1. What situations in which officers use first aid?
2. What are some first aid treatments?

### VOCABULARY

#### Task 1. Translate the following words and phrases.

**first aid** – is medical care given to someone who is injured.

**cut** - is an injury where the skin breaks.

**sterilize** – to sterilize something is to clean or remove bacteria from it.

**burn** – is an injury caused by heat.

**airway** – is a tube that allows air to travel from the nose or mouth to the lungs. **kit** – is collection of tools.

**bandage** – is material used to wrap an injury.

**pulse** – is throb found in areas of the body with arteries and indicates the heartbeat.

**chest compressions** – is a technique used during first aid that pumps blood through the heart and provides circulation.

**rescue breathing** – is a process used to help someone breath.

**CPR** - cardiopulmonary resuscitation

**defibrillator** – is an electronic device used to restore normal heartbeat

#### Task 2. Match the words (1-6) with definitions (A-F).

1 ___ cut	a. a collection of tools
2 ___ kit	b. a technique that pumps blood
3 ___ airway	c. a tube that brings air to the lungs
4 ___ first aid	d. an injury where the skin breaks
5 ___ chest compressions	e. a process used to help someone breathe
6 ___ rescue breathing	f. medical care given to an injured person

#### Task 3. Use the appropriate word for the sentence.

**sterilize / cut**

1. He cut his chin while shaving..

- B. someone who is trained for a specific task
- C. marks people leave on objects after touching them
- D. exposing evidence to uncontrolled conditions
- E. to prevent people from entering an area with rope or tape
- F. a bodily fluid produced in the mouth

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

**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.

### READING

#### Task 4. Listen to the text, then read it yourself.



## 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 **specialists** 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 witness 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.

about:

- items in a carry-on bag
- why he or she was pulled from line
- legal consequences

Student B: You are a tounst. Answer Student A's questions.

### WRITING

**Task 10. Use the conversation in Task 9 to write an incident report.**

**Talk about:**

- what a passenger possessed and said
- your response
- an explanation of your actions

**Task 5. Read the page from an officer's manual. Read the summary. Then, fill in the blanks with the correct words and phrases from the word bank.**

**Word bank:** survey establish crime scene contamination public

Proper treatment of the 1\_\_\_\_\_ is an important part of an investigation. Officers should 2 \_\_\_\_\_ the scene, keep people out, and protect evidence. An initial check for safety conditions comes first. Then officers should 3 \_\_\_\_\_ a means of separating the scene from the 4\_\_\_\_\_. Finally, officers should make efforts to

**Officer:** You were pulled out of line because of what is in your bag, and because of what you said.

**Tourist:** Oh, what, the joke I made? All I said was, "Yeah, I'm going to take over the plane." Everyone knew I wasn't serious.

**Officer:** Listen up. You're **1** \_\_\_\_\_ you realize. To begin with, you attempted to bring several knives onto a plane in your carry-on bag.

**Tourist:** Okay, that was just a mistake. I meant to pack them in my luggage and check it. But **2** \_\_\_\_\_, a mistake.

**Officer:** Doesn't matter. You tried to pass weapons through security and made a terrorist threat. And you'll **3** \_\_\_\_\_ for it.

**Tourist:** **4** \_\_\_\_\_ a second. This is ridiculous. I didn't make a threat. **5** \_\_\_\_\_.

**Officer:** That's what **6** \_\_\_\_\_ you. There is no joking about this. Every potential threat is treated equally.

**Tourist:** Look, I want to **7** \_\_\_\_\_. Now.

protect evidence from **5** \_\_\_\_\_ or disturbance.

## LISTENING

**Task 6. Listen and read the manual again. What might have fallen from a criminal's head in a crime scene?**

**Task 7. Listen to a discussion between one officer and another. Choose 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 woman 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

**Task 8. Listen again and complete the conversation.**

## SPEAKING

**Task 9. With a partner, act out the roles below based on Task 8. Then, switch roles.**

### USE LANGUAGE SUCH AS:

*You were pulled out of line because...*

*To begin with...*

*That was just a mistake.*

Student A: You are an officer in an airport. Talk to student B

**Officer 1:** It appears the suspect stole the television.  
**Officer 2:** Any evidence?  
**Officer 1:** There are 1 \_\_\_\_\_ on the couch. He may have cut himself 2 \_\_\_\_\_.  
**Officer 2:** Should I tag it for the pathologist?  
**Officer 1:** Yes. But first I 3 \_\_\_\_\_ cordon off the front porch.  
**Officer 2:** Will do.  
**Officer 1:** And 4 \_\_\_\_\_ the walkway as well. Those 5 \_\_\_\_\_ may be from our suspect.  
**Officer 2:** Okay.  
**Officer 1:** And when the others arrive, 6 \_\_\_\_\_.  
 The media will be here soon.

## SPEAKING

**Task 9. With a partner, act out the roles below based on Task 7. Then, switch roles.**

### USE LANGUAGE SUCH AS:

*any evidence?*

*need you to...*

*you'd better...*

Student A: You are the first officer at a crime scene talk to student B about:

- the crime that occurred
- places of possible evidence
- how to protect the evidence

**Task 6. Listen and read the notice again. What should passengers not talk about for fun?**

## LISTENING

**Task 7. Listen to a conversation between an officer and a tourist. Choose the correct answers.**

**1** Why was the tourist removed from line?

- A He hid a lighter in his bag.  
 B He refused to be screened. C He was selected by profiling. D He joked about a terrorist threat.

**2** What will the man likely do next?

- A Call a lawyer. C Turn over his knives.  
 B Board his plane. D Apologize to the officer.

**Task 8. Listen again and complete the conversation.**

**Task 4. Listen to security notice at an airport and fill in the gaps.**

**WELCOME TO GRIGGS INTERNATIONAL AIRPORT**

In an effort to prevent acts of 1 \_\_\_\_\_ Griggs International Airport **adheres** to strict security procedures. For your safety, please be aware of the following guidelines at all times. Any violation of these rules will be handled by law enforcement officials.

Never leave your baggage 2 \_\_\_\_\_. Unattended bags will be seized by airport police.

Only ticketed **passengers** may pass the security checkpoint. To aid the 3 \_\_\_\_\_ process, have your identification and ticket ready. Remove all objects from your pockets before entering the 4 \_\_\_\_\_.

No **hazardous** materials are allowed on flights. Lighters, liquids or sharp items are not allowed in **carry-on** bags. Such objects must be declared and placed in 5 \_\_\_\_\_ luggage.

Passengers will be selected at **random** to be screened by advanced imaging technology. We assure all passengers that Griggs International Airport does not engage in 6 \_\_\_\_\_. Passengers who do not wish to be screened with this technology may opt for a pat down.

Airport Security is no laughing matter. Law Enforcement treats all 7 \_\_\_\_\_ threats seriously. No mention of a **bomb** or **attack** will be taken lightly and passengers should not joke about them. Failure to comply with this policy WILL result in arrest, prosecution and 8 \_\_\_\_\_.

**Task 5. Read the notice at an airport. Then, mark the statements as true (T) or false (F).**

- 1 \_\_\_ Lighters are not allowed in checked bags.
- 2 \_\_\_ Passengers who refuse to be screened by imaging technology cannot board flights.
- 3 \_\_\_ Passengers can go to jail for joking about terrorist attacks.

Student B: You are at a crime scene Talk to student A about preserving evidence.

**WRITING**

**Task 10. Use the conversation in Task 8 to write an officer's description of the crime scene. Talk about:**

- the crime
- evidence
- how evidence was protected

## UNIT 25 COUNTERING TERRORISM

### Get ready!

**1. Before you begin the lesson, talk about these questions:**

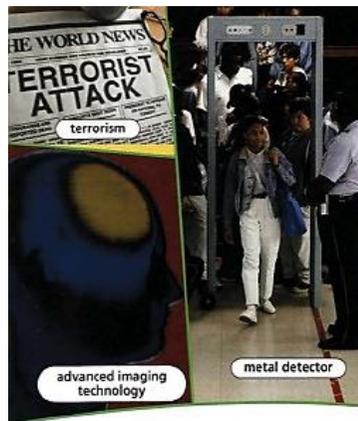
1. What places are most vulnerable to acts of terrorism in your country?
2. What anti-terrorism procedures are in place at airports in your country?

