

А.О. Кузьменко

***ENGLISH
FOR
LAW ENFORCEMENT***

Навчально-методичний посібник

**Дніпропетровськ
«Середняк Т.К.»
2015**

УДК 81.111(075.8)
ББК 81.432.1я73
К 89

Рецензенти:

В. В. Доненко, кандидат юридичних наук, доцент, професор кафедри загальноправових дисциплін Дніпропетровського державного університету внутрішніх справ;

О. О. Конопелькіна, кандидат філологічних наук, доцент кафедри англійської філології Дніпропетровського національного університету імені Олеся Гончара;

А. М. Поповський, доктор філологічних наук, професор кафедри мовної підготовки Дніпропетровського державного університету внутрішніх справ.

А.О. Кузьменко

К 89 English for law enforcement: [Навчально-методичний посібник.] —

Дніпропетровськ: Середняк Т. К., 2015, — 183 с.

ISBN 978-617-7257-26-3

Навчально-методичний посібник є спробою полегшити вивчення іноземної мови (англійської) для правоохоронних органів, вдосконалити іншомовну компетенцію слухача. Ця мета досягається шляхом занурення реципієнта у повсякденні та професійні ситуації завдяки опрацюванню автентичних матеріалів та комунікативній спрямованості завдань. Структура навчально-методичного посібника побудована так, що мовний матеріал презентується на всіх рівнях мовленнєвої діяльності: читання, писання, мовлення, аудіювання.

Навчально-методичний посібник рекомендовано курсантам, ад'юнктам, практичним працівникам ОВС та викладачам.

ISBN 978-617-7257-26-3

УДК 81.111(075.8)

ББК 81.432.1я73

К 89

© А.О. Кузьменко 2015

ДЛЯ НОТАТОК

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Відгуки та пропозиції надсилати на електронну адресу автора
anastasiyakuzmenko90@gmail.com

Передмова

На сучасному етапі розвитку суспільства в умовах посилення міждержавних контактів зростає роль іноземної мови (ІМ) в навчально-виховному процесі вищих начальних закладів, у тому числі спеціалізованих. Зі зростанням соціального та науково-технічного прогресу зростають і вимоги до рівня освіти та знання ІМ, зростає обсяг різномовної інформації в науці, культурі, освіті, правовій сфері тощо, тому володіння ІМ є важливим та обов'язковим компонентом у характеристиці фахівця.

Основною метою навчально-методичного посібника «English for Law Enforcement» є вироблення навичок володіння англійською мовою у галузі правоохоронної діяльності та ознайомлення курсантів з базовими темами повсякденного життя й основами теорії правоохоронної діяльності.

Курс охоплює структуру правоохоронної галузі України, її завдання та цілі, статті Закону України «Про міліцію», класифікацію злочинів, види покарань, різновиди та комплектацію вогнепальної зброї, емоційно-психологічний портрет людини та її фоторобот та ін.

Матеріал курсу викладено у цікавій формі доступною для слухачів мовою. Навчально-методичний посібник має чітку організаційну структуру: вона нараховує десять тематичних блоків, кожен з яких включає такі частини:

- * *вступ* – «розігрівальні» вправи, які підвищують мотивацію вивчення теми та заохочують поширити власний кругозір;
- * *основна частина*: читання текстів з подальшим обговоренням, практичне використання вокабуляру, активне опрацювання граматики, аудіювання та / або передгляд відеоматеріалів, усне діалогічне та монологічне мовлення, письмове мовлення, креативна робота.
- * *заклучна частина*: переклад автентичних текстів, які містять ключові лексичні одиниці, граматику зазначеного тематичного блоку, з їх подальшим обговоренням та / або написанням відгуку.

Запропоновані теми можна вивчати як системно, так і вибірково.

У курсі передбачено оволодіння опорними лексичними термінами та фразами, які згруповані у специфічні теми, що дає змогу визначити доцільність їх застосування у відповідних ситуаціях; огляд граматичного підґрунтя англійської мови, що представлене на тлі висловів та текстів, пов'язаних з щоденною діяльністю працівника органів внутрішніх справ.

У курсі передбачено вправи на розвиток основних видів мовленнєвої діяльності: читання, писання, аудіювання, мовлення. При цьому форма окремих завдань змінюється у кожному з блоків для того, щоб уникнути монотонності під час навчання. Особливої уваги заслуговують творчі завдання, націлені на розвиток письмового та усного мовлення, а також застосування інтерактивних методів слухачами під час самопідготовки. Для пізнання лінгвокультурологічних засад розроблено ряд вправ, які спираються на відеоресурси, що дозволяє активізувати навички аудіо-візуального сприйняття дійсності.

Опанувавши матеріал курсу, курсанти та слухачі зможуть писати офіційні та неофіційні листи, статті, розповіді, складати доповіді, звіти, оформлювати документи; вільно розмовляти у повсякденних та професійноспямованих ситуаціях, висловлювати думки у виді монологів; сприймати автентичні матеріали; перекладати тексти (англійсько-український, українсько-англійський переклад) тощо.

Навчально-методичний посібник «English for Law Enforcement» можна використовувати як на аудиторних заняттях, у групах, під час індивідуального навчання, так і у самостійній підготовці, що сприятиме розвитку та покращанню професійних здібностей працівників правоохоронної діяльності й стане запорукою вільного інтернаціонального (міжкультурного) спілкування.

Посібник рекомендовано курсантам, ад'юнктам, практичним працівникам ОВС та викладачам.

UNIT	TOPIC	VOCABULARY	READING	GRAMMAR
1. It isn't just a job! It's a brotherhood!	Militia: structure and aims	Ranks, departments, duties	When God created the police officers	Noun, present tenses
2. Eyes are the mirror of your soul	Human being and life events	Facial features, body, feelings, stages in life, family relationship, clothes	Look at body language	Adjective, past tenses, used to / would
3. Your work is your second home	Property	Dwellings, household items, security system, decorations	Athens (CNN)	adverb, pronoun, numerals, future tenses
4. Alert today – alive tomorrow	Equipment	Accoutrements, technology, weapon	Keeping an eye on crime and safety	Passive voice
5. Illegal is always faster	Crime	Types of crimes, offenders	Global agenda council on Terrorism 2013	Participle I, II
6. Turning where is prohibited can endanger people's lives	Traffic	Traffic signs, car accidents, types of transport, spare parts of a car	Initiatives that work	Gerund, infinitive, complex object, complex subject
7. Pardon one offence and you encourage the commission of many	Punishment	Types of punishment	Nigeria hangs four prisoners	Modal verbs
8. If you are not a part of the solution, you are a part of the problem	Disaster	Man-caused disasters, environmental problems, animals and plants	10 worst man made disasters of all time	Questions
9. A sound mind in a sound body	Healthy life and work balance	Healthy lifestyle, daily routine, sport activities, food	10 simple ways to live a less stressful life	Reported speech
10. We work – you rest	Time off	Free time, hobbies, travelling, holidays	Looking for a dangerous hobby?	Conditionals, wishes

LISTENING	SPEAKING	WRITING	TRANSLATING	CREATIVE WORK
Why we serve	Introducing a person	An informal letter An application for a work	Статті з Закону України «Про міліцію»	Departments of MIA of Ukraine
Chicago – Policeman Pink – Family portrait	Discussion of quotations Describing a person (photorobot)	Missing person report Resume Autobiography	Акцентуація характеру та особистості	Family-tree design
\$100 Million Mansion World's most expensive 4 bedroomed house	Describing a place Giving recommendations	Robbery complaint Act of property confiscation	Межигір'я	An ideal working place
U.S.Shooting Academy UK Policeman	Discussing adv and disadv of technologies	Stolen items report Adv & Disadv of using weapons by militia	Криміналістична класифікація вогнепальної зброї та види боєприпасів	A project of a firearm
Chamillionaire – Police	Describing crimes Round table discussion	Narrative story	Вбивство інкасаторів What is a crime?	A well-known criminal
Brad Paisley – Mr. Policeman	Asking the way Suggestion Dialogue of a traffic cop and a person	Car accident report Driving license design Stolen vehicle report	Traffic Аварії Київській області	Top-10 dangerous roads of the city
BBC: Capital Punishment over the years	Opinion monologue Giving recommendations	Appeal letter	Поняття покарання. Види покарання	System of punishment in a foreign country
Making an emergency call Matt Costa – Emergency call	Emergency line conversation Describing emergencies and emergency services	Emergency report A letter of complaint	10 critical facts about Global warming Immediate aftermath and recovery	Instruction on how to behave during an emergency situation
Behind the badge	Discussion of habits Daily routine description Describing illness	An essay providing solutions to a problem	Stress and Police	An early bird vs. A night owl
Holiday crime: preventing home burglaries	Describing a business trip Making an announcement	A report	National Police Remembrance Day Міліція й у свята на бойовому посту	The worst crime committed on holiday

**It's not just a job!
It's a brotherhood!**

Unit 1

WARMING-UP

1. What do you think about the quotes:

- a) "Bravery is only one who knows your afraid"
- b) "Greater love has no one than this, that someone lay down his life for his friends"
- c) "A Police officer must make a decision in seconds that judges and lawyers will fight over for years"

2. Match the words with the appropriate pictures

RANKS:

- | | |
|----------------------|-----------------------|
| a) major | e) lieutenant colonel |
| b) junior lieutenant | f) senior lieutenant |
| c) lieutenant | g) colonel |
| d) captain | |



***What other ranks do you know?**

3. Describe a militia officer using these words:

Uniform, physical condition, safety, witness, detain, investigate, personal control, law enforcement.

e.g. A militia officer is a person who always wears a magnificent uniform such as a blue shirt, dark-blue trousers ...



4. What militia department would you like to work in? Why?

(Traffic section, SWAT, Forensics, Vice, Records, K-9, Personnel and Training, Field operations, Agency of inquiry etc.)



1. Read the title and discuss with your partner what the text will be about.

2. Look through the text and explain the words and the word-combinations in bold.

When God created police officers

When the Lord was creating police officers, he was into his sixth day of working **overtime** when an angel appeared and said, "You sure are doing a lot of fiddling around on this one."

And the Lord said, "Have you read the specs on this order?"

"A police officer has to be able to run five miles through alleys in the dark, scale walls, enter homes **the health inspector** wouldn't touch, and not **wrinkle** his uniform. He has to be able to sit in an undercover car all day on a stakeout, cover a homicide scene that night, canvass the neighbourhood for witnesses, and **testify** in court the next day. He has to be in top physical condition at all times, running on black coffee and half-eaten meals. And he has to have six pairs of hands."

The angel shook her head slowly and said, "Six pairs of hands...no way."

"It's not the hands that are causing me problems," said the Lord, "it's the three pairs of eyes an officer has to have."

"That's on the standard model?" asked the angel.

The Lord nodded. "One pair that sees through a bulge in a pocket before he asks, 'May I see what's in there, sir?'" (When he already knows and wishes he'd taken that accounting job.)

"Another pair here in the side of his head for his partners' **safety**."

"And another pair of eyes here in front that can look **reassuringly** at a bleeding **victim** and say, 'You'll be all right ma'am,' when he knows it isn't so."

"Lord", said the angel touching his sleeve, "why don't you rest and work on this tomorrow."

"I can't," said the Lord, "I already have a model that can talk a 250 pound drunk into a patrol car without **incident** and feed a family of five on a **civil service paycheck**."

The angel circled the model of the police officer very slowly, "Can it think?" she asked.

"You bet," said the Lord. "It can tell you the elements of a hundred crimes; **recite** Miranda warnings in its sleep; **detain**, investigate, **search**, and **arrest a gang member** on the street in less time than it takes five learned judges to debate the legality of the stop..."

and still it keeps its sense of humor.

"This officer also has phenomenal personal control. He can deal with crime scenes painted in hell, coax a **confession** from a child abuser, comfort a murder victim's family, and then read in the daily paper how **law enforcement** isn't sensitive to the rights of criminal suspects"

Finally, the angel bent over and run her finger across the cheek of the police officer. "There's a leak," she pronounced. "I told you that you were trying to put too much into this model."

"That's not a leak," said the lord, "it's a tear."

"What's the tear for?" asked the angel.

"It's for bottled-up emotions, for fallen comrades for commitment to that funny piece of cloth called the American flag, for justice."

"You're a genius," said the angel.

The Lord looked somberly at the angel and said "I'm not genius, I didn't put the tear in his eye!"

-Author Unknown

<http://pinterest.com/pin/560768591072374440/>

3. Answer the questions using words and word-combinations from the text:

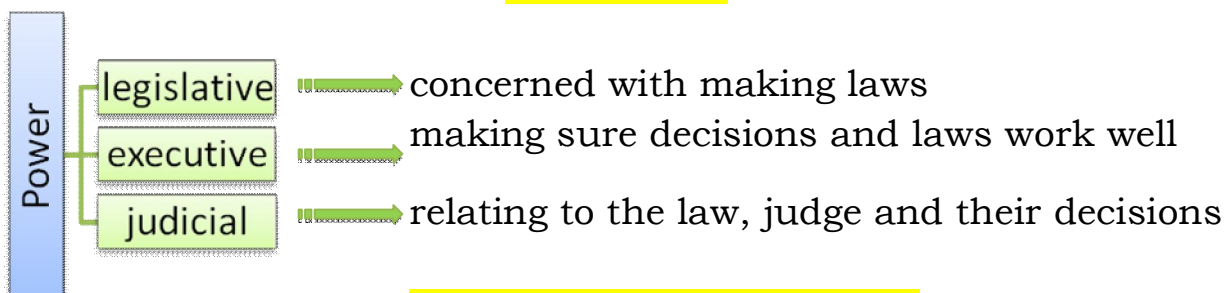
- a) What is a perfect militia officer for you?
- b) What would you like to become? Why?

e.g. I want to be a district militia officer, because I like each day communication with people

...

VOCABULARY IN PRACTICE

1. Find out Ukrainian equivalents to the words, using their definitions.



* Complete the sentences:

- a) _____ review was asked by the barrister in the court.
- b) The Queen of the UK has _____ power.
- c) _____ power in the UK is presented by the Supreme court, the main judge and six judges.
- d) Houses of Parliament have _____ power.

*** Describe the structure of the Ukrainian power.**

*** What is the role of Ukrainian law enforcement?**

2. Highlight words and word-combinations that are connected with MILITIA. Explain your choice:

adopt, right, law, left, order, investigation, guilty, reason, decision, laptop, punishment, prison, hospital, judge, barrister, article, note, sentence, driver, collaboration, witness, duty, opportunity, capability, protection, advertisement, hay fever, prevent, crime, offence, accuse, fulfillment.

*** give definitions to the all chosen words and word-combinations.**

**** write a short story using some of highlighted words and word-combinations.**



3. Cross the unnecessary word in each line.

- a) felon, criminal, offender, judge, wrongdoer
- b) prison, jail, yard, gaol, pokey, cage
- c) punishment, law, penalty, chastisement, judgment
- d) prevent, preclude, approve, avert



4 Read and learn phrasal verbs “be” and “break” from Appendix 18.

Then, underline the correct variant in each situation.

- 1) The criminal broke _____ the shop and stole some products.
- 2) That offender broke _____ the prison but soon he was caught by the militia officers.
- 3) We cannot say that he is guilty, because we are _____ proofs.
- 4) Who is _____ duty today?
- 5) The murder is _____ penalty.
- 6) The officer is _____ this case. He has found a guilty man.
- 7) A duty officer must be _____ whole night.
- 8) This man is _____ TV, because each person should know his goals.
- 9) Most prisoners are _____ tuberculosis.
- 10) It is _____ a judge to decide whether he is guilty or not.

	A	B	C
1	in	into	to
2	out	up	in
3	out on	with	out of
4	in	at	on
5	on for	in for	from
6	through with	without	with
7	down	up	away
8	up	in	on
9	down with	up	with
10	down to	up to	up

** Use phrasal verbs “be” and “break” in your own situations.

5. Crossword

VERTICAL

1. слідчий
2. право
3. стаття
4. смертна кара
5. майор
6. свідок
7. тюрма

HORIZONTAL

1. запобігати
2. законодавчий
3. звинувачувати
4. захист
5. курсант
6. жертва
7. покарання
8. безпека
9. закон



GRAMMAR IN USE

1. Divide these words into groups (Appendix 1):

Law, policemen, militia officers, right, criminals, prison, offenders, witnesses, proofs, arrest, duties, punishment, crime, felons, inspectors, officer, victims, member.

Singular	Plural

2. Make plural forms of the nouns (Appendix 1):

policeman	uniform	lieutenant
colonel	proof	senior lieutenant
prison	fine	investigation
witness	judge	partner
barrister	felon	pokey

3. Choose the correct article (a, an, the) for the words if it is necessary. Explain your choice (Appendix 1):

criminal, law, Criminal Procedure Code, evildoer, offender, officers, culprit, colonel, prison, uniform, investigation, enforcement, officer, police, policeman, Ministry, legislative, militia, prevent, article, opportunity, judicial, access, affair, cash, approve, charged, statements, courtroom, demand, defense, proof, arrest, Criminal Code, equipment, order, fine, commit, combat, escape, gavel, knifepoint.

4. Translate using possessive case of nouns (Appendix 1):

рішення судді	влада королеви
офіцерська форма	заява потерпілого
бігство злочинця	слова звинуваченого
пістолет міліціонера	журналістське розслідування
свідчення свідків	порядок дій
права людини	стаття закону



5. Choose a correct answer (Appendix 6)

- [illegible]

Fill in the gaps with one necessary word:

One of the major goals of many police departments 1) _____ getting cooperation from within the community. Many officers receive training in communications, and most police departments have public affairs divisions 2) _____ provide information for citizens 3) _____ wish to organize neighbourhood watch programmes or who want to get information 4) _____ avoiding crime. Some police departments, 5) _____ example, have increased their foot patrols, believing that the officer "walking the beat" makes people feel safer and also builds rapport with local individuals. Police also work with each 6) _____ as well as with other law enforcement agencies. State, county, and local police will often come together to solve a crime that falls within their jurisdiction. Agencies 7) _____ as the Federal Bureau of Investigation, the Secret Service, the Coast Guard, and others also work with the police 8) _____ help solve crimes. The emergence of computerized records and databases make it easy for police organizations across the country and even overseas to exchange information 9) _____ suspect and criminals. In emergency situations (fires, explosions, or natural disasters), police officers work 10) _____ tandem with fire fighters, medical professionals, or emergency service workers.

6. Put the verb into necessary Tense Form (Appendix 6):

The name of the ordinary police, that people 1) _____ (to use) in Ukraine since 1917, 2) _____ (to be) Militia. Nowadays Ukrainian militia 3) _____ (to have) a lot of tasks. Officers always 4) _____ (to search) people, who 5) _____ (to commit) a crime. Then they can send an offender to a judge. The judge 6) _____ (to decide) if a person 7) _____ (to be) guilty or not. Moreover, the militia officers 8) _____ (to protect) person's rights, health, society interests, natural environment etc. There 9) _____ (to be) many other tasks of Militia.

So, if you 10) _____ (to see) a criminal action now, don't waste your time and call 102.



7. Fill in the table with negative and interrogative sentences as in the example (Appendix 6).

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
1. This major has a lot of medals.	1. <i>This major does not have a lot of medals.</i>	1. <i>Does this major have a lot of medals?</i>
2. Three cases are sent to a court.	2.	2.
3. Militia protects people from offenders.	3.	3.
4. The officer has just announced all your rights.	4.	4.
5. A witness is still speaking with a captain.	5.	5.
6. Every day a cadet puts a uniform on.	6.	6.
7. Militia officers have been investigating this case since 1998.	7.	7.
8. They are searching a gang member now.	8.	8.
9. You are guilty, if you commit any crime.	9.	9.
10. Each person has his or her rights.	10.	10.
11. We have just seen a criminal in the shop.	11.	11.



LISTENING

1. Compare the mission of a militia officer and a police officer?
Share your ideas with your groupmates.
2. Watch the presentation “Why we serve”. Then complete the table

Police officers serve to:

3. Watch the presentation again. Then, discuss in groups of 3-4 each reason to serve.
4. Write a short essay “My motives to be a militiaman”. Write 100-120 words. You can use the information above.





SPEAKING

1. Revise your first day at the university (academy). You don't know each other. So, work in a group and one by one introduce yourself, using the phrases:

Let me introduce myself.
My first name is...
My second name is...
I am...years old.
I am from...
I am a cadet of...course.
I study at...
I want to be..., because...
Thank you for your attention.

Group A

INTERPOL is the world's largest international police organization, with 190 member countries.

Our role is to enable police around the world to work together to make the world a safer place. Our high-tech infrastructure of technical and operational support helps meet the growing challenges of fighting crime in the 21st century.

We work to ensure that police around the world have access to the tools and services necessary to do their jobs effectively. We provide targeted training, expert investigative support, relevant data and secure communications channels. This combined framework helps police on the ground understand crime trends, analyze information, conduct operations and, ultimately, arrest as many criminals as possible. At INTERPOL, we aim to facilitate international police cooperation even where diplomatic relations do not exist between particular countries. Action is taken within the limits of existing laws in different countries and in the spirit of the Universal Declaration of Human Rights. Our Constitution prohibits 'any intervention or activities of a political, military, religious or racial character'.

The vision: "Connecting police for a safer world". The mission: "Preventing and fighting crime through enhanced international police cooperation".

The General Secretariat is located in Lyon, France, and operates 24 hours a day, 365 days a year. INTERPOL also has seven regional offices across the world and a representative office at the United Nations in New York and at the European Union in Brussels. Each of our 190 member countries maintains a National Central Bureau staffed by its own highly trained law enforcement officials.

2. Imagine that you have just become a lieutenant. Tell about your new rank, position, working place, your obligations etc. Don't forget to use new words and word-combinations of the first Unit.

3. Role-play.

In two groups ("Europol" and "Interpol") read some information about one of these organizations. Imagine that your group is members (workers) of the chosen organization. Discuss the rank, the position, the working place, aims, and tasks of each member.

Group B

EUROPOL is the European Union's law enforcement agency whose main goal is to help achieve a safer Europe for the benefit of all EU citizens. We fight against serious international crime and terrorism.

The biggest security threats come from terrorism, international drug trafficking and money laundering, organized fraud, counterfeiting of the euro currency, and people smuggling. But new dangers are also accumulating, in the form of cybercrime, trafficking in human beings, and other modern-day threats.

The agency uses its unique information capabilities and the expertise of its staff to identify and track the most dangerous criminal and terrorist networks in Europe. Law enforcement authorities in the EU rely on this intelligence work and the services of Europol's operational coordination centre and secure information network, to carry out over 13 500 cross-border investigations each year. These have led to the disruption of many criminal and terrorist networks, to the arrest of thousands of dangerous criminals, to the recovery of millions of euro in criminal proceeds, and to the recovery from harm of hundreds of victims, including children trafficked for sexual exploitation. Europol also acts as a major centre of expertise in key fields of law enforcement activity and as a European centre for strategic intelligence on organized crime. Europol officers have no direct powers of arrest but support EU law enforcement colleagues by gathering, analysing and disseminating information and coordinating operations. Our partners use the input to prevent, detect and investigate offences, and to track down and prosecute those who commit them. Europol experts and analysts take part in Joint Investigation Teams which help solve criminal cases on the spot in EU countries.

Currently 145 Europol Liaison Officers (ELOs) are based at Europol headquarters.

4. In pairs discuss Ukrainian militia (structure, departments, aims, tasks, obligations etc)

5. Creative project.

Present one of departments of Ukrainian militia, using audio-visual aids such as pictures, video, Power Point Presentation etc.

WRITING

An informal letter

is a letter, which we can send to a person, who we know for a long time and he/she is our friend or relative.

Plan

1. Greeting
2. Thank for his/her letter.
3. Your aim of writing. Main information.
4. Ask some questions about his/her life.
5. Farewell

1. Read the letter below, then answer the questions:

№1 A letter to a friend is written in ____ style.

№2 We always start an informal letter with ____.

№3 Is it possible to use short forms of words?

№4 Read the text and name paragraphs according to the plan.

№5 Underline linking words in the letter and think about their functions. Find synonyms to each linking, using the table "Linking words".

№6 Highlight the phrases which can be used in your letter

INFORMAL STYLE

Use:

1. Shortenings
2. Slang
3. Colloquialisms

Never use:

1. literary words
2. too long sentences

Hello, Nick!

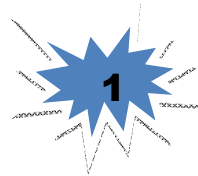
I've just received your letter. I'm very glad to know some news from you. My congratulations to you, you've said that you are a member of FBI now. You are a very lucky person. I'm proud of you.

I want to tell you about my entering the University of Internal Affairs in Ukraine. Firstly, it's very hard to study here, because I should learn a lot of information each day. Moreover, all cadets not only read many books, but also train hard, that's why I have a brilliant physical condition now. Finally, you see, each month I mount guard and do some important tasks.

What about you? What are your duties being an officer of FBI? Drop me a line! I'm looking forward to your reply.

Yours, Mike

2. Imagine that you have just got a promotion (new position) and you would like to inform your parents about it. Write them a letter presenting your new duties, possibilities etc. (150-180 words).



FORMAL LETTER

Application

TIP

Introduction

Main body

Conclusion

Linking words

Beginning: to start/begin with, first of all, initially, at first.

Continuing: secondly, afterwards, before this, then, next.

Addition: both...and, also, moreover, not only...but also..., furthermore.

Cause/Reason: because, because of, as, since, in view of, now that, due to.

Exemplification: for example, for instance, in particular, as, such as.

Concluding: finally, at last, in the end, last but not least, eventually

Summarising: in conclusion, to sum up, all in all, on the whole, to put it briefly.

Dear Sir

I am writing in response to your advertisement on the Internet. I would be grateful if you would consider my application for the vacancy in your James Co in Accountant Department.

I am a twenty-year-old student and I am very interested in this position. I plan to have my own business and this would be a perfect opportunity for me to gain some experience.

Despite the fact that I have no formal work experience, I have some experience in working with people of different ages. I have helped nurses in the hospital and then worked as a camp leader in the camp. Moreover, I can work with a computer, on the Internet and with a fax machine. Furthermore, I study some foreign languages such as English and Italian.

As far as my personality is concerned, I would describe myself as communicative and active. Also, I am honest and reliable. I enjoy taking initiative and working both alone and in a team.

If you wish me to attend an interview. I am available in the evening from 6 p.m. Thank you for considering the application. I look forward to hearing from you.

Yours faithfully,
Jane Smith

3. Read the letter of application. Then, complete the tip according to the text.

4. Imagine that you would like to work as a private detective in Poirot Co. Write a letter of application (180-200 words). Use appropriate linking words.

Formal style:

1. full forms of words
2. passive voice
3. complete sentences



TRASLATING

1. a) Translate from Ukrainian into English.

b) Look at the highlighted words and word-combination and write down your own sentences in English using them

Стаття 1. Міліція в Україні

Міліція в Україні - державний озброєний орган виконавчої влади, який захищає життя, здоров'я, права і свободи громадян, власність, природне середовище, інтереси суспільства і держави від протиправних посягань.

Стаття 2. Основні завдання міліції

Основними завданнями міліції є:

забезпечення особистої безпеки громадян, захист їх прав і свобод, законних інтересів;

запобігання правопорушенням та їх припинення;

охорона і забезпечення громадського порядку;

виявлення кримінальних правопорушень;

участь у розкритті кримінальних правопорушень та розшуку осіб, які їх вчинили, у порядку, передбаченому кримінальним процесуальним законодавством;

забезпечення безпеки дорожнього руху;

захист власності від злочинних та кримінально протиправних посягань; {

виконання адміністративних стягнень; участь у поданні соціальної та правової допомоги громадянам, сприяння у межах своєї компетенції державним органам, підприємствам, установам і організаціям у виконанні покладених на них законом обов'язків.

2 a) Translate Ukrainian words and word-combinations into English

- | | |
|--|----|
| 1. акредитувати представників ЗМІ | 1. |
| 2. державна або службова таємниця | 2. |
| 3. службове посвідчення | 3. |
| 4. приймати рішення | 4. |
| 5. відшкодовувати завдані матеріальні збитки | 5. |

b) Translate Articles 3; 16; 25 from Ukrainian into English, using words and word-combinations from the previous exercise.

Стаття 3. Принципи діяльності міліції

Діяльність міліції будується на принципах законності, гуманізму, поваги до особи, соціальної справедливості, взаємодії з трудовими колективами, громадськими організаціями й населенням.

Діяльність міліції є гласною. Вона інформує органи влади і управління, трудові колективи, громадські організації, населення і засоби масової інформації про свою діяльність, стан громадського порядку та заходи щодо його зміцнення. Міліція оприлюднює інформацію та надає інформацію на запити відповідно до Закону України "Про доступ до публічної інформації".

При органах міліції може проводитися акредитація представників засобів масової інформації, журналістів відповідно до закону. Не підлягають розголошенню відомості, що становлять інформацію з обмеженим доступом, крім випадків, передбачених законом.

У підрозділах міліції не допускається діяльність політичних партій. При виконанні службових обов'язків працівники міліції незалежні від впливу політичних партій та інших об'єднань громадян.

Стаття 16. Особовий склад міліції

Особовий склад міліції складається з працівників, що проходять державну службу в підрозділах міліції, яким відповідно до чинного законодавства присвоєно спеціальні звання міліції.

Працівники міліції мають єдиний формений одяг, зразки якого затверджуються Кабінетом Міністрів України, що видається безплатно, і відзнаки. Працівникам міліції видається службове посвідчення.

Використання спеціальних звань, відзнак, форми одягу і службового посвідчення працівника міліції особою, яка не є працівником міліції, тягне за собою відповідальність за законом.

Стаття 25. Відповідальність працівників міліції

Працівник міліції у межах повноважень, наданих цим Законом та іншими законодавчими актами, самостійно приймає рішення і несе за свої протиправні дії або бездіяльність дисциплінарну чи кримінальну відповідальність.

При порушенні працівником міліції прав і законних інтересів громадянина міліція зобов'язана вжити заходів до поновлення цих прав, відшкодування завданих матеріальних збитків, на вимогу громадянина публічно вибачитися.

Працівник міліції, який виконує свої обов'язки відповідно до наданих законодавством повноважень та у межах закону, не несе відповідальності за завдані збитки. Такі збитки компенсуються за рахунок держави.

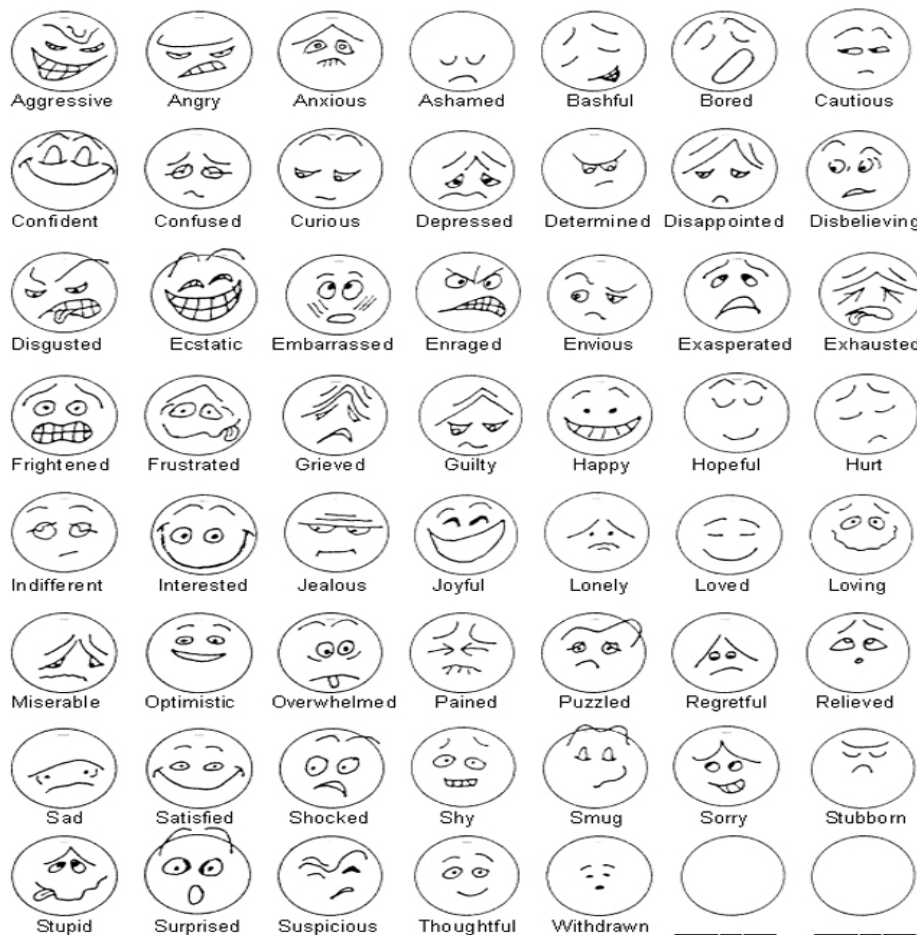
Дії працівника міліції можуть бути оскаржені у встановленому порядку до органів внутрішніх справ, суду або прокурору.

Службова особа міліції, яка порушила вимоги закону або неналежно виконує свої обов'язки, несе відповідальність у встановленому порядку.

Eyes are the mirror of your soul

Unit 2 WARMING-UP

1. Look at the pictures and say how you are now. Why?



e.g. I am a bit sad, because I have some troubles at work.

2. What other emotions can people feel? Draw “smiles” and explain the meanings of the emotions.

3. What emotion do you think people feel during such life events as:

	#engagement	#illness
		#changing jobs
#divorce	#starting school	
#graduation	#marriage	
#having a baby	#retirement	
#trouble at work	#death in the family	

1. What do you think about BODY LANGUAGE? Is it possible to understand person's emotions in the non-verbal way?
2. Look at the highlighted words in the text. Try to understand their meaning, and then consult your dictionary.



Look at Body Language

We think we're reading facial expressions, but most of us rely on body cues to understand emotion

By Laura Blue

We like to think we can read people like a book, relying mostly on tell-tale **facial expressions** that give away the emotions inside: the way the brows lift slightly with alarm, or the crow's feet that **crinkle** with a wide smile. But when it comes to the strongest emotions, we read much less from facial expressions than we think we do. In fact, even though we believe it's the face that tells the story, we're typically reading something very different: body language and social cues.

That's the new, **counterintuitive finding** from a study published this week in the journal Science. Researchers from Princeton, New York University, and the Hebrew University of Jerusalem presented volunteer study participants with a series of pictures showing people **experiencing** extreme emotion, either positive or negative. The images included professional tennis players 1____, as well as people undergoing **nipple** piercing, and those in the throes of orgasm.

In some of the images, researchers would only show the study participants a face; in others, only a body; and in others still, both the body and the face. You might think it'd be obvious from a face whether someone is in pain (having a nipple pierced) or whether he has just won Wimbledon. But it turns out it isn't.

"The striking finding was that our participants had no **clue** if the emotion was positive or negative, when they were judging **isolated faces**," says lead study author Hillel Aviezer from Hebrew University in an email response discussing the findings. "By contrast, when they were judging the body (with no face), or the body with the face, 2_____."

The findings are doubly surprising because the study participants themselves were convinced that they recognized the emotions from the faces, not from body language or contextual cues.

"They even had their own 'mini theories' about what part of the face was most important – but this was all an illusion," Aviezer says.

He adds that we do, of course, read a great deal of salient day-to-day emotional information from faces — but only in certain situations. The reliability of that transmission, for example, appears to break down when emotions are at their strongest. The face **contorts**. We can tell that something major has happened, 3_____ that something is dramatically positive or devastatingly negative.

In the article, Aviezer and his colleagues liken the muscles of the face to an audio speaker. As the volume is pushed to its maximum, the quality of the signal becomes poor and the message becomes harder to pick out.