### VOCABULARY

**Task 1. Listen and read the new words and phrases, then copy out them into your notebooks.**

in an effort (to) – maqsadida  
 adhere (to) – (-ga) amal qilmoq  
 strict - qat'iy  
 procedures – tartib-qoidalar  
 safety – xavfsizlik  
 be aware of – xabardor bo'lmoq  
 guidelines – yo'riqnama  
 violation – buzish  
 handle – shug'ullanmoq  
 unattended – qarovsiz  
 security checkpoint – xavfsizlik uchun tekshirib o'tkazish joyi  
 screen – (sinchiklab) tekshirmoq  
 identification – shaxsni tasdiqlovchi hujjat  
 remove – olmoq, olib tashlamoq  
 enter – kirmoq  
 metal detector – metal izlovchi  
 hazardous – qaltis, xavfli  
 allow – ruxsat bermoq  
 flight – uchish  
 lighter - zanjigalka

liquids - suyuqlikla  
 sharp items – o'tkir buyumlar  
 carry-on bag – sumka  
 declare – ma'lum qilmoq  
 place – joy  
 check – tekshirmoq  
 select – tanlamoq  
 random – tasodifiy  
 advanced – ilg'or  
 imaging technology – tasvirga tushirish texnologiyasi  
 assure – ishontirmoq  
 engage in – (bilan) shug'ullanmoq  
 profiling – kishining ruhiy va axloqiy sifatlarini qayd etish va tahlil qilish  
 opt (for) – (-ni) afzal ko'rmoq;  
 tanlamoq  
 pat down – tintish, qo'l bilan paypaslab tekshirish  
 laughing matter – kulgili ish (narsa)



treat – munosabatda bo'lmoq,  
 qabul qilmoq  
 threat – xavf, tahdid  
 mention – eslash, tilga olish  
 take lightly – e'tiborsiz qoldirmoq  
 failure – amalga oshmaslik; biror narsani bajarmaslik  
 comply with – (-ni) bajarmoq

result in – (bilan) tugamoq  
 prosecution – tergov, ta'qib  
 jail term – (qisqa muddatga) ozodlikdan mahrum etish  
 vulnerable – himoyasiz  
 in place – bor, hozirlab qo'yilgan  
 cargo hold – yuk bo'lmasi  
 trait – xususiyat, sifat, belgi

**Task 2. Match the words (1-8) with the definitions (A-H).**

- |                  |                 |
|------------------|-----------------|
| 1 ___ unattended | 5 ___ profiling |
| 2 ___ terrorism  | 6 ___ random    |
| 3 ___ passenger  | 7 ___ screen    |
| 4 ___ hazardous  | 8 ___ check     |

- A the use of violence to achieve political goals  
 B not being watched or held  
 C to place a bag in a plane's cargo hold  
 D a person in a vehicle  
 E occurring without pattern or reason  
 F being harmful or dangerous  
 G using people's traits to identify them as possible risks  
 H to check a person for dangerous items before boarding a vehicle

**Task 3. Read the sentence pairs. Choose where the words best fit in the blanks.**

**1** attack / bomb

**A** Several people died during the \_\_\_\_\_.

**B** The \_\_\_\_\_ failed to explode.

**2** potential / carry-on

**A** Every passenger is a \_\_\_\_\_ threat.

**B** Many items cannot go in \_\_\_\_\_ bags.

**3** advanced imaging technology / metal detector

**A** A(n) \_\_\_\_\_ cannot sense plastic weapons.

**B** \_\_\_\_\_ allows security to see anything under a person's clothes.

**criminal** – 1) jinoyatchi; 2) jinoiy, jinoyatga oid  
**criminality** – jinoyatchilik  
**crowd** – bir yerga to'plangan ko'p sonli kishilar guurhi; olamon  
**crown** – 1) toj; 2) toju taxt; qirol hokimiyati; 3) (the Crown) monarx; qirol; qirolicha  
**Crown** – qirollik hukumati  
**cruiser** – politsiya patrul mashinasi  
**cultivate** – ishlov bermiq; tayyorlamoq  
**curb** – jilovlamoq  
**curly** – jingalak  
**curvy** – 1) qing'ir-qiyshiq; 2) bo'rtib chiqqan (ayollarning qomati haqida)  
**custom** – odat, rasm

## D

**“do’s” and “don’ts”** – qoidalar  
**date** – sana; yil, oy, kun  
**debit card** – electron pul o'tkazish kartochkasi  
**decent** – yaroqli, yaxshi  
**decide** – qaror qilmoq  
**decision** – qaror  
**declare** – tantanali bayon qilmoq; rasman ma'lum qilmoq  
**deem** – o'ylamoq, fikrlamoq; hisoblamoq  
**define** – ta'riflamoq  
**definite** – aniq, muayyan  
**degrade** – birovni kamsitmoq, yerga urmoq, xo'rlamoq  
**demand** – 1) talab; 2) talab qilmoq  
**deputy** – o'rinbosar, noyib  
**describe** – 1) tasvirlamoq; 2) ifodalamoq  
**deserve** – loyiq bo'lmoq, munosib ko'rilmq  
**designate** – tayinlamoq  
**destroy** – buzmoq, barbod qilmoq  
**detail** – tafsilot  
**detect** – jinoyatni ochmoq yoki tergov qilmoq  
**detection** – jinoyatni fosh qilish, tergov ishlarini olib borish  
**detective** – tergovchi, izquvar  
**detective activity** – tezkor qidiruv faoliyati

- The severity of an injury
- How to treat an injury

Student B: You are a police officer. Talk to Student A about what first aid to provide the victim.

## WRITING

**Task 7. Use the manual and the conversation from Task 10 to fill out the report**



### Injury Assessment

Nature/Severity of the injury: \_\_\_\_\_

\_\_\_\_\_

First aid given: \_\_\_\_\_

Status of victim after treatment: \_\_\_\_\_

### TASK FOR FREE-WORK:

**Task 1. Read the topic “First aid guidelines” and translate it in written form.**

**Task 2. Complete the sentences. Use the correct form of the words from the table.**

Verb	Noun	Adjective
to injure	an injury	injured -e.g. <i>Her legs injured.</i>
to bleed		
to cut		
to breathe		
to break		
to lose		

1. The driver of the vehicle had serious injured and was taken to hospital.
2. He hit his head on the windscreen and lost conscience.
3. He's badly injured. He is still bleeding, but he might not survive.
4. Can you put into this bag, please, sir?
5. She cut her hand and it blooded a lot.
6. He fell and broke two bones in his leg.

**conceal** – yashirmoq; sir tutmoq  
**conception** – 1) tushunish, idrok etish; 2) tushuncha, tasavvur; 3) g'oya, reja  
**concern** – 1) aloqadorlik; 2) qiziqish; 3) tashvishlanish  
**concern** – biror narsaga aloqador bo'lmoq  
**conduct (of people)** – xulq-atvor; o'zini tutish tarzi  
**confession** – aybiga iqrora bo'lish  
**confidence** – ishonch  
**confident** – ishonchi komil bo'lish  
**confidential** – sir tutilishi kerak bo'lgan; mahfiy  
**conflict** – 1) ziddiyat; 2) zid kelmoq  
**confront** – yuzlashmoq, to'qnash kelmoq  
**consideration** – e'tiborga olish, o'ylab ko'rish; **take into consideration** – e'tiborga olmoq  
**consist of** – biror narsadan iborat bo'lmoq; o'z ichiga olmoq  
**constable** – eng quyi unvondagi politsiyachi  
**constantly** – muntazam, doim  
**continually** – davomli; birin ketin, to'xtatmay  
**contract** – kelishuv, shartnoma  
**convict** – aybdor deb e'lon qilmoq  
**conviction** – sud orqali aybdor deb rasman e'lon qilish  
**convince** – ishontirmoq  
**cooperation** – hamkorlik  
**cooperative** – hamkorlik qiladigan  
**coordinated** – muvofiqlashtirilgan  
**corporation** – uyushma  
**corpse** – inson jasadi  
**corpus delicti** – jinoyat tarkibi  
**correction** – tuzatish  
**council** – 1) maslahatchi; 2) kengash  
**courageous** – botir, qo'rqmas  
**crack** – buzib kirmoq  
**creased** – 1) g'ijimlangan; 2) ajin tushgan  
**create** – yaratmoq, vujudga keltirmoq  
**crib** – uy, xonadon  
**crime** – jinoyat  
**criminal** – 1) jinoyatchi; 2) jinoyiy

**UNIT 27**  
**STRESS AND COPING**

**cash** – 1) pul; 2) naqd pul  
**casual** – tasodifiy  
**chairman** – rais  
**character** – tabiat, o'ziga xos xususiyat  
**charge with** – jinoyat yoki huquqbuzarlikda rasman ayblamoq  
**checkbook** – chek daftarchasi  
**cheeks** – yonoq(lar)  
**chief** – 1) tashkilot boshlig'i; 2) eng muhim  
**chin** – iyak, engak  
**chubby** – do'mboq, to'la  
**circumstance** – avvalgi hodisa yoki harakatga bog'liq holat yoki sharoit  
**civil** – fuqaroviy; fuqarolik  
**claim** – dalil-isbotsiz ta'kidlamoq, ma'lum qilmoq  
**cleft** – chuqurcha, yoriq  
**close** – yaqin  
**clothing** – kiyim-kechak  
**clue** – jinoyatni ochishga yordam beradigan biror dalil yoki ma'lumot  
**coerce** – kuch ishlatib yoki qo'rqitib majbur qilmoq  
**collect** – yig'moq, to'plamoq  
**collide** – to'qnashmoq  
**command** – buyurish; boshqarish  
**commander** – buyruq beruvchi, boshliq  
**commander-in-chief** – bosh qo'mondon  
**commit** – jinoyat yoki xato kabilarni sodir etmoq  
**committee** – qo'mita  
**commonly** – odatda, odatga ko'ra; ko'pincha  
**commons** – umumlar (palatasi)  
**community** – 1) bir joyda yashaydigan kishilar guruhi; aholi, jamoa; 2) aholi yashaydigan hudud  
**comparison** – qiyoslash, taqqoslash  
**complainant** – shikoyatchi  
**complete** – 1) tugatmoq, bitirmoq; 2) to'liq; tugal  
**complicated** – bir qancha qism yoki bo'laklardan iborat; murakkab  
**compose of** – biror narsadan iborat bo'lmoq  
**compromise** – obro'sini to'kmoq; xavf-xatarga qo'yimoq  
**con** – aldamoq, laqillatmoq

**Get ready!**

**Task 1. Before you read the passage, talk about these questions.**

1. What are some common causes of stress?
2. How does the body respond to stress?

**Active words:** stressor, life events, alarm, persists, resistance, exhaustion, perceive, primary, appraisal, secondary appraisal, cope.

**VOCABULARY**

**Task 2. Listen to new words and phrases then copy out them.**

**stressor** [stresə] – stress sababchisi, qattiq hayajonga soluvchi, ruhiy zarba beruvchi omil / стресс-фактор, стрессор, фактор стресса (любое явление, вызывающее стрессовое состояние; напр., потеря близкого человека, смена работы, трудности на работе, переезд и т. д.)

**life** [laɪf] – hayot, turmush, umr, hayot tarzi / жизнь; существование

**event** [ɪ'vent] – voqea, hodisa / событие; происшествие, случай

**alarm** [ə'lɑ:m] – trevoga, trevoga signali / тревога, сигнал тревоги

**persist** [pə'sɪst] – o'jar, qaysar (–lik qilmoq) / упорствовать, настойчиво, упорно продолжать

**resistance** [rɪ'zɪst(ə)n(t)s] – qarshilik ko'rsatish, qarshi harakat / сопротивление; отпор, противодействие

**exhaustion** [ɪg'zɔ:sʃ(ə)n] – qattiq holdan toyish, horg'inlik, darmon qurishi / изнеможение, истощение

**perceive** [pə'si:v] – tushunmoq, anglamoq / воспринимать, понимать, осознавать

**primary** [praɪm(ə)rɪ] – dastlabki, birinchi darajali, muhim / что-л, имеющее первостепенное значение; главное, основное

**appraisal** [ə'preiz(ə)l] – baho, fikr, narx; baholamoq, narx qo‘ymoq / оценка, определение ценности

**secondary appraisal** [sek(ə)nd(ə)rɪ ə'preiz(ə)l] – ikkilamchi baho / вторичная оценка

**cope** [kəʊp] – eplamoq, uddasidan chiqmoq, yengmoq, bas kelmoq / справиться; выдержать, совладать

**Task 3. Match the words or phrases (1 -8) with the definitions (A-H).**

- |                 |                        |
|-----------------|------------------------|
| 1 __ stressor   | 5 __ perceive          |
| 2 __ alarm      | 6 __ cope              |
| 3 __ resistance | 7 __ life event        |
| 4 __ exhaustion | 8 __ primary appraisal |

- A** an important occurrence in a person's life  
**B** something that causes a person to feel stress  
**C** the first evaluation of a stressor, including how stressful it is  
**D** to see or notice something  
**E** a stage of stress response when energy levels are heightened  
**F** to manage a negative situation  
**G** a stage of stress response when energy levels start to drop  
**H** a stage of stress response when the body is extremely tired

**Task 4. Fill in the blanks with the correct words or phrases from the word bank.**

**Word bank:** stress / secondary appraisal / deal with / stress response

1. The \_\_\_\_\_ is an assessment of what someone can do about a stressful event.
2. When something stressful occurs, the body immediately starts the \_\_\_\_\_.
3. The psychologist helps people \_\_\_\_\_ stressors more effectively.
4. \_\_\_\_\_ is the feeling of nervousness or anxiousness.

**base on** – biror narsaga asoslanmoq

**be in agreement** – mos kelmoq muvofiq bo‘lmoq

**be on guard** – hushyor turmoq

**be on the beat** – aylanib ko‘zdan kechirmoq; yo‘l-patrul xizmatida bo‘lmoq

**beard** – soqol

**beat** – piyoda yurib nazorat qilish uchun bir politsiya ofitseriga birlashtirilgan hudud

**behaviour** – o‘zini tutish, xulq-atvor

**beneath** – tagida, ostida

**betray** – oshkor qilmoq; sadoqatsizlik qilmoq; sotmoq

**bicameral** – ikki palatali

**blonde** – oq-malla, sarg‘ish soch

**bloodshot** – qizargan (ko‘z haqida)

**bluster** – baqirmoq, o‘dag‘aylamoq

**body** – idora, organ; tuzilma, qism

**bold** – qo‘rqmas, jur‘atli, jasur

**bomb squad** – terrorchilar bombalarining qo‘yilishi va portlashini tergov qiluvchi politsiya bo‘linmasi

**branch** – 1) shox; 2) tarmoq, bo‘lim; 3) shajara

**briefings** – ma‘lumot yoki yo‘riq berish uchun yig‘ilish yoki uchrashish

**bring a criminal action** – jinoiy ish qo‘zg‘atmoq

**brunette** – to‘q jigarrang sochli

**build** – qomat, jussa

**bureaucratic** – ma‘muriy jarayonga oid, byurokratik

**burnt** – yongan

**bury** – ko‘mmoq

**business attire** – ish kiyimi

**bustle** – 1) yugurib yelish, hovliqish; 2) to‘s-to‘palon, ur-yiqit

**busybody** – boshqalarning ishiga aralashuvchi

**by contrast** – farqli o‘laroq

**C**

**campsite** – chodirli lager, kemping

**captain** – AQSHda tuman politsiyasi boshlig‘idan keyingi o‘rinda turuvchi ofitser

**carefulness** – extiyotkorlik; sinchkovlik

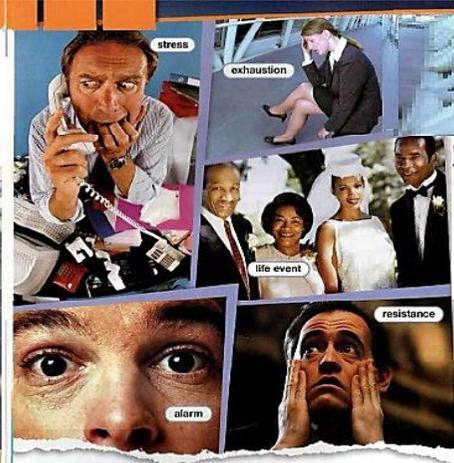
**appearance** – ko'rinish, manzara  
**apply** – amalga kiritmoq, ishlatmoq  
**appoint** – 1) uchrashish uchun biror joy va vaqtni belgilamoq; 2) biror kishini lavozim, mansab yoki ishga tayinlamoq  
**appointment** – 1) uchrashish uchun biror joy va vaqtni belgilash; 2) ish yoki lavozimga tayinlamoq  
**apprehend** – hibsga olmoq  
**approach** – yondoshuv, munosabat  
**approval** – 1) ma'qullash; 2) tasdiqlash  
**approve** – ma'qullamoq; qanoatlanmoq  
**arrest** – hibsga, qamoqqa olish  
**arrive** – yetib kelmoq, yetib bormoq; yetmoq  
**as to** – biror narsaga aloqador yoki tegishli  
**ash** – kul  
**assign** – tayinlamoq, ajratmoq  
**associate** – 1) tijorat yoki ishdagi sherik, hamkor; 2) birlashtirmoq, uyushtirmoq  
**association** – uyushma, birlashma  
**at any rate** – har holda, nima bo'lgan taqdirda ham  
**ATM** (automated teller machine) – avtomatik ravishda naqd pul chiqarib beradigan va boshqa bank xizmatlarini amalga oshiradigan mashina  
**attack** – hujum  
**attempt** – urinmoq, harakat qilmoq  
**attire** – kiyim  
**attitude** – munosabat  
**attorney** – huquqshunos, advokat, himoyachi  
**attractive** – 1) e'tiborni tortuvchi; 2) jozibador, chiroyli  
**authority** – buyruq berish, qaror qabul qilish va bo'ysundirish huquqi yoki vakolati  
**avoid** – biror narsa qilishdan qochmoq, tiyinmoq

## B

**backpack** – yelkaga osiladigan xalta; ryuzzak  
**backup plan** – hujjat nusxasi  
**bald** – 1) sochi yo'q, kal; 2) yalangbosh  
**barrister** – yuqori nuruvchi sudlarda ishtirok enuvchi himoyachi

## READING

### Stress: A Natural Part of Life



**What causes stress?**  
 Everyone has different **stressors**, but some are more common than others. Positive and negative **life events** often lead people to feel stress. These include major events like moving, getting married, and changing jobs.