There is a similar analogy to the emotional signals that we hear. We know that the sound of gentle laughing conveys happiness and 4_____. But most of us find it difficult to distinguish **a shriek** of joy from a shriek of fear. Since we often hear sounds without another contextual clue to explain them — overheard from an adjacent room — we tend to accept that we can't tell positive from negative emotion in all cases. But we almost never see faces without body language and a setting to accompany them. So we may fail to realize that the face is less informative than usual when emotions run high.

Aviezer says his results suggest that the classic textbook **distinction** 5_____ may need to be revised to incorporate the possibility that they may share more underlying physiological features than we thought. That could have implications for theories that link emotions to economics, social psychology, and neuroscience.

"I also think the findings may have some clinical applications," he says. "Consider populations such as individuals with autism or **various** neuropsychiatric disorders. We know these people often have difficulties with recognizing facial expressions," he says. "Until now we have been trying to help them by training them to better understand the isolated faces. But our work suggests that perhaps we should zoom out a bit and teach them how to recognize emotions from the full person in context." That could provide a broader range of therapies from which autistic children can draw, and, perhaps even benefit.

3. While reading the text complete it with the given phrases:

- a) they easily differentiated positive from negative expressions
- b) who had just won or lost a point in a major match
- c) a gentle sob conveys sorrow
- d) between positive emotion and negative emotions
- e) but it is tough to tell

4. Answer the questions:

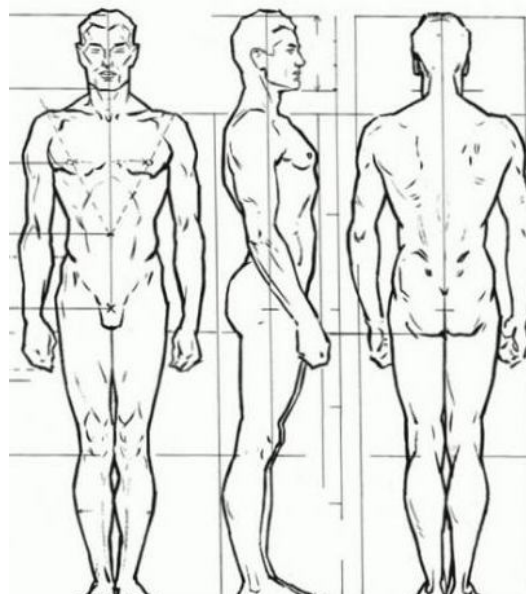
1. Is it possible to read facial and body expression during interrogation of a suspect? How can you use this information?
2. Do you think that all people have similar facial expressions?
3. Does one facial expression have the only meaning?



VOCABULARY IN PRACTICE

1. Look at the picture and, using these words, show and name parts of human's body

arm, hand, leg, foot, head, hair, toe, eyebrows, eyes, eyelashes, mouth, lips, hair, forehead, nose, finger, neck, cheeks, ears, crown, nape, shoulders, elbows, nails, knee, stomach, back, hip, teeth, tongue, breast, heel, buttocks, coccyx.



Personal signs:

wrinkles, tattoo, scar, dimples, birthmark, freckles, piercing, heat-spot, wart, blue eye, mole, bruise.

2. In groups of 3-4 complete the table with as many adjectives or phrases as possible. Then, use the words to describe your favourite person.

* Age	teenager, senior citizen, _____
* Height/Build	_____
* Hair	_____
* Face	_____
* Eyebrows	_____
* Eyelashes	_____
* Eyes	_____
* Cheeks	_____
* Nose	_____
* Mouth/lips	_____
* Chin	_____

3. Fill in the gaps with one necessary word

- Almost each girl has ear _____.
- She is so pretty; her _____ on the cheeks are very cute.
- This offender made a _____ on his breast. It is a picture of a church with three angels.
- The older the woman is, the more _____ she has.

4. Match the words, making word-combinations according to the pictures. There are some extra words:

knitted dress
chequered jeans(trousers)
leather coat
polka dot sweater
denim T-shirt
striped scarf
woolen shorts
cotton jacket
coloured blouse
silk skirt



5. Play the game. You should describe your groupmate and other groupmates ought to guess this person:

*e.g. This person is a girl. She has blue eyes and long black eyelashes. Her lips are thin and red. She doesn't have a double chin and her neck is long and nice.
This girl puts on polka dot shorts and blue blouse...who is she?*

6. Read and learn phrasal verbs "bring", "call", "carry" (Appendix 18), then fill in the gaps with one correct variant

- A victim was very depressed, when she brought _____ that criminal event.
- To bring _____ a child means to give him good education, to behave well etc.
- The photo of this criminal is brought _____ in all newspapers. Be careful!
- To be very excited means to be carried _____.
- Never carry _____ all necessary cases in order not to collect a lot of work.
- Sad mothers always call _____ their sons-prisoners.
- I'm a bit nervous, please, call _____ this application.
- The inspector was so angry that he called _____.
- A guilty man calls _____ a lawyer.
- The investigator is very busy but I must call _____ him today.

a)	back	down	over
b)	down	up	on
c)	off	out	along
d)	away	over	out
e)	down	with	over
f)	in	for	on
g)	over	up	off
h)	on	out	for
i)	out	up	for
j)	up	off	in

*** Use phrasal verbs "bring", "call", "carry" in your own situations.**

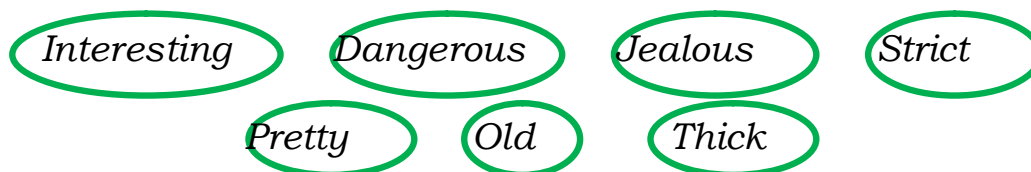


Grammar in use

1. Using Appendix 2, fill in the table as in the example

Positive	Comparative	Superlative
thin	<i>thinner</i>	<i>the thinnest</i>
happy		
joyful		
shy		
exhausted		
angry		
short		
bored		
stupid		
puzzled		

2. Put the positive, comparative or superlative form of the adjectives into the blanks (Appendix 2)



- 1) One of _____ offenders was sentenced to penalty.
- 2) The more unknown facts are in the case, _____ this case is.
- 3) Her husband was _____ I have ever met.
- 4) No, he isn't a thief. The thief has _____ hair.
- 5) American Law is _____ than Ukrainian one.
- 6) His _____ brother was punished in 1987.
- 7) Each mother thinks that her daughter is _____ in the world.

3. Put the adjectives in the correct order (Appendix 2)

- a) dark, wet, Italian, ancient, prison _____
- b) Russian, thoughtful, young, small, judge _____
- c) old, tall, Ukrainian, optimistic, offender _____
- d) huge, job, old, good, application _____
- e) adult, jealous, Spain, slim, husband _____

4. Fill in with:

Such a, more than, the sooner...the sooner,
whereas, like, twice as...as

When Sam saw a red car on the street he understood that it looked _____ his neighbours'. He had never seen _____ wonderful machine. It was _____ expensive _____ he had expected. Sam thought that he ought to call to militia: _____ he called, _____ a thief would be punished. It took no _____ 10 minutes for owner. The owner was very happy _____ the thief was very sad.

5. Read the following information about two officers, then, make comparisons using:

young, old, tall, short, well-educated, experienced, few

John Black		Mark Ferduson	
Date of birth:	20.10.1967	Date of birth:	05.07.1983
Height	183 cm	Height	175 sm
Weight	95 kilos	Weight	97 kilos
Children	1	Children	3
Working experience	10 years	Working experience	6 years
Qualifications	A-level English; Computer Science	Qualifications	A-levels in English, German and French; Computer Science; Driving

6. Using Appendix 6, underline the correct variant:

- His sister-in-law was very shocked (when / while) she heard about his criminal actions.
- The general said that the lieutenant (will / would) have some troubles at work in the new department.
- This cadet left school two years (yet / ago).
- Nobody thought about their divorce (before / by) their marriage
- The retired officer was looking after an offender (while / during) a week.

7. Put the verb in brackets into the correct tense form

(Appendix 6):

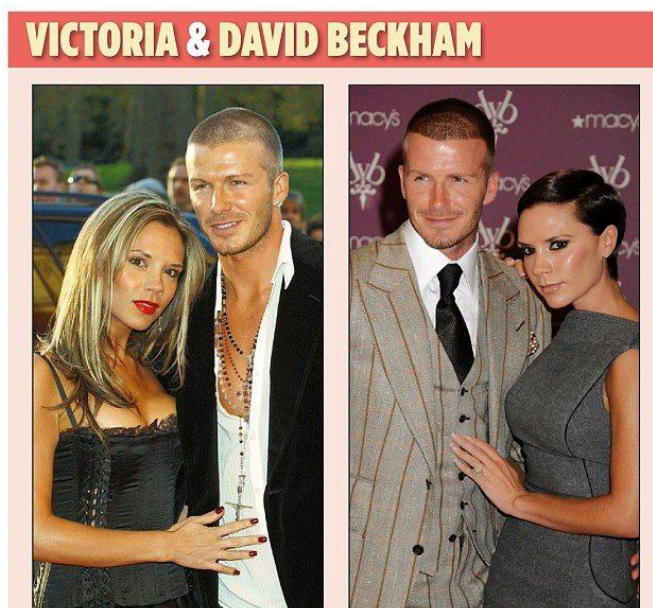
You _____(to hear) what _____(to happen) to me last month? I _____(to go) to England on business at that time. After I _____(to take) my bags out of the taxi, I _____(to realize) that I _____(to forget) my tickets at home. Luckily, my wife _____(to be) at home and I _____(to call) her and _____(to ask) to bring me them. She quickly _____(to jump) in her car and _____(to bring) me my tickets to the airport. But it _____(not to be) the end of the story. It _____(can) happen only with me! Somebody _____(to steal) my baggage. When I _____(to notice) it, I immediately _____(to call) the militia. Thanks God, there _____(to be) many videocameras inside the airport and the thief _____(to be) identified in a moment. However, the departure _____(to bring) unpleasant emotions, I _____(to spend) two breathtaking weeks in London. I _____(to visit) a lot of places, _____(to take) many different photos, (to meet) interesting people and so on. So, it _____(to be) unforgettable.

8. Fill in with: was / were used to, used to, would, was / were going to.

(Appendix 1)

- 1) He _____ have a scar on his face.
- 2) They _____ change their jobs but then they decided not to do it.
- 3) The evildoer _____ always eat porridge for breakfast.
- 4) My parents _____ living in a country house.

9. Look at the photos below, then write sentences as in the example:



e.g. She used to be blond, but now she is dark-haired...

10. Choose one correct variant

1. In this country laws are _____ stricter than in any other country.
a) as b) the c) much
2. That _____ case was given to a young major.
a) confused, big, old b) old, confused, big c) big, old, confused
3. The better you study _____ qualified specialist you will be.
a) the most b) more c) the more
4. The wrongdoer was sentenced _____ month.
a) since b) last c) for
5. It _____ two days to identify a murder.
a) took b) was taking c) had taken
6. Someone _____ my car before I called you.
a) stole b) had stolen c) had been stealing
7. Burglars _____ the door of the house, when she returned home.
a) opened b) had opened c) were opening
8. This colonel hadn't been working _____ he was retired.
a) for b) since c) while
9. The cadet _____ his degree and he was looking for a job.
a) had got b) was getting c) got
10. He _____ in a serious organization for a year before he made a tattoo.
a) was working b) had been working c) had worked
11. How long hadn't you met him _____ his death?
a) before b) for c) after
12. He hadn't felt free since he _____ sentenced.
a) were b) had been c) was
13. _____ did they move to their new house?
a) how long b) how long ago c) how ago
14. She was watching TV, while her disappointed husband _____ anything.
a) wasn't doing b) didn't do c) hadn't done
15. The prisoners _____ by the end of the month.
a) were escaping b) escaped c) had escaped
16. He _____ since the militia was after him.
a) had driven b) hadn't been driving c) hadn't driven

LISTENING

1. Work in pairs. Discuss the emotional portrait of a militia officer.
2. Listen to the song ("Policeman" – Chicago) and fill in the missed words.

Chicago - Policeman

Everyday he wakes up
As his bare [] hit the floor
Grabs a cup of coffee
Straps his Magnum on once more
Feeds the cat he [] with
Since his [] walked out the door
In nine years he'll [] with a pension
Everyday he suffers
'Cause he sees all kinds of pain
Sometimes feels []
In a world that's gone insane
Then he wins a battle

It restores his [] again
It's only human [] he is after
He is a policeman, you know
All the years and nothing to show
He is a policeman, you know
Every night he comes home
With a sixpack all alone
Feeds the cat he lives with
He picks up the []
Needs to talk with someone
But the only [] he's known
Was lost forever, he is a policeman

3. Discuss in groups: Is the policeman happy? Why/Why not?

4. Answer the questions:

- a) Do you have a big or small family?
- b) Do you get on well with all the members of your family?

5. Listen to the song ("Family portrait" – Pink) and put the words in the highlighted lines in the correct order.

Pink - Family Portrait

Momma please stop cryin, I can't stand the sound
Your pain is painful and its tearin' me down
I hear glasses breakin as I sit up in my bed
told I dad mean you didn't things you those nasty said

You fight, bout me and about money my brother

And this I come home to, this is my shelter
It ain't easy growin up in World War III
Never knowin what love could be, you'll see

I love to don't like want has done destroy me it my family

Can we work it out? Can we be a family?
I promise I'll be better, Mommy I'll do anything
Can we work it out? Can we be a family?
I'll be better I promise,
Daddy don't leave please

Daddy please stop yellin,
I can't stand the sound
Make mama stop cryin, cuz I need you around
My mama no matter she, loves you what she says
its true

I know that she hurts you, but remember I love you, too

I ran away today, ran from the noise, ran away
Don't wanna go back to that place, but don't have no choice, no way

It ain't easy growin up in World War III
Never knowin what love could be, well I've seen
I don't to destroy want love it did my me like family

Can we work it out? Can we be a family?
I promise I'll be better, Mommy I'll do anything
Can we work it out? Can we be a family?
I promise I'll be better, Daddy please don't leave

In our, we happy look family portrait pretty
Let's play pretend, let's act like it comes

naturally
I don't wanna have to split the holidays
I don't want two addresses
I don't anyways a step-brother want
And I don't to have want my mom her last name to change

In our family portrait we look pretty happy
We look pretty normal, let's go back to that

Daddy don't leave
Turn around please
Remember the night my left you shining that you took star?
Daddy don't leave
Don't leave us here alone

Mom will be nicer
much I'll tell my better I'll be so, brother
Oh, I won't spill the milk at dinner
I'll be so much better, I'll do everything right
I'll be your little girl forever
I'll go to sleep at night

6. Discuss in pairs: a) If parents do not get on well, is it better them to divorce? What are the reasons of family quarrels?
7. How to prevent family abuse?

SPEAKING

1. Discuss the quotations in pairs, using Language box:

- a) "Feelings are much like waves we can't stop them from coming, but we can choose which one to surf"
- b) "Things change but some feelings stay the same"
- c) "Feelings and thoughts do not define who we are; they are just part of the weather of our inner world".

2 Look at the pictures and describe the people: their appearance, body, feelings and emotions. (Do it in groups of 3-4)

Language box

As for me...	I completely agree with you
To my mind...	You quit right
In my opinion...	That's true
I think...	
I found it...	
	Do you really think so?
	Sorry. I'm afraid I can't agree with you.



3 Role-play

Imagine that you are a victim of the robbery and you want to make a photorobot of the offender. Your partner is an investigator, who tries to ask as much detailed information as it's possible. Finally, the investigator should show the picture of the photorobot.

4 Tell your group about yourself.

Describe your appearance and character. What similarities do you have with your parents, relatives?

5 Creative work

Design a family tree, presenting your relatives, their appearance, emotion portrait, style of dressing. Use audio-visual aids.



WRITING

1. Work in pairs. Write a missing person bulletin.

Missing Person Bulletin

Name _____ Age _____
 Height _____
 Weight _____
 Build _____
 Dress _____
 Other information _____

Linking Words

Consequence of condition: consequently, then, if so, if not, so, therefore, in that case, thus, otherwise, under those circumstances
Time: when, whenever, as, while, now, before, until, till, after, since
Relative: who, whom, whose, which, what, that
Place: where, whether

2. Read the resume below. Then, write a resume about yourself.

Jack Brown 75, Shevchenko Str, Kiev, Ukraine (065)937-86-78 JACK BROWN@email.ua			
Objective	Lawyer	Objective	
Personal details	Date of birth: 11 may 1994; marital status: not married	Personal details	
Summary of qualification	1 year experience as a secretary of a lawyer	Summary of qualification	
Education	2010-2014 Student of Kiev State University	Education	
Additional education	2013-2014 course of Italian, Kiev school of foreign language	Additional education	
Professional experience	2014- present: a secretary of a lawyer Jackson's Law Co	Professional experience	
	Accomplishments Recommended computerized bookkeeping and supervised all data entry; organized meetings and conferences		Accomplishments
Additional skills	Languages: English-intermediate, Italian-beginner; Computer skills: Windows, Word, Excel, Internet	Additional skills	
References	References are available on request	References	

3. Read and learn the plan of an autobiography

Autobiography

PLAN

1. Name, birth place, age

2. Family: parents, sisters/brothers

3. Education

4. Marriage: married/not married, children

**5. Army → for men
Period of pregnancy
→ for women**

6. Experience, goals, bonuses

7. Signature

8. Date

Chronology of events

4. Read the autobiography and put the paragraphs in the correct order. Then, find out linking words and think about their usage.

☐ I studied in a private linguistic school. I was an excellent pupil. After finishing school in 2007, I entered the linguistic university. There I studied well and many times I was sent abroad to improve my skills in foreign languages. Also, I have additional education. In 2014 I graduated from Law University. I am Master in Law.

☐ My name is Sarah Parker. I was born and grown up in the heart of Ukraine. My native city is Dnipropetrovsk. I was born on the 17th of September in 1990. So, now I am 24 years old.

☐ My parents are lawyers. And they wanted to see me in this profession as well. My mother's name is Tatiana. She is 46. My father's name is John. He is 50. I am the only child in the family.

☐ 08.09.2014 Sarah Parker

☐ So, I became an assistant of a lawyer in 2013. I worked in a local company. I had to type and print documents, organize meetings with foreign partners. The part I loved most about my job was communication. Every day I met different people. They helped me to know more about other people's life, learn something new.

☐ In 2014 I got married. My husband's name is Nick Jefferson. He is from England. He is a doctor. I was pregnant from October 2011 to June 2012. Now we have a daughter. She is 2.

5. Write your autobiography.



TRANSLATING

1. Match Ukrainian word-combinations with their English equivalents.

- | | |
|-------------------------------------|---|
| 1) Акцентуація характеру | a) psychologically traumatic situations |
| 2) Загострення окремих рис | b) emotional experience |
| 3) Психотравмуючі ситуації | c) motives of excluded people |
| 4) Пасивна підкорюваність | d) accentuation of a character |
| 5) Квапливість суджень | e) aggravation of some traits |
| 6) Мотиви відчужених | f) haste judgement |
| 7) Емоційні переживання | g) passive subordination |
| 8) Спадково-біологічні детермінанти | h) hereditary biological determinants |

2. Using specialized dictionary, translate the words

- | | |
|-------------------|-----------------|
| гіпертимний | Психоостенічний |
| циклоїдний | Шизоцний |
| лабільний | Епілептоїдний |
| астеноневротичний | Істероїдний |
| сензитивний | Конформний |

Акцентуація характеру та особистості

Проблема характеру дотична до злочину не вичерпується окремими негативними рисами. Кримінально-психологічний підхід передбачає з'ясування ролі акцентуації характеру, яка стоїть близько до психічної аномалії, але не тотожна їй. У юридичній психології накопичено різноманітні матеріали щодо впливу на злочин психічних аномалій особистості: неврозів, психопатій, психозів тощо. Одночасно на більш складне за психологічною сутністю питання акцентуації характеру і, відповідно, акцентуації особистості звертається недостатньо уваги. Акцентуація — це надмірне вираження, загострення окремих рис характеру та їх поєднань, що є крайнім варіантом норми і спричиняє до відхилень у поведінці та діяльності. Найчастіше вона виникає у підлітковому віці, може переходити у приховану (латентну) форму та компенсуватися за рахунок інших рис. Акцентуація обумовлює підвищену чутливість і вразливість особистості до психотравмуючих ситуацій, що проявляється у психічних зривах і неадекватних діях.

Численними дослідженнями виявлено п основних акцентуацій характеру, які отримали загальну назву «тип акцентуації». Це гіпертимний, циклоїдний, лабільний, астеноневротичний, сензитивний, психостенічний, шизоцний, епілептоїдний, істероїдний, нестійкий і конформний типи. Супутнім чинником скоєння злочину найчастіше виступають епілептоїдний, нестійкий, гіпертимний, істероїдний типи.

Епілептоїдному типу акцентуації характеру показові егоїстичність, властолюбство у поєднанні з недоброзичливим ставленням до оточення. В основі недоброзичливого ставлення лежать дріб'язковість, образливість і дратівливість.

Нестійкому типові акцентуації властиві навіюваність, пасивна підкорюваність, недисциплінованість, балакучість та соціальна незрілість. Остання проявляється в поверховості і квапливості суджень, легковажності вчинків, наївності й довірливості. Поведінка спрямована на отримання свіжих вражень, ситуативних задовольень.

Особистість із нестійким типом акцентуації характеру схильна до вчинення групових злочинів у ролі виконавця, крадіжок, кримінальних розваг із погано передбачуваними наслідками.

Гіпертимний тип відзначається життєрадісністю, комунікабельністю, пошуком нових вражень, людей, ситуацій. Ініціативність і енергійність поєднуються з хаотичністю, поверховістю інтересів, діловитість — із поганою дисциплінованістю й цілеспрямованістю.

Істероїдний тип акцентуації характеру відзначається егоїзмом, демонстративністю, брехливістю, інфантилізмом (вередуванням), намаганням накинати оточенню визнання власної винятковості. Це обумовлює прояви дратівливості, нетерпимості до тих, хто не визнає істероїда, та уважність, піклування до тих, хто підтримує і захоплюється ним. Особистість істероїдного типу схильна до різноманітних симуляцій самовбивства, демонстративних членушкоджень, скоєння злочинів як засобу привернення уваги до себе, висування вимог, викликання почуття жалю, несправедливості та співчуття.

Застраюча особистість відзначається таким комплексом рис: цілеспрямованість, упертість, егоїстичність; яскраво виражене честолюбство, самовпевненість у поєднанні з образливістю; сильні, несподівано спалахуючі емоції та почуття (до рівня афекту), які переживаються тривалий час і періодично повторюються.

Застраюча особистість схильна до скоєння злочинів за мотивами відчуження, розрядки й компенсації негативних емоцій і почуттів.

Демонстративна особистість відзначається таким комплексом рис: висока адаптивність, схильність до перевтілень, авантюризму; емоційна чутливість, глибокі та яскраві емоційні переживання; легке витручення зі свідомості та швидке забування неприємних ситуацій із власного життя; впадання у психопатоподібні стани (образливість, істерика, скандалізм).

Демонстративна особистість схильна до скоєння злочинів за мотивами ствердження і самоствердження та ризику.

Педантична особистість відзначається таким комплексом рис:

- нерішучість, боязкість, ретельне обдумування та перевірка своїх вчинків;
 - нав'язливі психічні стани та ідеї (дріб'язковість, страхи, перебільшення погроз, іпохондрія — зануреність у стан власного здоров'я);
 - тривале переживання неприємних подій, погане витручення їх із свідомості.
- У разі несприятливого соціального розвитку педантична особистість:
- всіляко намагається уникнути невизначеності, небезпеки, динамічних і малопрогнозованих ситуацій;
 - є надвимогливою до себе та оточення (підлеглих, членів сім'ї тощо) щодо виконання обов'язків, порядку, акуратності;
 - посилено піклується про власне здоров'я, боїться хвороб, перебільшує тяжкість наявних хвороб.

Для педантичної особистості злочин — це наслідок відставання в чомусь від інших, пасивності, несвоечасних і помилкових дій.

Збудлива особистість відзначається таким комплексом рис: підвищена чутливість, запальність, дратівливість; посередній інтелект, уповільнене мислення (тугоумство), знижена моральна і правова регуляція поведінки; різка зміна емоційних станів (похмурість — гнів; похмурість — радість), бурхливих за силою виразу і нетривалих у часі. Збудлива особистість схильна до скоєння злочинів за аморальними, збоченими мотивами та мотивами розрядки і компенсації негативних емоцій.

Злочин — це складна, ієрархічно і поліпричинно обумовлена активність особи. У комплексі чинників представлені соціально-психологічні, особистісні, спадково-біологічні детермінанти.

3. Translate the article, paying attention to the terminology.

4. Retell the text using the words and the word-combinations.

5. Give full answers to the questions:

- 1) What do you think the main idea of the article is?
- 2) Do you think the author created full description of the psychological types?
- 3) Which type of a person have you ever met?

Your work is your second home

Unit 3 WARMING-UP

1. Look at the picture. Name all the equipment you can see.



1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

2. Look at the photos below. Discuss in pairs:

- 1) Are militia stations well-equipped in Ukraine?
- 2) What facilities should a militia officer have?



3. Discuss in groups of 3-4: if a work place can be as cosy and comfortable as your home.

READING

1. Look through the text and explain highlighted words.

2. Reading all the highlighted words guess what the text will be about.



3. Read the text and underline correct variants.

Athens (CNN) -- Robbers **broke into** a museum **in/at** Olympia, the birthplace **of/from** the Olympics, tied and **gagged** a museum guard, and fled with stolen artifacts, Greek authorities said Friday.

The two **man/men** raided the Museum of the History of the Olympic Games, a **smaller/smallest** building close to the main Archaeological Museum of Olympia, just after 7:30 a.m. local time, said Athanassios Kokkalakis, a police spokesman. The robbers "approached the museum's guard, **tied her hands** and **bound her mouth** and then went **from/into** the museum, where they took 65 to 68 small clay and brass small statues, and a gold ring, and put them **out/in** a bag and left."

Culture Minister Pavlos Geroulanos submitted his resignation after the robbery **took place**, the prime minister's office said.

Geroulanos' office said his offer to step down not yet been accepted. The minister **is/are** on his way to Olympia to view the scene of the robbery.

It is the second big theft of this kind this year in Greece.

In/on January three art works, including a painting by Pablo Picasso and another by Piet Mondrian, were stolen from the National Gallery **at/in** Athens.

Dimitra Koutsoumba, president of the Greek Archaeologists' Association, said the latest attack was **a/an** sad and **worrying incident**.

"It is the first time that we have an **armed robbery** at a museum during operating hours. It shows that the cuts the Culture Ministry has made **since/for** the crisis hit **on/in** 2009 make it easier for such incidents to take place," she said. "The minister himself had told us that the cuts were ranging between 30% **and/or** 35%, and they include cuts in personnel."

She called **for/of** more importance to be placed on **cultural heritage** and said greater steps should be taken **to protect irreplaceable items** that belong to the nation.

"Such incidents are an issue of national security," she said. "The artifacts that were taken were mainly figurines related **from/to** the Olympics, so **many/much** were depicting athletes."

The museum, built on an ancient site in the Peloponnese peninsula, **are/is** considered among the most important in Greece.

The ceremony for the lighting of the Olympic flame for the 2012 London Olympics is scheduled to take place **on/in** May 10 **in/at** the Ancient Olympia site, where the museum is located.

The first Olympic Games were held in Olympia **in/at** 776 B.C. to celebrate the deity Zeus. A sanctuary at the site was dedicated to him.

4. Retell the text.

5. Answer the questions:

- Has your house ever been robbed or burgled?
- Where do you save expensive things?



VOCABULARY IN PRACTICE

1. Imagine that you investigate a burglary. Describe the place where this crime has been committed, using the words and the word-combinations below:

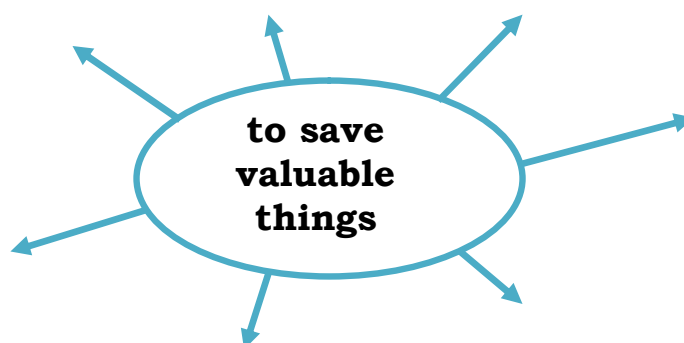
Style:	traditional, modern, apartment/flat, cottage, villa, castle, 1/2/3 storey building, terraced house, museum
Location:	village, city, centrally located, residential area, close to the shops, isolated, in the suburbs, on the outskirts, in the country
Size:	small, tiny, spacious, large, huge, average, family-sized, 1-/2-bedroomed
Cost:	cheap, low-priced, overpriced, expensive, economical
Exterior:	driveway, chimney, garage, pool, garden, patio, fence, attic, balcony, parking
General description:	cosy, comfortable, secure, luxurious, well-maintained, fully-furnished, airy, noise, cold, attractive, eccentric

2. In group of 3-4 complete the table below with as many words and word combinations as possible.

Things that can be stolen from the house	
jewellery	neck-lace, ear-rings...
furniture	table, chair...
appliances	electric heater, washing machine...
decoration	vase, picture...

*** In pairs make a dialogue. Imagine that student A is a militia officer and student B is a victim of a burglar. Student B should tell the militiaman about all stolen things. Student A should ask about the description of the things. Use the words and the word-combinations above (Ex. 1, 2)**

3. Add words to the spidergram, then make a presentation "How to protect your valuable things"



Replace the adjectives in bold with their opposites:

- 1) The **ancient** jewellery was stolen from a very **spacious** hall in the museum.
- 2) Yesterday our neighbours moved to a more **comfortable** house.
- 3) My new office is **tiny**.
- 4) The **new** car was stolen from the **secure** garage.
- 5) Two burglars have been arrested in the **luxurious** hotel.
- 6) Her ring is too **expensive** to save it just on the glass coffee table.
- 7) Someone had entered by force and stole all **eccentric** paintings and a **tiny** ancient candle-stick.
- 8) We live in a very **noisy** area.
- 9) It is rather **practical** to have a safe at home.
- 10) This security system is very **cheap** to install.

4. Read and learn phrasal verbs “come”, “cut”, “do”, “draw”, “fall”. Then match the phrasal verbs below with their synonyms (Appendix 18).

- | | |
|-----------------|-----------------------|
| 1. come across | a) to disconnect |
| 2. draw back | b) to attack |
| 3. do in | c) to move away |
| 4. come into | d) to meet by chance |
| 5. fall on | e) to find a solution |
| 6. come up with | f) to inherit |
| 7. cut off | g) to murder |
| 8. do away with | h) to kill |

* Write down a short story, using the phrasal verbs and lexis from Ex. 1-4

6. Creative work.

Make a project of your ideal working place. Describe it in details: area, exterior and interior of the building, atmosphere, furniture, decorations, appliances etc. Use audio-visual aids.



GRAMMAR IN USE

1. Form adverbs from the adjective below (Appendix 3):

cozy, horrible, careful, happy, active, adventurous, cheerful, impatient, creative, peaceful, comfortable, serious, true, whole, easy, dreadful, delicate, friendly, cowardly, free

2. Match adverbs with their meaning (Appendix 3).

a)	pretty prettily	in a pretty way fairly	e)	deep deeply	a long way down greatly
b)	short shortly	suddenly soon	f)	direct directly	immediately by the shortest route
c)	wrong wrongly	unjustly incorrect	g)	free freely	without cost willingly
d)	hard hardly	scarcely intently	h)	full fully	exactly completely

3. Underline the correct item, and then explain the difference in the meanings of highlighted words (Appendix 3):

- 1) The captain near/nearly died as a result of being hit full/fully in the lung by a bullet, which penetrated deep/deeply inside him.
- 2) Tom told everyone he would build the house easy/easily, so he was deep/deeply embarrassed when he hard/hardly built the ground floor.
- 3) He was last/lastly in the list of top ten investigators.
- 4) "I sure/surely am happy to meet you", said the colonel to the high/highly respected general.
- 5) This criminal is pretty/prettily famous in this residential area.
- 6) When he was almost full/fully recovered from his injury the doctor told him to take it easy/easily and said that he would be able to return to work short/shortly.
- 7) As he was found near/nearly the scene of the murder with a knife in his hand, it is hard/hardly surprising that he was wrong/wrongly accused.

4. Fill in the correct pronouns or possessives (Appendix 4).

Dear, Sam

Thanks very much for your last letter. It was great to hear from 1) _____. Have you already got 2) _____ own office? I remember that 3) _____ boss promised you a promotion. Did you accept 4) _____. Also my colleagues and 5) _____ would like to visit you. Can you meet 6) _____ on Friday? 7) _____ train arrives at 4 p.m. Moreover, 8) _____ want to rent a flat for three persons. If 9) _____ know somebody, 10) _____ can help with 11) _____, please send me 12) _____ telephone numbers.

Well, that's 13) _____ most important news for you. I look forward to receiving 14) _____ when 15) _____ have time.

* Use personal and/or possessive pronouns in your own sentences. Write at least 5 sentences.

Fill in “each other” or an appropriate reflective or emphatic pronoun (Appendix 4).

- 1) These neighbours are always crying at _____.
- 2) I told my guests to help _____.
- 3) To save money we repaired the flat _____.
- 4) We cleaned our office _____ on Sunday.
- 5) The militia carried guns to protect _____ in case they were shot at.
- 6) I hope this couple enjoys _____.
- 7) He didn't steal this ring! He bought it _____.
- 8) The installed alarm security system _____.
- 9) We identified the robber _____.
- 10) They taught _____ basic English.

5. Choose the correct variant.

As soon as we came home we understood that 1) _____ was wrong. We discovered that 2) _____ had broken the window. 3) _____ was damaged and many things were stolen. 4) _____ money had also been taken. Certainly we phoned the militia and they arrived immediately. They asked our neighbours if 5) _____ had seen 6) _____ suspicious, but they hadn't. Also the militia asked us to make a list of 7) _____ that had been stolen. Then, they checked if there were fingerprints 8) _____. Unfortunately, the militia found 9) _____. The militia advised us to install new security system and to buy a dog.

	A	B	C
1)	something	nothing	anything
2)	anyone	someone	no one
3)	something	anything	everything
4)	some	any	every
5)	anybody	nobody	somebody
6)	something	anything	nothing
7)	everything	something	nothing
8)	nowhere	anywhere	somewhere
9)	anything	something	nothing

6. Write a short story using different types of pronouns.

Write the following cardinal numerals with letters and make the corresponding ordinal numerals (Appendix 5):

1, 2, 3, 4, 7, 9, 11, 13, 15, 21, 38, 40, 56, 67, 74, 83, 99, 200.

7. Write in English letters (Appendix 5).

- 1) 245; 793; 816; 564
- 2) 4.372; 3.551; 6.132
- 3) $4+5=9$; $10-8=2$; $5*6=30$; $100:25=4$
- 4) $2/3$; $5/6$; $1/2$; $1/4$; $4/5$
- 5) date: 08.03.1993; 11.10.2001; 02.01.1908
- 6) time: 4:15; 5:45; 3:05; 7:30; 6:00
- 7) phone: 072-355-28-46
- 8) 6 books; 100 people; page 34

8. Put the verbs in brackets into correct future tense form (Appendix 6).

Dear, Pam

Since you want to know what I 1) _____ (do) next week I thought I'd write and let to know. It 2) _____ (be) a very busy week. I've got a new job and on Tuesday I 3) _____ (go) to Paris. I 4) _____ (be) there for two days, and by Tuesday I 5) _____ (move) the house. If everything goes well, I 6) _____ (buy) new furniture and some decorations. Then, I 7) _____ (meet) with a gardener and workers, who 8) _____ (decorate) our garden and 9) _____ (build) a water pool outdoors. On Saturday I 10) _____ (have) a business meeting with one important person. Finally, I imagine I 11) _____ (be) very tired, so it looks like I 12) _____ (not/come) to your party. Sorry! I hope you 13) _____ (visit) me next week.