**The stress response**  
 When a stressful event occurs, your body goes through three stages. The first stage is **alarm**. Your body fills with energy to fight the stressor.  
 If the stressor still **persists**, the body moves on to **resistance**. The body still wants to fight, but it is losing energy. The final stage is **exhaustion**. This is an undesirable state of extreme tiredness.

**How to deal with stress**  
 Your response to stress relates to how you **perceive** it. An accurate **primary appraisal** is very important. It helps you understand the nature of the problem. This ensures a realistic **secondary appraisal**, or plan of action. Then, you can **cope** with the stress more effectively.

**Task 5. Read the brochure. Then, complete the table.**

Cause	Effect
A person experiences a major life event.	1 _____ _____
2 _____ _____	The body enters the resistance stage.
A person makes an accurate primary appraisal.	3 _____ _____

**Task 6. Listen and read the brochure again. What are the three stages in the stress response?**

### LISTENING

**Task 7. Listen to a conversation between a psychologist and a patient. Mark the following statements as true (T) or false (F).**

- 1 \_\_\_ The woman recently started a new job.
- 2 \_\_\_ The woman has less energy than she did during the previous week.
- 3 \_\_\_ The woman is preparing to move to a new city.

**Task 8. Listen again and complete the conversation.**

## ENGLISH – UZBEK DICTIONARY

**abandon** – voz kechmoq  
**abdomen** – qorin  
**abdominal** – qoringa oid  
**abuse** – 1) suyiste'mol qilish; 2) suyiste'mol qilmoq  
**accommodation** – turar joy  
**accompany** – 1) hamrohlik qilmoq; 2) birga bo'lmoq; 3) bir vaqtda birjoyda paydo bo'lmoq  
**accord (with)** – (bilan) mos kelmoq  
**accurate** – har jihatdan to'g'ri, aniq  
**accused (the accused)** – ayblanuvchi(lar)  
**acknowledgement** – 1) tan olish, iqror bo'lish; 2) tasdiqlash  
**acquaintance** – tanish, oshna, sherik  
**acquire** – o'rganmoq, egallamoq yoki rivojlantirmoq  
**act** – harakat; qilmish  
**actual** – haqiqanda bor, mavjud; haqiqiy  
**acute** – keskin, o'tkir; o'ta kuchaygan  
**added** – qo'shimcha  
**administer** – ma'mur va javobgar  
**adoption** – qabul qilish  
**adultery** – nikohda bo'lgan shaxsning begona shaxs bilan jinsiy aloada bo'kishi  
**advantage** – imtiyoz, ustunlik  
**adversary** – raqib  
**agency** – agentlik  
**aid** – yordam  
**allegiance** – sodiqlik, fidokorlik  
**alternate** – muodil, o'rnini bosuvchi  
**amend** – juz'iy o'zgartirishlar kiritmoq  
**analogous** – biror jihati bilan o'xshash, mos keluvchi  
**ancient** – qadimiy, qadimgi  
**anger** – jahl, g'azab  
**anxious** – jahli chiqqan, asabiy; hayajon bosgan  
**appeal** – 1) biror ishni qilishga chaqirmoq; 2) iltimos qilmoq, murojaat qilmoq

## SPEAKING

**Task 9. With a partner, act out the roles below based on Task 8. Then, switch roles.**

### USE LANGUAGE SUCH AS:

*I believe there are a couple of ...*

*I guess you have ... / You mean ... ?*

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

- a problem in his or her life
- what social factors are affecting him or her
- your suggestions for improving the situation

**Student B:** You are a patient. Talk to Student A about a problem in your life.

## WRITING

**Task 10. Use the course description and the conversation from Task 9 to write the psychologist's notes about a patient. Include: the patient's problem, which social factors may be affecting him or her, and what you advised him or her to do.**

**Psychologist:** 1 \_\_\_\_\_ in your life right now?

**Patient:** I just started a new job. I like it, but 2 \_\_\_\_\_ to learn.

**Psychologist:** That can be a 3 \_\_\_\_\_ life event. You're experiencing a normal stress response.

**Patient:** What do you mean?

**Psychologist:** The 4 \_\_\_\_\_ is a three-stage process. First, you have heightened energy.

**Patient:** Oh, that's 5 \_\_\_\_\_ last week.

**Psychologist:** Right. But if the 6 \_\_\_\_\_, you really feel the pressure.

## SPEAKING

**Task 9. With a partner, act out the roles below based on Task 8. Then, switch roles.**

### USE LANGUAGE SUCH AS:

*What's going on...?*

*What do you mean?*

*I need to...*

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

- events in his or her life
- his or her level of stress
- your recommendation for dealing with stress

**Student B:** You are a patient. Talk to Student A about stressful events in your life.

## WRITING

Task 10. Use the conversation from Task 9 to fill out the patient notes.



Dr. Dennis Murray

---

Patient Notes

---

Patient Name: Cindy McSpadden

The patient's condition: \_\_\_\_\_

Recommendations: \_\_\_\_\_

1. What is the conversation mostly about?

- A the woman's errors in attributing behavior
- B the woman's attitude about her job
- C the woman's cognitive dissonance about a problem
- D the woman's impression formation of others

2. According to the man, what might be preventing the woman's success?

- A a self-fulfilling prophecy
- B the person-positivity bias
- C the actor-observer effect
- D an attribution error

Task 8. Listen again and complete the conversation.

**Psychologist:** I believe there are a couple of factors affecting you. For one, you're relying too much on 1 \_\_\_\_\_.

**Patient:** What 2 \_\_\_\_\_?

**Psychologist:** You always 3 \_\_\_\_\_ to your co-workers' success. In particular, you focus too much on Tim. **Patient:** But Tim always does so well. 4 \_\_\_\_\_ why he gets so much attention.

**Psychologist:** Well, analyzing Tim isn't 5 \_\_\_\_\_ . You need to focus on your own work.

**Patient:** Okay, I guess you 6 \_\_\_\_\_. After all, he does not even work in my department.

- 2 \_\_ Person-positivity bias occurs during social comparison.
- 3 \_\_ Students will examine a recent study on a type of self-fulfilling prophecy.

### PSYCH 240: SOCIAL PSYCHOLOGY

In this course, we will study the important field of **social psychology**. In general, this branch of psychology studies how society influences individuals. We will focus on the way society shapes **personal attitudes**. In this course, students are encouraged to share their own life experiences. The first half of the course addresses **social cognition**. This area of social psychology focuses specifically on mental processes. Our discussions will concentrate heavily on the process of **impression formation**. This includes one of the major drivers of human behavior: **social comparison**. We will also examine the biases that occur during impression formation, including **person-positivity bias**. Then we'll analyze the complex factors that contribute to **cognitive dissonance**. The second half of the course will focus on theories of attribution. These examine how people explain their own actions and those of others. A major component of this field is the influence of formal biases. As we'll discuss, people often overemphasize environmental factors in attribution. This occurs in both the **fundamental attribution error** and the **actor-observer effect**. Finally, we'll review a recent study on self-handicapping. This is a type of **self-fulfilling prophecy** in which people prevent their own success.

**Task 6. Listen and read the course description again. What is a potential disadvantage of using social comparison?**

### LISTENING

**Task 7. Listen to a conversation between a psychologist and a patient. Choose the correct answers.**

## UNIT 28

### SOCIAL PSYCHOLOGY AND THE INDIVIDUAL

**Get ready!**

**Before you begin the lesson, talk about these questions.**

1. What is person-positivity bias?
2. What are some of the biases that can affect attribution?

**Active words:** impression formation, cognitive dissonance, social comparison, self-handicapping, social cognition, attitude.



### VOCABULARY

**Task 1. Listen to new words and phrases then copy out them.**

**social psychology** ['səʊf(ə)l saɪkələdʒɪ] – ijtimoiy psixologiya / социальная психология, общественная психология

**personal attitude** ['pɜːs(ə)n(ə)l ætɪt(j)uːd] – shaxsiy munosabat / личностная установка, личное отношение

**social cognition** ['səʊf(ə)l kɔɡˈnɪʃ(ə)n] – ijtimoiy anglash (bilish) / социальное познание

**impression formation** [ɪm'preʃən fɔ:'meɪʃ(ə)n] – taassurot shakllantirish / формирование впечатлений

**social comparison** ['səʊʃ(ə)l kəm'pærɪs(ə)n] – ijtimoiy taqqoslash / социальное сравнение

**person-positivity bias** ['pɜ:s(ə)n pɔzə'tɪvɪtɪ baɪəs] – shaxsning ijobiy moyilligi / позитивная склонность человека

**cognitive dissonance** ['kɔgnətɪv 'dɪs(ə)nəns] – kognitiv ixtilof, kelishmovchilik / когнитивный диссонанс

**fundamental attribution error** [ˌfʌndə'ment(ə)l ætrɪ'bju:ʃ(ə)n 'erə] – fundamental xato atributsiyasi / фундаментальная ошибка атрибуции