Yours, Jack

9. Put the verbs in brackets into Future Perfect or Future Perfect Continuous (Appendix 6).

1. They _____ (to repair) the office for a month when I come back.
2. She _____ (to sit) at the fireplace for an hour when the militia come to arrest her.
3. We _____ (to open) a new department by the end of the year.
4. I _____ (to decorate) my room for three hours when my colleague telephones me.
5. We _____ (to do) it by that time.
6. The militia _____ (to search) the ancient jewellery for two days when the robber return everything.
7. They _____ (to discuss) this question for some minutes when we enter the office.
8. He _____ (not to look) through all the reports by this time.
9. We promise that we _____ (to find) all stolen equipment by six o'clock.
10. They _____ (to install) a new computer by the evening.

10. Choose the correct variant.

1. They that house burglary for two years by 2017.
a) will investigate b) will have been c) will have investigated
2. We know some criminals' plans. Robbers a museum and a bank.
a) are going to break b) will have broken c) will break
3. they found that valuable collection of paintings.
a) lastly b) last c) hard
4. We need to buy modern equipment to improve our work.
a) no b) any c) some
5. I on business into a comfortable hotel during the summer.
a) will go b) will be going c) will have gone
6. We asked to replace some furniture to make the room cosier.
a) they b) their c) them
7. They have already left office in the suburbs.
a) them b) their c) theirs
8. The luxurious hotel was burgled. Do you have ideas about this case?
a) any b) no c) some
9. As our house has been robbed, we the alarm security system.
a) will install b) will have installed c) will have been installed
10. I have got a furnished office.
a) full b) fuly c) fully
11. The militia that place.
a) will explore b) will be exploring c) have explored
12. workplace is very spacious.
a) he b) him c) his
13. It is late. It's fifteen minutes to nine.
a) 9:15 b) 8:45 c) 8:15
14. The lawyer all the documents at 6:00.
a) will check b) will be checking c) will be checked
15. Today is 03.11.
a) three of November b) November, three c) the third of November



LISTENING

1. If you earn much money what type of house you would like to have. Describe its exterior and interior.

2. Try to explain the words. Use your vocabulary.

exhibition, tiled, chandelier, molding, rustic,
entertain, collaborate, solid.

3. Translate the opinion adjective using your vocabulary. Make sentences with each word.

brehtaking, magnificent, spectacular, outstanding, gracefully,
wonderful, picturesque, amazing, lovely, beautiful.

4. Watch the video (\$100 Million Mansion - Worlds Most Expensive 4 Bedroom Home) and complete the table with the words/word-combinations that are used to describe the house.

names of rooms	furniture	decorations	material	general descriptive adj/adv	facilities

5. Discuss in pairs:

Which room of the house would you like to live in? Why?
What are the advantages and disadvantages of the house?

6. Write a short story: "My dream house".

Describe such points:

- ❖ Location
- ❖ Exterior
- ❖ Interior
- ❖ General descriptive facts



SPEAKING

1. Role-play:

Work in pairs. Student A wants to rent a building for business meeting. Student B is a realtor. Discuss all the needed facilities.

2. Work in groups of 3-4. Look at the pictures, describe the workplaces below. Try to guess who works there, prove your ideas.



3. Discuss in pairs:

If you come home and interrupt burglars in your house, should you go into your house? What is it necessary to do in such situations?



4. Imagine that you are an investigator. Try to describe a scene of a crime (murder, burglary, robbery, homicide etc.)



WRITING

1. Imagine that you have been robbed. Complete the complaint. Use the words and the word-combinations from Units 2, 3. Use linking words to make your description logical.

Militia Department

Complaint: _____

Did the victim see the criminal: _____

☐ yes

☐ no

Appearance: _____

Provide a brief description of the incident: _____

What items did the criminal steal?

Describe them: _____

Linking words

Purpose: so that, so as (not) to, in order (not) to, in order that, for fear that, in case, lest.

Effect/Result: so, thus, therefore, such/so...that, for this reason, consequently, as a consequence,

Concession: but, even so, however, (and) still, (and) yet, nevertheless, on the other hand, although, even though, despite/in spite of, regardless of, while, admittedly, considering, whereas, nonetheless.

2. Write 10 sentences, using different linking words:

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

3. Imagine that you are a militia officer, who needs to confiscate some property of a fraudster. You have already invited two witnesses. Now you should complete the Act of property confiscation.

Act of property confiscation

“ ” 20

(rank and name of the officer)

in the presence of _____

and witness

on the grounds of _____

made a confiscation of such _____'s property

N _o	denomination	quantity	description	cost
			Total amount	
" "	20		(signature)	

TRANSLATING

1. Using your vocabulary, translate the words and word combinations below.

Лицарський стиль —
 Італійський мармур —
 Панно —
 Мозаїка —
 Пульт —
 Інкрустувати дорогоцінним камінням —
 Кристальна люстра —
 Толки та нитки —

МЕЖИГІР'Я



Хол першого поверху оформлений в лицарському стилі. Фігури в латах і шоломах з плюмажами стоять у повний зріст на підлозі з коштовного італійського мармуру. На стінах - панно і римська мозаїка. На величезному столі в центрі - ріг достатку з фруктами, ікони та винесене з вітваря домової церкви золоте начиння для здійснення Літургії. Тут же, на першому поверсі, кінотеатр. Місця в залі для глядачів - шкіряні, крісла обладнані пультами управління. На столику 3D-окуляри.



На другому поверсі чотири спальні: дитяча (тут жила донька співмешканки Януковича), спальня няні й ще чийсь кімнати. Біля кожної - окрема ванна, туалет і невелика гардеробна. Крім того, на кожному поверсі є кухня і велика їдальня. У дитячій кімнаті стоїть будиночок для кішки. Але ні кішки, ні папужки, від якого залишилася шикарна клітка, не видно.

У Хонці два ліфти – один ходить з першого по третій поверх. Другий - з першого по п'ятий. Його дверцята інкрустовані дорогоцінним камінням, підлога викладена смальтою, а сте́ля ... зі звичайного пластику, не дуже майстерно імітує карельську березу.

На третьому поверсі - зал з білим роялем, пальмами в діжках, меблями, оббитими золотим шиттям. З височенної стелі звисає помпезна кришталева люстра. У каміна розкидані фотографії сина й онука Януковича.

У більярдній приємно пахне натуральними ароматичними паличками.

На столику - книга Сергія Пояркова «Безлад дня». У кутку на підставці величезний слонячий бивень, прикрашений японськими нецке. На полицях шафи - пляшки з французьким і швейцарським вином і лимонним лікером.

У туалетах з мармуровими підлогами і позолоченими змішувачами - орхідеї в горщиках. На одному зі столиків біля входу в туалет - книга Іллі Рєзніка з автографом «Дорогому Віктору Федоровичу з давньою незнищеною симпатією і побажаннями благословення на благо України».

У сходів на четвертому поверсі - церква з величезними іконами і химерними золотими завітками на царських вратах.

Тут же, на четвертому поверсі, спальні Януковича і його подруги, але його кімнату поки зачинено на ключ комендантом, туди не пускають. Спальня Люби теж вражає багатством.

На зім'ятому жіночому ліжку - величезний іграшковий білий ведмідь.

На книжкових полицях томики Ахматової, Бугакова і Юлія Цезаря. Ящик з голками та нитками. На туалетному столику - відкрита книга.

На останньому, п'ятому, поверсі безлад. Тут була вбиральня. На плічках висять кілька костюмів, халати, на підлозі валяються запаковані білі сорочки, шкіряні туфлі, синій гірськолижний костюм.



2. Read the text. Then translate it.

3. Retell the whole text in English.

4. Describe one of the pictures you are most impressed.

5. Write an essay “The working place of my dream”

**Alert today-
alive tomorrow**

Unit 4

WARMING-UP

1. Read the headline of the unit and think about the topic which will be presented. How is the title related to the pictures?



*** Using your dictionary, name the things which are presented in the picture**

2. What equipment do you think the militia officer needs in? Why?

3. What other items can make people's lives safer and easier?

4. Match the columns to make sentences



- * CCTV (closed circuit TV) cameras
- * ATMs
- * Computers and laptops
- * Microchips
- * ID cards
- * Radars

are used

- * to track cars and map crime scenes
- * to identify a person
- * to allow somebody to take money out of the bank
- * to locate planes and chips when we cannot see them
- * to store large amounts of information on the circuits
- * to store and organize information

READING

1. Read the headings A-I and the title of the article. What do you expect to read about? Read the article and check your guesses.

2. Read the text again and match the headings A-I to each part of the article. There is one heading which you do not need to use. Highlight the proofs of your choice.

3. Explain the words in bold.

Headings

- A) The support team
- B) Comparison of old and new systems
- C) Well-equipped Department
- D) Captain David Duff
- E) The discovery of in-car video system
- F) The helpful usage of the gadgets
- G) Easy usage and perfect quality
- I) Useless facilities

Keeping an eye on crime and safety

1. Working with a video surveillance system that was often dysfunctional and had no technical support available, Florida's Dade City Police Department found itself in need of an upgrade to its mobile and facility video surveillance. A new system would have to withstand the region's grueling heat and the rigorous activity that comes with the job, be consistently reliable, require little maintenance and be easy to operate and access. Above all, it had to ensure officer safety on patrol and at the station.

2. Serving central Florida's historic Pasco County, the Dade City Police Department protects and serves more than 6,500 residents, visitors, businesses, and property owners within the department's jurisdiction. Captain David Duff, a 25-year veteran of the Dade City Police Department, oversees a small department of four sergeants, 12 patrol officers and one sergeant and officer who are handlers of two K-9 units. He is responsible for the department's operations, as well as Dade City's emergency assistance and public safety.

In 2005 Duff sought to relieve the endless operating headaches caused by aging cameras and related equipment. Ready for an end to the hassles, Dade City PD embarked on a search for a replacement where reliability and software compatibility across the fleet would never be in question. And, given that officers are often alone at the station with prisoners in custody, he also had to ensure that a new system would allow sergeants to monitor activity at the facility from the field.

3. The department discovered Apollo Video Technology, a mobile video surveillance provider with a track record of providing reliable in-car video systems. Apollo Video's RoadRunner system would provide immediate access to live video feeds of areas throughout the police facility and outfit the Dade City police car fleet with a surveillance system that would produce quality recordings of police chases, traffic stops and other incidents.

Captain Duff made the "easy decision" to go with Apollo Video several years ago and "I haven't looked back since," he said. "This has been a major step up compared to what we had before, and now we have Apollo's system deployed throughout the facility as well as our K-9 units and patrol cars."

4. Dade City Police Department was the first law enforcement agency in the state of Florida to equip every new vehicle with the RoadRunner Law Enforcement

system, which is customizable with accessory options including displays, GPS and wireless capabilities and the ability to record up to four cameras. Despite the fact that K-9 vehicles are a notoriously difficult environment for electronics, the original systems installed in these vehicles in 2005 are still operating reliably today.

5. After years of success throughout the mobile fleet, a facility 12-camera surveillance system was installed in 2009 to record the holding cell, booking area, breathalyzer room, lobby, sally port and parking lot. Apollo Video's software allows access to facility-based cameras from a remote location, making it possible to watch prisoners and support officers without utilizing additional officers. Throughout the facility, all camera feeds can be viewed from a flat screen monitor in the dispatch center or from a patrol car through an in-car laptop. The in-car and facility surveillance systems and resulting video has aided in court cases as evidence, and has captured video of police pursuits, DUI traffic stops and subsequent breath tests, police brutality claims, and homicide suspect interviews. The software provided with the Road- Runner system features encryption and password protection to easily maintain a chain of custody, reports Duff.

6. With very minimal down time, the video systems tend to run flawlessly from the moment a squad car is turned on, says Captain Duff. "When we do have support needs, or are interested in upgrading systems, the Apollo Video team is always available and has a knowledge of the system that is second to none," said Duff. "The support team is one of the best things about having this system." In addition to being a durable system with a responsive support team and reliable video recordings, the video is easy to access. From the department's internal network, video feeds are available from any terminal with permissions to either watch or save video.

7. "The ease-of-use and quality of video is better than any I've ever seen. Apollo Video makes a first-class system that exceeds every expectation we've had when it comes to quality of content and reliability," said Duff. "We never had second thoughts about the Apollo Video system. Since the initial installation we've only needed very minor fixes. And those have been needed on only some of our oldest units. I am eager to put Apollo Video in all of my new cars - every time I spec out a new car, I spec out a RoadRunner system for it."

4. What gadgets can improve the work of the militia? In what way? Explain your viewpoint.

VOCABULARY IN PRACTICE

1. Fill in the gaps with one of the following words.

walkie-talkie

pistol

handcuffs

rope

fingerprints

baton

personal dictaphone

footstep identification

birth certificate

finger scanning

- _____ is already being used by large companies to identify employees.
- The first document, which each person has, is a _____.
- This burglar hasn't used gloves, so there are many _____ in the house.
- It was too noisy, that's why he asked for a _____.
- Every word, which was said by you, was recorded with judge's _____.
- "Give me your hands! _____ are waiting on you!"
- The wrongdoer was too frightened when he felt a muzzle of a _____ at his head.
- All people have their own unique gait and _____ helps to differentiate each of us.
- The victim couldn't move, because she was tied to a chair with a _____.
- Sometimes militia officers have to use their _____ to strike naughty hooligans.

2. Look the Ukrainian presentations of Makarov pistol and translate it into English.



ПРИЗНАЧЕННЯ ОСНОВНИХ ЧАСТИН І МЕХАНІЗМІВ

РАМКА - служить для з'єднання всіх частин і механізмів пістолета.
СТВОЛ - служить для направлення польоту кулі.
СПУСКОВА СКОБА - служить для запобігання спускового гачка від випадкового натискання.
ЗАТВОР - служить для досилання патрона в патронник; запирання каналу ствола під час пострілу; викидання стріляної гільзи (патрона); постановки курка на бойовий звід.
ВИКИДАЧ - служить для утримання гільзи (патрона) у чашечці затвора до їх зустрічі з відбивачем.
УДАРНИК - служить для розбивання капсуля.
ЗАПОБІЖНИК - служить для запитання затвора з рамкою; обмеження руху курка (вперед і назад); зняття курка з бойового зводу; утримання ударника.
ЗВОРОТНА ПРУЖИНА - служить для повернення затвора у переднє положення після пострілу.
РУКОЯТКА - служить для зручності тримання пістолета в руці.
ЗАТВОРНА ЗАТРИМКА - служить для утримання затвора в задньому положенні після використання всіх патронів із магазину.
МАГАЗИН - служить для розміщення 8 патронів і подачі їх на лінію досилання.

ПРИЗНАЧЕННЯ ЧАСТИН УДАРНО-СПУСКОВОГО МЕХАНІЗМУ

КУРОК - служить для нанесення удару по ударнику.
ШЕПТАЛО З ПРУЖИНОЮ - служить для утримання курка на бойовому і запобіжному зводі.
БОЙОВА ПРУЖИНА - служить для приведення в дію курка, важеля зводу і спускової тяги.
ЗАСУВКА БОЙОВОЇ ПРУЖИНИ - служить для кріплення бойової пружини до основи рукоятки пістолета.
СПУСКОВА ТЯГА З ВАЖЕЛЕМ ЗВОДУ - служить для спуску курка з бойового зводу і зведення курка при натисканні на хвіст спускового гачка.
СПУСКОВИЙ ГАЧОК - служить для спуску курка з бойового зводу і зведення курка при стрільбі самозведенням.

3. Create your own presentation of any other firearm (in English).

4. Look at Appendix 18 and learn phrasal verbs “get” and “give”

***Play the game: you explain the meaning of the phrasal verb and your groupmates should guess the verb. When somebody guesses, he/she explains the next word.**

***Fill in with the necessary preposition: round, away, through, out of, out, off, back up, away with.**

- 1) All workers need in a rest that is why I want to get _____.
- 2) Unfortunately, this offender hired the best lawyer, who helped him to get _____.
- 3) News about modern technologies get _____ too quickly.
- 4) The master got _____ the installation of a new computer.
- 5) In order not to get _____ space, use microchips and discs.
- 6) Finger scanning and footstep identification make the security level to get _____.
- 7) A walkie-talkie gives _____ a lot of noise.
- 8) The laptop which I have bought is broken; and I want to give it _____ to the shop.
- 9) Handcuffs and batons were given _____ to each militiaman.

5. Divide into two teams. One team says a word related to technology. The other team makes up a sentence using the word. Each correct sentence gets a point. The team with the most points is the winner. Also, making a sentence, use such words as:

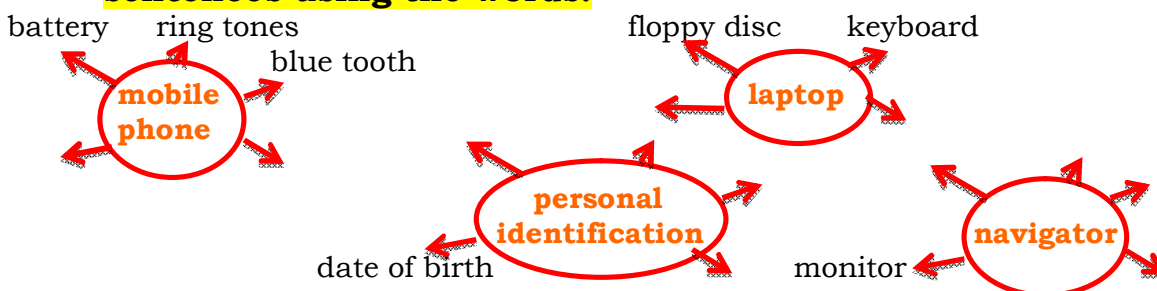
turn on/off, plug in, log off, install, send, create

Team 1: Camera.

Team 2: Camera is installed to record car accidents and some other crimes.



6. Add words to each of the spidergrams, and then make up sentences using the words.



7. Imagine the day of a militiaman without any gadgets. In pairs write an essay about this event.

8. Give some advice on how to protect yourself if some hooligans want to steal your telephone. Use the phrases:

- A good idea is to...
- It would be great...
- Another brilliant suggestion is to...
- The solution is to...



GRAMMAR IN USE

1. Read and learn Appendix 7. Then, underline one correct variant

0. The walkie-talkie breaks/is broken.
1. He was sentenced/sentenced in 1918.
2. Their conversation recorded/was recorded with a personal dictaphone.
3. This document is signed/signs by the major.
4. His wife was/is been the most cheerful woman, I cannot imagine, who she could killed/be killed by.
5. That officer has been retired/has retired since his 40.
6. ATMs install/are installed all over the world. That is why, people can get/be got their money everywhere.
7. The girl felt/was felt shocked and confused, when she heard/was heard that her cousin had been killed/had killed by a murder.
8. Unfortunately, CCTV camera will not repair/will not be repaired in time.
9. They forgot/were forgotten to phone their captain after the operation.
10. The door was closed/closed so they couldn't enter/be entered the house without keys.

2. Fill in the gaps with preposition "by" or "with" (Appendix 7).

- 1) The servant was dismissed _____ his boss.
- 2) The robber was caught _____ the militiaman.
- 3) That mad dog was caught _____ a rope.
- 4) This victim was killed _____ a knife.
- 5) That lost microchip has been just found _____ militiaman's dog.
- 6) A criminal is punished _____ a judge.
- 7) An act of terrorism will be prevented _____ our government.
- 8) A suspect can be approved _____ a lawyer.
- 9) That crime with aggravated assault was committed _____ a pistol and guns _____ a gang group.
- 10) The offender was identified _____ footprint identification and finger scanning.

3. Complete the table as in the example (Appendix 7).

	+	-	?
1	<i>The plane was located with radar.</i>	The plane wasn't located with radar.	<i>Was the plane located with radar?</i>
2	CCTV cameras are operated by private security companies.		
3			Have you ever been fined for speeding?
4	Finger printing has been already used by experts.		
5		Voice and eye recognitions are not frequently used in Ukraine.	
6	Some information had been sent from space before the investigation of that case.		
7			Will you be recognized with a computer?
8		The rights of the individual will not be preserved.	
9	The prison is being built now.		

4. Paraphrase using Passive Voice.

- 1) A prosecutor was charging the suspect with a car theft.
- 2) A judge sentenced a widow to 15 years in prison for killing her husband.
- 3) The militia finds a lot of drugs in cars each year.
- 4) The wrongdoer had smashed the window of the car before driving away.
- 5) An owner of the house will report about the burglary.
- 6) All securities use handcuffs and batons.
- 7) A witness is testifying in a courtroom.
- 8) Mobile phones send signals to satellites.

5. Paraphrase from Passive Voice into Active Voice and vs.

- 1) A complex Internet scheme was used to steal money from banks by two teenagers.
- 2) The names of burglars aren't revised by witnesses.
- 3) The equipment is being delivered to the militia station by cadets.
- 4) The burglar had broken into the house before owner's arrival.
- 5) We didn't steal microchips from the office.



6. Put the verbs in brackets into the correct verb form.

The “Titanic” was the biggest ocean liner that (build) ever. The most modern technologies (use) to design it. The great ship (think) to be an enormous lifeboat, so enough small lifeboats for only two-thirds of people on board (carry). On high seas, the ship (allow) to travel far too fast. The warning (radio) that icebergs were in the area, but they (ignore) by the “Titanic’s” officers. Soon, an iceberg (notice) straight ahead by the man in the crew’s nest. The First Officer (inform) about it, then the big ship (turn) left, but it was too late. The women and the children (order) into the lifeboats by the crew, because the “Titanic” was sinking. It was a real danger and a lot of people died.

Remember, that your duties should not (forget) and sometimes people’s lives can (save) only by you.

7. Rewrite the following passage in the passive.

My friends own the best computer shop in our city. Last weekend my friend dismissed the head salesman as he had broken some appliance and had stolen a flash card. My friend is going to hire a new salesman as he is doing all the work by himself at the moment. He asked me to help in consulting visitors. However, I forgot all necessary information and the buyers made several complaints. I’m sure my friend will never ask me to help him again.

8. Rewrite the following passage in the passive.

The Government made a useful solution of the problem of shoplifting five years ago. They installed video cameras and employed private security officers. If somebody steals products, a video camera records this event and a security officer will catch a wrongdoer. Thus, the Government decreases shoplifting.

9. Write your own short story about innovations of XXI century. Do it in pairs.

10. Fill in “too” or “enough” (Appendix 17)

1. Do you have _____ money to install video recorders in your house?
2. There are _____ many statements against him.
3. This rope is not long _____.
4. The personal dictaphone is _____ huge to hide it.
5. There were _____ proofs to arrest that offender.

11. Choose one correct variant.

- 1) Networks all over the world.
 a) use b) are use c) are used
- 2) The speech with a walkie-talkie.
 a) presented b) were presented c) was presented
- 3) The keyboard of my laptop .
 a) broke b) is broken c) broken
- 4) The offender cannot without the fingerprints.
 a) be identified b) is identified c) identified
- 5) The disc by the programmer.
 a) wasn't install b) wasn't installed c) not installed
- 6) Weapons in special shops.
 a) are sold b) is sold c) isn't sold
- 7) Night vision in the afternoon.
 a) isn't used b) not used c) be used
- 8) The car crash with video camera.
 a) recorded b) was recorded c) be recorded
- 9) Why pistols by everyone?
 a) be...used b) isn't...used c) aren't...used
- 10) The building with bombs two years ago.
 a) was exploded b) will be exploded c) is exploded
- 11) The password .
 a) is forgotten b) be forgot c) is forgot
- 12) The information just on the microchip.
 a) has been saving b) has been saved c) been saved
- 13) the date of birth in his personal identification information?
 a) is mention b) mentioned c) is mentioned
- 14) A rope is rarely used officers.
 a) by b) with c) -
- 15) They didn't have money to buy a telephone with Bluetooth.
 a) enough b) too c) so
- 16) old security system is used in Ukrainian schools.
 a) enough b) as c) too

LISTENING

1. Discuss in groups of 3-4. What can students study at U.S. Shooting Academy?

2. Watch the video (U.S. Shooting Academy) and complete the table.



No	name of instructor	achievement/skill
1	Erick	
2	Brian	
3	Mike	
4	Fill	

3. Would you like to join U.S. Shooting Academy? Why/Why not?

4. Discuss in pairs the equipment of the UK policeman

5. Watch the video “English policeman” and write down the equipment which is demonstrated by the police officer:

6. Watch the video again. Then, tell what the equipment is used for.

7. Work in groups of 3-4. Compare the equipment of the Ukraine militiaman and the UK policeman.

SPEAKING

1. Divide into two oppositional teams. Discuss advantages and disadvantages of nuclear weapons. Give your reasons, justification, examples and predictions.
2. Think about three gadgets which each person must have to make his/her life secure.
3. Look at the picture below. Then, in pairs, discuss the following:
 - a) How has technology influenced our lives?
 - b) Has technology brought people closer and safer?
 - c) Has humanity killed itself with weapons or just becoming “couch potatoes”?



4. You are going for a two-week business trip and you are worried about your house being burgled while you are away. Visit your neighbour and:
 1. explain your problem
 2. ask your neighbour to check on your house while you are away
 3. thank your neighbour and offer to return the favour

WRITING

1. Imagine that you are an officer who speaks with a victim. Victim's gadgets have been stolen and you should complete a stolen items report.

Linking words:

Condition: if, in case, assuming (that), on condition (that), provided (that), providing (that), unless, in the event (that), in the event of, as/so long as, granted/granting (that), whether, whether...or, only if, even if, otherwise, or (else), in case of.

Militia Department Stolen Items Report

Reporting

officer: _____

Date: _____

Victim's

name: _____

Theft

location: _____

Description of stolen

items: _____

9) _____

10) _____

11) _____

12) _____

13) _____

14) _____

2. Write 15-20 sentences using the linking words (condition, alternative, contrast)

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

8) _____

15) _____

16) _____

17) _____

18) _____

19) _____

20) _____

3. Read the “for and against” article below. Then highlight linking words. If it is possible, replace the linking words with synonymous ones.

4. Underline sentences in the article

5. Complete the tip

Advantages and Disadvantages of using computers at work

Nowadays more and more working places are provided with computers. Taking into consideration the development of the techniques, computer skills are really important. Although the computers are believed to be useful machines for work, are these gadgets so perfect?

First of all, computers have their obvious advantages. If we install computers in every working place, we can save a lot of place, because much information can be kept on a disc. For example, if you have many documents or books, you do not need to place it on shelves.

Furthermore, there is one more benefit of this gadget. People can type texts, create tables with the help of the computers. Also, we can listen to music or watch news. Even more, it is possible to connect your colleagues or relatives with the usage of this tool. For instance, if you are on a business trip in a foreign country, and you need to connect your boss, you can do it with a computer and software.

On the other hand, nothing is perfect in the world. A computer has a negative influence on people's health. Particularly, if you spend a lot of time in front of the monitor, your eyes and back will pain.

To conclude, computers have their pluses and minuses. Each working place should be equipped with computers, but it is necessary to use them in measure.

Introduction

Main body

Conclusion

6. Write “for and against” article on the topic “Advantages and disadvantage of using weapons by militia”

Linking words

Alternative: or, on the other hand, either...or, alternatively

Contrast: but, not...but, although, while, whereas, despite, even if, even though, in contrast, however, yet, at the same time



TRANSLATING

1. Translate highlighted words and word-combinations using specialized vocabulary.
2. Use the words and word-combinations in your own examples.
3. Underline all abbreviations and think about their full forms. Then translate full forms into English and write English equivalent abbreviations.
4. Translate the article.

Криміналістична класифікація вогнепальної зброї та види боєприпасів

Ручна вогнепальна зброя може бути класифікована за різними підставами. За своїм призначенням зброя поділяється на бойову, мисливську та спортивну*.

Бойова зброя (вогнепальна і холодна) призначена для вирішення бойових завдань. Бойова вогнепальна зброя буває: короткоствольна — довжина ствола 50—200 мм (пістолети і револьвери, рис. 10); середньоствольна — довжина ствола 200—300 мм (пістолети-кулемети, автомати, карабіни); довгоствольна — довжина ствола 450—850 мм (гвинтівки, ручні кулемети).

Мисливська зброя призначена для мисливських цілей (рушниці різних систем, мисливські карабіни та ін.).

Спортивна зброя призначена для занять спортом (спортивні пістолети, малокаліберні гвинтівки тощо).

За будовою каналу ствола зброя може бути **нарізною, гладкоствольною** чи комбінованою. У більшості моделей вітчизняної нарізної зброї чотири нарізи. Наріз слугує для надання кулі обертального руху. Для поліпшення бойових властивостей дульна частина ствола в деяких видах зброї має звуження («чок»), а інколи ще й нарізи («парадокс»).

Вогнепальну зброю розрізняють за внутрішнім діаметром ствола — **калібром**. У нарізній зброї калібр вимірюється у міліметрах і відображає відстань між протилежними полями нарізів. Найчастіше бойова зброя має такі калібри: 6,35; 7,62; 7,65; 8; 9; 11,45 мм, спортивна — 5,6 мм. У США та Великій Британії калібр визначається в дюймах і лініях (1 дюйм — 25,4 мм, 1 лінія — 2,54 мм).

Калібр гладкоствольної зброї визначається кількістю круглих куль, які можуть бути виготовлені з англійського фунта свинцю (453,592 г). Мисливські рушниці мають калібри 12 (відповідає діаметру 18,2 мм), 16 (16,80 мм), 20 (15,70 мм). Калібр зброї наносять на **цілянці казенної частини** ствола і на дінце гільзи.

Залежно від будови **ударно-спускового механізму** розрізняють:

- 1) неавтоматичну зброю (наприклад, револьвер системи Наган, Сміт-Вессон, Бульдог, гвинтівка зразка 1891 р. та ін.);
- 2) автоматичну **самозарядну** (наприклад, пістолети ТТ, Макарова, Парабеллум та ін.);
- 3) автоматичну **самострільну** (наприклад, пістолет-кулемет «Скорпіон», рис. 11), автомати ППС, АКМ, АКМС, АК-74 та ін.).

За способом виготовлення зброя буває заводська, **кустарна**, саморобна. Вогнепальна зброя, що використовується зі злочинною метою, за способом виготовлення поділяється на перероблену заводську й атипову. Перероблена зброя виготовляється злочинцями зі стандартної зброї шляхом внесення конструктивних змін — укорочування ствола, відсторонення приклада (наприклад, обрізи бойових і спортивних гвинтівок, мисливських рушниць). Атипова зброя може бути сконструйована як **таємна зброя** (зброя таємної дії) — стріляючі авторучки, парасольки, трості, стволи, зброя, **вмонтована** в підбор черевики та ін. Залежно від функціонального призначення розрізняють зброю просту, яка виконує функції одного виду зброї, та комбіновану — функції двох і більше різних видів зброї. Серед мисливської зброї буває одноствольна і багатоствольна (двох-, трьох-, чотирьохствольні рушниці); зброя, що має горизонтальне та вертикальне розміщення стволів.

Боєприпаси. Патрон — це сполучення необхідних для пострілу компонентів (порох, куля або дріб) в оболонці. Патрони поділяються на унітарні та патрони окремого запалювання. Стрільба з сучасної зброї здійснюється унітарним патроном, який складається з гільзи з зарядом пороху, кулею або дробом і капсулем, а мисливський патрон має пиж і прокладки. Унітарний патрон характерний для вогнепальної казнозарядної зброї. За принципом устрою капсуля унітарні патрони поділяються на патрони лефорше, голчасті, бічного вогню і центрального бою.

Гільза — це тонкостінна стаканоподібна ємкість для порохового заряду, капсуля, кулі або снаряда, у дробовому патроні — дробу і пижив. Складається з денця, корпусу і дульця, в якому закріплюється куля. У гільзі дробового патрона дульце відсутнє. Гільза виготовляється з металу або картону (рідше з пластмаси).

Стрільба з **нарізної зброї** провадиться кулями, а з гладкоствольної — дробом, спеціальними кулями, картечцю. Куля — це металеве (найчастіше свинцеве) тіло, різне за формою, для стрільби з вогнепальної зброї (рис. 14). Кулі в нарізній зброї бувають оболончасті, напівоболончасті і безоболончасті. У бойовій зброї використовуються кулі спеціального призначення: важкі, бронебійні, трасуючі, запалювальні, розривні та ін. Розрізняють також кулю зі зміщеним центром ваги — куля, осереддя якої розташоване таким чином, що в момент удару об перешкоду вона змінює траєкторію польоту.

Кулі до гладкоствольних мисливських рушниць за формою бувають: круглі (кулясті), стрілочні, турбінні й комбіновані.

Дріб — це свинцеві кульки, рідше шматочки свинцю, призначені для пострілу з дробової зброї. Дріб має діаметр 1,5—5 мм. Дріб, що має діаметр більш ніж 5 мм, називається картечцю.

Порох — це вибухова речовина, яка застосовується у зарядах вогнепальної зброї. Поділяється на димний (при його згорянні виділяється певна кількість диму) і бездимний (згоряє без виділення диму). Компонентами димного пороху є калієва селітра (60—70 %), сірка (10—12 %) і деревне вугілля (2—8 %). Основу бездимного пороху складає піроксилін (наприклад, порох Лишева — це бездимний порох колоїдного типу, створений із нітроклітковини). За формою димний порох має вид маленьких порошинок різноманітної конфігурації, бездимний порох — платівок або циліндриків однакових розмірів.

Пижи та прокладки використовуються у патронах для гладкоствольних мисливських рушниць. Пиж — шматок войлоку або іншого щільного матеріалу, який відокремлює у заряді порох від кулі чи дробу. Пижі бувають основні й додаткові. За матеріалом пижі поділяються на войлочні, картонні, деревноволокнисті та ін. Прокладки призначені для пом'якшення поштовху порохових газів і запобігання деформації заряду.

5. In English write down a plan of the article and some words which can present the main idea of the article.

6. Using your plan and written words retell the article.

7. Present your opinion about the importance of the information of the article.

**Illegal is
always faster!**

Unit 5

WARMING-UP

1. Why do you think people commit crime? What are the reasons?
2. Look at the table and discuss in pairs what kind of crimes are the most popular in London? Think about the reasons of the crimes.

Crime Statistics - Year to Date **

[http://police.city.london.on.ca/d.aspx?s=/About Us/CrimeStatistics.htm](http://police.city.london.on.ca/d.aspx?s=/About%20Us/CrimeStatistics.htm)

Offence Category 2013 Year to Date

Homicide	2
Attempt Murder	2
Abduction	22
Assault	817
Sexual Assault	113
Robbery	76
Break and Enter	817
Theft: Motor Vehicle	348
Theft	2,808
Possession Stolen Property	71
Frauds	498
Counterfeit	19
Prostitution	38
Gaming and Betting	0
Offensive Weapon	132
Other Criminal Code	3,422
Total Criminal	9,185

** Note: Number of Occurrences as of May 31, 2013



3. Have you ever been a victim or a witness of a crime? Describe this event.

READING



1. Discuss in pairs a world problem “Terrorism”. What examples of this event do you know?

2. Read the text and underline correct variants.

Global Agenda Council on Terrorism 2013

A decade after 9/11, terrorism continues **to/of** endanger peace and security, threaten trade and challenge the values **from/of** freedom and democracy. **More/Over** 10 thousand victims and billions of dollars in costs are attributed to terrorist violence globally in 2012, from Afghanistan **to/in** Iraq, from Somalia **to/in** Yemen.