**actor-observer effect** ['æktə əb'zɜ:və rɪ'fekt] – kuzatuvchi-aktyor effekti / эффект актёр-наблюдатель

**self-fulfilling prophecy** [self ful'fɪlɪŋ 'prɒfəsi] – biror hodisaning amalga oshishi bashorati / самореализующееся предсказание; самореализующийся прогноз

**Task 2. Match the words or phrases (1-7) with the definitions (A-G).**

- 1 \_\_ personal
- 2 \_\_ attribution
- 3 \_\_ social psychology
- 4 \_\_ actor-observer effect
- 5 \_\_ person-positivity bias
- 6 \_\_ self-fulfilling prophecy
- 7 \_\_ fundamental attribution error

**A** the process of causing something by believing it to be true

**B** the act of overemphasizing the role of personality in behavior

**C** relating to the attitudes or characteristics of an individual

**D** the study of society's influences on people's minds and behaviors

**E** the act of forming more positive attitudes about individuals than groups

**F** the act of attributing one's own behavior to events, not personality

**G** an explanation of the cause of something

**Task 4. Fill in the blanks with the correct words or phrases from the word bank.**

**Word bank:** impression formation / cognitive dissonance / social comparison / self-handicapping / social cognition / attitude

1. Intentionally not preparing for an exam can be a type of \_\_\_\_\_.
2. The woman's conflicting opinions caused a state of \_\_\_\_\_ in her mind.
3. \_\_\_\_\_ can create a general idea about a person within a few seconds.
4. The study on \_\_\_\_\_ examined how relationships affect thought processes.
5. Many people use \_\_\_\_\_ to measure their own success.
6. The woman has a generally negative \_\_\_\_\_ about her co-workers.

## READING

**Task 5. Read the course description. Then, mark the following statements as true (T) or false (F).**

- 1 \_\_ The course lets students discuss personal experiences.

**determine** – qanday bo'lishi, amalga oshishi yoki tabiatini belgilamoq  
**develop** – rivojlantirmoq  
**dimpled** – mayda chuqurchalarga ega; mayga o'yiqlari bor  
**disaster** – falokat, kulfat  
**discipline** – 1) fan; 2) o'qitish, tayyorlash  
**discourage** – biror nima qilishdan qaytarmoq; man etmoq  
**discovery** – fosh etish  
**dismissal** – ishdan yoki xizmatdan bo'shatish  
**display** – namoyish etmoq  
**distraction** – e'tiborni jalb etish; chalg'itish  
**distress** – kuchli hayajon, achinish yoki og'riq  
**district** – tuman; okrug  
**disturb** – 1) bezovta qilmoq; 2) qo'zg'atmoq  
**divide** – 1) bo'lmoq, ajratmoq; 2) turkumlamoq  
**division** – mamlakat yoki shaharning ma'muriy bo'linmasi  
**dog-guide** – kinolog, it o'rgatuvchi  
**domestic** – 1) uyga oid; 2) maishiy; 3) ichki  
**dominate** – ustunlik qilmoq  
**doubt** – 1) shubha, ikkilanish; 2) shubhalanmoq, ikkilanmoq  
**drap** – 1) tashlab qo'yimoq (kiyim haqida); 2) qo'l, oyoq kabilarni biror joyga xotirjam tashlab qo'yimoq  
**draw** – tortmoq, sudramoq  
**drunkenness** – ichkilikbozlik  
**dull** – zerikarli  
**during the course of** – muayyan davr yoki ish-harakat davomida  
**dye** – soch va kiyimlarni bo'yash vositasi

## **E**

**effect** – ta'sir  
**efficiency** – 1) ta'sir ko'rsatish qobiliyati; 2) samaradorlik  
**elect** – saylamoq; tanlamoq  
**eliminate** – butkul yo'q qilmoq, tugatmoq  
**embassy** – elchixona  
**embrace** – qo'l ostida ushlamoq  
**emergency** – kutilmaganda yuzaga kelgan jiddiy va xavfli, chora ko'rishni talab etadigan holat; favqulotda vaziyat

**emotion** – xissiyot  
**employee** – ishchi, xizmatchi  
**enactment** – 1) qonun qabul qilish; 2) qonun, farmon; qaror  
**enforce** – 1) majburlamoq, majbur qilmoq; 2) (*qonun, farmon kabilarni*) hayotga tadbiriq qilmoq; qonuniy kuch bermoq; 3) amalga oshirmoq, ijro etmoq  
**engage in** – biror ish, faoliyat yoki tadbirga jalb etilmoq  
**ensure** – 1) ta'minlamoq; kafolatlamoq; 2) ishonch hosil qilmoq  
**entertainment** – ko'ngiloqchi tamosho  
**entirely** – to'la, to'liq, butkul  
**entry** – kirish  
**epidemic** – epidemiya; to'satdan yoyilib ketgan noxush hodisa  
**espionage** – josuslik  
**establish** – aniqlamoq  
**estimated** – 1) taxminiy, chamalangan; 2) rejalangan, kutilayotgan  
**even though** – xatto ... -ga qaramay  
**evidence** – dalil  
**evolutionary** – evolyutsion  
**exaggerate** – ko'pirtirib ko'rsatmoq; mubolag'a qilmoq  
**examine** – tabiati yoki holatini aniqlash maqsadida sinchiklab tekshirmoq  
**exceptional** – o'ziga xos, betakror  
**exchange** – 1) almashish; almashtirish; 2) pulni maydalash; 3) xorijiy valyuta; 4) valyuta kursi  
**exclude** – chiqarib tashlamoq, istisno etmoq  
**exclusive** – istisno etuvchi  
**executive** – 1) ijro etuvchi; **executive committee** ijroiya qo'mitasi; 2) (*the executive*) ijro etuvchi hokimiyat; ijro etuvchi hokimiyat organi; (*Chief Executive / Executive*) ijro etuvchi hokimiyat boshlig'i  
**exercise** – qo'lamoq, tadbiriq etmoq  
**exist** – mavjud bo'lmoq  
**extend** – kengaytirmoq; uzaytirmoq, cho'zmoq  
**external** – tashqi  
**extravagance** – ortiqcha harajat; isrofgarchilik  
**eyebrows** – qosh(lar)  
**eyelashes** – kiprik(lar)  
**eyewitness** – shohid

Anvarjon Muxtorovich Kurganov

*O'quv qo'llanma*

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## F

<b>fat</b> – 1) yog‘, moy; 2) semizlik; 3) semiz
<b>fear</b> – qo‘rquv, hadiksirash
<b>federalist</b> – hukumatning federal tizimiga oid
<b>fellow-citizens</b> – hamyurt, vatandosh
<b>felony</b> – uncha xavfli bo‘lmagan jinoyatlar toifasi
<b>field</b> – soha
<b>filled out</b> – shishgan, yumaloq shaklga kelgan
<b>fingerprint</b> – barmoq izi
<b>firmly</b> – qat‘iyat bilan; qattiqqo‘llik bilan
<b>first-rate</b> – a‘lo, juda yaxshi
<b>flared</b> – bir tomoni ikkinchisiga qaraganda kengroq, ochiqroq (ko‘ylak, shim, yubka kabilar haqida)
<b>flash</b> – 1) chaqnamoq, yonib o‘chmoq; 2) ekranda qisqa muddatga aks etmoq
<b>flat</b> – kvartira, xonadon; 2) yassi, silliq
<b>fluster</b> – 1) asabiylashmoq, dovdiramoq; 2) asabiylashish, dovdirash
<b>follow</b> – 1) vaqt yoki tartib bo‘yicha keyin kelmoq; 2) ergashmoq, rioya etmoq
<b>footprint</b> – oyoq izi
<b>force</b> – harbiy yoki politsiya xizmatchilaridan tashkil topgan organ
<b>forehead</b> – peshona
<b>forensic expert</b> – ekspert-kriminalist
<b>forensic medical expert</b> – sud-tibbiy ekspert
<b>formal</b> – 1) shakliy; 2) rasmiy; <b>formal customs</b> rasmiy odatlar, ya‘ni rusumlar
<b>fraternal</b> – birodarlarcha; birodarlik
<b>fraudulent</b> – aldov, firib yo‘li bilan qo‘lga kiritilgan, amalga oshirilgan
<b>freeway traffic</b> – magistral
<b>frequent</b> – tez-tez
<b>frequently</b> – tez-tez
<b>frizzy</b> – mayda va zich jingilalardan iborat
<b>frumpy</b> – eski rusumdagi, zamondan ortda qolgan (ayollar libosi haqida)
<b>full-bodied</b> – to‘la, semiz
<b>fundamentally</b> – asosan, aslida

## G

**gambling** – qimor  
**general** – umumiy  
**goal** – maqsad, ko'zlangan natija  
**goatee** – echki soqol  
**golden** – nihoyatda foydali  
**gorgeous** – go'zal, nihoyatda jozibador  
**grand** – jiddiy, keng miqyosli (jinoyat)  
**greatly** – ancha miqdorda, juda ko'p  
**greengrocer** – meva va sabzavotlar bilan savdo qiluvchi  
**guesthouse** – kichik mehmonxona

## H

**habit** – odat  
**hair** – soch tolasi; tuk  
**hairline** – soch qig'og'i  
**handsome** – kelishgan; jozibador  
**happening** – voqea, hodisa  
**harm** – (odatda qasdan yetkazilgan) jismoniy jarohat  
**haunt** – alohida shaxslar tez-tez yig'iladigan joy  
**heaviness** – 1) og'irlik; 2) qalinlik (qosh, kiprik kabilar haqida)  
**heavy** – og'ir  
**height** – boy  
**hence** – oqibatda, natijada  
**hesitate** – ikkilanmoq, biror qarorga kelishga qiynalmoq  
**hesitation** – ikkilanish  
**hinder** – to'sqinlik qilmoq, xalal bermoq  
**hit** – qo'l yoki biror narsa bilan qattiq urmoq  
**hit-and-run** – yo'l-transport hodisasini sodir etib, voqea joyidan qochib ketish  
**hold** – 1) ushlamoq; 2) ushlab turmoq, to'xtatib turmoq; 3) saqlamoq; 4) egalik qilmoq; 5) egallamoq (*lavozim haqida*); 6) o'tkazmoq (*yig'ilish, anjuman kabilar haqida*)  
**homicide** – odam o'ldirish, qotillik; qotilliklar bilan shug'ullanuvchi politsiya bo'limi  
**honor** – obro', sha'n

**veto** – 1) taqiq, man etish; veto; 2) veto huquqi  
**victim** – jabrlanuvchi; qurbon  
**violence** – zo'ravonlik; jarohat yetkazish yoki o'ldirishga qaratilgan harakat  
**vital** – mutlaqo zarur yoki muhim  
**voluntary** – 1) ko'ngilli, o'z ixtiyori bilan; 2) bepul ishlovchi, qilingan yoki ta'minlangan

## W

**waiver** – huquq, imtiyoz, talab kabilardan voz kechish  
**wallet** – hamyon  
**wavy** – to'lqinsimon  
**weapon** – qurol  
**weight** – 1) vazn, og'irlik; 2) taroz toshi; 3) ko'tarib bo'ladigan og'ir jism  
**well-built** – baquvvat; mushakdor  
**whatever** – nimaiki, har qanday narsa  
**Whitehall** – 1) Uestminster (London)dagi davlat idoralari joylashgan ko'cha; 2) Britaniya hukumati  
**wig** – parik, sun'iy soch  
**willing** – biror ishni qilishga tayyor  
**witness** – guvoh  
**wrinkle** – ajin  
**wrinkled** – ajindor  
**yellowish** – sarg'ish

**trace** – iz, belgi  
**trace** – iz, belgi  
**travel** – 1) sayohat qilmoq; 2) transportda harakat qilmoq  
**treaty** – davlatlar o‘rtasida tuzilgan shartnoma, bitim  
**trendy** – 1) modaga intiluvchi; 2) o‘ta zamonaviy  
**truthful** – haqiqatgo‘y; vijdonli  
**twist** – 1) o‘ramoq, chirmamoq, chulg‘moq; 2) chirmashmoq, o‘ralib olmoq  
**typically** -  
**tyre** – shina, g‘ildirakning ustki rezina qismi

## U

**ugly** – xunuk, badbashara  
**unavoidable** – chetlab o‘tib bo‘lmaydigan, muqarrar  
**unconstitutional** – konstitutsiyaga zid  
**undercover** – jamoa yoki tashkilot ichida yashirin ish olib borish  
**unicameral** – bir palatali (*parlament haqida*)  
**uniform** – bir xil shakl yoki tabiatga ega  
**unique** – yagona, tanho; boshqalariga o‘xshamaydigan  
**unprejudiced** – beg‘araz, betaraf, odil, xolis  
**updating** – yangilamoq, zamonaviylashtirmoq  
**upkeep** – yaxshi holatda saqlash  
**upper** – 1) yuqori; **upper chamber** yuqori palata; 2) ustki, tashqi  
**upset** – 1) ag‘darmoq, to‘ntarmoq; 2) reja, tartib kabilarni buzmoq; 3) kayfiyatni buzmoq  
**upward** – yuqoriga, tepaga  
**utmost** – o‘ta, juda, eng

## V

**valuable** – qiymatli, ahamiyatli, juda kerakli  
**valuables** – qimmatbaho buyumlar  
**value** – biror narsaning ahamiyati, qiymati yoki foydaliligi  
**various** – turli, har xil, rang-barang  
**vary** – hajm, ko‘lam, daraja kabilarda shu sinfga oid boshqasidan farqlanmoq  
**verify** – tekshirib, solishtirib haqiqat ekanligiga ishonch hosil qilmoq

**hostage** – garovga olingan shaxs  
**hostel** – yotoqxona  
**however** – 1) -ga qaramay; 2) qanday bo‘lishidan qat‘iy nazar  
**husky** – yirik va kuchli, barzangi

## I

**ideal** – 1) yetuk; 2) xayoliy  
**identifier** – ko‘rsatuvchi, aniqlovchi, belgilovchi  
**identify** – shaxsini aniqlamoq; aynanlashtirmoq  
**identity theft** – o‘zga shaxslarning ismi va shaxsiy ma‘lumotlarida firibgarlik yo‘li bilan foydalanish  
**illegal** – noqonuniy  
**immediate** – 1) tezkor; 2) bevosita, to‘g‘ridan to‘g‘ri  
**immediately** – zudlik bilan, darhol  
**impeachment** – 1) ayblash va javobgarlikka tortish (*asosan davlat jinoyatlari uchun*); 2) prezidentni lavozimidan ozod qilish haqida ish qo‘zg‘atish  
**impose** – kimsaga biror majburiyatni yoki shartni yuklamoq  
**impression** – taassurot  
**in broad daylight** – kupa-kunduzi  
**in charge** – boshqaruvchi; navbatchi  
**in contrast to / with** – farqli ravishda  
**in effect** – amaldagi  
**in favor of** – hisobiga, foydasiga  
**in terms** – so‘z bilan  
**include** – butunning qismini tashkil etmoq; o‘z ichiga olmoq  
**include** – o‘z ichiga olmoq  
**incompetent** – biror ishni qilish uchun uquvi, malakasi, tayyorgarligi yo‘q  
**incorruptible** – 1) sotilmaydigan, poraga uchmaydigan; 2) chirimaydigan  
**independence** – mustaqillik  
**informant** – xabar, ma‘lumot yetkazuvchi; xabarchi  
**informer** – politsiya yoki davlat idoralariga biror kishi to‘g‘risida xabar yetkazuvchi  
**infraction** – qonun, shartnoma yoki qoida kabilarni buzish  
**initial** – birlamchi, dastlabki, boshlang‘ich  
**initial** – ism va familiyaning bosh harflarini yozmoq; imzolamoq

**inmate** – ichki xizmatchi yoki xizmarkor  
**innumerable** – son-sanoqsiz  
**insist** – qat’iy talab qilmoq; turib olmoq  
**insistence** – 1) qat’iyat ko’rsatish; 2) qattiq talab qilish  
**instead** – o’rniga  
**instruct** – yo’l-yo’riq bermoq  
**instrument** – qurol; asbob  
**intelligence** – bilim va malakani egallash va qo’llash qobiliyati  
**intend** – intilmoq, qasd qilmoq (infinitive bilan)  
**intent** – maqsad, niyat  
**interfere** – to’sqinlik qilmoq, xalal bermoq; aralashmoq  
**interpret** – tushuntirmoq, izohlamoq  
**inter-regional** – hududlararo  
**interrogate** – so’roq qilmoq  
**interrogation** – so’roq  
**interruption** – xalal beruvchi narsa  
**intersection** – yo’llar kesishgan joy  
**interval** – tanaffus  
**interview** – 1) suhbat; 2) surishtiruv  
**intimidating** – qo’rqitish, cho’chitish  
**investigate** – haqiqatni ochish maqsadida faktlarni aniqlash va tekshirish  
uchun rasmiy surishtiruv olib bormoq; jinoiy ishni tergov qilmoq  
**investigation** – tergov  
**investigator** – tergovchi  
**involve** – jalb etmoq; aralastirmoq

## J

**jeer** – baland ovozda dakki bermoq  
**joint** – birlashgan, qo’shilgan; qo’shma; **joint venture** qo’shma korxon  
**jowls** – jag’(lar)  
**judicial** – sudga oid, sudlov

## K

**keenness** – ziyraklik  
**keep out** – tashqarida qolmoq; o’zini chetga olmoq  
**kidnap** – odam o’g’irlamoq (odatda pul undirish maqsadida)

**sunken** – kirtaygan, ichiga botgan  
**superficially** – yuzaki, tashqaridan  
**superintendent** – bosh inspectordan yuqori turuvchi politsiya ofitseri  
**supervision** – nazorat; boshqarish  
**supply** – ta’minlamoq  
**suppose** – faraz qilmoq  
**surroundings** – atrof-muhit  
**suspect** – 1) gumon qilmoq; 2) gumon qilinuvchi  
**suspicion** – gumon, shubha  
**sympathize** – hamdardlik bildirmoq  
**synopsis** – qisqa bayon