The face of terrorism has altered due **to/on** counter-terrorism efforts and adaptation to changing realities **with/by** terrorist organizations. Although al-Qaeda has suffered severe setbacks like the killing of Osama bin Laden, regional affiliates seem **to/of** operate more independently. New shadow groups have emerged, **above/about** which little is known, such **so/as** the Haqqani Network and Boko Haram. Likewise, groups **as/like** Al Shabaab in Somalia demonstrate how easily terrorism morphs **from/into** insurgency, resulting in great costs to area communities.

Additionally, new challenges have forced authorities **to/against** refocus their attention on threats from within. “Lone wolf” attacks **by/with** individuals, exploiting vulnerabilities **at/in** modern society, produce atrocities such as the Merah case **on/in** France and the Brevik killings **on/in** Norway. Hyperconnectivity in the networked world has heightened the risk of cyberterrorism and cyberwarfare. The connections between terrorism, drug trafficking, maritime piracy and other forms of organized crime are exacting huge tolls **on/in** many fragile states, and threaten transnational repercussions.

To more effectively combat terrorism, information sharing and analysis **between/among** governments and third parties must improve. Counter-terrorism strategies must focus **on/at** prevention and countering radicalization in fragile states **into/through** targeted interventions. Likewise, the nexus **between/among** security and development can be strengthened **in/at** international aid programmes **in/on** more fragile regions.

The effectiveness **from/of** counter-terrorism strategies brings about additional challenges. The technical means used **of/to** identify and eliminate terrorists, such as armed drones, can blur the boundaries between policing and warfare, eroding the ability **of/to** international humanitarian law (IHL) **from/to** provide a moral framework of conflict.

<http://www.weforum.org/content/global-agenda-council-terrorism-2013>

3. Retell the text.

4. Discuss in groups: “How can we prevent terrorism?”



VOCABULARY IN PRACTICE

1. Complete the table.

Criminal	Crime	Act of crime
intruder		
burglar		
	smuggling	
	shoplifting	
arsonist		
		to kidnap
		to hijack
thief		
forgery		
	mugging	
		to blackmail
	bribery	
rapist		
assassin		
	manslaughter	
		to pickpocket
	fraud	
	embezzlement	
assailant		

* Give the definitions of the words in the table above.

* What other crimes do you know? Explain their meaning.

2. Underline the correct word or phrase, and then use your dictionary to help you to explain its meaning.

Sam Jackson was sentenced to/charged with 2 year in prison yesterday for wallet theft. When the policeman noticed that Sam Jackson pickpocketed/burgled, he was after Mr. Jackson. Unfortunately, Sam hijacked/forged a car and drove away. Some witnesses/statements helped the policeman to catch the offender.

Although Sam pleaded not guilty, there were two witnesses/proofs, who saw him committing/making crime.

Then, Jackson told the judge/trial that it was his wallet, but he couldn't describe what was inside, that's the court/judge, didn't believe his proofs/defence. Luckily, the real owner reported/informed a missing leather wallet.

Finally, all stolen/burgled things were returned to their owner.

3. Read the headline and write a news report

Senior citizen forged documents

Write: *when/where it happened

*what happened in detail

*what motivation the criminal had

4. Take roles and act out a dialogue between a militiaman and a person who is reporting the crime.

A militiaman	A person
ask person's name/address/telephone number	give name/address/telephone number
ask what has happened	say name the crime
ask when/where/how it occurred	say when/where/how it occurred
ask for description of theft things (if they are)	describe stolen things (if they are)
ask for description of a wrongdoer	describe an offender (if you have seen him/her)

Use the phrases in your dialogue

- Can I help you?
- Could you help me, please!
- Is the offender armed and dangerous?
- Crime scene.
- Don't worry! Could you describe something, please?
- The crime took place in ... at ... o'clock.
- Can you tell me exactly what happened?
- Did anyone witness the crime?
- I'll just take some details.

5. Add the words to each column

Stolen	Smuggled	Hijacked	Forged
neck-lace	drugs		

6. Imagine that you are an offender, who has just committed a crime. You are going to the militia and you want to tell them the truth about the awful event. Give your name, address, describe, in details the committed crime, crime scene, your victim etc.

7. Read and learn phrasal verbs "go", "hold" and "keep" from Appendix 18. Then, fill in: over, along, along with, back on, to, out of, back on, with, from, up with.

- 1) Burglaries go _____ at night.
- 2) He shared their viewpoints and go _____ them.
- 3) If he takes a bribe, he never goes _____.
- 4) Before stealing, each thief go _____ the victim
- 5) Blackmailers should hold _____ the situation.
- 6) I never hold _____ crimes.
- 7) If you hold _____ the instructions, a kidnapper will return your baby.
- 8) Keep your cars _____ being hijacked.
- 9) We've just installed new security system, so we keep _____ crimes.
- 10) Every day people keep _____ news.

GRAMMAR IN USE

1. Divide the works in two columns (Appendix 8):

looking for, fined, kidnapping, blackmailed, robbed, charging, sentenced, judged, stealing, informed, interrogated, showing, waiting, read, working, needed, known, entering, leaving, discussed, being built, having bought, having been asked, made, doing.

Participle I	Participle II

2. Underline the correct participle (Appendix 8).

- 1) Having lost/loosing my keys. I thought that someone had stolen them.
- 2) She went home, having been blackmailed/blackmailing.
- 3) Not buying/bought food, they left supermarket.
- 4) A burglar entered the room, kept/keeping silence.
- 5) Seeing/Seen the strange person, the dog began to bark.
- 6) Having answered/having been answered the questions, the arsonist was arrested.
- 7) Stolen/stealing gold ear-rings were found by the militia.
- 8) Forging / Forged documents the secretary risks a lot.
- 9) The application writing/written by him was too long.
- 10) Do you know the boy come/coming towards us?

3. Fill in the blanks with the appropriate participle.

- 1) (To enter) the room I recognized this man at once.
- 2) (To throw) the bomb the offender ran away.
- 3) Passengers (to travel) on a boat from London to Moscow were frightened by a terrorist.
- 4) (To announce) news about laws in bribery is rather strict.
- 5) (To demand) information was not given by kidnappers.
- 6) (To base) on his intuition he caught the intruder.
- 7) Some women earn money (to sell) their bodies.
- 8) He was very upset, (to blame) for the accident.
- 9) The old woman complains about noisy neighbours, (to listen) to music loudly by herself.
- 10) Witnesses saw some clothes (to belong) to another person.
- 11) (To injure) victims were mostly visitors of the gallery.
- 12) (To receive) a warning call about the bombing the militia expressed their anger.
- 13) (To suggest) version was not correct.
- 14) (To suffer) from hijacking, many people install alarm on their vehicles.
- 15) (To survive) victims will make statements against assassins.

4. Read the text below and choose the word which best fits each space. There is an example at the beginning.

Remember that fraud 1 is a crime and those fraudsters will constantly reinvent themselves to find new ways of 2 _____ people. Anyone could be 3 _____ victim.

With the rapid advancements in technology, frauds are becoming more 4 _____ widespread and complex. As a result, 5 _____ fraudulent practice becomes a huge challenge and requires extra vigilance on the part of businesses and individuals.

Informing yourself and 6 _____ questions in all business dealings, any investments and everyday financial transactions can be the most powerful tool in battling fraud and making sure you are not a victim. Understanding how important it is to report crime and 7 _____ how you can help to reduce the victimization of the other and one's self is extremely important for combating this problem.

	A	B	C	D
1	<u>is</u>	be	are	am
2	trick	tricking	tricked	be tricked
3	the	a	an	-
4	useful	useless	sophisticating	sophisticated
5	stamped out	stamp out	stamping out	to stamp out
6	giving	asking	asked	given
7	knew	known	knowing	to know

5. Paraphrase, using Participle constructions.

- 1) When she came home, she noticed that her jewellery was stolen.
- 2) When I was walking through the park I saw hijacking.
- 3) The woman called the boy, who was pickpocketing.
- 4) They decided to check all documents once more as they had plenty of time.
- 5) He didn't like the people who were surrounding him.
- 6) The case which was discussed was very difficult.
- 7) The building which has been arsoned is a new supermarket.
- 8) The burglar who is asked with questions answers nothing.
- 9) The experiment with bribes which is being carried by the militia is very important.
- 10) A judge remembered the words which were told at the beginning.
- 11) The things which have been stolen are returned to the owner.

6. Highlight Nominative Absolute Participial Constructions (Appendix 8)

- 1) The night being so dark, we couldn't see the faces of burglars.
- 2) The hour being late, we found her murdered.
- 3) The suspect didn't answer with his eyes dropped.
- 4) All being understood the militia arrested that man.

*** Write your own examples of Absolute Participial Constructions**

7. Fill in one correct variant: "so" or "such" (Appendix 17)

I've never met 1) _____ a kind person before. He was 2) _____ polite and well-mannered that I even couldn't imagine him as a swindler. He explained the necessity of moving the house in 3) _____ a perfect way. Everything was 4) _____ clear, that I immediately agreed to sell my house in the centre of Dnipropetrovsk and to buy a house in the village. He was 5) _____ decent and proposed his help.

I couldn't imagine that he can take my money and disappear.

8. Fill in "as" or "like" (Appendix 17)

- What will you do after escaping, Ted?
- I'd like to work 1) _____ a sailor.
- Oh, no! I've worked on the ship before. It's 2) _____ being in a prison. Don't you want to be something more interesting, such 3) _____ a tour manager or a driver.
- No, I'd like to work in a sea and do something 4) _____ finishing. I could never see myself 5) _____ a driver or somebody else.
- You are just 6) _____ me. I've always dreamt to work 7) _____ a gardener.

9. Correct a mistake in lines. If the line is correct, tick (✓) it.

1 Mr. Black worked like a gardener many years	1 _____
2 ago. Although he regarded his job so boring,	2 _____
3 he worked well. He didn't earn so many	3 _____
4 money like his wife, because she worked in	4 _____
5 a bank office as manager. Been upset with	5 _____
6 this fact, he decided to do something to	6 _____
7 become very rich. He thought of changing	7 _____
8 work and committing crimes so as robbery,	8 _____
9 burglary and hijacking. At night when it was very	9 _____
10 dark, he put on black clothes. He looked as a spy.	10 _____
11 Then, he went to the nearest car park, saw	11 _____
12 a lot of parking cars and he was puzzled.	12 _____
13 He didn't know which car to choose for hijacking.	13 _____
14 There were many cars such so BMW, Bentley,	14 _____
15 Mitsubishi etc. He looked as a baby in a	15 _____
16 toy shop. What to choose? Some hours late	16 _____
17 he recalled one important item. He revised	17 _____
18 at the last moment like usual that he	18 _____
19 couldn't drive a car. He come back home being	19 _____
20 proud of himself – he wasn't a criminal.	20 _____

10. Choose one correct variant.

- 1) pain, he understood that someone shoot at him.
a) felt b) feeling c) feel
- 2) no automobile, he hijacked.
a) having b) had c) hasing
- 3) A lot of crimes have been investigated, this method.
a) used b) use c) using
- 4) He didn't answer their questions, for a lawyer.
a) being asked b) asked c) asking
- 5) flat was shown to a militiaman.
a) burgled b) burgling c) burgle
- 6) from the prison, he was noticed by dogs.
a) escaped b) escaping c) have escaped
- 7) The crime , they hurried home.
a) committed b) committing c) commit
- 8) That offender stood silent, his teeth .
a) pressed b) pressing c) has pressed
- 9) She thought about her killed daughter with the tears her cheeks.
a) rolled b) rolled down c) rolling down
- 10) The victim runs down the street with his heart fast.
a) beaten b) beating c) beat
- 11) The swindler looked this man.
a) as b) so c) like
- 12) Some offenders, such blackmailers, are very creative.
a) like b) so c) as
- 13) He is known a rapist.
a) like b) as c) such
- 14) She has never seen him rude before.
a) such b) so c) as
- 15) He committed the crime it was written in the detective story.
a) as b) like c) so
- 16) The suspect isn't tall an offender.
a) such...as b) as...as c) so...so
- 17) Robbers took much money as they wanted.
a) as b) so c) such

LISTENING

1. Read the text of the song. Then find synonymous words or word-combinations to the highlighted words/phrases.
2. Explain the meaning of the underlined words/word-combinations.
3. Listen to the song (Chamillionaire – Police) and complete the text.

Chamillionaire – Police

Go, Go, Go, Go, Go, Go
Keep runnin' homie
Go, Go, Go, Go, Go, Go
They on the trail

[Chorus]

With so much drama in the industry
Hip Hop Police are listening
Be careful or you'll be history
Looks like another **unsolved** mystery
It's _____, murder, murder
Ah it's murder, murder, murder
Yeah it's murder, murder, murder
Somebody tell em it's murder
Murder was the case and they _____ me

Officer I didn't do it, you can't blame me for this
Could you please **loosen up** the _____ on my wrists?

You can call me what you wanna but mayne I ain't a **snitch**

No _____ is exactly what you would get
'til I talk to my lawyer, you get no reply
You've obviously been watching too much CSI
I'm not a **crash dummy** so don't even try
To talk your **dirty trash** to me, no BFI
If you are not _____ of anything, then why did you run?

Cause you the police and plus I saw you cocking your gun

And the chamber wasn't empty, it was obviously one

If you think I'm believing that one, your obviously **dumb**

Huh? I know that you heard the sirens, you dived in

To the vehicle you was driving and riding
Instead you shouldn't be whining about abiding
By the _____, nah it's obvious that you're lying

[Chorus]

Stop lying to me boy, it'd be best you _____
I can smell the BS on the scent of your breath
Saw the meth while I was _____ your deck
Saw that you was riding dirty when I looked at the rest

Who is this guy Busta? Who is this guy Snoop?
Who is his other friend who's wearing the sky blue?

Look at this pic here, he standing beside you
Tell me his name now, I heard he was piru
_____ the CD's at one of your homes

For **evidence** ever since we heard some of your songs

What about this Pimp guy, he was on one of your songs

I could've sworn he said he had a pocket full of stones

Am I wrong? Hell yeah, I don't know who that is
I don't know no Pimp C, all I know is I'm rich

And I'm a bond like James, bet I be out here quick

Man You ain't getting out of here, you must think that your slick

In the car we confiscated The Chronic and The Clipse

Diary that you had and all your Blueprints

On the Death Row booklet, we found your two

_____ Your thumb and your index, the _____ will love this)

[Chorus]

And you can see your screwed as the evidence pours in

The _____ to the crime was at 3 in the morning

Gave us a description so we picked up your boy and

You'll get a lighter _____ if you put the crime on him

A big celebrity, a case we **long for**

You a pirate, Why you got that eye patch on for?

Funny Putting people in a hurse what I heard for

Where were you the night of April 21st son?

Home, I think that you got your facts wrong, gats on you

Chamillionaire, Rob shot Couple cats on Melview

What? We gonna have to _____ you too

In the line-up, don't speak until we tell you to

This the person who jimmied your lock, sir?

Well he's dark, Kinda looked like him, I'm not sure

Fail into nail cause a cell it's another?

Leave, I see an unmarked tail in the glover?

Hit the Bodega, not no more game

This chick used to be nice, acting all strange

Like she was gonna get it, pathetic

I sell in _____ now they all **apologetic**

4. Discuss in pairs if the militia should deal with ex-criminal to investigate new cases.

SPEAKING

1. In pairs describe the photos, giving the information about presented crimes.



2. Discuss the ways to combat international crimes.

3. In groups of 3-4 discuss the most popular types of crime in Ukraine.

4. Round table. What are the ways to prevent

- environmental crime?
- racial incidents?
- domestic abuse?
- bullying at school?

**Present the problem.
Give you suggestion and
predict the result.**

5. Who is the rudest criminal in the world? Why do you think so?

7. Make a Power Point Presentation about one of well-known criminals: describe their offences in details.

WRITING

Narrative Story

TIP

Introduction

- when and where the event happened;
- who the people in the story were;
- what happened first;



Main Body

- describe the events in the order they happened
- describe in details the climax event



Conclusion

- write what happened in the end

Linking words

Positive addition:

in addition to, too, as well, further, not to mention the fact that, besides.

Manner:

as, in the way, how, the way in which, (in) the same way (as), as if, as though.

My family (Mr. White — my father, Jessica White — my mother and Bill — my younger brother) were driving slowly along the road through the gloomy forest, on the way home. It was late in the evening on November, 5th. The heavy rain made it difficult to see where we were going. There was a flash of lightning suddenly followed by a crash of thunder. A huge tree loudly crashed into the road in front of us. Luckily, my father stopped the car in time.

The whole family tried to move that broken tree away from the road. When we got into our car, we noticed that something was wrong. Our laptop was stolen and there was no mother's bag with all the important papers.

Suddenly, I had an idea to call the police, but when I looked for my telephone, I realized that it was stolen, too. What is more, all our mobile phones were stolen. It was a robbery. We decided to drive to the nearest police station. There we write the stolen items report, described all our gadgets and told about all our actions. The police officer promised to help us and to arrest the criminal. Finally we drove home.

It was unbelievable. However, it was less than an hour since we told the police our problem; they came and returned all our things. I had never felt so happy!

1. Read the story and underline all adjectives and adverbs. Then, list these words and write as many synonymous words as possible.

2. Answer the questions:

- a) What is presented in the introductory paragraph?
- b) What is the climax event of the story?
- c) What tenses are used in the text?

3. Read the text again and identify linking words. Then, replace them with synonymous ones.

4. Write a narrative story

Imagine that you are a witness of a crime. Now you want to write about what have seen.

TRASLATING

1. Translate into English.

Вбивство інкасаторів у Дніпропетровській області: подробиці

Вбивство інкасаторів "Ощадбанку" в Дніпропетровській області на трасі Кіровоград-Запоріжжя було скоєно з особливою жорстокістю. У інкасаторів викрали близько 500 тис. грн.

За інформацією видання, інкасаторський автомобіль Ford завантажився грошима в Саксаганському районі Кривого Рогу і прямував в місто Апостолове у Дніпропетровській області. У тілах загиблих інкасаторів і водія по чотири поранення, обом було близько 40 років.

За словами голови Дніпропетровської обласної міліції Віктора Бабенка, людина, яку підозрюють у скоєнні нападу, вже оголошена у розшук. Це колега убитих Олег Калюжний - чоловік під два метри зростом, міцної статури. Стверджувати, що саме він розстріляв інкасаторів поки не можна, хоча Калюжний - основний підозрюваний.

1.a) Translating the text find the opposites to the words:

strong, dead, to state, main, award, private

2. Translate into Ukrainian

Crimes Can Be Against Persons or Property

By Charles Montaldo

What Is a Crime?

A crime occurs when someone breaks the law by an overt act, omission or neglect that can result in punishment. A person who has violated a law, or has breached a rule, is said to have committed a criminal offense.

There are two main categories of crime: property crime and violent crime:

Property Crimes: A property crime is committed when someone damages, destroys or steals someone else's property, such as stealing a car or vandalizing a building. Property crimes are by far the most commonly committed crime in the United States.

Violent Crimes: A violent crime occurs when someone harms, attempts to harm, threatens to harm or even conspires to harm someone else. Violent crimes are offenses which involve force or threat of force, such as rape, robbery or homicide.

Some crimes can be both property crimes and violent at the same time, for example carjacking someone's vehicle at gunpoint or robbing a convenience store with a handgun.

Omission Can Be a Crime

But there are also crimes that are neither violent nor involve property damage. Running a stop sign is a crime, because it puts the public in danger, even though no one is injured and no property is damaged. If the law is not obeyed, there could be injury and damage.

Some crimes can involve no action at all, but rather not taking action.

Withholding medication or neglecting someone who needs medical care or attention can be considered a crime. If you know someone who is abusing a child and you do not report it, under some circumstances you could be charged with a crime for failing to act.

У розшук його оголосили для того, щоб затримати і розпитати про обставини події. У відомстві пообіцяли нагороду в 10 000 грн. будь-кому, хто допоможе слідству дізнатися місцезнаходження розшукуваного.

Правоохоронці наголошують: убиті інкасатори, як і їх миколаївські колеги, які потрапили під обстріл, - не міліціонери, а співробітники відомчої інкасації банку, тобто, по суті, цивільні особи. "У "приватників" ризиків бути вбитими набагато більше, тому що їхні машини ніяк не захищені. У наших броньованих автомобілях, наприклад, навіть автоматні кулі застряють в склі", - кажуть працівники міліції.

Нагадаємо, 15 липня в Апостолівському районі Дніпропетровської області стався напад на інкасаторську машину. На узбіччі дороги було знайдено автомобіль "Форд" інкасаторської служби, в якому знаходилися тіла водія і інкасатора з вогнепальними пораненнями.

1.b) Write a review to the article

Federal, State and Local Laws

Society decides what is and is not a crime through its system of laws. In the United States, citizens usually subject to three separate systems of laws - federal, state and local.

Federal Laws: Federal laws are passed by the U.S. Congress - House of Representatives and Senate - that apply to everyone in the United States. Sometimes federal laws may conflict with state and local laws. When there is a conflict, generally the federal law will prevail.

State Laws: State laws are passed by elected legislators - also known as lawmakers - and can vary widely from state to state. Gun laws, for example, can be greatly different from one state to another. Although drunk driving is illegal in all 50 states, the penalties for driving while intoxicated can be very different between states.

Local Laws: Local laws, usually known as ordinances, or passed by the local county or city governing bodies - commissions or councils. Local ordinances usually control how residents are expected to behave in the community, such as slowing down in school zones and disposing of trash properly.

Ignorance of the Law

Usually someone has to have intent to break the law in order to commit a crime, but that is not always the case. You can be charged with a crime even if you don't even know the law even exists. For example, you may not know that a city has passed an ordinance banning the use of cell phones while driving, but if you are caught doing it, you can be charged and punished.

The phrase "ignorance of the law is no exception" means that you can be held liable even when you break a law that you didn't know existed.

2.a) Give answers to the questions?

- | | |
|--|-----------------------------------|
| 1) What is property crime? | 4) What is the difference between |
| 2) When does violent crime occur? | Federal and State Laws |
| 3) What crimes are not property and violent? | |

Turning where is prohibited can endanger people's lives

Unit 6

WARMING-UP

1. What traffic infractions are presented in these pictures?
What types of traffic infractions are the most common in your city / town / village?



2. Have you ever been a witness of a car accident? Tell your groupmates about this event.
3. What do the signs below mean? Write down their explanation.



READING

INITIATIVES THAT WORK

Road traffic injuries can be prevented. Experience suggests that an adequately funded lead agency and a national plan (strategy with measureable targets) are crucial components of a sustainable response to road safety. Effective interventions include incorporating road safety features into land-use, urban planning and transport planning; designing safer roads and requiring independent road safety audits for new construction projects; improving the safety features of vehicles; promoting public transport; effective speed management by police and through the use of traffic-calming measures; setting and enforcing laws requiring the use of seat-belts, helmets and child restraints; setting and enforcing blood alcohol concentration limits for drivers; and improving post-crash care for victims of road crashes. Public awareness campaigns also play an important role in supporting the enforcement of legislative measures, by increasing awareness of risks and of the penalties associated with breaking the law.

United Nations legal instruments developed under the auspices of the regional commissions have assisted many countries in developing and enforcing traffic rules and measures; producing safer road vehicles; reducing the risk of collisions with dangerous goods and hazardous materials; and ensuring that only safe and well-maintained vehicles and competent drivers are allowed to participate in traffic. Transport infrastructure agreements developed under the United Nations regional commissions' auspices have given the world coherent and safer road transport networks.

The overall goal of the Decade will be to stabilize and then reduce the forecast level of road traffic fatalities around the world by 2020. This will be attained through:

- developing and implementing sustainable road safety strategies and programmes;
- setting an ambitious yet feasible target for reduction of road fatalities by 2020 by building on the existing frameworks of regional casualty targets;
- strengthening the management infrastructure and capacity for technical implementation of road safety activities at the national, regional and global levels;
- improving the quality of data collection at the national, regional and global levels;
- monitoring progress and performance on a number of predefined indicators at the national, regional and global levels;
- encouraging increased funding to road safety and better use of existing resources, including through ensuring a road safety component within road infrastructure projects.

1. Match the words, making word-combinations. Then, give their Ukrainian equivalents:

- 1) legislative
- 2) post-crash
- 3) well-maintained
- 4) traffic
- 5) road
- 6) competent
- a) drivers
- b) measures
- c) vehicles
- d) crashes
- e) rules
- f) care

2. Read the text; find out the answers to the questions:

- a) What do effective interventions consist of?
- b) What will the enforcement be supported by?
- c) What are the aims of this initiative work?

3. What activities are taken to make road safety in your country? Give your answer, using examples and justifications.

VOCABULARY IN PRACTICE

1. Match the words with their definitions. Then, use these words in your own situations:

- | | |
|--------------------|---|
| 1) traffic lights | a) a long line of vehicles on a road that can only move very slowly |
| 2) traffic jam | b) a raised area in the middle of a road here people can wait until it is safe to cross |
| 3) traffic cone | c) someone whose job is to check that people have not parked their cars illegally |
| 4) traffic warden | d) a plastic object in the shape of a cone that is put on the road to show where repairs are being done |
| 5) traffic island | e) a set of red, yellow and green lights that control traffic |
| 6) traffic calming | f) changes made to a road to stop people driving too fast |

2. Write the opposites to the words. Use your vocabulary:

Break	
Allowed	
Main road	
Driver	
Sober	
Safety	
Serviceable	

3. Fill in the correct word:

Zebra crossing, pedestrian, speeding, highway, bus-stop, driving license, data sheet, memberplate

- _____ should not cross the street if it is a red light.
- I'll wait on you on a _____.
- My brother takes driving courses, and then he'll get a _____.
- This _____ connects two countries: Germany and France.
- If you want to get the other side of the road, look for a _____.
- Each driver must have a _____ of his car.
- A _____ must be clean.
- A traffic cop stopped that driver for _____.

4. Complete the table with the adjectives related to these nouns, as in the example:

Car → *luxurious, modern,* _____

Driver → *professional,* _____

Car crash → _____

License → _____

Rules → _____

Road → _____

5. Look at the picture. Then, make sentences with the names of car details:



absorber, accelerator, brake, brake light, cab, clutch, cooling system, cylinder, gear, bulbs, bumper, accumulator, gas tank, headlights, horn, ignition, luggage rack, motor, pump, rear wheel, screwdriver, starter, tail light, tire, tool, windscreen wiper, windshield, glove compartment, blinker,

carburetor, chassis, electrical system, engine, gear box, handbrake, inner tube, jack, oil, oil pump, pedal, piston, quarter light, radiator, shock-absorber, spring, spark plug, steering-wheel, trailer, transmission, trunk, wheel, windscreen.

6. What facilities can save driver's and passenger's lives? Circle correct answers, explain your choice. Then, add your own ideas.

Seat-belts, speed controllers, air-conditioner, a good-quality helmet, money, warm clothes, anchorages, map, telephone, trailer, alarm-clock, airbag, child restraints, bumper, boots.

7. Name the types of transport which you know. Describe them in your own words.

e.g. A plane is a kind of air transport, which has a high speed...

8. Make Power Point Presentation, showing TOP-10 dangerous road places of your native city. Describe car accidents which took place there.

9. Paraphrase using phrasal verbs: let, look, make, pass (Appendix 18)

- 1) Is it allowed to enter this park by car?
- 2) Unfortunately, this driver wasn't punished for being drunk.
- 3) Doctors take care of victims of a car crash.
- 4) The militia investigated who was guilty of a car accident.
- 5) Watch out! A pedestrian is in front of the truck.
- 6) Be alert in order to see the nearest service station.
- 7) It is better to examine this area on the outlander.
- 8) You must not drive if you cannot distinguish the colours of a traffic light.
- 9) I've decided to buy a new motorbike.
- 10) One of the victims of a car crash lost consciousness and the other one died.

GRAMMAR IN USE

1. Fill in the correct form of the infinitives (Appendix 9):

- a) The militia officer expects the offender _____ (tell) the truth.
- b) The suspect claimed _____ (watch) TV at the time of kidnapping.
- c) A traffic warden seems _____ (be) very tired.
- d) The car seems _____ (crash).
- e) Don't forget _____ (use) your seat-belts.
- f) The burglars must _____ (come) in through the window.
- g) I'd like _____ (book) a return ticket to Kiev, please.
- h) A traffic warden often asks _____ (demonstrate) a driving license.
- i) Traffic lights are likely _____ (break).

2. Put the verbs in brackets into the -ing form or the infinitive (Appendix 9):

Clod is known 1) to be (be) one of the most dangerous criminals in the world. 2) _____ (hijack) is his specialty, although he enjoys 3) _____ (arson). So far, the police have failed 4) _____ (catch) him, and they would 5) _____ (be) very happy 6) _____ (receive) any information that could lead to his arrest. The public have been warned 7) _____ (not / approach) Clod if they see him, as he has a gun and he doesn't mind 8) _____ (use) it. The last person 9) _____ (try) to arrest him was shot in the foot. Fortunately, we are unlikely 10) _____ (come across) Clod in this city in the near future. He was last seen 11) _____ (fish) on the beach in Italy.

3. Complete the sentences using the infinitive or the -ing form:

- a) The teenager has been accused _____ (steal) a purse.
- b) The militia ordered the driver _____ (stop).
- c) They agreed _____ (help) us.
- d) I persuaded him _____ (come).
- e) A pedestrian wants _____ (cross) the road.
- f) The militia are blaming him _____ (do) it.
- g) It is forbidden _____ (go) there.
- h) The robber began _____ (run).
- i) The man apologized for _____ (commit) crime.
- j) He admitted _____ (steal) the money.
- k) A militiaman instructed us _____ (be) careful.
- l) The doctor told the patient _____ (take) these pills after the accident.
- m) This criminal practiced _____ (escape) from the prison.
- n) I warned you _____ (not / drive) too fast.
- o) The judge ordered me _____ (pay) a fine.
- p) She allowed me _____ (use) her bike.

4. Paraphrase the sentences, using infinitive forms:

- 1) Would you mind telling me the way to the station?
- 2) I don't feel like going out tonight.
- 3) They spent hours checking the car.
- 4) Shall I show my driving license?
- 5) The pedestrian had difficulty in crossing the road.
- 6) Searching that criminal took them three months.
- 7) It's not my decision – it's yours.
- 8) Do you mind showing the way to a bus-stop?
- 9) Driving fast is dangerous.
- 10) I prefer driving fast and I hate going on foot.

5. Read the sentences below and decide which word A, B, C, D best fits each space. Underline your answers (Appendix 10).

- 1) I remember ____ talking about the accident.
- 2) We didn't expect the witness ____ such an impolite person.
- 3) The driver expected the car ____.
- 4) I heard his name ____ several times during the meeting.
- 5) I never saw him ____.
- 6) He wants ____ to come today.
- 7) Does the militiaman tell you ____ in the militia station any longer?
- 8) Have you seen them ____?
- 9) She didn't notice us ____ closer.
- 10) We didn't expect it ____ on the radio.

	A	B	C	D
1	him	he	ours	we
2	is	is being	be	to be
3	to fix	to be fixed	fix	be fixed
4	mentioned	mention	mentioning	to mention
5	drive	to drive	driving	driven
6	our	ourselves	us	we
7	staying	to stay	stay	to have stayed
8	come	to come	coming	came
9	to fight	fought	fight	fighting
10	to be announcing	to be announced	to announce	announce

6. Read the sentences carefully. Some of them are correct and some have a mistake. If the sentence is correct put a tick (✓) in the space provided. If it is a mistake, correct it and write it in the space provided (Appendix 10).

1	He is said to break laws.	
2	Many people was reported to become injured after a car accident.	
3	The driver expected to pay the fine.	
4	My close friend is knew to get a driving license.	
5	The key was believe to have been lost.	
6	The militia are announced to be arriving in five minutes.	
7	The burglar is expected wear a black jacket and brown pants.	
8	The car was seen to have disappeared.	
9	You seem to be excited.	
10	He turned out to be a witness.	

7. Paraphrase using Complex Subject with infinitive or -ing form (Appendix 11):

- 1) We noticed a man. The man was cleaning his motorbike.
- 2) He saw two girls. They were crossing the bridge.
- 3) She watched the children. They were playing with a ball near the road.
- 4) I heard some noise. It was in the midnight.
- 5) We saw Ben. He crossed the square.
- 6) I saw a group of boys. They were painting somebody's car.
- 7) They were talking about the investigation. He heard them.
- 8) The ship was leaving the port. He stood and looked at it.
- 9) He was robbing. Two women watched him.
- 10) He slipped and fell. I saw it.
- 11) They turned the corner and disappeared. We watched them.

8. Choose one correct variant



1. I expect that he _____ your problem and help you.
a) to understand b) will understand c) understood
2. She _____ to behave quite differently.
a) was expected b) expected c) to expect
3. Usage of _____ can save your life.
a) seat-belts b) a pedestrian c) a highway
4. He wasn't expected _____.
a) to fine b) fine c) to be fined
5. He _____ to be stopped for speeding.
a) seems b) seem c) is seemed
6. An offender is _____ to be a man.
a) known b) knew c) to know
7. Nobody noticed _____ come and sit down.
a) his b) he c) him
8. This highway is likely _____ two countries.
a) to be connected b) to connect c) connect
9. We saw some people _____ alcohol in the street.
a) drank b) drink c) drinking
10. He _____ to get a driving license.
a) is likely b) like c) are likely
11. He heard a car _____ from the opposite direction.
a) approaching b) approach c) approached
12. I heard him _____ the traffic cop about it.
a) told b) tell c) to tell
13. Girls agreed to meet at _____.
a) the bus stop b) the traffic jam c) the seat-belt
14. He was announced _____.
a) to be searched b) search c) to search
15. At the stop she _____ another girl waiting for the bus.
a) is seen b) saw c) to see
16. She _____ to take driving courses.
a) is told b) tells c) told

LISTENING

1. Work in pairs. Look through the text of the song and discuss unknown words.
2. Read the text of the song, try to predict missing words.
3. Listen to the song (Brad Paisley – Mr. Policeman) and complete the text.

MR. POLICEMAN (BRAD PAISLEY)

Hey, hey Mr. Policeman
Bet I can _____ faster than you can
Come on Hoss, let's have some fun
Go on shoot me with your _____
You look bored and I sure am
Catch me if you can

Hey, hey Mr. Policeman
I got a '75 Firebird Trans Am
With a 455 up under the hood
Me and my brother got it _____
good
Wake up behind them old Ray Bans
Catch me if you can

Go on turn on your _____ (so pretty)
You know you want to I just flew by
I can see you peeling out
How's my dust taste in your mouth
Come on Smokey it's time to race
Let's have us a _____ chase

Hey, hey Mr. Policeman
Chopper in the air
And a couple of SWAT vans
That's no fair now, _____ the road
Where am I supposed to go
Time to use my backup plan
Catch me if you can

Hey, hey Mr. Policeman
I bet I can run _____ than you can
With your big pot belly and your cowboy boots
A hundred bucks says you won't shoot
I know these woods like the back of my hand
Catch me if you can

Go on turn on your _____ (so shiny)
I got running shoes and I'm younger than you
And I got all night
There's no way you're keeping up with me
So go on back to Krispy Kreme
If you wanna quit, I understand
Catch me if you can

Hey, hey Mr. Policeman
Hey, hey Mr. Policeman

I'm in the _____ now
I'm in the _____ now
They told me once or twice
"Son, respect my _____"
I'm in the jailhouse now

4. Discuss in groups of 3-4: "Should driving laws be stricter?"

SPEAKING

1. Round table: How can we make our roads safer?

Useful language

A brilliant solution is to...	In this way...
Another useful suggestion is...	In such a way...
Why don't we do sth	The result will be...
It will be a good idea	The goal will be...

2. Work in pairs. Imagine that you are a participant of a traffic crash. Make a dialogue with your groupmate, who is a militia officer, providing the following information:

<i>date of crash</i> <i>time of crash</i> <i>precise location of crash</i> <i>your personal details (taken from your driver's license)</i> <i>your driver's license number and expiry details</i> <i>your vehicle license plate and expiry details</i> <i>details of other involved</i> <i>drivers/passengers/owners/vehicles/witnesses</i> <i>details of your injuries and other person's injuries</i> <i>crash features (traffic control, road features, road alignment, other conditions)</i> <i>total estimated cost of damage to all vehicles and property</i> <i>description of how the crash happened</i> <i>optional - digital images of the crash incident.</i>	<h4 style="color: green;">USEFUL LANGUAGE</h4> <ul style="list-style-type: none"> • Could you help me, please? • Would you be so kind to ...? • Tell me, please, ... • How can I help you? • What can I do for you? • I'll just take some details.
--	--

3. Work in pairs. Make a dialogue between a traffic cop and a lawbreaking driver.

4. Role play.

Student A is a foreigner who has lost his way. Student B is a militia officer. The foreigner should ask the militia officer the way to the place you need:



Useful language

Go left / right Straight ahead In front of Behind At the corner In the centre	Cross the bridge Go straight on Go past the turning Take the first right Keep going until you reach
--	---

WRITING

1. Use the car accident report and complete it. Use the words and word-combinations of Units 2, 6.

CAR ACCIDENT REPORT

Driver's

name: _____

Date: _____

Time: _____

Description of the accident:

Location: _____

Cause: _____

Injuries: yes / no

Describe: _____

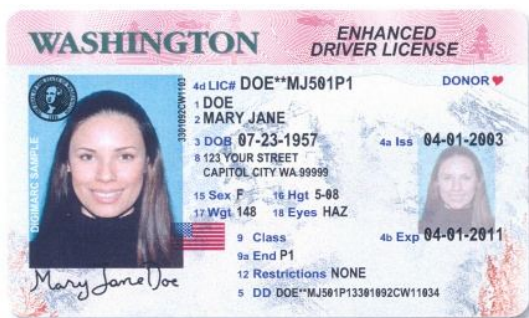
Damage: yes / no

Describe: _____

2. Try to design a driving license, giving all the necessary information. Use the information below:

- Date of license issue
- Photo expiry date
- Date and place of birth
- Surname
- Driver's number
- Categories of vehicles which license holder can drive and pictograms of categories
- License holder's address
- License holder's signature
- Validity dates (start and end dates when vehicles in each category can be driven)
- Date of license issue
- Forename
- Issuing authority





DRIVING LICENSE

FRONT SIDE

BACK SIDE



MILITIA DEPARTMENT STOLEN VEHICLE

Name: _____ Date: _____

Make & Model: _____

Year: _____ Colour: _____

Body type: _____

Distinguishing characteristics:

Incident information: _____

3. Write a stolen Vehicle Report, using the words and the word-combinations of the 6th Unit.

TRASLATING

1. Translate the passages from English into Ukrainian:

The condition of the road surface

An accident may be caused by the condition of the road surface, for example, by pot holes, ice, mud or leaves. Adequate warning may not have been given of a problem with the road surface, for example:-the local authority (Department of Regional Development, Roads Service in Northern Ireland) may have failed to respond reasonably to a problem with the road surface. If so, they may be liable for any accident caused. Individuals or firms, for example, farmers or contractors may have left mud or grease on the road surface for an unreasonable period of time without adequate warnings. If so, they may be liable for any accident caused. A contractor who has failed to reinstate the road surface properly after carrying out works.

If your car is damaged because of the condition of the road surface you may have a claim for compensation against the local authority responsible for maintaining the road.

However, you will need to show that the road was not properly inspected and repaired. You should contact the local authority as soon as possible with evidence of: the state of the road, the damage done to your car, the costs of repairing your car.

You can also send a photograph of the road to support your claim. If damage has been caused by a pothole, try to send measurements of the width and depth of the hole

Who is responsible for a traffic accident

It may be obvious that someone caused the accident and there will be no dispute about liability. However, there will be cases where it is not obvious, or where the extent of liability is difficult to work out. For example, as a general rule, the driver of a vehicle which runs into the back of another vehicle will be held liable for the accident. This is the case even if the car in front has braked sharply or unexpectedly, because drivers are required to drive a safe distance behind other vehicles. However, there may be circumstances when this does not apply, and if liability is disputed, legal advice will be necessary unless the insurance company is dealing with it.

Stationary or fixed objects

If someone hits a stationary object, either on the road itself or alongside the road, they should consider the following: 1) was the object adequately marked or lit to enable the driver to see it clearly and in time to avoid it, for example, an unlit car, skip or roadworks. If not, it will be necessary to find out who was responsible for failing to do so. For example, if the object was a parked car, the responsible person is the owner. If the object was roadworks, then whoever is carrying out the roadworks is responsible, for example, the local authority, a gas, water or electricity company, or contractors doing the work on their behalf; 2) had the object been left on the road either unlawfully or in an unsafe way, for example, a car parked on a blind corner. If so, the owner of the object or vehicle may be liable; 3) have there been any similar accidents caused by the object. If so, this is evidence that the object had contributed to the accident.

Traffic accidents related to work

An employee who has a traffic accident whilst travelling for work (or possibly on the way to work) should bear in mind the following points: 1) if the vehicle is insured by the employer, the employee will be covered by the employer's vehicle insurance, whether or not they were responsible for the accident; 2) if the employee is an injured pedestrian or cyclist, the employer will normally be liable in the same way as for any industrial injury, unless the employee clearly acted negligently; 3) if the employee is a trade union member and is injured they will usually get free legal help from the trade union

2. Which passage is the most interesting for you? Why?

3. Retell the passage "The condition of the road surface".

4. Translate the passages below from Ukrainian into English

22.07.2013 о 14:45 в смт Пісківка, водій 1989 р.н., керуючи в стані алкогольного сп'яніння автомобілем «ВАЗ 2108», не впорався з керуванням, виїхав на смугу зустрічного руху, де допустив зіткнення з моторолером «VIPER», під керуванням водія 1995 р.н., місцевого жителя, який рухався в зустрічному напрямку.

В результаті ДТП: водій моторолера отримав тілесні ушкодження у різного ступеня тяжкості. Травмованого доставлено до Бородянського ЦРЛ.

21.07.2013 о 16:20 у с. Гнатівка водій 1979 р.н., мешканець м. Києва, керуючи автомобілем «DAEWOO LANOS», не вибрав безпечну швидкість руху, не впорався з керуванням, виїхав на смугу зустрічного руху, де допустив зіткнення з автомобілем «MITSUBISHI LANCER», під керуванням водія 1978 р.н., жителя м. Боярка, який рухався в зустрічному напрямку. В результаті ДТП: водій автомобіля «DAEWOO LANOS» та два пасажир автомобіля «MITSUBISHI LANCER» отримали тілесні ушкодження різного ступеня тяжкості. Травмовані доставлені до Боярської ЦРЛ.

16.07.2013 в 16:15 на 109 км + 400 м автодороги Київ-Одеса біля с. Чупира Білоцерківського району, водій 1975 р.н., громадянин Російської федерації, житель м. Москва, керуючи автомобілем «PORSCHE CAYENNE», рухаючись в крайній лівій смузі руху в напрямку м. Одеса, з невідомих причин, виїхав на смугу зустрічного руху, де допустив зіткнення з автомобілем «TOYOTA RAV4», під керуванням водія 1969 р.н., мешканця м. Києва, який рухався в зустрічному напрямку. У подальшому автомобіль «DAEWOO NEXIA», під керуванням водія 1986 р.н., мешканця м. Чернігів, рухаючись в напрямку м. Києва, зіткнувся з автомобілем «PORSCHE CAYENNE». Від зіткнення автомобіль «PORSCHE CAYENNE» загорівся.

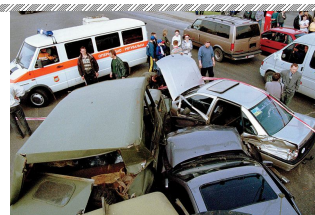
В результаті ДТП: водій автомобіля «TOYOTA RAV4» та три його пасажир 1978, 1998 і 2010 р.н. від отриманих тілесних ушкоджень загинули на місці пригоди. Водій та пасажир автомобіля «DAEWOO NEXIA» 1987, 1987, 1989, 1992 р.н. отримали телестность ушкодження різного ступеня тяжкості. Водій автомобіля «PORSCHE CAYENNE» отримав тілесні ушкодження різного ступеня тяжкості. Постраждалі доставлені до Білоцерківської лікарні.

20.07.2012 в 16:20 на 29 км автодороги Київ-Овруч водій 1993 р.н., житель с. Лютіж, керуючи автомобілем «КАМАЗ», рухаючись в напрямку с. Лютіж, не впорався з керуванням, виїхав на смугу зустрічного руху, де допустив зіткнення з автобусом «БОГДАН», під керуванням водія 1957 р.н., жителя смт. Димер, який рухався в напрямку Києва. В результаті ДТП: 4 пасажир автобуса «БОГДАН» отримали тілесні ушкодження різного ступеня тяжкості. Травмовані доставлені до Вишгородської ЦРЛ.

21.07.2013 о 21:30 у м. Яготин водій 1991 р.н., місцевий житель, керуючи автомобілем «CHERY AMULET», допустив наїзд на пішохода 1989 р.н., місцеву жительку, яка несподівано вийшла на проїжджу частину дороги. В результаті ДТП: пішохід отримала тілесні ушкодження різного ступеня тяжкості. Травмовану доставили в Яготинської ЦРЛ.

5. Answer the questions:

- What is the reason of the car accidents?
- Who must be responsible for traffic accidents? Why?
- If a driver is drunk, should he / she be fined?



**Pardon one offence
and you encourage
the commitment of many**

**Unit 7
WARMING-UP**

1. Answer the question:

Is it better to punish a non-guilty person or to approve a guilty?



2. Write crimes to the appropriate punishments: according to The Ukrainian Criminal Code.

- | | |
|-----------|------------------------------------|
| 1. _____ | a) a fine of 50 grn |
| 2. _____ | b) 5 years in prison |
| 3. _____ | c) death penalty |
| 4. _____ | d) a formal caution |
| 5. _____ | e) 6 months in prison |
| 6. _____ | f) a fine of 250 grn |
| 7. _____ | g) Community Service order |
| 8. _____ | h) must not drive a car for 1 year |
| 9. _____ | i) prison for life |
| 10. _____ | j) 2 year in prison |

3. Discuss in pairs the quotations:

- "Fear follows crime and is its punishment"
- "Criminals do not die by the hands of the law. They die by the hands of other men" (Bernard Shaw)
- "When a man is penalized for honesty he learns to lie" (Criss Jami)
- "All punishment is mischief; all punishment in itself is evil" (Jeremy Bentham)
- "To punish the oppressors of humanity is clemency; to forgive them is cruelty" (Maximilien de Robespierre)
- "Men are punished for their sins not for them" (Elbert Hubbart)

4. Which characteristic do you think is the most important: integrity, common sense or judgement? Why?

1. Explain words and word-combinations in bold.**2. Reading the text, fill in the gaps with the phrases**

- a) no executions have been carried out in Nigeria for seven years
- b) including 19 women
- c) Despite the moratorium
- d) who did not have a lawyer and were not given the right to appeal
- e) national co-ordinator of the Legal Defence and Assistance Project

Nigeria hangs four prisoners

Four prisoners have been hanged in southern Nigeria, on a day of executions that have divided government figures. Four men, Chima Ejiofor, Daniel Nsofor, Osarenmwinda Aiguokhan and Richard Igagu, were hanged at Benin City prison after a court had ordered their executions on Monday afternoon.

Henry Idahagbon, the attorney general in Edo state, which carried out the executions, said a fifth man, who cannot be named because his family has not been informed of his **impending execution**, is due to be executed by **firing squad**. But the attorney general said that he was against the **death penalty** and that the state had chosen to flout a **voluntary moratorium** under which 1) ____.

"I'm personally against **corporal punishment** and I don't believe it's a practical deterrent," Idahagbon said. "The state is aware of the moratorium in place. But it's not legally obliged to follow it."

2) ____, President Goodluck Jonathan recently called for more **death warrants** to be signed, "no matter how painful", according to reports in the Nigerian press.

Nigeria has 970 prisoners who have been **convicted** of the death penalty, 3) ____, but signing death warrants – which falls on state governors – has only been done in two states since the country's return to democracy in 1999.

Although an appeal court upheld the sentences shortly before the executions took place, campaign groups said that all appeals for the prisoners had not been exhausted, a **violation** of both Nigerian and international law.

"[We] filed an appeal against the judgment of the federal high court delivered today and also a motion for stay of execution **pending** the outcome of the **appeal**," said Chino Obiagwu, 4) ____.

"Furthermore, all death-row prisoners filed a case pending at the court of appeal [in] Lagos challenging the decision of state governors to sign their execution warrants.

"Under the Nigerian laws, an appeal and application for stay of execution should restrain further action until the appeal is determined," Obiagwu added. "By executing the prisoners, Nigeria's government has demonstrated gross disregard to the rule of law and respect for the judicial process."

Amnesty International said that the authorities had breached the rules: "Executions are not supposed to be carried out in secret, without informing the families and the prisoners," said Lucy Freeman, Amnesty's deputy director for Africa. "The Nigerian authorities did not tell them what was happening. They didn't even know that the warrants had been signed."

In 2006, a number of prisoners were executed, including Auwalu Musa and Kenneth Ekhone, two men convicted by a robbery and firearms tribunal 5) ____.

Jonathan and other high-profile figures in Nigeria have called for executions as a way of clearing up prison spaces in Nigeria's severely overcrowded prisons.

"Governors talk periodically about resuming executions to decongest the prisons, but 80% of prisoners are awaiting trial, so it doesn't make any sense at all," said Freeman. "Executing four people does not decongest the prisons. It's bizarre."

This article was amended on 16 July 2013. An earlier version attributed remarks about the hangings to Nigeria's federal attorney general, Mohammed Bello Adoke. It was the Edo state attorney general, Henry Idahagbon, who made the comments.

<http://www.theguardian.com/world/2013/jun/25/nigeria-prisoners-hanged-benin-city>

3. Retell the text

VOCABULARY IN PRACTICE

1. Read the text carefully and correct spelling mistakes in the text.

Corporal punishment, the infliction of fysical pain upon a person's body as panishment for a crim or infraction. Corporal panishments include flogging, beating, branding, mutilation, blinding, and the use of the stock and pillory. In a broad sense, the term also denotes the physical disciplining of children in the schools and at home.

Early Babylonian low developed the principle of lex talionis, which asserted that kriminals should receive as punishment precisely those indguries they had inflicted upon their victims. Many subsequent societies applied this "eye-for-an-eye and tooth-for-a-tooth" principle quite literally in dealing with ofenders. From ancient times through the 18th century, corporal punishments were commonly used in those instanses that did not call for the deas penalty or for exile or transportation. But the growth of humanitarian ideals during the Enlightenment and afterward led to the gradual abendonment of corporal punishment, and by the later 20th century it had been almost entirely replaced by imprizonment or other nonviolent penalties.

2. Find the words →↑, using their definitions.

c	v	a	a	p	f	p	e	n	a	l	t	y
f	i	m	p	r	i	s	o	n	m	e	n	t
l	o	n	b	i	n	j	u	r	y	f	p	o
o	l	e	f	s	e	o	f	d	s	r	i	r
g	e	s	c	o	n	v	i	c	t	e	l	t
g	n	t	k	n	e	e	a	r	e	e	l	u
i	c	y	c	r	u	r	s	i	e	d	o	m
m	e	i	a	a	p	p	e	a	l	o	r	a
g	l	a	r	r	e	s	t	r	e	m	y	n

- 1) A building where people kept as a punishment for a crime.
- 2) Behaviour that is intended to hurt other people physically.
- 3) The state of being in prison.
- 4) An official order by a government that allows a particular group of prisoners to go free.
- 5) A punishment for breaking a law, rule or legal agreement.
- 6) To take someone and guard them because they may have done something illegal.

- 7) To make someone pay money as a punishment.
- 8) A punishment in which someone is severely beaten with a whip or stick.
- 9) A wooden frame with holes for someone's head and hands to be cocked into, used in the past as a way of publicly punishing someone.
- 10) A wound or damage to part of your body caused by an accident or attack.
- 11) The right to do what you want without being controlled or restricted by anyone.
- 12) To make a serious public request for help, money, information etc.
- 13) To prove or officially announce that someone is guilty of a crime after trial in a law court.

3. Divide these types of punishment into the groups according to Ukrainian Criminal Code.

Community Service Order, rank deprivation, remedial work, disciplinary battalion, arrest, service restrictions for military officers, restraint, confiscation, life imprisonment, temporary imprisonment, fine.

main punishment

additional punishment

4. Read the text below and choose the word which best fits each space. Underline your answers.

An important rationale for the use of corporal punishment has historically been that the pain, 1, humiliation, and degradation it inflicted would deter the offender from 2 similar offenses in the future. It was also maintained that, for instance, the 3 of a pickpocket's right hand would lessen his physical ability to commit similar crimes in the future or that the branding of a telltale mark upon his forehead would alert his potential victims in a crowd to take special 4 while they were in his vicinity. The claim that corporal punishment is an especially effective deterrent has been refuted by empirical evidence, however, which shows that offenders who are punished by corporal means are actually slightly more likely to commit further crimes than are those punished by 5. Although there have been some calls for the reinstitution of corporal punishment in response to rising crime rates in the United States and other countries in the post-World War II era, corporal punishment continues to be regarded as an inhumane and barbaric relic of the criminal justice 6 of bygone eras.

	1	2	3	4	5	6
A	illness	making	cutting	worry	imprisonment	systems
B	sick	committing	cutting down	precautions	judge	process
C	injury	doing	amputation	terrible	heart	actions

5. Learn phrasal verbs and underline a correct preposition pay, pull, put (Appendix 18).

- 1) If you want to buy something in credit, you must pay down/up.
- 2) If you steal something, you will pay of/for it.
- 3) To avoid a punishment, the criminal pulled out/away.
- 4) He was amnestied – he pulled through/out finally!
- 5) My grandmother put aside/alone much money, but somebody burgled the flat.
- 6) The militia arrested him and put away/through.
- 7) If he could put back/down time, he wouldn't have committed arsons.
- 8) The punishment puts in/on temporary imprisonment and confiscation.

*** Write a short story, using phrasal verbs "pay", "pull", "put".**

GRAMMAR IN USE

1. Identify the use of the verbs in bold (Appendix 12):

permission, ability, advice, criticism, logical assumptions, necessity, offers, obligation, permission, possibility, probability, prohibition, request, suggestion.

- 1) You **should** be fined.
- 2) **Would** you **mind** moving your car, sir?
- 3) **Can** I park my car here?
- 4) She **would** have been killed in the car crash.
- 5) Everyone **must** obey the law.
- 6) He **was able to** escape.
- 7) You **needn't** wear a tie to the court.
- 8) He **can't** be still in prison. He was amnestied.
- 9) She **can't** have stolen the money.
- 10) She **must** be at home.

2. Fill in: "can" or "to be able to" (Appendix 12):

- 1) The criminal be punished by the judge.
- 2) The offender do anything because he was corded.
- 3) The driver be fined for speeding.
- 4) He usually runs well, but yesterday he broke his leg and run.

3. Underline a correct variant: "must" or "have to" (Appendix 12):

- 1) Every mourning each prisoner clock in.
- 2) The prisoners wear special clothes at all times.
- 3) All applications be 18 and have a valid driver's license.
- 4) The victim recognized him, so he be guilty.
- 5) The witness be present in the court last Monday.

4. Paraphrase the sentences using modal "need" (Appendix 12):

- 1) It is necessary for him to leave the city.
- 2) Why does she want to inform them immediately?
- 3) It was not necessary him to hire a lawyer.
- 4) Is it necessary for him to do a remedial work?
- 5) There is no reason for you to worry about them.
- 6) Is there any reason for her to repeat individual's rights?
- 7) Why did you sign that illegal document?
- 8) Why do you want him to be fined?

5. Fill in “to be to” or “to have to” in a necessary form (Appendix 12)

- 1) You _____ to pay a fine if you are caught for speeding.
- 2) As they had agreed, the meetings _____ to be held on Monday.
- 3) According to the order they _____ to leave.
- 4) The officer insisted that the suspect _____ to write a recognition-paper.

6. Fill in: must, can, should, ought, may, might, have, need, could, be to, be allowed (to) (Appendix 12):

- 1) He _____ to have been more tolerant.
- 2) Mr. Brown _____ have consulted a lawyer.
- 3) We _____ to arrest you.
- 4) He _____ not have been at work yesterday.
- 5) This man _____ not be felt unaccompanied.
- 6) He _____ not _____ cross the border.
- 7) _____ I make personal phonecalls?
- 8) A lawyer _____ be formally dressed.
- 9) I _____ to go to the bank yesterday.
- 10) You _____ keep silence.
- 11) Jenny _____ not have crashed your car.
- 12) My car _____ to be repaired.
- 13) This punishment _____ be too strict.
- 14) Any person _____ not be penalized for honesty.
- 15) The judicial process _____ be very boring.

7. Complete the sentences using one necessary word (Appendix 17):

- 1) _____ you apologize, or I'll never speak to you again.
- 2) The truth is neither Eve Black _____ Mrs. White can be guilty.
- 3) You are neither guilty _____ suspected.
- 4) This is my offer. It isn't a law. You either take it _____ leave it.
- 5) When I go to the court I wear _____ a suit or a jacket.
- 6) The militiaman believed _____ the witness nor the suspect.
- 7) I need neither your help _____ your compassion I can perfectly handle any problems myself.
- 8) _____ you return the money you have stolen or I call the militia.
- 9) Neither a militiaman _____ a victim could find a witness.
- 10) The colonel told me that I could neither have a vacation _____ take a day off.

8. Complete the second sentences so that it has a similar meaning to the first sentence. You must use between two and eight words:

- 1) It wasn't necessary for you to invite a lawyer as I already did it.
— You _____ a lawyer.
- 2) It would be a good idea for you to escape early.
— You _____ early.
- 3) It wasn't necessary for him to pay for the damage, although he did.
— He _____ the damage.
- 4) Perhaps he left the car unlocked.
— He _____ the car unlocked.
- 5) It is possible that you forgot to delete our fingerprints.
— You _____ to delete our fingerprints.
- 6) He will probably pass his driving test.
— He is _____ his driving test.
- 7) I'll bring all necessary things for you.
— Would _____ all necessary things for you?
- 8) Driving without headlights is forbidden.
— You _____ headlights.
- 9) I don't believe that he is a burglar.
— He _____ be a burglar.
- 10) I advice you to drive more slowly.
— You _____ slowly.
- 11) I know that he couldn't kidnap and kill.
— I know that he could _____.
- 12) They may keep all his jewellery in the garden or in the attic.
— Perhaps he keeps all his jewellery either in the garden _____.

9. Choose one correct variant.

1) Jack has got a headache. He sleep well recently.

- a) can't b) couldn't have c) hasn't been able to

2) You pay the fine. We have already done it.

- a) needn't b) mustn't c) can't

3) I'm sorry you didn't inform me about his rank deprivation. You tell me about such things next time.

- a) must b) should c) need to

4) You smoke in jail.

- a) would b) can't c) must not

5) We have got life imprisonment. We live our "previous life".

- a) can't b) needn't c) must

6) Lawyers learn a lot of laws by heart.

- a) may b) should c) must

7) Some years ago he imagine his son to be arrested.

- a) cannot b) could not c) should not

8) You stop cheating.

- a) must b) may c) ought

9) The escape was great. You should about it.

- a) know b) have known c) knew

10) You solve this problem in the court.

- a) ought b) allowed c) can

11) You to have visited your brother – prisoner, but you didn't.

- a) should b) ought c) can

12) I to do that.

- a) had b) would c) might

13) You do everything you want.

- a) ought b) able to c) may

14) I'm not sure but he be wrong

- a) must b) should c) may

15) The prisoner talk to his family last Friday.

- a) was allowed to b) allowed to c) was allowed

LISTENING

1. Look at the photo and discuss types of capital punishment



2. Answer the question before listening:

- How many countries continue to use a capital punishment today?
- Is a capital punishment removed from the British law? Why?

3. Listen to the record (BBC: Capital punishment) and check your answers.

4. Listen to it again. Then match types of capital punishment with countries.

firing squad	Singapore
little injection	China
hangman's noose	USA

5. Work in pairs.

Discuss if a punishment should be painful.

SPEAKING

1. What do you think about death penalty? Should government use such punishment? Why?

USEFUL LANGUAGE

To my mind
As for me
In my opinion
I
suppose/think/believe
I hope
It must be mentioned
that

Because
That is why
Such as
Because of
Thus
Since

Moreover
Not only...but also...
However
In spite of/despite
Nevertheless
But

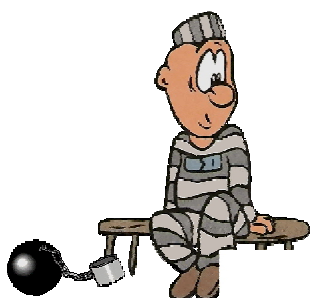
2. Discuss in pairs:

What is stricter death penalty or life imprisonment?

Use your justifications, examples, statements.

3. Would you like to improve Ukrainian Criminal Code?

Give justifications, suggestions, explanations, reasons and results.



4. Make a Power Point Presentation of the system of punishment in any foreign country.

WRITING

Appeal letter

To: Henry Peterson
Chief Judicial Magistrate
London High Court
34. Civil Lines, Central London
UK

10.09.2014

Appeal letter to judge

I was convicted for _____ and punished
(crime)
under Article No _____ part No _____ of the _____ of _____
(code) (state)
by the verdict _____ of the justice of peace under the criminal case
(date)
No _____. The imposed sentence was _____
(type of sentence)

I _____ disagree with the verdict because of the following,
(fully / partially)
namely:

1) _____
(motive 1)

2) _____
(motive 2)

3) _____
(motive 3)

In accordance with Articles No _____ of _____
(state)

I ask to _____
(what to do)

the verdict _____ of the justice of peace under the
(date)
criminal case No _____ .

Documents, which prove appellant reasoning, are appended.

“ _____ ” _____ 20____
(date)

(signature)

1. Read carefully the appeal letter.

Then, complete it with your own ideas.

2. Read the appeal letter again and underline phrases which you can use in your own appeal letter.



3. Read the linking words in the box below. Then, make 10 sentences with them:

Linking words

Reference:

considering, concerning, regarding,
with respect / regard / reference
to, in respect / regard / reference
to this / to that fact

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

4. Imagine that you have been sentenced, but you strongly disagree with the verdict for a number of reasons. Now you are going to write an appeal letter. Don't forget to use linking words in your letter.

TRASLATING

1. Look through the text and translate the highlighted phrases into the English
2. Translate the article into English.



Поняття покарання. Види покарань

Покарання є **заходом примусу**, що застосовується від імені держави за вироком суду до особи, визнаної винною у вчиненні злочину, і полягає в передбаченому законом обмеженні прав і свобод засудженого (ч. 1 ст. 50 КК України)

Метою покарання є: кара за вчинений злочин; виправлення та перевиховування засуджених; запобігання вчиненню нових злочинів засудженим та іншими особами.

Згідно зі ст. 52 КК України, покарання поділяють на три групи:

- 1) основні — громадські роботи, виправні роботи, службові обмеження для військовослужбовців, арешт, обмеження волі, тримання в дисциплінарному батальйоні військовослужбовців, позбавлення волі на певний термін, довічне позбавлення волі;
- 2) додаткові — позбавлення військового, спеціального звання, рангу, чину або кваліфікаційного класу та конфіскація майна;
- 3) такі, що можуть застосовуватися як основні, так і як додаткові — штраф, позбавлення права **обіймати певні посади** або займатися певною діяльністю.

Штраф — це грошове стягнення, що накладається судом у випадках і межах, встановлених в Особливій частині КК України. Розмір штрафу визначається судом залежно від тяжкості вчиненого злочину та з урахуванням майнового стану винного в межах від тридцяти до тисячі неоподатковуваних мінімумів доходів громадян, якщо статтями Особливої частини КК України не передбачено вищого розміру штрафу. Штраф як додаткове покарання може бути призначено лише тоді, якщо його спеціально передбачено в санкції статті Особливої частини КК України.

У разі неможливості сплати штрафу суд може замінити несплачену суму штрафу покаранням у вигляді громадських робіт із розрахунку: десять годин громадських робіт за один встановлений законодавством неоподатковуваний мінімум доходів громадян або виправними роботами із розрахунку один місяць виправних робіт за чотири встановлених законодавством неоподатковувані мінімуми доходів громадян, але на термін не більше двох років.

Позбавлення військового, спеціального звання, рангу, чину або кваліфікаційного класу. Згідно зі ст. 54 КК України, засуджена за тяжкий чи особливо тяжкий злочин особа, яка має військове, спеціальне звання, ранг, чин або кваліфікаційний клас, може бути позбавлена за вироком суду цього звання, рангу, чину або кваліфікаційного класу.

Позбавлення права **обіймати певні посади** або займатися певною діяльністю. Згідно з ч. 1 ст. 55 КК України, позбавлення права обіймати певні посади або займатися певною діяльністю може бути призначене як основне покарання на строк від двох до п'яти років або як додаткове покарання на строк від одного до трьох років.

Громадські роботи. Згідно з ч. 1 ст. 56 КК України, полягають у виконанні засудженим у вільний від роботи чи навчання час безоплатних суспільно корисних робіт, вид яких визначають органи місцевого самоврядування. Громадські роботи встановлюються на термін від шістдесяти до двохсот сорока годин і тривають не більше як чотири години на день, Громадські роботи не призначаються особам, визнаним інвалідами першої або другої груп, вагітним жінкам, особам, які досягли пенсійного віку, а також військовослужбовцям служби на визначений термін.

Виправні роботи. Згідно зі ст. 57 КК України, встановлюються на термін від шести місяців до двох років і відбуваються за місцем праці засудженого. Із суми заробітку засудженого до виправних робіт здійснюється відрахування у дохід держави у розмірі, встановленому вироком суду, в межах від десяти до двадцяти відсотків. Виправні роботи не застосовуються: до вагітних жінок та жінок, які перебувають у відпустці з догляду за дитиною, до непрацездатних, до осіб, що не досягли віку шістнадцяти років, до осіб, що досягли пенсійного віку, до військовослужбовців, працівників правоохоронних органів, нотаріусів, суддів, прокурорів, адвокатів, державних службовців, посадових осіб органів місцевого самоврядування.

Довічне позбавлення волі. Довічне позбавлення волі, згідно зі ст., 64 КК України, встановлюється за вчинення особливо тяжких злочинів і застосовується лише у випадках, спеціально передбачених КК України, якщо суд не вважає за можливе застосовувати позбавлення волі на певний термін. Довічне позбавлення волі не застосовується до осіб, що вчинили злочин до 18 років і до осіб віком понад 65 років, а також: до жінок, що були в стані вагітності під час вчинення злочину або на момент винесення вироку.

Службове обмеження для військовослужбовців. Згідно зі ст. 58 КК України, проявляється у позбавленні майнового характеру: в дохід держави проводиться відрахування у розмірі, встановленому вироком суду, у межах від десяти до двадцяти відсотків із суми грошового забезпечення засудженого; засудженого не може бути підвищено на посаді, у військовому званні, термін покарання не зараховується йому у термін вислуги років для присвоєння чергового звання. Воно застосовується на термін від шести місяців до двох років. Покарання у вигляді конфіскації майна. Полягає в примусовому безоплатному вилученні у власність держави всього майна або його частини, що є власністю засудженого. Якщо конфіскується частина майна, суд повинен зазначити, яка саме частина майна конфіскується, або вказати предмети, що конфіскуються. Конфіскація майна встановлюється за тяжкі та особливо тяжкі **корисливі злочини** і може бути призначена лише у випадках, прямо передбачених в Особливій частині КК України (ст. 59 КК України). Перелік майна, що не підлягає конфіскації за вироком суду, визначений у додатку до КК України.

Арешт. Новий вид основних покарань. За своєю природою він є різновидністю позбавлення волі на короткий термін (від одного до шести місяців), що полягає в триманні засудженого в умовах ізоляції, яке має здійснити на нього **шоковий виправний вплив**. Арешт допустимо застосовувати до всіх засуджених, у тому числі й до непрацездатних осіб, осіб пенсійного віку, військовослужбовців строкової служби. Не можна застосовувати це покарання до осіб віком до шістнадцяти років, до вагітних жінок та жінок, котрі мають дітей віком до семи років (ст. 60 КК України).

Обмеження волі. Справляє двоякий вплив на засудженого: а) він обмежується в свободі пересування і виборі місця проживання; б) він обов'язково залучається до праці. Засуджені відбuvають це покарання у кримінально-виправних установах відкритого типу без ізоляції від суспільства. За ними у встановленому порядку здійснюється нагляд. Обмеження волі є покаранням на певний термін — воно може призначатися судом на термін від одного до п'яти років.

Цей вид покарання не може застосовуватися до: а) неповнолітніх; б) вагітних жінок; в) жінок, котрі мають дітей віком до чотирнадцяти років; г) осіб пенсійного віку; ґ) військовослужбовців служби на певний термін; д) інвалідів першої і другої груп (ст. 61 КК України).

Тримання в **дисциплінарному батальйоні**. Застосовують винятково до військовослужбовців служби на певний термін. Таке покарання є одним із видів основних покарань, що застосовується на термін від шести місяців до двох років. Покарання у вигляді тримання в дисциплінарному батальйоні застосовується судом у випадках, передбачених чинним КК України, а також у випадках, коли суд, враховуючи обставини справи та особу засудженого, вважатиме за можливе замінити позбавлення волі на термін не більше двох років тримання у дисциплінарному батальйоні на той самий термін (ст. 62 КК України).

Позбавлення волі. Полягає у **примусовій ізоляції** засудженого та поміщенні його на певний термін до кримінально-виконавчої установи. Це основне покарання може застосовуватися на термін від одного до п'ятнадцяти років винятково тоді, коли воно вказане в санкціях норми КК України, яке передбачає відповідальність за вчинений злочин, а також у порядку амністії чи помилування при заміні довічного позбавлення волі позбавленням волі на певний термін.

Також воно може застосовуватися, коли суд прийде до висновку про можливість незастосування довічного позбавлення волі.