## T

**tact** – xushmuomala bo’lish; ustamonlik  
**tactfully** – ustamonlik, uddaburonlik bilan  
**take pictures** – suratga tushirmoq  
**tattoo** – teri ostiga tushirilgan surat yoki yozuv  
**teamwork** – jamoa bo’lib ishlash  
**technique** – biror vazifani amalga oshirish yo’li yoki usuli; texnika  
**temperament** – insonning xulq-atvorida aks etadigan tabiati  
**tendency** – biror tomonga qarab intilish; moyillik  
**term** – 1) atama; 2) muddat  
**term** – atama, maxsus nom  
**texture** – tekstura, yuzalikning tekis yoki notekisligi  
**thief** (*plural thieves*) – o’g’ri; o’zganing mulkini kuch ishlatmay, zo’ravonlik qilmay, qo’rqitmay, asosan ayyorlik yo’li bilan o’g’irlaydigan shaxs  
**threaten** – qo’rqitmoq, tahdid qilmoq  
**throughout** – barcha qism va abo’laklarida  
**thumb** – bosh barmoq  
**timetable** – jadval  
**tip** – 1) barmoq, til, pichoq kabilarning uchi; 2) foydali maslahat  
**to a large extent** – ko’p jihatdan  
**totality** – hammasi, barchasi; to’liqlik  
**tourist guide** – gid; sayyohlarni boshlab yuruvchi  
**toward** – -ga, nisbatan

**smash-and-grab** – do'kon derazasini sindirib kirib, mollarni o'g'irlash  
bosqinchilik jinoyati  
**smooth** – silliq, tekis  
**social** – ijtimoiy, sotsial  
**society** – jamiyat  
**solution** – xal etish, yechish; ochish, fosh etish  
**solve** – masala yoki muammoni yechmoq; jinoyatni fosh etmoq yoki ochmoq  
**sort** – tur, xil, nav  
**sovereign** – mustaqil, suveren  
**special** – maxsus, alohida  
**specific** – alohida, o'ziga xos, maxsus  
**spot** – 1) dog'; 2) muayyan joy yoki nuqta  
**stain** – dog'  
**stash** – biror narsani yashirmoq  
**state** – 1) holat, ahvol; vaziyat; 2) davlat; 3) shtat  
**state of mind** – ruhiy yoki jisminiy holat  
**statement** – 1) gap; fikr; 2) guvohning ko'rsatmasi  
**statement** – biror narsaning og'zaki yoki yozma aniq bayoni; gap, fikr  
**status** – huquq va burchlarni belgilab beruvchi rasmiy maqom  
**statute** – qabul qilingan qonun  
**stay** – 1) to'xtamoq, tanaffus qilmoq; 2) to'xtatmoq, ushlab turmoq; cho'zmoq; 3) qolmoq, turib qolmoq; 4) tayanch bo'lmoq  
**steady** – 1) mustahkam; 2) bardavom; 3) jiddiy, qat'iy, ishonchli (shaxs haqida)  
**steal (stole, stolen)** – o'g'irlamoq  
**steeple** – ikki qo'barmoqlari uchlarini birlashtirmoq  
**stenographer** – stenograf  
**straight** – to'g'ri; bir chiziq bo'ylab  
**structure** – 1) qurilish, tuzilish; struktura; 2) bino  
**stub** – qoldiq  
**stylish** – biror uslubga ega; poson kiyingan  
**subject to** – bo'ysundirmoq; tobe qilmoq  
**succeed** – erishmoq, yetishmoq  
**successful** – muvaffaqiyatli  
**suit** – qulay bo'lmoq, mos kelmoq

## L

**lanky** – o'ta ozg'in va novcha  
**laptop** – noutbuk  
**latter** – oxirgi, sungi; **the latter** – tilga olingan ikki narsa yoki kimsaning ikkinchisi  
**lead** – 1) olib bormoq, ergashtirmoq; 2) masalani xal etishda suyaniladigan dalil  
**led** – **lead** (boshqarmoq, yetakchlik qilmoq; boshlab bormoq) fe'lining o'tgan zamon va o'tgan zamon sifatdosh shakli  
**legal** – 1) huquqiy; 2) qonuniy  
**legislative** – qonun chiqaruvchi  
**legislature** – qonun chiqaruvchi hokimiyat; qonun chiqaruvchi muassasa  
**level** – daraja; saviya; sath  
**limitation** (often **limitations**) – cheklovchi qoida yoki sharoit; cheklov  
**limited** – cheklangan  
**local** – mahalliy  
**locate** – biror narsa yoki shaxsining joylashgan yerini aniqlamoq  
**lock** – qulflamoq  
**lock** – qulflamoq  
**look for** – qidirmoq, izlamoq  
**look like** – o'xshamoq  
**lord** – lord, lordlar palatasining a'zosi  
**lower** – quyi; quyiroq; **lower chamber (house)** quyi palata  
**luggage** – safarga chiqqanda olib yuriladigan jamadon, sumka

## M

**maintain** – bir xil (odatda yaxshi, qoniqarli) daraja yoki me'yorda ushlab turmoq, saqlamoq  
**maintenance** – yaxshi holatda ushlab turish, caqlash  
**majesty** – monarx va uning rafiqasiga berilgan unvon  
**make up** – tashkil qilmoq, iborat bo'lmoq  
**manner** – tarz, ravish  
**map** – xarita  
**mark** – belgi, iz, dog'  
**master** – biror fan, soxa yoki hunar bo'yicha mukammal bilim va ko'nikmaga ega bo'lmoq

**matter** – ko‘rib chiqilayotgan masala yoki ish  
**mayor** – mer (shahar yoki London tumani hokimi; oldermenlar va mahalliy kengash a‘zolaridan bir yilga saylanadi; AQSHda xalq tomonidan saylanadi)  
**measure** – chora, tadbir  
**mere** – shunchaki, bor-yo‘g‘i  
**Metropolitan Police Force** – London politsiya kuchlari (siti politsiyasidan tashqari)  
**military** – harbiy  
**minute** – qisqacha bayonnoma  
**modern** – zamonaviy  
**monarch** – monarx  
**monarchy** – monarxiya  
**mouldy** – mo‘g‘or bosgan, aynigan, eskirgan  
**moustache** – mo‘ylov  
**muffle** – pichirlamoq, ming‘irlamoq  
**municipal** – shaharga yoki uning hokimiyatiga tegishli  
**murder** – 1) qasdan odam o‘ldirish; 2) qasdan odam o‘ldirmoq  
**muscular** – mushaklari yaxshi rivojlangan, mushakdor

## N

**narrative** – hikoya  
**neck** – bo‘yin  
**nose** – burun  
**nostrils** – burun teshiklari  
**note** – e‘tibor bermoq

## O

**oblige** – qonunan yoki ma‘nan majburiyat yuklamoq  
**obliterate** – o‘chirmoq, butunlay yo‘q qilmoq  
**observant** – kuzatuvchan  
**observation** – 1) kuzatish; 2) ko‘zdan kechirish; tekshirish  
**obtain** – olmoq, egallamoq  
**obvious** – tabiiy, aniq, o‘z-o‘zidan ma‘lum  
**occasion** – holat, hodica  
**offence** – qonun yoki qoidani buzish; noqonuniy xatti-harakat

**scare** – to‘s-to‘palon, sarosimaga tushgan olamon  
**scratch** – qirmoq, tirnamoq; **scratch-out** – (yozuvni ustidan chizib) o‘chirmoq  
**screen** – to‘smoq; parda ortiga yashirmoq  
**search** – 1) biror narsa yoki shaxsni topish maqsadida sinchiklab qidirmoq; tinitmoq; 2) tintuv  
**seizure** – qonuniy ravishda musodara qilmoq  
**self-protection** – o‘z-o‘zini himoyalash  
**senate** – senat  
**sense** – 1) tushuntirish, talqin qilish yo‘li, nuqtai nazar; 2) ma‘no, mazmun  
**sensitive** – hissiyotga berilgan, ta‘sirchan, sezuvchan  
**separation** – bo‘lish, ajratish  
**sergeant** – inspectordan pastda turuvchi politsiya ofitseri  
**series** – bir qator, bir nechta  
**servant** – davlat xizmatidagi shaxs  
**serve** – xizmat qilmoq  
**shape** – 1) shakl, ko‘rinish; 2) sharpa; 3) ahvol, holat; 4) andoza, namuna  
**share** – bo‘lishmoq  
**shaven** – soqol-mo‘ylovi olingan  
**shortage** – yetishmaslik, tanqislik  
**shoulder** – yelka  
**sideburns** – chekka soqol  
**sight** – biror kishining nazari tushadigan makon  
**sightseer** – chetdan kuzatuvchi, tomoshabin  
**simply** – sodda yo‘l bilan  
**sitting** – 1) qo‘mita yoki parlamentning faoliyat yuritayotgan davri; 2) (parlament a‘zosi yoki boshqa saylangan vakillar haqida) amaldagi  
**sketch** – chizgi, chizma; qoralama rasm  
**skill** – malaka, ko‘nikma  
**skinny** – o‘ta ozg‘in, qoq suyak  
**slanted** – 1) qiya, qiyshaygan; 2) g‘ilay  
**slim** – xipcha  
**slump** – 1) tushmoq, pasaymoq; qulamoq; 2) yastanmoq  
**smart** – 1) o‘tkir; kuchli; 2) topqir, farosatli; 3) yaxshi, chiroyli kiyingan  
**smash** – parchalamoq, sindirmoq