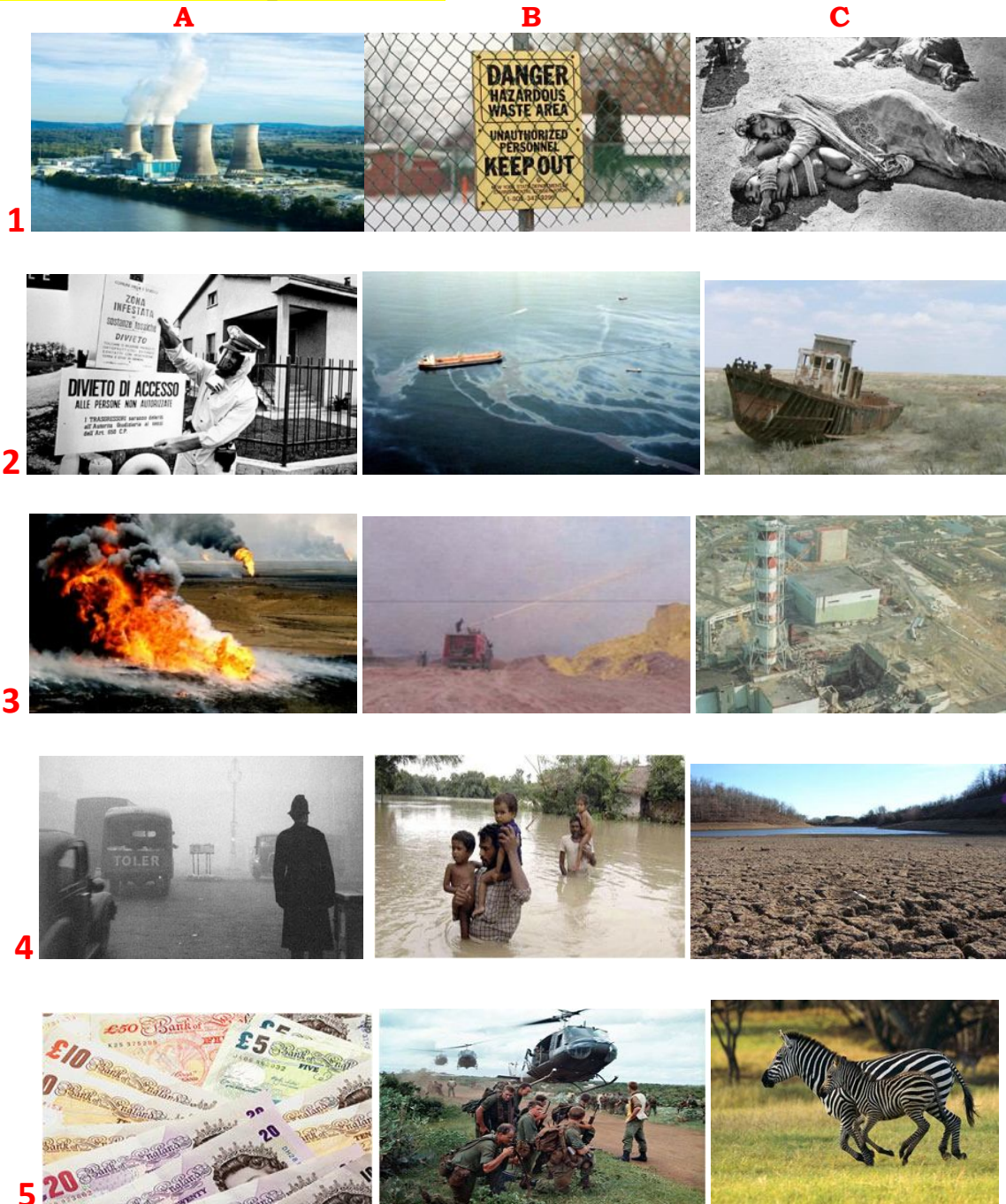
3. Retell the article in English
4. Write a review.

**If you are not
a part of the solution,
you are a part of the problem**

Unit 8

WARMING-UP

1. Look at the pictures and think: "If crime is the only disaster and danger of our world". Present your ideas.
2. Discuss in groups of 3-4 the environmental problems, presented in the pictures. What are the reasons and the results of these problems?



3. How do you understand a proverb: "If you are not a part of the solution, you are a part of the problem"?

1. Read the title and predict what the text is about? What disasters will be highlighted?
2. Using a dictionary translate and explain the words in bold.

10 Worst Man Made Disasters of All Time

Mankind has frequently created catastrophes that **devastate** the environment and taken lives. The 10 worst man-made disasters of all time are difficult to determine with so many **blunders**. However, excluding the loss of life resulting from war, terrorism or transportation disaster, this list includes the incidents that have had the most affect on people and the environment.

1. _____

With the **advent of industry**, London's population was accustomed to seeing foggy, **pollution** laden air. In 1952 however, this pollution took a tragic turn. This winter, the weather was cold and residents burned more coal in their fireplaces to **alleviate** the chill. The smoke laced with sulfur dioxide, nitrogen oxides and soot, and left London encased in a black cloud of near total darkness and killed over 12,000 people.

2. _____

Another of the 10 worst man-made disasters of all time was the Al-Mishraq fire on June 24, 2003. This fire at an Iraqi sulfur plant burned for about a month releasing sulfur dioxide into the atmosphere. Sulfur dioxide can kill people by causing **respiratory problems** and also creates acid rain which **destroys crops**.

3. _____

On April 26th 1986, the Chernobyl Plant in the Ukrainian Soviet Socialist Republic had a major **meltdown** which resulted in the atmospheric release of radioactive material four hundred times more radioactive than Hiroshima. Since the accident there have been countless children with **birth defects**, a sickening increase of **cancer** sufferers and many other health issues as well. It is estimated that the disaster could result in nearly 100,000 fatal cancers, and the area won't be safe for any activity, including farming for up to 200 years.

4. _____

The Gulf War **oil spill** is the largest oil spill in history making it one of the 10 worst man-made disasters of all time. In 1991, following the invasion of Kuwait, Hussein sent men in to blow up the Kuwait oil wells. They managed to set over 600 **ablaze** and these burned for over seven months. The oil spill that resulted from the fires caused considerable environmental damage.

5. _____

The Aral Sea was one of the four largest lakes at one point in time. However, in the 1960's, the Soviet Union diverted the waters from the rivers that fed the lake to irrigation projects. The sea has now shrunk by 90 percent and the **salt** and **sandstorms** that the devastation created kill plant life and have negative consequences for hundreds of miles around.

3. Match the headings with passages.

- 1) The Kuwait Oil Fires
- 2) Dioxin Pollution
- 3) The Exxon Valdez Oil Spill
- 4) The Three Mile Island Nuclear Explosion
- 5) The Destruction of the Aral Sea

Headings:

- 6) London's Killer Fog
- 7) The Love Canal
- 8) The Union Carbide Gas Leak
- 9) The Al-Mishraq Fire
- 10) The Nuclear Power Plant Explosion in Chernobyl

4. Match the pictures Ex 1 p 106 with the passages of the text. There are extra pictures.

5. Discuss in pairs: "The influence of a person on our natural environment".

6. _____

On March 24, 1989, the American oil tanker the Exxon Valdez collided with the Bligh Reef. This created an oil spill with far reaching consequences in the Prince William Sound in Alaska. Over 11 million gallons of oil spilled over nearly 500 miles polluting the **coastline**. Over a quarter million birds were killed and countless other wildlife. Over 11,000 people **aided** in the clean up process.

7. _____

On July 10, 1976 in Meda, Italy, a reactor in the ICMESSA chemical company exploded. This led to **a toxic cloud** of dioxin being released into the atmosphere. Dioxin is one of the most toxic chemicals known to man. While no one died as a direct result of the accident, many children were affected by the serious skin disease chloracne from the accident.

8. _____

In the 1940's a strange smell enveloped the area around the Love Canal near Niagara Falls. Residents also began to notice an odd seepage leaking into their yards and people began to fall ill. In addition, many women began to have **miscarriages** and give birth to babies with birth defects. Upon inspection, it was discovered that there was over 21,000 tons of toxic industrial **waste buried** below the surface of the town by a local company.

9. _____

On the night of December 2, 1984, the Union Carbide pesticide plant in Bhopal, India began to leak methyl isocyanate gas and other **poisonous** toxins into the atmosphere. Over 500,000 were exposed and there were up to 15,000 deaths at that time. In addition, more than 20,000 people have died since the accident from gas-related diseases.

10. _____

In Harrisburg, PA on March 28, 1979, the Three Mile Island nuclear reactor experienced a partial core meltdown. While little radiation was released from the accident thanks to a working containment system, this accident became the rallying call for fears about the nuclear power industry. **Livestock deaths**, **premature deaths** and birth defects have been attributed to the nuclear melt-down.

Man can have a devastating effect on the environment and the 10 worst man-made disasters of all time have had a negative effect on the environment for decades afterwards. Frequently these disasters are related to poor industrial oversight within developing countries. However, even with regulation a catastrophe can strike.

VOCABULARY IN PRACTICE

1. Complete the sentences using the words and the word-combinations in box.

fossil fuels, generate power, nuclear power stations, alternative form of energy, wind power, wind turbines, slim towers, unoccupied sites, monitor wind direction, wind farm.

- 1) People are desperately in need of a new form of energy to _____ to see the country's homes and industries into the XXI century.
- 2) Nowadays a lot of energy needs are met by burning _____ or generated in _____.
- 3) The _____ must be practical, cheap to set up and maintain.
- 4) _____ are arrays of electricity generating _____, which are tall, _____ with two or three rotor blades at the top.
- 5) _____ has been used as an alternative form of energy for many years to pump water.
- 6) Wind farms take up a lot of space and they are located on _____.
- 7) The turbines can be shut down by computers, which _____ and speed if the wind becomes too strong.

2. Match the words with their definitions.

rubbish dump	• a piece of equipment worn over your face to protect you from poisonous gases
cycle path	• rain that contains harmful acid which can damage the environment and is caused by chemicals in the air
gas mask	• a place where rubbish is left
urban sprawl	• the gradual warming of the air surrounding the Earth as a result of heat being trapped by pollution
acid rain	• a part for bicycles for example beside the road or in a park
ozone layer	• the spread of city buildings and houses into an area that used to be countryside, or the area in which this has happened
greenhouse effect	• a layer of gases in the sky that prevents harmful radiation from the sun from reaching the Earth

3. Complete the table:

fish	
animals	
insects	
reptiles	
plants	

4. Work in pairs. Complete the table with your ideas.

Problems	Effects	Solutions
Global warming		
Pollution		
Hunting/Overfishing		
Lack of resources		
Deforestation		
Endangered species		

***Make a dialogue, suggesting the ways of solving these environmental problems**

Language box

Why don't we...
We can.../could also...
It would be a good idea to...
If...,then...

Have you ever thought about...?
Let's go...
I know we should...
It is necessary for us to do...

By doing something we could...
It would be nice if we did...
To do something, we need to...

5. Using the words and the word-combinations from Unit 8, make a short monologue on the topic "Law enforcement & protection of our environment".

6. Crossword

1. People are grateful to all _____ for their help.

2. The chemical factory's owner is guilty of _____ barrels of chemicals into the river.

3. The _____ effect is the most awful problem of the world.

4. It is forbidden to dump the _____ in the park by local authorities.

5. Endangered species need in _____.

6. Many rivers, lakes and oceans are _____ because of industrial waste.

7. Stricter laws and harsher punishments for illegal _____ can prevent animals' death.

8. _____ species are written in the red book.

9. Lack of rains cause _____

7. Learn phrasal verbs "run", "see", "set", and fill in a correct preposition (Appendix 18):

1) to find by chance = to run _____

2) to escape = to run _____

3) to deal with = to see _____

4) to have knowledge of = to see _____

5) to start a journey = to set _____

6) to begin working hard = to set _____

7) to take care of = to see _____

8) to inspect a place = to see _____

9) to start a business = to set _____

10) to meet unexpectedly = to run _____

11) to talk continuously = to run _____

12) to start sth and leave with it = to run _

GRAMMAR IN USE

15 Facts about Disasters You Didn't Know

Disaster can strike anytime, anywhere. They can be natural disasters or created by man. This can also bring out the best of human nature and show the worst side of mankind. These 15 facts about disasters are shocking and demonstrate that anyone can be affected.

1. Every year over 25.8 million people are affected by a natural disaster across the world.

2. Avalanches travel at speeds of over 200 miles per hour. In 1962 in Peru, several tons of ice and snow slid down Huascaran Peak in the Andes Mountains and killed over 4000 people.

3. The state that has the largest risk for tsunamis is Hawaii with over one a year.

4. On December 26, 2004 a tsunami triggered by a 9.0 magnitude earthquake caused the most devastating tsunami in history killing over 226,000 people in Indonesia, Sri Lanka, India, Thailand and the Maldives. In addition, millions of others were displaced.

5. The "Dust Bowl" of 1934 created a period of famine and drought in the United States in the 1934 Great Plains as land that had once been fertile was covered with huge clouds of dust lifted by heavy winds.

6. 1959 to 1961 was a period of famine for China. This was brought about by crop failure and led to starvation, disease and cannibalism. However these disaster facts were not revealed to the world until 1981 by the Chinese government.

7. In 1099 a flood caused by a combination of storm waves and high tides washed across the coastal areas of the Netherlands and England killing over 100,000 people.

d) make WH-questions to 9-15 paragraphs;

e) make as many different questions as possible to the conclusion.

1. Using the text (Appendix 13):

a) poses as many "Yes/No - questions" to the introductory paragraph as possible;

b) make alternative questions to 1-3 passages;

c) make "tail-questions" to 4-8 passages;

8. Floods are the number one deadly disaster in the United States accounting for over 46 percent of disaster related deaths according to disaster facts.

9. In 1815 in Tambora, Indonesia the Mount Tambora volcano exploded resulting in the deaths of 92,000 people, mostly due to starvation.

10. Cyclones, hurricanes and typhoons are the same thing. Different names are used in different parts of the world. In the Atlantic Ocean they are known as hurricanes, in the tropics they are known as tropical cyclones, in the Indian Ocean they are known as cyclones and in the Pacific Ocean they are known as typhoons.

11. The deadliest Western Hemisphere hurricane on record was in Barbados, West Indies in 1780. It killed nearly 22,000 people and completely devastated Barbados, Martinique and St. Eustatius.

12. Earthquakes are not generally killers according to disaster facts. The events afterwards are the cause of death including buildings collapsing, tsunamis and volcanoes.

13. Up to 10,000 people die a year as a result of an earthquake.

14. Nearly 90 percent of all volcanoes are in the "Ring of Fire," a group of volcanoes that circle the Pacific Ocean.

15. Hurricanes have winds of at least 74 miles per hour.

A disaster can devastate a community and the after affects can lead to drought, famine and disease. The understanding the facts about disasters can help to make sense of what is occurring.

2.Fill in the correct interrogative word (Appendix 13):

- 1) – _____ did The Chernobyl Plant in Ukrainian Soviet Socialist Republic have a major meltdown?
– On April 26th 1986.
- 2) – _____ people died during the catastrophe?
– 37 adults and 8 children.
- 3) – _____ did the airliner crash?
– Near the river.
- 4) – _____ did the All-Mishraq Fire burn at an Iraqi sulfur plant?
– For about a month.
- 5) – _____ did the bomb explode?
– At 6 p.m.
- 6) – _____ are you so nervous?
– Because I have seen a car accident.



3.Give full answers to the questions below.

- 1) What is the most dangerous event you have seen?
- 2) Why do people build dangerous plants such as the Chernobyl Plant?
- 3) How can we predict and stop such disasters as global warming and greenhouse effect?
- 4) Who is guilty for air and water pollution? Why?
- 5) Why did the Titanic crash?
- 6) How can we stop deforestation?
- 7) What is the result of overpopulation?
- 8) Where should factories store industrial waste?
- 9) What are negative effects of using gadgets?
- 10) What are the benefits of solar and wind energy?

4.Complete the dialogue.

- A: Have you decided what you want to do when you leave the prison?
 B: Yes, 1) _____. I saw the career advisor yesterday.
 A: Did he give you any ideas?
 B: Yes, 2) _____. He was very helpful.
 A: Are you going to look for a job?
 B: No, 3) _____. I want to set up my own voluntary organization.
 A: Have you decided whom to help?
 B: Yes, 4) _____. I'd like to be useful and help people who became homeless after different disasters.
 A: Are you going to work in team?
 B: Yes, 5) _____. I hope lots of kind people will work with me.
 A: You have a great plan. I wish you good luck.
 B: Thank you. See you!

5. Express similarity or difference in two ways (Appendix 17):

	1	2
1) My friend doesn't get sick with cancer.	<i>Neither do I</i>	<i>I don't either</i>
2) He stole old lady's earrings.		
3) They lost their property.		
4) I am not tired.		
5) They had to migrate two years ago.		
6) I visited a shelter yesterday.		
7) Government can't stop overpopulation.		
8) He couldn't predict the disaster.		
9) People help children with birth defects.		
10) We can prevent deforestation.		

6. Write sentences with so or neither (Appendix 17):



	Suzie	Tom	Betty	Jack
Survived the earthquake	✓			✓
Became homeless		✓	✓	
Get sick with AIDS	✓	✓		
Lost relatives			✓	✓

- 1) Jack survived the earthquake. _____.
- 2) Tom became homeless. _____.
- 3) Betty lost relatives. _____.
- 4) Suzie gets sick with AIDS. _____.
- 5) Tom did not lose relatives. _____.
- 6) Betty did not get sick with AIDS. _____.
- 7) Jack did not become homeless. _____.
- 8) Tom did not survive the earthquake. _____.

7 Choose one correct variant:

- 1) do you come from?
 a) What b) When c) Where
- 2) It was the worst disaster of the century, ?
 a) was it b) isn't it c) wasn't it
- 3) Why people have respiratory problems?
 a) are b) do c) -
- 4) explosion lead to a toxic cloud?
 a) Can b) Is c) Do
- 5) environment pollution cause livestock death or birth defects?
 a) Do b) Does c) Is
- 6) I organized a voluntary organization. So my friend.
 a) do b) did c) don't
- 7) Each person hates wars. We do it .
 a) so b) too c) either
- 8) Why does acid rain crops?
 a) destroys b) to destroy c) destroy
- 9) A man can have a devastating effect on the environment, ?
 a) doesn't he b) can he c) can't he
- 10) many people in Ukraine suffer from cancer? – Because of the explosion in Chernobyl.
 a) How b) Where c) Why
- 11) The declining amount of land causes global conflicts, ?
 a) isn't it b) doesn't it c) does it
- 12) Fish can't live in polluted water. can marine plants.
 a) neither b) so c) either
- 13) Deforestation is a massive global problem, overpopulation.
 a) so is b) neither is c) so do
- 14) years do scientists investigate our ecosystem?
 a) How long b) How many c) How mach
- 15) should be punished for natural disasters?
 a) Who b) Why c) Where



LISTENING

1. Watch the video “Making an Emergency Call” and answer the questions:

a) What emergency happened?

b) How old was his grandmother?

c) What part of his grandmother's body was injured?

d) What emergency service was going to help boy's grandmother?

2. Watch the movie again and check your answers.

3. Before listening to the song read the text and try to guess the missed words

4. Listen to the song and check your answers.

Matt Costa - Emergency Call

Skin's turning green, eyes are turning yellow
The Doctor stays rich because I'm a sickly fellow
Got the hypochondriac blues
I need your [] to soothe
Creams and pills they've got nothing on you

Well call me the Doctor and give me the []
Easily obsess on an open []
Doctor, Doctor, can't get no relief
This losing sleep is misery
Won't you come and [] me?

Doctor, Doctor

Spent the last week in my bed started feeling []

My psychiatrist fills me up with a new prescription
Tell me where I went wrong
It felt too good for too long
Honey you got the [] for me

Well Doctor Doctor can't get no relief
And this losing sleep is misery

Well call me the Doctor and give me the cure
Easily obsess on an open sore
I don't want to be sick no more

Doctor, Doctor
My heart's made of glass, mama don't you break it
I knew that I made a mistake when I let you take it
Now this [] is only for you
I need your medicine to soothe
Creams and pills they've got nothing on you

Well call me the Doctor and give me the cure
But come back mama I'm feeling withdrawal
Please take my [] call

How long must I wait held up in []?
I tried to erase my past, to make a good impression
But my broken horn's lost the tune
And only shattered mirrors fill my room
Fell for you and only got me down

5. Tell your group if you have ever helped somebody in emergency.

SPEAKING

1. Work in pairs. Read the situation below and discuss which emergency services you need to call. Prove your ideas:

Emergency	MILITIA; FIRE; AMBULANCE; COAST
GUARD;	
services:	GAS EMERGENCY SERVICE; ANIMAL
WELFARE	

There is a fire in the school	Someone is having a heart attack	Someone is drunk and causing trouble	There is an intruder in your house
A boat is sinking	There is smoke coming under the door to the kitchen	There's been an air crash	Something is on the horizon and it may be a sunbed
There has been a car crash, but people aren't injured	Someone has tried to commit suicide	There is a pickpocketing	Someone has fallen and is unconscious

2. Tell you group about the emergency that has happened in your country. Present the problem, its reason, the number of injured people, environmental harm etc.

3. Work in pairs. Read and complete the dialogue:

- Good afternoon! You are on the emergency line now.
- _____
- What is the problem?
- _____
- Well. What address are you ringing about?
- _____
- Is anyone injured?
- _____
- How many people are injured?
- _____
- Can I have your name and phone number, please?
- _____
- All right. The emergency group will be there in 5 minutes...



4. Make a project for citizens with detailed instructions on how to behave during an emergency situation. It's up to you to choose an emergency situation.

WRITING

1. Complete the emergency report

Linking words

Emphasis: besides, in fact, not only this ...but also..., as well, what is more, as a matter of fact, to tell you the truth, actually, indeed, let alone.

Clarification: that is to say, specifically, in other words, to put it another way, I mean.



Militia Department Emergency report

Time: _____

Date: _____

Describe the emergency: _____

Responding officer's

badge number: _____

Describe the response:

1. Dispatch announced a _____

2. I responded and

3. Dispatch direct me to

4. Dispatch provided a

2. Write 10-15 sentences using the linking words above:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

3. Read the letter of complaint. Then, highlight all the linking words. Explain their usage.

4. Read the letter of complaint again and write down the tip.

A letter of complaint

Dear sir,

I am writing to express my strong dissatisfaction with the service I had in the housing office.

Firstly, I was not satisfied with the quality of elevator service. The elevator in my house is in disrepair. Furthermore, two children were closed there and couldn't go out for more than two hours. Moreover, the dispatch did not help the children to go out.

Secondly, the yard-keeper does not clean the yard. It is always a lot of rubbish outdoors. Thus, our children can not play in the yard because of dirt. What is more, when I complained, the yard-keeper threw her pack of rubbish in the center of the yard and went away.

To make matters worse, the roof of our house is leaking. We pay the bills regularly, but there is no repair work.

As you can imagine, I was not happy with the service and I strongly recommend you to improve the quality of your work or else I can assure you that I will be talking my business elsewhere.

Yours faithfully,
Sandra Block

TIP

A LETTER OF COMPLAINT

The diagram consists of three vertically stacked ovals, each containing five horizontal green lines for writing. Downward-pointing arrows connect the bottom of each oval to the top of the next one below it.

5. Imagine, that a factory dump its waste near your house. Write a letter of complaint to your city authorities. Use linking words in your letter.

TRASLATING

10 Critical Facts About Global Warming

Among the massive problems that the entire world is currently dealing with is global warming. The negative effects it brings to plants and animals are quite scary and the consequences it can bring on us humans are even a lot more frightening. Global warming facts are usually debated in the media and politics and it is really sad to say that even if all of us argue on what causes it, the effect that global warming brings are measurable, global and real. Basically, we, human beings cause it and the consequences we are facing right now can be more severe if we cannot do things to take care of our mother earth.

1. Rising Sea Levels

The increasing temperature levels basically means melting of polar ice sheets, sea ice and glaciers. And because all of these are melting, the amount of water present in oceans and seas are increasing and sea levels are rising.

2. Glaciers are shrinking

You need not to have some sort of specialized tool in order for you to see that the world's glaciers are shrinking. Due to increasing temperatures, Tundra, which used to be covered with permafrost that was very thick is now melting and is now covered with plants.

3. Heat Waves

Currently, these occurrences happen 2-4 times more often and extreme heat waves are increasing steadily over the past fifty to a hundred years. Scientists have found out that in the next 40 years, this occurrence can happen 100 times more as compared to today. This will suggest a continuous increase in temperature, heat-related diseases and wildfires.

4. More storms and more floods

Scientists make use of climate model in order for them to forecast the effect of increasing global temperatures on precipitation. But, we need not to have a model for us to notice that severe storms are occurring more often now. Hurricanes that belong to categories 5 and 4 occurred twice as much as it used to.

5. Drought

Although several countries are suffering more storms and rising sea levels, there are also some parts of the world that are experiencing drought. Drought conditions may rise up to 66% as estimated by experts as the climate warms and temperatures rise. A rise in this condition will lead to a shortage in water supply and a decline in agricultural quality. A scarier effect will be starvation among those who live in areas affected by this condition.

6. More Diseases

Many health sites like Food Pyramid inform us on how to live healthier and eat better. But what good does it do when the general public damages the environment that creates health threats all throughout the globe that is being caused by increased temperatures with associated droughts, storms and floods. These conditions create an environment conducive for the growth of disease-carrying organisms such as mice, ticks and mosquitoes. Currently, there is a rise in outbreaks in different parts of the globe.

7. Financial Setbacks

Along with the increasing temperature, the cost linked with climate change also increases. Extreme floods and storms with losses in the agricultural industry may cause damages amounting to billions and billions.

8. War and Conflicts

Global conflicts, issues, wars and security threats can be caused by the declining amount of land, water and food.

9. Biodiversity Loss

Along with rising global temperatures, the endangerment and loss of species is also increasing. By the year 2050, studies have shown that almost thirty percent of animal and plant species currently present will be in a risk for extinction.

10. Damage of Ecosystems

The massive increase in carbon dioxide levels and the changes in climatic conditions will really test our ecosystems. This will threaten our supply of food, energy resources, clean air, fuel resources, fresh water supply and all of the other things we need.

1. Match the words with their Ukrainian equivalents

1. Mother Earth
2. Melting glaciers
3. Forecast the effect
4. Loss
5. A decline in quality
6. Endangerment
7. Wildfires

1. Пожежі у природі
2. Передбачати ефект
3. Матінка-Земля
4. Понижина якість
5. Втрата
6. Погроза вимирання
7. Таяння айсбергів

2. Translate the text into Ukrainian

3. Retell the article in English

1. Look through the text. Then, rewrite all new words from the article “Immediate Aftermath and Recovery”. Then, find in the dictionary their transcriptions and translations.

2. Write the synonyms to the words:

issue, alleviate, protect, catastrophe,
necessary, primarily, benefit, investigation,
similar

3. Translate the text.

4. Write a review.

Immediate Aftermath and Recovery

Two days after the bombing, President Obama issued an Emergency Declaration for Massachusetts to “alleviate the hardship and suffering caused by the emergency in the local population, and to provide appropriate assistance for required emergency measures, authorized under Title V of the Stafford Act, to save lives and to protect property and public health and safety, and to lessen or avert the threat of a catastrophe in the counties of Middlesex, Norfolk, and Suffolk. “This declaration authorized FEMA to identify, mobilize and provide equipment and resources necessary to alleviate the impacts of the emergency. FEMA was authorized to provide Category B emergency protective measures to include item such as police personnel, search and rescue, and removal of health and safety hazards. FEMA also provided Public Assistance to include funding for shelters and emergency care of Norfolk and Suffolk counties, which was primarily used for residences whose homes had been impacted during the blast or could benefit from crisis counseling. That assistance was provided with 75 percent federal funding.

Additionally, FEMA authorized state and local agencies in Massachusetts to use existing preparedness grant funding to support law enforcement and first responder overtime costs resulting from investigation support activities or heightened security measures, from April 15, 2013 through May 5, 2013, FEMA granted a similar authorization for state and local agencies hosting major special events scheduled during this timeframe.

A sound mind in a sound body

Unit 9 WARMING-UP

1. Discuss in pairs the quotations:

- Health is better than wealth.
- An apple a day keeps a doctor away.
- Early to bed and early to rise – makes a man healthy, wealthy and wise.
- A merry heart is a good medicine.
- You are what you eat.
- Eat to live, not live to eat.



2. Test yourself: "Are you healthy?"

	Yes	No
1) Do you eat fruit and vegetables every day?		
2) Do you go in for sports?		
3) Do you watch TV for more than an hour a day?		
4) Do you eat sweets every day?		
5) Do you sleep 8-10 hours at night?		
6) Do you think about your health?		

Put "one" for each "yes-answer!"

My total score _____

What does your score tell about?

0-2: Oh, dear! Forget about chips and sweets! You need fruit and vegetables!

3-4: Do more exercises and eat more carefully!

5-6: You keep fit! Well done!

3. Tell us about lifestyle/daily routine of a militiaman, using words and word-combinations below:

get up early and go to bed early

smoke

eat too much/little

eat healthy food

take regular exercises

watch TV too long

drink alcohol

keep to a diet

spend much time outdoors

take too much medicine

work on your computer too long

1. Answer the question: Is it stressful to work as a militiaman?

2. Work in pairs. Explain the highlighted words. Then use them in your own situations.

10 Simple Ways to Live a Less Stressful Life by Leo Babauta.

"If you ask what is the single most important key to longevity, I would have to say it is avoiding worry, stress and tension. And if you didn't ask me, I'd still have to say it." - George F. Burns

Stress is a major problem for many people — a hectic, stressful job, a chaotic home life, bills to worry about, and bad habits such as unhealthy eating, drinking and smoking can lead to a mountain of stress.

If your life is full of stress, like mine once was, there are some simple things you can do to get your life to a more manageable level.

Now, your life will probably never be stress-free — I don't think that's even desirable, even if it is possible, because stress is something that challenges us and helps us grow. At a reasonable level. But when stress gets too high, it causes us to be unhappy and unhealthy.

It wasn't that long ago when I was working long hours in a very stressful job, with little time for my family, smoking and eating fatty foods and not exercising. I had a lot of debt and too many bills. I was unhappy and stressed out all the time. I was losing hair ... OK, actually that was because of genetics, but still. I was pretty stressed.

So I made some drastic changes. I quit my job. I simplified my life. I quit smoking and started exercising and eating healthier. I began to eliminate my debt. And I learned some habits that, when applied on a daily basis, can really transform the way you live, in a positive way.

How did I do all of this? One thing at a time. I didn't do a major rehaul of my life. I changed one habit a month, and gradually over the course of a year or two changed a lot of things in my life.

I won't guarantee that all of these will work for you. They worked for me, but each person is different. Pick and choose the ones that will work best for you, and give them a try. One at a time.

1. [Blank] This is the simplest and best way to start reducing your stress, and you can start today. Right now. Focus as much as possible on doing one thing at a time. Clear your desk of distractions. Pick something to work on. Need to write a report? Do only that. Remove distractions such as phones and email notifications while you're working on that report. If you're going to do email, do only that. This takes practice, and you'll get urges to do other things. Just keep practicing and you'll get better at it.

2. [Blank] A hectic schedule is a major cause of high stress. Simplify by reducing the number of commitments in your life to just the essential ones. Learn to say no to the rest — and slowly get out of commitments that aren't beneficial to you. Schedule only a few important things each day, and put space between them. Get out of meetings when they aren't absolutely essential. Leave room for down time and fun.

3. [Blank] Do something each day to be active — walk, hike, play a sport, go for a run, do yoga. It doesn't have to be grueling to reduce stress. Just move. Have fun doing it.

4. [Blank] Other than getting active, improving your health overall will help with the stress. But do it one habit at a time. Eat fruits and veggies for snacks. Floss every day. Quit smoking. Cook something healthy for dinner. Drink water instead of soda. One habit at a time.

5. [Blank] What do you enjoy that calms you down? For many people, it can be the "get moving" activity discussed above. But it could also be taking a nap, or a bath, or reading, or having sex (which can also be considered a "get moving" activity if you do it for longer than 5 minutes). Other people are calmed by housework or yardwork. Some people like to meditate, or take a nature walk. Find your calming activity and try to do it each day.

6. [Blank] Finances can be a drain on your energy and a major stressor. If that's true with you, figure out ways to simplify things. Automate savings and bill payments and debt payments. Spend less by going shopping (at malls or online) much less. Find ways to have fun that don't involve spending money.

7. [Blank] Have fun each day, even if it's just for a few minutes. I like to play with my kids — they take my mind off everything and are really hilarious. I also like to play sports (again, often with my kids). Board games are fun. Sex, again, can be a fun activity. Whatever you choose, be sure to laugh.

8. [Blank] Throwing yourself into a creative activity is another great way to de-stress and to prevent stress. I like writing, but others like to paint or play music or sketch or make pottery or do interior design or build things.

9. [Blank] This is a favorite of mine. I like to take 20-30 minutes and just go through a room, getting rid of stuff we don't use or need anymore. I look around at anything that's cluttering up a room, and get rid of it or find a better place for it. When I'm done, I have a nice, peaceful environment for work, play, and living. Do this a little at a time — it can be one of your "fun activities".

10. [Blank] I will admit that it's hard to be early when you have to get 6 kids ready (seriously — try it!). But being late can be very stressful. Try to leave earlier by getting ready earlier, or by scheduling more space between events. Things always take longer than normal, so schedule some buffer time: extra time to get ready, to commute, to do errands before you need to be somewhere, to attend a meeting before another scheduled appointment. If you get somewhere early, it's good to have some reading material

3. Read the text and match the headings to each part of the article. Highlight the proofs of your choice.

- | | |
|---|---------------------------|
| 1. Simplify your schedule | 6. Get moving |
| 2. Develop one healthy habit this month | 7. Simplify your finances |
| 3. Have blast | 8. Do something calming |
| 4. Get creative | 9. One thing at a time |
| 5. Be early | 10. Declutter |

4. Discuss in groups of 3-4 your own ideas on how to avoid stress at work.

VOCABULARY IN PRACTICE

1. Read the passage and translate highlighted words:

In order to stay healthy it is important to have a **balanced diet** – in other words, food that contains something from each of the three main groups of food. These groups are **protein, fat** and **carbohydrates**.

You find protein in lots of food, for example **meat, fish, nuts, cheese** and **milk**. It helps your body to grow and to be healthy and it gives you **energy**. Fat gives you energy but don't eat a lot – it's bad for you. There are a lot of **fatty foods** that come from animals, for example milk, cheese, butter.

Carbohydrates give you more than 70% of your energy. **Bread, pasta, cereals, fruit** and **vegetables** such as **potatoes** and **cabbage** all contain lots of carbohydrates.

Fruit, vegetables, **beans** and nuts, brown bread all have fibre. It doesn't give you energy but it fills your stomach when you are **hungry**.

There are many different **vitamins** and **minerals**. They help our body to be healthy. You can get all your vitamins and minerals from fruit and vegetables.

2. In pairs complete the table with as many products as possible. Then use these words to describe the best healthy diet.

Dairy products	<i>Cheese, milk...</i>
Fish	<i>Salmon...</i>
Meat	
Fruit	
Vegetables	
Pastries	
Second courses	
First courses	

3. Read the text below and choose the words which best fits each space. Underline your answers.

Health is something that you can't simply regain once you 1) _____ it, you can't just become as good as new if you have 2) _____, money can't give you that luxury. Health is something more 3) _____ than anything money can buy. Your own wellbeing is priceless. Having a strong heart pumping blood through you 4) _____ overwhelms a big paycheck, having healthy lungs which help you 5) _____ air, is more

	A	B	C
1	find	lose	save
2	problems	rest	dinner
3	rich	expensive	valuable
4	veins	life	health
5	pollute	breath	wash
6	until	while	when
7	laziness	oversleeping	overworking
8	for	of	from
9	fit	touch	going
10	diet	product	food

valuable than having a new computer, having everything in check with your body beats having lots of material things. As John Billings says: "Health is like money, we never have a true idea of its value 6) _____ we lose it." People sometimes put their jobs above everything, they do so by 7) _____, having a terrible diet, choosing to work late instead 8) _____ going to sleep early. Keeping 9) _____, having a good rest, choosing balanced 10) _____ you will be the richest person in the world.

4. Look at the words/phrases in the box. Are these things good (+) or bad (-) for your health?

walking; junk food; fizzy drinks; lots of sleep; fresh fruit/vegetables; stress; city life; alcohol; missing breakfast; fatty dinner; smoking; vitamins; going in for sports; caffeine; oily fish; frozen food; having rest; pills.

5. Work in pairs. Look at the extract from the conversation. What do you think the missing words are? Complete the dialogue using words and word-combinations in the box

Doctor: Hello. How can I help you?

Patient: Well, doctor. I have got a _____ and I feel _____.

Doctor: Oh, How long have you had this _____?

Patient: A few _____ now. Also, I have a high _____.

Doctor: And are you very worried or under pressure at the moment?

Patient: No, I don't think so. But I can't _____.

Doctor: And what about your throat?

Patient: Yes, I have a _____ throat and a bad _____.

Doctor: Do you take some _____?

Patient: No.

Doctor: OK. It's nothing to _____ about. Get some _____, and drink lots of _____ drinks. Take these antibiotics.

medicine, worry, terrible, problem, headache, sleep, temperature, days, cough, sore, rest, hot.

6. Imagine that you are a militiaman, who has been injured by a wrongdoer. Work in pairs and make a dialogue. You are a militiaman and your mate is a doctor. Use some words and phrases in the box.

have got a headache/stomachache; have got the flu/ a cold; have broken your leg; sore throat; go for an X-rays; bad cough; get some rest; take pills. What's the matter? Can I have a look? It's very painful where does it hurt?

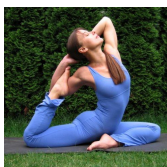
7. Learn phrasal verbs "stand", "take" and fill in a correct preposition (Appendix 18):

- 1) You should always stand ____ your ideas and only then you succeed!
- 2) A nurse takes ____ you in a hospital if you have no relatives.
- 3) For healthy life people need to take ____ any sport activities.
- 4) I'd like to take ____ all doctor's recommendations.

***Write a short story using phrasal verbs "stand" and "take"**

8. Match the words with the pictures. Work in groups of 3-4 and discuss which sports are popular among people nowadays? Why?

- | | | |
|---------------|------------------|--------------|
| 1) badminton | 6) rollerblading | 11) surfing |
| 2) basketball | 7) running | 12) swimming |
| 3) boxing | 8) sailing | 13) tennis |
| 4) football | 9) scuba diving | 14) yoga |
| 5) golf | 10) snowboarding | |



GRAMMAR IN USE

1. Read the dialogue between the interviewer and the militia officer. Then rewrite it into Reported Speech (Appendix 14):

- I:** Good afternoon! We are glad to see you!
- P:** Hello! I'm glad to see you too!
- I:** You are so brave and strong. How can you connect your job with healthy life style?
- P:** Actually I do not have enough time for cooking meals and going in for sports, but I try to do my best. I eat fresh fruit and vegetables and drink a lot of milk.
- I:** What role does sport play in your life?
- P:** As I have mentioned I do not go in for sports, but I am fond of such activities that allow me to keep fit at home. I start with running then I take exercise programmes.
- I:** Do your colleagues go in for sports?
- P:** Yes, of course. Some of them prefer swimming, skiing, playing badminton, others are keen on football, boxing. Unfortunately, public sport facilities are not always available to my colleagues and they are engaged into outdoor activities. Most of them prefer running too.
- I:** What do you know about foreign sport programmes for police?
- P:** According to the latest figures the most popular sports in Europe and America are walking, cycling and jogging.
- I:** So, we see that our officers are very strong and healthy.
- P:** Certainly! Sport is very important in our life. Keep fit. Be in harmony with your soul and body!
- I:** Thank you...

2. Read the passage from the policeman's report and rewrite it into Reported speech:

Policeman: "I visited Sandra Black on Monday (the 6th of November) she was with her two children: a boy, named Peter, and girl, named Betty. Peter is five years old and Betty is seven.

The house of Sandra is not appropriate for children living. There is no lightening inside. Also, it is cold in the rooms. The rooms are dirty and there is a lot of rubbish. It would be great if Sandra Black cleans her rooms and Betty helps her about the house. Another good idea is to pay for central heating and hot running water or to install a boiler. Also it is necessary for them to cover the floor with a carpet. If Sandra Black doesn't do these recommendations her children can catch a cold, have a headache, sore throat and bad cough. Moreover, Sandra Black should pay attention to her children's way of life. It is forbidden to eat junk food and drink cola every day. Children need in vitamins and sport activities. They ought to eat fresh fruit and vegetables, dairy products, drink green tea and juice. Furthermore, they must not play computer games and watch TV all day long. It is necessary to walk, to go in for sports and to have a rest and lots of sleep.

If Sandra Black doesn't follow my advice her children will have lots of problems with their health."

3. Choose the correct answer (Appendix 14):

1. He asked me if I would be working late **this/that** night.
2. Frank asked her where she **bought/had** bought that oily fish.
3. The doctor told me **to keep/kept** fit.
4. Alice said she was tired and she **is going/was going** to lie down.
5. My friend asked me how long I **had been eating/ate** junk food.
6. She asked us if **we would/would we** agree to help her.
7. Peter said he **learnt/had learned** the rule and he was doing the exercise.
8. George said he **doesn't/didn't** want to catch cold and stay at home.
9. My aunt said she could hardly **stop/stopped** from laughing.
10. She asked Tim if his cold **is/was** any better that day.

4. First read then report what the colonel told the lieutenants:

- | | |
|--|----------------------------------|
| 1. Do not smoke in no-smoking areas. | 6. Be smart! |
| 2. Keep fit and go in for sports. | 7. Don't sleep during your work. |
| 3. Don't be drunk! | 8. Never miss your breakfast. |
| 4. Wear your uniform! | 9. Don't be nervous. |
| 5. Visit a doctor at least two times a year. | 10. Follow healthy lifestyle. |

1. He told them... _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

5. Fill in: say, tell or ask in the correct form (Appendix 14):

First, the doctor 1) _____ good morning. Then he 2) _____ us that the militia had been 3) _____ questions about hooliganism at hospital. The militia 4) _____, that some patients had been seen smoking and drinking alcohol inside the building. Also several nurses were 5) _____ if they knew anything, one of them 6) _____ that she saw a broken window and heard noise. Others 7) _____ nothing. They were probably 8) _____ lies. The doctor 9) _____ everyone for information. He 10) _____ staff and witnesses must 11) _____ him the names of those involved. Finally, one patient 12) _____ that he knew who they were, but he can't 13) _____ the militia the secret. 14) _____ the truth is not _____ always _____ easy.

6. Paraphrase using Direct Speech:

- 1) Steve told me that he had been working sixty hours a week for the last 2 months.
- 2) Alison told me she was having dinner.
- 3) She asked me not to open the window.
- 4) said he had had an accident.
- 5) The boy said he was afraid he had broken his leg.
- 6) Kate told her mother she would not be out for long.
- 7) He said that he had gone in for boxing before he entered the university.
- 8) David said he had broken the bicycle.

7. Paraphrase using Reported speech:

- 1) "Give me a cup of tea, please", said the captain to a cadet.
- 2) "Don't drink too much alcohol", said the lieutenant to an old man.
- 3) "Don't make so much noise at night", said the militia officer to a musician.
- 4) "Don't smoke in public", said the major.
- 5) "Get up early and do mourning exercises", advised the doctor.
- 6) "Don't eat for several days", my doctor told me.
- 7) Nick's father said to him: "Please, pass me a cigarette".
- 8) "Stay back!" – ordered the militia.
- 9) "Don't sell alcohol to children", – the militiaman told the shop assistant

8. The captain asked the suspect some questions. First read, then report the captain's questions:

1. What's your name?
2. Where do you work?
3. Where were you last night?
4. Are you familiar with Mr. Simons?
5. Why did you visit him?
6. What pills did you give him?
7. When did you buy the medicine?
8. Where did you buy it?
9. Why didn't you consult the doctor?

1. The captain asked the suspect... _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

9. Choose the correct variant:

- 1) "Please sir, can I have some more food?" Oliver.
a) told b) said c) tell
- 2) He insisted that I breakfast.
a) had missed b) missed c) miss
- 3) Alan asked the doctor lose weight.
a) how could he b) how he can c) how he could
- 4) He offered me some delicious meals.
a) cooked b) to cook c) cook
- 5) The doctor didn't suggest pizza.
a) ordering b) ordered c) had ordered
- 6) The officer informed us that all pills .
a) were still being b) is still being c) still checked
checked checked
- 7) The militiaman ordered the driver of his car.
a) step out b) to step out c) stepping out
- 8) The militiaman explained that it illegal to sell cigarettes to children.
a) been b) is c) was
- 9) An old man protested that he junk food.
a) had eaten b) was eaten c) ate
- 10) Christine complained that she a cold.
a) caught b) catch c) to catch
- 11) Katy asked they would be able to visit the gym the following year.
a) if b) of c) unless
- 12) He promised that they the following night.
a) would have a rest b) will have a rest c) had a rest
- 13) He denied the truth.
a) tell b) said c) telling
- 14) That man accused me of acting as if guilty.
a) I am b) I were c) I had
- 15) The militiaman whether I saw a wrongdoer.
a) wondered b) told c) said
- 16) We how we could avoid stressful situations.
a) wonder b) asked c) ask

LISTENING

1. Discuss in pairs: “What results can be caused by stressful situations?”

2. Watch the video “Behind the badge (Part 1)” and answer the questions:

- Compare the number of killed policemen and policemen, who committed suicide.
- Is it normal to announce openly the number of committed suicide policemen?
- How many suicides are committed by surprise?
- In what way are suicides committed among police officers?
- Are there any programmes to prevent police suicide?

3. Watch the video “Behind the badge (Part 2)”. Then, retell the story of Savino’s Partner.

4. Watch the video “Behind the badge (Part 3)”, Discuss in pairs:

How could the police officers react to the described event? Give a piece of advice on how to behave in such stressful situations.

5. Watch the video “Behind the badge (Part 4)”. Then, retell Dr. Shelton’s ideas and experience.

6. Watch the video “Behind the badge (Part 5)”. Then, write a short comment to the most impressed quotation (80-100 words).



7. Watch the video “Behind the badge (Part 6)”. Then, discuss in pairs:

“Why do people avoid speaking about their emotional problems and to ask for help?”

SPEAKING

- 1. Make a dialogue. Name and discuss the situations when some of yours habits can be dangerous or forbidden.**
- 2. Discuss in groups of 3-4 if it is important to have a daily routine? Why/Why not? Name and prove all advantages and disadvantages.**
- 3. Make a monologue. How do you feel about your lifestyle? What would you like to change? Why?**

Useful vocabulary

I really enjoy/like/love/prefer...
 I'm fond of...
 I'm interested in...
 I'm keen on...

I don't like...
 I hate/detest/can't stand...
 I find...a bit/rather boring

- 4. Tell your groupmates about occupational diseases of a militiaman. What caused it, when and where did it happen, what should be done about it? Use the table below.**

problem	symptoms	common cause
asthma	difficulty breathing, wheezing	an allergy to dust or animals
insomnia	can't sleep	stress anxiety
overtired	can't stop yawning	not getting enough sleep
indigestion	a bloated, painful stomach	eating too much or too quickly
Cramp	a painful muscle contraction	doing too much exercise
Flu	a headache, fever, aching muscles	a virus

- 5. Make a project: "An Early Bird vs A Night OWL".**



WRITING

ESSAY PROVIDING SUGGESTIONS TO PROBLEMS

TIP

Introduction

Present the problem
and its causes
(use a quotation/a rhetorical
question/addressing the
reader directly)

Main Body

- 1) suggestion 1 and its
expected result
- 2) suggestion 2 and its
expected result
- 3) suggestion 3 and its
expected result

Conclusion

Summarise your opinion
(use a quotation/a rhetorical
question/addressing the
reader directly)

1. **Read and analyse the tip. Then, read the essay and put the paragraphs in the correct order**

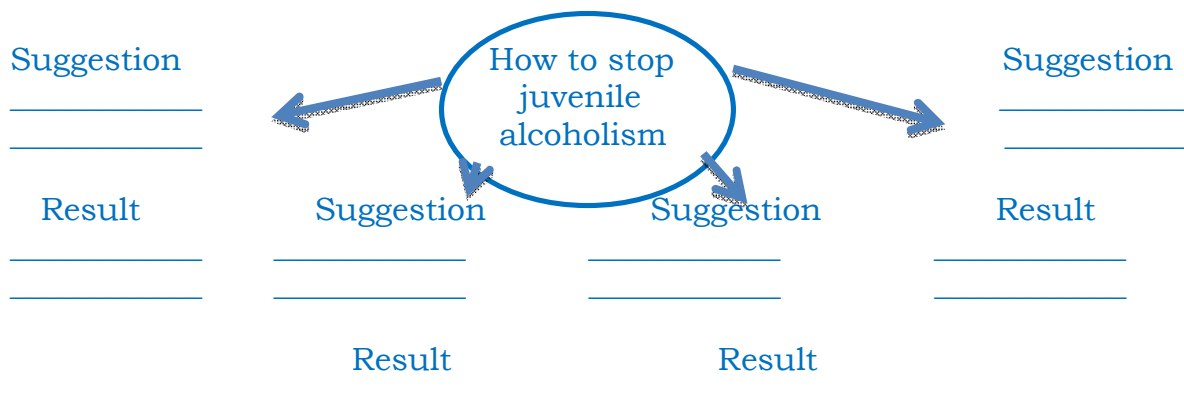
To take suggestions:

It would help if you did...
I would be a good idea if you
do...
Another useful suggestion
would be to...
The situation could be
improved by doing...
Steps should be taken to
solve...
Measures ought to be taken
in order to deal with...

To present results:

In this way...
This would...
Then...
If..., the result would be...
The effect/consequences/
result of... would be...

2. **Complete the spidergrams using your own ideas**



How can we be healthy without pills?

_____ In conclusion, there are many ways to be healthy without using pills.

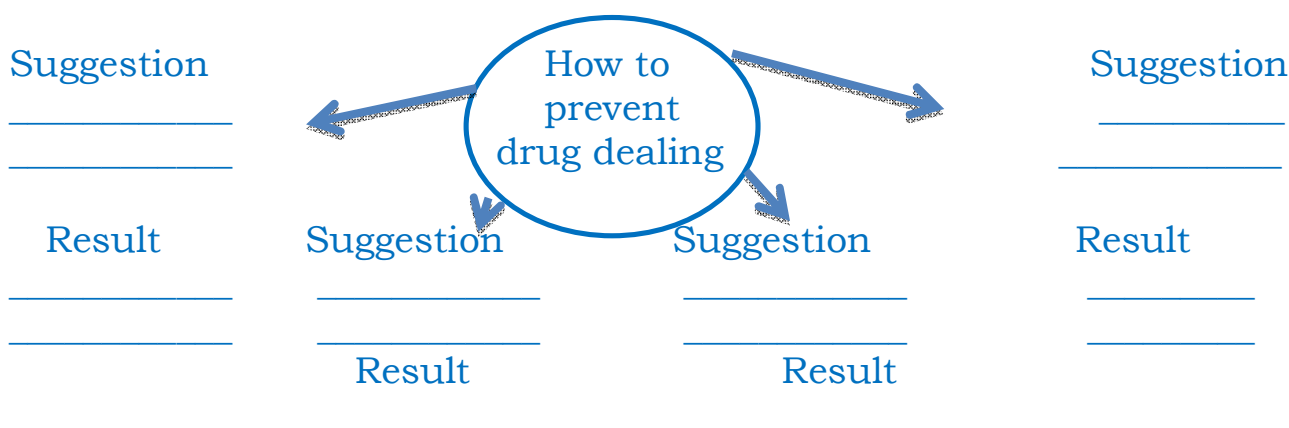
_____ How often do you catch a cold? Do you usually use pills? Nowadays, people prefer to make use of different medicines instead of natural products. Unfortunately, people do not become healthier, even more their immune systems get weak. Is there no way to stop making use of medicine?

_____ Another solution is to eat fresh fruit and drink juice. The result of such actions would be your good sight and tender skin because of getting lots of vitamins and minerals.

_____ Finally, it would help if you ate garlic or onion in cold weather. In this way your organism is protected from virus. Thus, you will not catch a cold.

_____ Firstly, measures should be taken in order to keep fit. It is useful to go in for sports such as tennis, dancing, football, climbing or others. If you do it, your body will be strong and healthy. Thus, your immune system will not be weak.

3. Write an essay providing solutions to a problem. The topic is "How to stop juvenile alcoholism" or "How to prevent drug-dealing". Use the completed spidergrams.



TRASLATING

1. Read the text. Try to understand the main idea.
2. Retell the most interesting part for you. Retell it in English.
3. Using your vocabulary translate the highlighted words and word-combinations in the text.
4. Then, translate the text.

There is no doubt that the effects of stress can be harmful. There are many illnesses thought to be brought on or **exacerbated** by the amount and experience of stress including **heart disease**, **alcoholism**, **sleep disorders**, and **psychological disorders**, to name a few. Research on stress has suggested that too little or too much stress can negatively impact performance, although this relationship has not been well established in the research on police. Policing has been described as the most stressful job in America. While an Australian police study showed police to have higher incidences of heart disease, hypertension, asthma, **hay fever**, skin illnesses, nervous breakdowns, and divorce rates than those of the general population, other research comparing police officers to other public workers found few differences in the level of stress experienced.

Many of the stresses police officers encounter are unique to their profession. While much of police work is routine, there is the possibility of great risk and danger at any moment. Additionally, police officers are often called to the scene of trouble and therefore are **exposed** to trauma, both physical and emotional. They frequently deal with individuals who are antisocial, antiauthority, angry, violent, emotionally disturbed, manipulative, or under the influence of alcohol and/or drugs.

Police also work in paramilitary organizations with rigid lines of authority, numerous rules and regulations, and the threat of disciplinary action when their behavior does not conform to laws, policies, procedures, or public expectations. In addition, many police find it difficult to build and **sustain relationships** outside the profession, since there is often a sense that no one else understands the pressures of the job. Most recently, newer sources of stress have emerged, including fear of contracting HIV/AIDS, having to become more "politically correct" in dealing with issues such as cultural diversity, and the transition to community policing (National Institute of Justice 2000).

There are two major theoretical approaches to stress. The first is based on the **assertion** that major life events trigger stress reactions, a so-called critical life events approach. Examples of these types of sources include dealing with homicide victims, child sexual assault or homicide victims, or deadly vehicle crashes or causing the death of someone through a shooting or vehicle accident. The other is based on a more chronic model of stress and focuses on daily routine activities that **impact** upon stress. These may include things such as administrative **hassles**, **boredom**, shift work, poor working conditions or pay, lack of public support, a **bogged down** and **overburdened criminal justice system**, and local politics.

These routine stressors may include stress from the organization, stress associated with the job or the criminal justice system as a whole, stress from external sources, and that which stems from one's personal situation. Organizational stressors may include things such as limited career advancement, little **professional incentives** or development, excessive paperwork, and lack of administrative support. Examples of job and criminal justice stressors are rotating shifts, excessive paperwork, the potential for citizen violence even when dealing with routine traffic investigations or domestic disturbances, and unfavorable court decisions. External stressors are things such as lack of community support and unrealistic public expectations, as well as pressure from politicians and the media.

Finally, there are a whole range of personal circumstances and stressors that could impact upon stress levels of police officers, both critical life events such as divorce, financial difficulties, or serious illness of a family member as well as routine stressors such as child care management, balancing family responsibilities, or commuting time. Therefore, both types of stress can **burden** a police officer on a temporary or chronic basis and pose a threat to health, safety, and well-being.

Stress among police officers has been associated with numerous physical and psychological consequences including alcoholism, back pain, burnout, cardiovascular disorders, depression, early mortality, gastrointestinal disorders and ulcers, migraines, sleep loss and sleep disorders, and even suicide.

Stress also places undue influence on families of police officers and can adversely impact the stability of family relationships. Financial arguments, separation, and divorce are symptomatic of the **tensions** and strains of policing. Research has suggested dissatisfaction by spouses of police officers. For example, Maynard and Maynard (1982) found that wives of officers report high levels of conflict, particularly in the area of making personal sacrifices because of the job (52% had to give up job opportunities or other plans) and also being discouraged from making plans too far in advance (60%). Also, 57% of wives surveyed felt that officers generally don't feel family and marriage are important, and 55% felt that the department thinks it is better to be divorced or single. Indeed, in that police agency, 70% are divorced within the first five years on the job. Rotating shift work and times of shifts often **interfere** with long-term family planning and the spouse's career choices as well.

Acute stress can often trigger a condition known as post-traumatic stress disorder (PTSD), in which flashbacks, hypervigilance, and nightmares are common. PTSD can lead to **withdrawal**, and when untreated can be **debilitating**. At its worst, acute or chronic stress can lead to suicide. Indeed, suicide rates for law enforcement officers have been reported to be much higher than that of the general population. More recent data, however, suggest that rates of police suicide have sharply declined during the past few decades. Decreasing rates of suicide may be attributable to more sophisticated and scientifically based hiring practices, stress management seminars, greater numbers of police psychologists working in urban departments...

During the 1990s, the National Institute of Justice (NIJ) supported evaluations of stress reduction programs in policing through its Corrections and Law Enforcement Family Support (CLEFS) program. One such program was the New York City program to train peer counselors so as to prevent suicide after a **spike** in suicides in 1994 and 1995. Other stress programs include services of private mental health professionals or psychological services in the agency including through the union, police **chaplain**, or employee assistance program. In total, the NIJ has sponsored research and program development in thirty agencies and organizations, including treatment and training programs.

Certain personality characteristics and personal habits can reduce the amount of stress experienced by police officers, as well as help them more effectively cope with and manage stress. Proper diet and eating habits can play a role in reducing the impact of stress. Because police are often called suddenly into action, it can be difficult to eat at a relaxed pace or to gain access to healthier quality of foods as opposed to high-fat, high-sugar, fast-food diets. Physical exercise can reduce stress and increase an officer's ability to adapt to organizational stressors. The Dallas Police Department **implemented** a physical exercise program and studied the overall effects on officer job performance, finding that it led to a **significant reduction** in sick days and citizen complaints (Swanson and Territo 1984). Other techniques such as relaxation and meditation can also prove beneficial. **Unfortunately**, too often police rely on unhealthy or counterproductive strategies for coping with stress...

There is no question that police officers experience unique stressors that **ultimately** result in a range of minor and serious physical and psychological symptoms. However, the belief that policing is the most stressful job is not accurate; indeed, those in other public safety occupations and unrelated careers also experience high levels of stress. Although the sources of stress for these occupations may be different, the consequences may put the public at greater risk. The good news is that there are a number of managerial prerogatives that are designed to reduce the negative impacts of stress, as well as personal behaviors that can improve one's ability to cope...

<http://what-when-how.com/police-science/stress-and-police-work/>

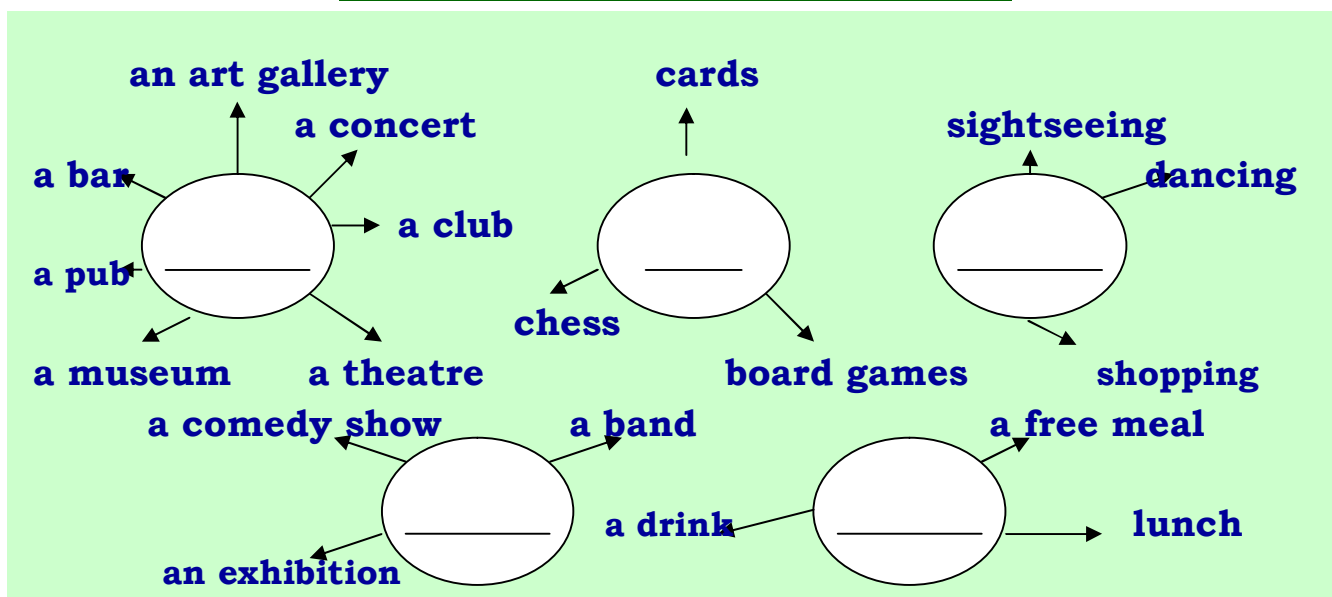
We work – you rest

Unit 10 WARMING-UP

1. Discuss in pairs: “How do you prefer to relax after your busy day?”

2. Complete the webs with the verbs in the box. There is one extra verb.

play, have, go, go to, get, see



3. Work in groups of 3-4. Look at the photos below. Using the word-combinations above, describe the pictures.



READING

1. Read the title and discuss with your partner what the text will be about.
2. What types of hobbies do you know? List them.
3. What hobby do you have?
4. Read the text and fill in the missed words.

Looking for a dangerous hobby?

When it comes to picking a hobby, everyone 1.____ different, some long for the peace and quiet that being alone in the great outdoors brings, whilst 2.____ long to stand up on stage and awkwardly act out famous plays and musicals for the entertainment of others. There is a whole section of hobbies 3.____ can be classed as death defying and dangerous, whether it's the adrenalin rush that accompanies the hobby or pushing the body to the brink, we're yet to discover what brings a person 4.____ put their life on the line all in the search 5.____ a little bit of fun. It probably wouldn't come as a surprise to learn that those taking part in extreme or dangerous hobbies such as bungee jumping, skydiving or those on our list will probably struggle when it comes to getting life insurance quotes. Far from focusing 6.____ some of the more well-known dangerous hobbies, we've pulled together a list of four extreme but lesser known hobbies that regularly bring their participants close 7.____ danger...

BASE jumping. BASE stands for Buildings, Antennas, Spans (bridges) and Earth (cliffs) and essentially, the hobby involves participants jumping from a fixed object 8.____ a parachute strapped to their back. The description alone makes it sound dangerous! Having evolved from skydiving, most BASE jumps are made from a lower altitude 9.____ skydives (typically 600m) therefore involving a shorter length of free-fall and requiring the parachute to be deployed almost instantaneously following the jump 10.____ ensure a safe landing. There 11.____ little margin for error when BASE jumping and those wishing to give it a go generally have done 100 or more standard skydives and have received tutoring 12.____ an experienced BASE jumping mentor. The kit needed is specific to BASE jumping and differs from that of standard skydiving gear.

Wingsuit flying. Ever wanted to fly 13.____ a bird, well kind of? A derivative of skydiving and BASE jumping, essentially wingsuit flying is a cross between hang gliding 14.____ skydiving that allows flyers to soar (without a hang glider) instead of falling straight through the air. If you've ever seen a nature documentary featuring flying squirrels, wingsuit flying closely resembles 15.____ the squirrels jump and spread their legs and arms and soar through the air. The wingsuit acts to slow the descent of the jumper (skydivers on average fall at a rate of 120mph compared to 50 to 60 mph for wingsuit flyers), giving them time 16.____ perform aerial stunts and acrobatics all whilst soaring horizontally. Wingsuit jumps need to be performed from an airplane or object with high enough altitude to allow time to glide. 17.____ safety, wingsuits still require the use of a parachute to land safely as flyers are unable to reduce their speed enough to allow for a safe landing without avoiding a nasty crash.

Bull running. Rather a niche hobby, bull running originates from 14th century Spain where the tradition of driving bulls from corrals outside of the city through the streets and to the bullring where they were to 18.____ killed. The running of the bulls happens 19.____ towns and villages across Spain, Portugal and some cities in Mexico, though the most famous of the events is the one run in Pamplona, Spain as part of the seven day festival of Sanfermines. Taking place each morning between the 7th and 14th of July, participants line up 20.____ 7.30am each morning then shortly after at 8am 12 bulls are released and chase participants along a pre-planned route through the city streets and toward the bullring. There 21.____ a few simple rules those wishing to participate need to follow; they 22.____ be 18 years old, run in the same direction as the bulls, not incite the bulls, and not be under the influence of alcohol. There are obviously dangers involved 23.____ willingly being chased by a pack of angry bulls, which is why it won't surprise you to know that each year between 200 – 300 injuries occur during the Pamplona run (interestingly most through slips and falls) though since 1924 when records began, 15 people have lost their lives taking part (mainly due to goring).

Free solo climbing. Touted as the being the purest form of climbing, free solo climbing involved climbing without the safety of a harness, safety belts, ropes or other protective gear usually used 24.____ protect climbers from falling. Due to the lack of safety equipment, free solo climbers 25.____ putting themselves directly 26.____ danger as any potential fall will likely result in death or certainly serious injury. Generally speaking, a height of 20 feet is considered practical enough to be classed as free soloing. Due to the location and natural makeup of climbing locations, changes in weather or to the climbing environment (loose rocks) can add danger 27.____ a free solo climb. The only safety feature many free soloists will attest to is climbing on routes they are familiar 28.____, this allows a familiarity between them and their climbing environment that could be the difference in a safe climb or one that results in injury or worse even death.

<http://guides.wikinut.com/Dangerous-hobbies/2gaiq4o>

5. Should the militia prevent organizing dangerous attractions? Why / Why not? Share your ideas in groups of 3-4.

VOCABULARY IN PRACTICE

1. Fill in the gaps with the correct word-combination:

**Surf the net; play board games; hang out with friends;
collect coins; go to an exhibition**

- 1) If you _____ for a long time, you'll have a backache.
- 2) If you _____ with your children instead of playing computer games, you'll have more friendly family.
- 3) Each weekend I _____ and we go to a café to drink coffee.
- 4) I'd like to _____ and to buy some paintings there.
- 5) Some people are keen on collecting stamps, other like to _____.

* Use the word-combinations above in your own situations.

e.g. Unfortunately, there is no computer at the militia station, so I can't surf the net when it is necessary.

2. Read and translate the words and the word-combinations.

**Work in pairs and take turns. Student A: describe the item,
Student B: guess the item.**

Alarm clock; dictionary; soap; digital camera; money belt; first aid kit; rucksack; umbrella; travel guide; suitcase; sun hat; boots; souvenirs; sunglasses; goggles; insect repellent; map; binoculars

* Imagine that you are going on a business trip to Italy / Cairo / Greenland. What items are you going to take with you? Why? (Use the words above).

3. Work in groups. Predict dangerous situations that can happen during the holiday (rest).

e.g. If you go to the forest and have barbeque there, you should make fire carefully or else the forest will burn.

4. List diseases you can have while you are resting.

e.g. Being on the beach for a long time without a hat you can have sunstroke.

5. Complete the table using the words and the word-combinations in the box:

cartoons, the news, stamps, fiction, plays, songs, pictures, stories, documentaries, music, coins, novels, books, modern music, newspapers, television, to the swimming-pool, to the theatre, detective stories, poems, novels, spy stories, soap operas, operas, magazines, badges, fiction, to the museum, to the cinema

watching	cartoons,
listening to	
collecting	
reading	
writing	
going	

6. Say what your friends' favourite hobbies are.

e.g. My friend's favourite hobby is reading poems.

7. Complete the text filling in the words and word-combinations in the box:

art galleries and museums, hand-made souvenirs, by plane, luggage, business trip, arrived at the airport, expensive, many photos, a good time

Last summer my partner had a very interesting _____. He went to New York _____. When he _____, he lost his _____. Nevertheless, my partner booked a hotel room, which was very _____. Then he visited _____ and bought there a lot of _____. Also he took _____. He had _____ there.

*** Write a short story about your favourite trip using the words above. Write 80-100 words.**

8. Learn phrasal verbs "turn", "wear" and "work". Match the phrasal verbs with their meanings (Appendix 18):

To work on	To make progress in business
To wear down	To arrive or appear
To turn up	To have an effect on
To turn over	To trade a sum of money
To work out	To develop successfully
To work up	To stop gradually

*** Play game: you tell the phrasal verb meaning and your groupmate should guess this phrasal verb.**

GRAMMAR IN USE

1. Make as many sentences as possible, using the words / word-combinations in the box (Appendix 15):

If	the thief the offender a wrongdoer	enters your house steals your collection of coins breaks the window of your room	you	will won't	call the militia help him be upset ask witness to help you
----	--	--	-----	-------------------	--

e.g. *If the thief steals your collection of coins, you will be upset.*

If	the neighbour the colleague your relative	wasn't busy came in time was free had money	you	would wouldn't	play board games go to the theatre have lunch together go sightseeing
----	---	--	-----	-----------------------	--

If	the militia	had had better cars had received the message earlier had been invited beforehand	they	would have wouldn't have	come to them earlier had more time for the operation found the wrongdoer immediately wasted the time
----	-------------	---	------	---------------------------------------	---

2. Complete the sentences in your own words:

- 1) The militia officer would have gone abroad, if _____.
- 2) I would tell the officer about the accident, if _____.
- 3) We will go to the cinema, if _____.
- 4) If you have finished the work, _____.
- 5) If you lose your favourite umbrella, _____.
- 6) If I get a lot of money, _____.
- 7) I would have bought that expensive painting, if _____.
- 8) If he earned a lot, _____.
- 9) If you spend your holidays abroad, _____.
- 10) I will leave the door ajar, if _____.
- 11) You will miss your bus, if _____.
- 12) If it rains tomorrow, _____.
- 13) They would go boating after a busy working day, if _____.
- 14) If you should change your mind, _____.
- 15) If it was possible, _____.

3. Put the verb into the correct form (Appendix 15):

- 1) If she (to go) abroad, she (to be) very happy.
- 2) I (to visit) him in the hospital, if I (to have) free time.
- 3) If we (not to like) his suggestion, we (to tell) him about it.
- 4) If John (to want) the advice, he (to ask) you.
- 5) If you (to have) better qualification, you (to be able to) apply for better job.
- 6) If you (to want) to find necessary information, you (to surf) the net.
- 7) If somebody (to steal) your collection of stamps, you (to call) the militia.
- 8) If I (to have) a billion dollars, I (to travel) around the world.
- 9) You (to feel) better, if you (to go to bed) earlier.
- 10) You (to have) free time, if you (to do) everything in time at work.
- 11) If he (not to lose) his ticket, he (to go) home by train.
- 12) If you (to ask) a militia officer, he (to help) you to find your baggage.
- 13) Don't be nervous if you (to hear) bad news.
- 14) Our group (to go) to Paris, if we (to win) the competition.
- 15) If I (to know) her phone number, I (to phone) her.

4. Translate the sentences into the English language:

- 1) Якщо ви загубилися у незнайомому місті, запитайте вірний шлях у дорожнього інспектора.
- 2) Якщо на вашій вечірці буде дуже шумно, ми викличемо дільничого.
- 3) Якщо б працівники міліції гарно володіли іноземними мовами, вони б частіше їздили на конгреси закордон.
- 4) Якщо ти любиш читати детективи, може ти схочеш працювати слідчим?
- 5) Якщо б він отримав вищу освіту, він би мав звання офіцера.
- 6) Сигналізація у музеї спрацює, якщо хтось торкнеться дверей.
- 7) Якщо мій робочий день буде дуже насичений, ввечері я краще не піду гуляти з друзями, а залишусь вдома та подивлюсь телевізора.
- 8) Якщо ви полишаєте свою домівку на свята, зачиніть усі вікна та двері.

5. Write a short story (80-100 words) on the topic "If I can earn a million...". Use Conditionals.

6. Work in pairs. Make a dialogue. Student A is a militia officer. Student B is a tourist. Discuss all unpleasant situations which can happen with a tourist and the preventive methods:

e.g. A: If you go abroad on holiday, you should know the laws of the country you are going to.

B: Yes, I know, but I'd like to clarify some points. What should I do if I lose my passport?

A: If you do it, you should go to a militia station and...