**regard** – 1) e'tibor; qayg'urish; 2) hurmat-e'tibor; 3) salom; ta'zim; 4) aloqadorlik, bog'liqlik  
**regarding** – borasida  
**relaxed** – xotirjam, tinch  
**reluctant** (to do something) – biror ishni o'zi istamagan holda, zo'raki bajarmoq  
**rely on** – biror narsa yoki kimsaga ishonmoq, suyanmoq, tayanmoq  
**remain** – egallab turgan joyida yoki holatida qolmoq  
**remove** – 1) bir joydan ikkinchi joyga ko'chirmoq; 2) lavozimdan bo'shatmoq  
**remove** – olib tashlamoq; ishdan bo'shatmoq  
**representative** – vakil  
**repression** – biror narsani cheklash, to'xtatish yoki man etish  
**reservation** – joy, xona kabilarni oldindan band qilib qo'yish  
**resolve** – hal etmoq  
**resort** – qiyin vaziyatda so'ngi chora sifatida amalga oshiriladigan harakat  
**restrain** – cheklamoq  
**restrict** – cheklamoq; nazorat ostida tutmoq  
**retain** – avvalgi holatida qolmoq  
**reveal** – ilgari ma'lum bo'lmagan yoki sir bo'lgan ma'lumotni oshkor qilmoq  
**ridiculous** – kulguli; axmoqona  
**riot** – olamon tomonidan sodir etilgan tartibsizlik yoki qo'zg'alon  
**rob** – qo'rqitish yoki kuch ishlatish yo'li bilan bironing mulkini olib qo'ymoq; bosqinchilik qilmoq  
**robbery** – bosqinchilik  
**roughly** – taxminan  
**rude** – qo'pol, adabsiz

## S

**sanction** – 1) ruxsatnoma; 2) cheklov yoki jazo qo'llamoq  
**satisfactory** – qoniqarli  
**save** – 1) qutqarmoq; 2) asramoq, ehtiyot qilmoq; 3) tejamoq  
**Saxon** – Rim imperiyasi davrida markaziy va shimoliy Germaniya hududlarida istiqomqt qilgan va 5-6 asrlarda ko'pchiligi janubiy Angliyani zabt etib, shu yerlarga joylashib olgan xalq vakillari

**omit** – tushurib qoldirmoq, o'tkazib yubormoq; unutib qo'ymoq  
**operation** – faoliyat, ish  
**order** – tartib  
**ordinance** – hukumat buyrug'i, farmon, ko'rsatma  
**otherwise** – aks holda, yo'qsa  
**outcome** – natija, oqibat  
**overall** – butunligicha, to'laligicha  
**oversight** – kuzatish, nazorat qilish  
**oversized** – odatdagi hajmi, ko'lami yoki bichimidan kattaroq  
**overturn** – 1) uloqtirib tashlamoq; 2) bekor qilmoq  
**overweight** – 1) ortiqcha vaznli; 2) ortiqcha vazn; 3) oshib-toshganlik  
**owe** – qarzdor bo'lmoq

## P

**paramilitary** – harbiy kuchlarga o'xshash tuzilishga ega bo'lgan  
**parking violation** – to'xtash qoidalarini buzish  
**parliamentary** – parlamentar; parlamentga oid  
**partially** – qisman  
**particular** – alohida, o'ziga xos; muayyan; **in particular** – xususan  
**patiently** – sabr-toqat bilan  
**patronizing** – mehribonlik ko'rsatuvchi  
**pavement** – piyodalar uchun mo'ljallangan yo'lka  
**payment** – to'lov, to'lash  
**perceive** – idrok qilmoq, uqmoq  
**persuasion** – ishontirish  
**petite** [pə'ti:t] – nozik va jozibador (ayollar haqida)  
**petty** – ahamiyati kam, ahamiyatsiz; mayda  
**pickpocket** – cho'ntakkesar, kissavur  
**pilgrimage** ['pɪlgrɪmɪdʒ] – 1) ziyorat; 2) ziyorat qilmoq  
**PIN** – shaxsiy identifikatsiya raqami  
**pint-sized** – juda kichik; mitti  
**pity** – achinish, rahmi kelish  
**plain clothes** – oddiy kiyim, fuqarolar kiyimi  
**plan** – reja  
**plump** – semiz, do'mboq  
**pointed** – bir tomoni uchli yoki o'tkir

**possess** – ega bo'lmoq, egalik qilmoq  
**posture** – tananing muayyan holati  
**potential** – kelajakda biror narsaga aylanish, biror narsani kelitirib chiqarish qobiliyati  
**pouch** – (cho'ntakda olib yuriladigan yoki kamarga taqiladigan) sumkacha; hamyon  
**pound** – 0,4536 yoki 0,3732 kilogramga to'g'ri keladigan og'irlik o'lchovi birligi  
**power** – 1) kuch, qudrat; 2) qobiliyat; imkoniyat; 3) hokimiyat; 4) qudratli davlat; **power of the purse** davlat mablag'ining sarflanishini nazorat qilish huquqi  
**practical** – amaliy  
**prearranged** – oldindan tayinlangan, kelishilgan  
**precinct** – 1) shaharning politsiya tomonidan nazorat qilish maqsadida bo'lingan qismi; tuman; 2) tuman politsiya mahkamasi (bo'limi)  
**prefer** – afzal ko'rmoq  
**prejudices** – asossiz, haqiqatga mos kelmaydigan fikr  
**preliminary** – dastlabki  
**premeditate** – oldindan o'ylab qo'yimoq  
**premeditated** – oldindan o'ylab qo'yilgan; qasdan qilingan  
**premeditation** – oldindan o'ylab qo'yish; qasdan sodir etish  
**premise** – yuqorida qayd etilgan  
**preserve** – birlamchi yoki mavjud holatida saqlamoq  
**prevalent** – keng tarqalgan, yoyilgan  
**prevent** – oldini olmoq  
**preventative** – oldini olishga oid; oldini oluvchi  
**primary** – dastlabki, birlamchi  
**primitive** – ibtidoiy, boshlang'ich, birlamchi  
**procedure** – muayyan tartib yoki tarzda amalgam oshiriladigan harakatlar silsilasi; jarayon  
**prominence** – 1) shish, qavariq; bo'rtiq; 2) oliy maqom; mashhurlik  
**promotion** – lavozim yoki unvon bo'yicha ko'tarish; yuqori lavozin yoki unvonga ko'tarish  
**promptly** – tezda, zudlik bilan  
**proper** – tegishli, talab etilgan tarzda; o'rinli, mos keladigan  
**protect** – saqlamoq, asramoq

**protruding** – bo'rtib chiqish  
**provide for** – 1) ta'minlamoq; 2) ko'zda tutmoq, oldindan hisobga olmoq  
**province** – viloyat  
**provision** – biror nimani iste'mol uchun yetkazib berish; ta'minlash  
**publication** – kitb, jurnal kabilarni tayyorlamoq va nashr etmoq  
**puffy** – shishgan  
**purse** – 1) ayollar hamyoni; 2) pul mablag'i  
**push** – 1) itarmoq; 2) shoshirmoq

## Q

**quell** – ommaviy tartibsizlik yoki qo'zg'alon kabilarni (odatda kuch bilan) bostirmoq, tinchlantirmoq yoki to'xtatmoq  
**quick-witted** – topqir, zukko; zehni o'tkir

## R

**race** – irq  
**radically** – tubdan, butkul  
**raid** – hujum  
**raise** – 1) yoqoriroq o'ringa yoki darajaga ko'tarmoq; 2) miqdorini, darajasini yoki kuchini oshirmoq  
**rank** – unvon, daraja  
**ransom** – qaytarib olihs uchun to'lanadigan pul; evaz  
**rarely** – kamdan-kam, ba'zan  
**react** – biror narsaga javoban qilingan harakat; tegishli tarzda javob bermoq  
**rearrange** – o'rnini o'zgartirmoq  
**recent** – yaqinda bo'lib o'tgan  
**recently** – yaqin o'tmishda  
**recognize** – tan olmoq; tanimoq  
**reconstruct** – 1) qayta tiklamoq, qurmoq; 2) xayolan qayta tiklamoq  
**record** – bayonnoma  
**redhead** – to'q sariq sochli odam  
**reduce** – qisqartirmoq; kamaytirmoq  
**refer to** – murojaat qilmoq  
**refreshment** – yangi kuch yoki quvvat berish  
**refuse** – rad etmoq  
**regain** – yo'qotilgan narsani yana topmoq