7. Transform the sentences, using "I wish" (Appendix 16):

- 1) I'd love to know five foreign languages.
- 2) Why don't we go to the restaurant more often?
- 3) She hates working on Saturdays.
- 4) He'd love to investigate this case.
- 5) I'd like to live in Great Britain.
- 6) They hate playing board games after dinner.
- 7) They didn't go to the party.
- 8) He decided to stop working as a detective.
- 9) He lost all his money.
- 10) Unfortunately, I didn't tell you the truth.

8. Imagine that you are a wizard and you can change your life.

Tell your group what you'd like to change. Use "I wish".

9. Put the verb in brackets into the correct form (Appendix 16).

- 1) I wish I (to hang out with friends) after a busy working day.
- 2) He fell and broke his leg pursuing the criminal. I wish he (to be) more careful.
- 3) I wish you (to read) more English books in future, because it is necessary for working abroad.
- 4) I can't remember where I've put my binoculars. I wish I (to can).
- 5) I wish I (not to lend) him my new car. He has broken it.
- 6) My watch has stopped. I wish I (to have) a better watch.
- 7) I feel so tired. I wish I (not to stay up) so late last night.
- 8) I wish I (not to spend) all my money last night.
- 9) I wish he (to present) me his painting.
- 10) I wish I (to watch) comedy show after stressful working day.

10. In pairs write a short story on "The ideal working day of a militia officer". Use "I wish" constructions. Write 80-100 words.

11. Choose one correct variant:

1. If she is as clever as you say, she rich by now.
a) will be b) would be c) would have been
2. If he had finished his work yesterday, he free now.
a) would be b) would have been c) will be
3. If I were you, I the facts before I accused them.
a) would check b) will check c) would have checked
4. If she were in your position, she him by now.
a) will help b) would help c) would have helped.
5. They that expedition if they have enough free time.
a) will join b) would join c) would have joined
6. If her neighbours are too noisy, she always .
a) complains b) complained c) has complained
7. I wish cadets more fashionable clothes.
a) wear b) wore c) worn
8. I wish she more pleasant to the victims of the robbery.
a) had been b) is c) will be
9. I wish they me more.
a) pay b) paid c) would pay
10. If they liked that souvenir, they it.
a) will buy b) would buy c) would have bought

11. Put the verbs in brackets into the correct tense:

"If you don't call the militia, you 1)___ (never find) your collection of badges". I remember my relatives saying me these words when my house was robbed. If I 2)___ (listen) to them, I 3)___ (get) back my badges. If I 4)___ (explain) the situation to a militia officer, he certainly 5)___ (help) me. If I 6)___ (can / change) anything about that situation, I 7)___ (get) my badges back. But for me, everything 8)___ (find) and the thief 9)___ (punish). If only I 10)___ (understand) it earlier...

LISTENING

1. Work in pairs. Discuss the meaning of the quotation below:

“Think more like a burglar to prevent home burglaries”

2. Listen to the record “Holiday Crime - Preventing Home Burglaries” and choose the correct answer:

- 1) How often does burglary occur?
a) every 15 sec b) every 15 min c) every 50 min
- 2) Before burgling your house, the wrongdoer _____.
a) listen to you b) watches you c) searches you
- 3) What is the main characteristic of a burglar?
a) hard-working life b) laziness c) intelligence
- 4) What do thieves steal in most cases?
a) laptops b) cash c) game machines
- 5) How many thieves are arrested?
a) 13% b) 30% c) 40%
- 6) What are thieves scared of?
a) a bull b) rats c) a noisy dog

3. Listen once more and repeat the ways to protect the home from burglaries. Note them:

You should do	You must not do

4. Discuss in pairs: “How do you protect your home on holidays?”

SPEAKING

1. Work in pairs. Imagine that one of you is going to a business trip to another country. Discuss such points:

- a) Which is the fastest method of travelling and why?
- b) Which is the most comfortable?
- c) Which method of travelling is the most convenient? What modern conveniences does it include?
- d) What hotel would you like to stay in?
- e) What kind of room would you like to book and why?
- f) What clothes should you take with you?
- g) What places should you visit?
- h) What souvenirs should you buy?

2. Work in pairs. Student A is a holidaymaker, who has some problems at the airport. Student B is a militia officer, who can help Student A. Make a dialogue, using the words / word-combinations below.

Information office, passport control, check your luggage, the Customs, custom officers, booking office, check-in, arrival, departure, a single (return) ticket

Use the phrases:

- I'm afraid, I don't catch what you've just said.
- I really haven't got a clue, I'm afraid.
- In other words, ...
- I'm sorry, I'm not sure what do you mean.

3. Tell the group about your favourite holiday (date, preparation, traditional decorations, dishes, visitors, customs etc.)

4. Work in groups of 3-4. Imagine that you are meeting with a portreeve on the eve of a holiday. You should propose him some useful methods on how to make your city more secure during this holiday time.

5. Look at the photos. Think about the speech you should make to warn people to prevent dangerous situations.



6. Make a project. Present the worst crime which was committed on holiday (present a victim, a criminal, a criminal scene etc). Use your pictures, photos, audio or video materials.

WRITING

1. Read the tip and analyse how to write a report.

REPORT TIP

Reports are usually written for a person in authority (e.g. a group leader, a director, a headmaster etc.).

Reports contain some description

Reports include some recommendations / suggestions for future actions.

Information is presented in separate sections, which have their own (appropriate) headings to help the reader easily identify what the report contains.

Opening remarks are presented in the top left-hand corner:

To: _____

From: _____

Subject: _____

Date: _____

The 1st paragraph is normally entitled Purpose or Introduction. The reason for writing is mentioned here.

The main body is divided into sections which have their own headings. We use linking words and short sentences to make the information easy to understand.

The final section is usually entitled Conclusion. We summarize the points of main body, make recommendations, and offer a personal opinion.

Present Tenses are normally used in reports.

2. Answer the questions:

- What linking words can be used to list points?
- What phrases can we use to make suggestions or recommendations?
- What phrases can we use to express results / effect?
- What linking words is it possible to use to conclude the report?

3. Read the background of the report and analyse what information each section will contain.

4. Write a report using its background:

Imagine that you are a juvenile militiaman. Teenagers have committed a lot of crimes in your district. Write a letter to headmasters of district schools on the conditions of extra entertaining and educative classes after the lessons and suggest ways in which teenagers can be more drawn with extra activities to reduce the statistics of juvenile crimes.

BACKGROUND OF THE REPORT**To:** _____**From:** _____**Subject:** _____**Date:** _____***Purpose***

The purpose of this report is to comment on conditions in _____ and to make recommendations for possible improvements.

Conditions

Although conditions are generally good, there are one or two problems. Firstly, _____

_____.

Secondly, _____

_____.

Finally, _____

_____.

Suggested improvements

There are a number of changes that could be made in order to improve the situation. To start with, I would strongly suggest that _____.

In such a way, _____.

Moreover, special care needs to be taken

_____.

Doing this would solve the problem of _____.

Last, it would be a good idea to _____.

As a result _____.

Conclusion

To sum up, while most of us are satisfied with the conditions, I feel the above improvements would make things even better. If these suggestions were carried out, _____

_____.

TRASLATING

1. Answer the questions:

Do you have National Militia Officer Day in our country?

How is it celebrated?

What are the traditions of this holiday?

2. Look through the text and translate the highlighted words and word-combinations, using the dictionary.

3. Read the text “National Police Remembrance Day” and translate it.

National Police Remembrance Day

In 2014, National Police Remembrance Day is being held throughout Australia and the Southwest Pacific on Monday, 29 September.

National Police Remembrance Day is a **significant** day of **commemoration** where people can reflect on each individual police force and remember those officers killed on duty. It provides an opportunity to honour all police who have given their lives serving the Australian and Southwest Pacific communities.

The National Police Memorial, located in Canberra, was completed in 2006 with the names of 719 fallen officers **inscribed** on a wall of **brass touch stones**. The touchstones include the officer's rank, name, jurisdiction and place and date of death. The names of officers killed in the preceding year are added at each National Police Remembrance Day Service.

Fortunately this year no Australian police officer has been killed on duty. However, at this year's service there will be the **retrospective** installation of a memorial touchstone for Victoria Police Senior Constable David Hobden who died in 2011. Senior Constable Hobden was seriously injured in a police motorcycle accident in 1990 and suffered continual health problems until his death. This retrospective inclusion will bring the number of officers named on the National Police Memorial to 757 since Constable Joseph Luker of Sydney became the first police death on duty in Australia in 1803.

National Police Remembrance Day was **instigated** in April 1989 during the Conference of Commissioners of Police of Australasia and the South West Pacific Region. It was **unanimously** agreed the service would be held on 29 September, the feast day of Saint Michael (the Archangel) Patron Saint of Police. Where 29 September falls on a weekend, **alternate** arrangements are made.

<http://www.afp.gov.au/en/about-the-afp/ceremonial/ceremonial-events/national-police-remembrance-day.aspx>

4. Write a review.

5. Match the Ukrainian words / word-combinations with their English equivalents:

Посилений режим	Duty squad
Особовий склад	Drunkenness
Наряд	Reinforced regime
Тілесні ушкодження	Personal staff
Алкогольне сп'яніння	Bodily harm

6. Translate the text into English:

Міліція й у свята на бойовому посту

Аби новорічні та різдвяні свята пройшли спокійно, працівники міліції працюють в посиленому режимі. Щодня до охорони громадського порядку залучається максимальна кількість особового складу Конотопського міського відділу міліції. Чергова частина реєструє всі звернення та повідомлення, які надходять на пульт "102" від місцевих мешканців. В триденний термін за усіма зверненнями та повідомленнями громадян, що містять склад злочину проводяться перевірки та приймаються рішення про порушення кримінальної справи або її відмову за відсутністю складу злочину.

Не залишаються без уваги й автошляхи Конотопщини. Щодоби на дорогах чергують по кілька нарядів Державтоінспекції. Для стабілізації дорожньої ситуації у період свят співробітники цього підрозділу особу увагу приділяють саме профілактиці дорожньо-транспортних пригод.

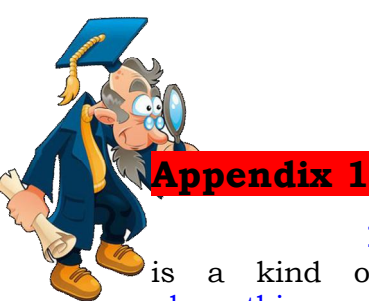
- Основною метою працівників ДАІ залишається недопущення на території обслуговування скоєння дорожньо-транспортних пригод, - зазначає начальник відділення ДАІ Конотопського МВ УМВС Олександр Грищенко. - Лише у перші дні Нового року працівники Державтоінспекції виявили 12 порушень правил дорожнього руху, з них 4 - за керування транспортними засобами в стані алкогольного сп'яніння. На жаль, вже 1 січня сталося дві дорожньо-транспортні пригоди, в яких постраждали люди. Перше ДТП сталося близько 20 години на вулиці Деповській у місті Конотопі, де водій автомобіля ВАЗ-2106 здійснив наїзд на 23-річну конотопчанку, яка несподівано вийшла на дорогу. Постраждала з тілесними ушкодженнями була госпіталізована. Буквально через годину в селі Великий Самбір Конотопського району водій автомобіля ВАЗ-2101 здійснив наїзд на жителя цього населеного пункту. З тілесними ушкодженнями чоловік був доставлений до лікарні. Наразі встановлюються причини та умови, що сприяли скоєнню цих пригод.

Користуючись нагодою, О.Грищенко звернувся до учасників дорожнього руху з проханням не порушувати правила дорожнього руху, коректно поводитися на дорогах, бути чемними один до одного, особливо в зимовий період. "Всі ці прості правила, - підкреслив начальник ВДАІ, - допоможуть у стабілізації ситуації на автошляхах."

Т.Кушнірова,
помічник начальника СЗГ Конотопського МВ УМВС

<http://tele-gurman.com/dai/1341-milicija-v-svata-na-bojovomu-posty>

7. Tell about militia regime on holidays in your city / town / village.



Appendix 1

NOUN –

is a kind of **word** that is usually the **name** of something such as a **person**, **place**, **thing**, **quality**, or **idea**. In **English**, nouns can be **singular** or **plural**.

There are four kinds of nouns: **abstract** (freedom, beauty etc), **common** (baton, prison etc), **connective** (government, staff, team etc), **proper** (Ann, London, Ukraine etc).

Plural form of nouns:

-s to the noun (burglar – burglars)	-s to nouns ending in: vowel + o (radio – radios), double o (zoo – zoos), abbreviations (photo – photos, disco – discos), musical instruments (piano – pianos)
-es to nouns ending in –s, –ss, –x, –ch, –sh (box – boxes, glass-glasses)	-ves to some nouns ending in –f/–fe (leaf – leave) (but: chiefs, roofs, cliffs, handkerchiefs, safes etc)
-ies to nouns ending in consonant + y (lady – ladies)	
-s to nouns ending in vowel + y (boy – boys)	
-es to nouns ending in –o (tomato – tomatoes)	

Compound nouns form their plural by adding –s/–es:

to the second noun if the compound consists of two nouns: girlfriend – girlfriends	to the first noun if the compound consists of two nouns connected with a preposition: sister-in-law – sisters-in-law
to the noun if the compound consists of an adjective and a noun: frying pan – frying pans	at the end of the compound if this is not made up of any nouns: breakdown – breakdowns

Irregular plurals: man – men, woman – women, foot – feet, tooth – teeth, louse – lice, mouse – mice, child – children, goose – geese, sheep – sheep, deer – deer, fish – fish, trout – trout etc.

Some nouns take only a plural verb. These are objects of two parts: garments (trousers, pyjamas etc), tools (scissors, compasses etc), instruments (binoculars, spectacles etc) or nouns which have a plural meaning such as: belongings, cattle, clothes, congratulations, earnings, goods, greens, outskirts, people, police, reaches, stairs etc.

Some nouns take only a singular verb. These are: mass nouns (bread, tea, sugar etc), abstract nouns (love, advice, death etc), nouns ending in –ics (athletics), games/diseases ending in –s (billiards, mumps etc), nouns such as: money, weather, luggage, furniture, news, etc.

Group nouns refer to a group of people. These nouns take either singular or plural verb depending on whether we see the group as a whole or as individuals: army, audience, class, club, committee, company, council, crew, family, government, press, public, staff, team etc.

The team was the best in the country.

The family were eating.

Nouns can be **countable** and **uncountable**.

Countable – those that can be counted (1 bag, 2 bags...). Uncountable – those that cannot be counted (water, snow...). Uncountable nouns take a singular form. They are not used a/an. **Some, any, no, much** etc can be used with them: I need some help.

The most common uncountable nouns are: accommodation, advice, anger, baggage, behaviour, blood, bread, business, chess, coal, countryside, courage, damage, dirt, education, evidence, food, fruit, furniture, gold, hair, happiness, help, homework,

housework, information, jewellery, knowledge, laughter, luck, luggage, meat, money, music, news, rubbish, seaside, shopping, soap, spaghetti, traffic, trouble, water, weather, work etc.

Certain expressions of quantity are used with uncountable nouns to show a particular amount or a portion of something. For example: a cup of coffee, a pound of butter, a loaf of bread, a piece of cake, a piece of furniture, a piece of news, a grain of rice, a grain of truth, a game of chess, a little help, a lot of work.

Articles

A countable noun in the singular always requires an article (a/an or the).

The indefinite article **a/an** has the following meanings: one, some, any; one item out of the group of many similar items. E.g.: a militiaman, a wrongdoer, an offender, an investigator etc.

The definite article **"the"** has the following meanings: this, that; the only one; the one that we are speaking about; the one that has already been mentioned. The meaning of the definite article with a plural noun is close to "these, those".

Note: The indefinite article "a" is used before words beginning with a consonant: a cat, a driver, a hero, a house, a number, a problem, a report, a truck, a window. Its variant "an" is used before words beginning with a vowel: an actor, an eagle, an icon, an owl, an umbrella. But "a" is used before the initial vowel "u" when it is pronounced [yu:], before the initial letter "y", and before the word "one": a union, a useful book, a yellow bag, a young man, a one-way street, a one-day stop. "An" is used before the mute initial consonant "h": an hour, an heir, an honor, an honest man.

Possessive case with 's or s' for people or animals	Possessive case with "of" for inanimate things
<ul style="list-style-type: none"> • singular nouns (person or animal) + 's <i>the child's trumpet, the cat's tail</i> • regular plural nouns + ' <i>the girls' bedroom</i> • irregular plural nouns not ending in s + 's <i>the men's suits</i> • compound nouns + 's <i>my brother-in-law's car</i> • 's after the last of two or more names to show common possession <i>Nick and Roy's car (They use the same car)</i> • 's after each name to show individual possession <i>Mary's and Peter's houses (They live in different houses)</i> 	<ul style="list-style-type: none"> • for inanimate things or abstract nouns <i>the roof of the house</i> • of + possessive case / possessive pronoun when there is a determiner (this, some etc) before the noun <i>some things of mine (some of my things)</i> <p>Note:</p> <ul style="list-style-type: none"> - phrases of place + 's: <i>at the butcher's</i> - time or distance expressions + 's/': <i>Sunday's paper</i>



ADJECTIVE –

is a word that defines, qualifies or modifies the meaning of a noun, or more rarely of a pronoun. It expresses the qualities or attributes of the word it qualifies. There are two main categories of adjectives: a) determining adjectives, and b) descriptive adjectives.

An adjective can be put before the noun: Mandy is a careful girl.

Adjectives can go after the following verbs: *appear, be, become, feel, get, go, keep, seem, smell, turn* etc: I feel great.

When we speak about what something *looks like, smells, sounds and tastes* - we use the adjective.

In general, **the correct order of adjectives** in English is:

1	2	3	4	5	6	7	8
Opinion	Size	Age	Shape	Colour	Origin	Material	Purpose
wonderful	large	old	oval	white	Italian	metal	dinning

- The adjectives *afraid, alone, alive, awake, asleep, glad* etc are never followed by a noun
- Nouns can be used as adjectives if they go before another noun. They have no plural form in this case: *a five-star hotel*
- Certain adjectives can be used as plural nouns referring to a group of people in general. These are: *the poor, the rich, the blind, the young, the old, the disabled, the hungry, the strong, the deaf, the living, the dead, the sick, the elderly* etc.

Degrees of Comparison

Adjective	positive	comparative	superlative
Of one syllable add -(e)r / -(e)st to form their comparative and superlative forms	Short Big Large	Shorter Bigger Larger	The shortest The biggest The largest
Of two syllables ending in -er, -ly, -y, -w also add -er, -est	Happy Narrow	Happier Narrower	The happiest The narrowest
Of two or more syllables take more or most	Attractive Awful	More attractive More awful	The most attractive The most awful

Irregular forms of comparison

positive	comparative	superlative
good	better	the best
bad	worse	the worst
Much / many / a lot of	more	the most
Little	less	the least
Far	farther further	the farthest the furthest
Old	older elder	the oldest the eldest

Types of comparisons

As...(positive degree)...as Not so/as ...(positive degree)...as Not such a(n)/so ... as	Nick is as clever as Tom. Olga isn't so tall as Ted. David isn't such a good investigator as Michael.
Less...(positive degree)... than The least...(positive degree)... of/in	The black car is less modern than the red one, but the blue car is the least expensive of all.
The + comparative..., the + comparative	The more you learn, the more you know.
Comparative + comparative	This case is becoming more and more interesting.
Prefer + -ing form / noun + to + ing form / noun (general preference)	I prefer travelling by plane to travelling by car.
Would prefer + to -inf + rather than + inf without to (specific preference)	I would prefer to stay at the hotel rather than go to the party.



Appendix 3

ADVERB –

describes verbs, adjectives or other adverbs: She drives carefully.

They say *how* (adverbs of manner), *where* (adverbs of place), *when* (adverbs of time), *how much/to what extent* (adverbs of degree) or *how often* (adverbs of frequency) something happens. There are also sentence adverbs (certainly, surely, probably, possibly etc) and relative adverbs (where, why, when).

Form

Adjective + **-ly**

adjective	adverb
dangerous	dangerously
careful	carefully
nice	nice
horrible	horribly
easy	easily
electronic	electronically
irregular forms	
good	well
fast	fast
hard	hard

If the adjective ends in -y, change -y to -i. Then add -ly.: happy – happily, but: shy – shyly

If the adjective ends in -le, the adverb ends in -ly: terrible – terribly

If the adjective ends in -e, then add -ly: safe – safely

Tip: Not all words ending in -ly are adverbs.

adjectives ending in -ly: friendly, silly, lonely, ugly

nouns, ending in -ly: ally, bully, Italy, melancholy

verbs, ending in -ly: apply, rely, supply

There is no adverb for an adjective ending in -ly.

Adverbs with two forms and differences in meaning

Deep = a long way down Deeply = greatly	Full = exactly, very Fully = completely	Late = not early Lately = recently	Sure = certainly Surely = without doubt
Direct = by the shortest route Directly = immediately	Hard = intently, with effort Hardly = scarcely	Near = close Nearly = almost	Wide = fully, off target Widely = to a large extent
Easy = gently and slowly Easily = without difficulty	High = at/to a high level Highly = very much	Pretty = fairly Prettily = in a pretty way	Wrong = incorrectly Wrongly = incorrectly, unjustly
Free = without cost Freely = willingly	Last = after all others Lastly = finally	Short = suddenly, off target Shortly = soon	

Order of adverbs

1. Adverbs of manner can be used in any position. In front position they give emphasis: *She opened the letter carefully. Carefully, she opened the letter.*

2. Adverbs of *manner, place and time*, when used in the same sentence, are usually placed as follows

Subject + verb	manner	place	time
<i>He was working</i>	<i>quietly</i>	<i>in the shed</i>	<i>all day.</i>

Adverbs of manner usually go in end position, but an adverb which ends in *ly* can sometimes go in mid position: *We asked permission politely. We politely asked permission.*

3. Note that when there is a verb of movement, the order is *place – manner – time*

Subject + verb	place	manner	time
<i>She went</i>	<i>there</i>	<i>by bus</i>	<i>yesterday.</i>

4. Adverbs of time usually go in end position. They also go in front position to emphasize the time.

5. Adverbs of frequency (*always, ever, occasionally, seldom, sometimes, usually etc*) go after the first auxiliary but before the main verb: *She was always complaining. She always comes on time.*

6. Adverbs of degree (*almost, hardly, quite etc*) go before the words they modify: *I've almost finished.*

7. A sentence adverb is a word or phrase like *certainly, perhaps, luckily, of course*. The adverb can go in front, mid or end position. Sometimes we put a comma after or before the adverb, especially in front, mid or end position: *Fortunately, the weather stayed fine. We'll probably have to queue for tickets. Rachel was late, of course.*

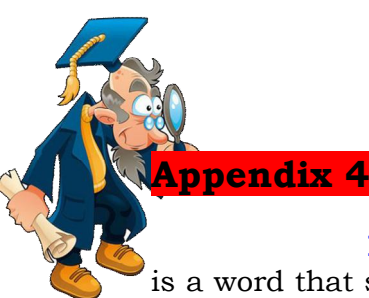
8. There can be more than one adverb or adverbial phrase in end position. Usually a single-word adverb comes before a phrase: *They landed safely on a small airfield.*

When there is a close link in meaning between a verb and an adverb, then the adverb goes next to the verb. With verbs of movement like *go, come and move*, a phrase of place comes before time: *My parents moved to London in 1993.*

9. In a positive statement, *still and already* usually go in the mid position. In a negative statement *still* goes before *haven't, can't, etc*. In a question *still* and *already* usually go after the subject: *Sarah isn't home yet. She's still at work. My friend is sixteen, and she still can't swim.*

Comparison of adverbs

adverbs	positive	comparative	superlative
adverbs having the same forms as adjectives add –er/-est	fast	faster	the fastest
“early” drops –y and adds –ier/-iest	early	earlier	earliest
two syllable or compound adverbs take more / most	often safely	more often more safely	the most often the most safely



Appendix 4

PRONOUN –

is a word that substitutes a noun or noun phrase used to prevent repetition of the noun to which they refer.

A pronoun must agree with the noun it refers. Therefore, if the noun is singular, therefore the pronoun must be singular; if the noun is plural, use a plural pronoun; if the noun is feminine, use a feminine pronoun, and so on.

Types of pronouns

Personal pronouns		Possessive adjectives	Possessive pronouns	Reflective-Emphatic pronouns
<i>Before verbs as subject</i>	<i>After verbs as objects</i>	<i>Followed by nouns</i>	<i>Not followed by nouns</i>	
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
It	It	Its	---	Itself
We	Us	Our	Ours	Ourselves
You	You	Your	Yours	Yourselves
They	Them	Their	Theirs	Themselves

Personal pronouns

- We use personal pronouns to refer to people, things or animals. We do NOT use a noun and a personal pronoun together.
- We use *I, you, he, she* etc before verbs as subjects and *me, you, him, her* etc after verbs as objects.
- There + be is used for something mentioned for the first time or to say that something or someone exists.
- It + be – is used give more details about something or someone already talked about.
- It + be + to inf / that-clause – is used to begin a sentence. It is also used for weather, distance, temperature, time expressions and in the following: It seems that, It appears that, It looks like, It is said that etc.

Possessive adjectives / pronouns

- Possessive adjectives / pronouns express possession. Possessive adjectives go before nouns whereas possessive pronouns do not go before nouns.
- Own is used with possessive adjectives to emphasise the fact that something belongs to someone and no one else.

Reflective / Emphatic pronouns

- Reflective pronouns are used after certain verbs (behave, burn, cut, enjoy, hurt, kill, look, laugh at, introduce, dry, teach etc) when the subject and the object of the verb are the same.
- Reflective pronouns can be used after *be, feel, look, seem* to describe emotions or state. They are also used after prepositions but not after prepositions of place.
- We don't use reflective pronouns with verbs *wash, shave, afford, complain, meet, rest, relax, stand up, get up, sit down, wake up* etc.
- Emphatic pronouns have the same form as reflective pronouns but a different meaning. They emphasise the noun or fact that one person, and not another, performs an action.
- Note these idioms: Enjoy yourself! Behave yourself! I like being by myself. She lives by herself. Help yourself to coffee! Do it yourself. Make yourself at home! Make yourself heard.
- *Each other* means *one another*.

Some – Any – No

Types of sentences	Adjectives	Pronouns	Adverbs	
			<i>things</i>	<i>places</i>
Positive	Some	Someone / somebody	Something	Somewhere
	Any	Anyone / anybody	Anything	Anywhere
Interrogative	Any	Anyone / anybody	Anything	Anywhere
Negative	No / not any	No one / nobody	Nothing	Nowhere
Positive/interrogative/negative	Every	Everyone / everybody	Everything	Everywhere

- *Some* is normally used in positive sentences before uncountable nouns or plural countable nouns. *Some* is also used in questions when we want to make an offer, a request or when we expect a positive answer.
- *Any* is normally used before uncountable nouns or plural countable nouns in questions. *Any* and its compounds can be used after if in a positive sentences. *Any* can also be used in positive sentences meaning *it doesn't matter when/ where/ who/ which*.
- *No / not any* are used before plural countable nouns or uncountable nouns in negations. *Any* is always used after negative words (*hardly, never, without, seldom, rarely*).
- *Every* is used before singular countable nouns. *Every* and its compounds take a verb in the singular.

Much – Many – A lot of

	countables	uncountables
Positive	A lot (of)/ lots of/ many	A lot (of)/ lots of/ much
Interrogative	many	much
Negative	many	much
Positive	A few = (some) / few = (not many, not enough)	A little = (some) / little = (not much, not enough)



Appendix 5

NUMERAL –

is a figure, a letter, a word (or their combinations) representing a number. Cardinal numerals indicate number, quantity or amount and are used in counting. Ordinal numerals indicate order, that is, the order of things in a series. Numerals can be written in figures or words (2 or two; 25 or twenty-five; 17th or seventeenth)

Cardinal	Ordinal
one, two, three, four, five, six, seven, eight, nine, ten (1, 2, 3, 4, 5, 6, 7, 8, 9, 10);	first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth (1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th);
eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen (11, 12, 13, 14, 15, 16, 17, 18, 19);	eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, nineteenth (11th, 12th, 13th, 14th, 15th, 16th, 17th, 18th, 19th);
twenty, thirty-seven, forty-two, fifty-one, sixty-five, seventy, eighty-three, ninety-eight (20, 37, 42, 51, 65, 70, 83, 98);	twentieth, thirty-seventh, forty-second, fifty-first, sixty-fifth, seventieth, eighty-third, ninety-eighth (20th, 37th, 42nd, 51st, 65th, 70th, 83rd, 98th);
one hundred eighty-six (186); two hundred (200); three hundred forty (340); four hundred (400); five hundred three (503); eight hundred twelve (812); nine hundred one (901);	one hundred eighty-sixth (186th); three hundred fortieth (340th); five hundred third (503rd); eight hundred twelfth (812th);
one thousand six hundred seventy-nine (1,679); four thousand (4,000); fifteen thousand (15,000); sixty-three thousand four hundred ninety-five (63,495); seven hundred eight thousand thirty-four (708,034);	one thousand six hundred seventy-ninth (1,679th); nine thousand eight hundred fiftieth (9,850th);
five million (5,000,000); thirteen million nine hundred sixty-seven thousand one hundred eleven (13,967,111); six billion three hundred forty-nine million twenty-five thousand six hundred eighty-two (6,349,025,682).	two hundredth (200th); three thousandth (3,000th); five millionth (5,000,000th).

Fraction

The numerator of the fraction is expressed by a cardinal numeral, and the denominator is expressed by an ordinal numeral. $1/2$ – one-half / a half; $1/3$ – one-third;

$1/4$ – one-fourth / a quarter;

$65/1000$ – sixty-five thousandths;

$1/5$ – one-fifth; $1/8$ – one-eighth;

$1\frac{1}{2}$ – one and a half;

$1/12$ – one-twelfth; $1/20$ – one twentieth;

$1\frac{1}{4}$ – one and a quarter;

$1/32$ – one thirty-second;

$6\frac{3}{7}$ – six and three-sevenths.

The digits to the left of the decimal point are usually read as a cardinal number, and the digits to the right of the decimal point are usually read as separate digits:

546.132 – "five hundred forty-six point one-three-two".

2056.831 – "two-thousand-fifty-six-point-eight-three-one".

Calculations

$3 + 4 = 7$ (pronounced "three plus four is/equals seven")

$10 - 6 = 4$ (pronounced "ten minus six is/equals four")

$5 \times 4 = 20$ (pronounced "five multiplied by four is/equals twenty")

$30 : 6 = 5$ (pronounced "thirty divided by six is/equals five")

Time



What time is it now?

For minutes 1-30 we use **PAST** after the minutes.

For minutes 31-59 we use **TO** after the minutes.

- 2:35 - twenty-five **to** three
- 11:20 - twenty **past** eleven
- 4:18 - eighteen **past** four
- 8:51 - nine **to** nine
- 2:59 - one **to** three
- 7:15 - a quarter past seven
- 12:45 - a quarter to one
- 3:30 - half past three
- 10:00 - ten o'clock
- 5:00 - five o'clock

Date

What is the date today?

- It is the third of August today. (OR It is August the third today.)
- It is the tenth of May today. (OR It is May the tenth today.)
- Tomorrow is the eighteenth of December. (OR Tomorrow is December the eighteenth.)
- It's the tenth of March. (OR It is March the tenth.)
- I was born on the eighteenth of May, 1979. (OR I was born on May the eighteenth, 1979.)
- John and Mary got married on the fifth of May, 2012. (OR John and Mary got married on May the fifth, 2012.)
- I will be in New York on the twenty-third of October. (OR I will be in New York on October the twenty-third.)
- His father died on the twelfth of June, 1964. (OR His father died on June the twelfth, 1964.)

Year

Before the year 2000

1492: fourteen ninety-two

1700: seventeen hundred

1801: eighteen hundred and one or eighteen oh /əʊ/ one

1908: nineteen oh eight

After the year 2000

2000: two thousand

2003: two thousand and three or twenty oh three

2012: two thousand and twelve or twenty twelve



Appendix 6

TENSES

Tense	Affirmative/ Negative/ Question	Use	Signal Words
<u>Present Simple</u>	A: I/you/we/they + V. He/she/it + Vs/es N: I/you/we/they + do + not + V. He/she/it + does + not + V Q: Do + I/you/we/they + V? Does + he/she/it + V?	<ul style="list-style-type: none"> action in the present taking place never or several times facts actions taking place one after another action set by a timetable or schedule 	always, every ..., never, normally, often, seldom, sometimes, usually
<u>Present Continuous</u>	A: I + am + Ving He/she/it + is + Ving You/we/they + are + Ving N: I + am + not + Ving He/she/it + is + not + Ving You/we/they + are + not + Ving Q: Am + I + Ving? Is + he/she/it + Ving? Are + you/we/they + Ving?	<ul style="list-style-type: none"> action taking place in the moment of speaking action taking place only for a limited period of time action arranged for the future 	at the moment, just, just now, Listen!, Look!, now, right now
<u>Present Perfect</u>	A: I/you/we/they + have + V3/ed He/she/it + has + V3/ed N: I/you/we/they + have + not + V3/ed He/she/it + has + not + V3/ed Q: Have + I/you/we/they + V3/ed? Has + he/she/it + V3/ed?	<ul style="list-style-type: none"> putting emphasis on the result action that is still going on action that stopped recently finished action that has an influence on the present action that has taken place once, never or several times before the moment of speaking 	already, ever, just, never, not yet, so far, till now, up to now
<u>Present Perfect Continuous</u>	A: I/you/we/they + have + been + Ving He/she/it + has + been + Ving N: I/you/we/they + have + not + been + Ving He/she/it + has + not + been + Ving Q: Have + I/you/we/they + been + Ving? Has + he/she/it + been + Ving?	<ul style="list-style-type: none"> putting emphasis on the course or duration (not the result) action that recently stopped or is still going on finished action that influenced the present 	all day, for 4 years, since 1993, how long?, the whole week

<u>Simple Past</u>	<p>A: I/you/he/she/it/ we/ they + V2/ed</p> <p>N: I/you/he/she/it/ we/ they + did + not + V</p> <p>Q: Did + I/you/he/she/it/ we/ they + V ?</p>	<ul style="list-style-type: none"> action in the past taking place once, never or several times actions taking place one after another action taking place in the middle of another action 	yesterday, 2 minutes ago, in 1990, the other day, last Friday
<u>Used to</u>	<p>A: subject + used to + V</p> <p>N: subject + didn't + use to + V</p> <p>Q: Did + subject + use to + V?</p>	<p>to express past habits, regularly repeated actions in the past or past states.</p> <p><i>She used to tell me stories. She used to live in Paris.</i></p>	
<u>would</u>	<p>A: subject + would + V</p> <p>N: subject + would + not + V</p> <p>Q: Would + subject + V?</p>	<p>to express regularly repeated actions and routines in the past. It isn't used for states.</p> <p><i>Mum would always make me a big breakfast.</i></p>	
<u>Past Continuous</u>	<p>A: I/he/she/it + was + Ving</p> <p>You/we/they + were + Ving</p> <p>N: I/he/she/it + was + not + Ving</p> <p>You/we/they + were + not + Ving</p> <p>Q: Was + I/he/she/it + Ving?</p> <p>Were + you/we/they + Ving?</p>	<ul style="list-style-type: none"> action going on at a certain time in the past actions taking place at the same time action in the past that is interrupted by another action 	when, while, as long as
<u>Was/ were going to</u>	<p>A: I/he/she/it + was going to + V</p> <p>You/we/they + were going to + V</p> <p>N: I/he/she/it + was + not + going to + V</p> <p>You/we/they + were + not + going to + V</p> <p>Q: Was + I/he/she/it + going to + V?</p> <p>Were + you/we/they + going to + V?</p>	<p>to express actions one intended to do but didn't do</p> <p><i>She was going to move to London but then she decided to stay in York.</i></p>	
<u>Past Perfect</u>	<p>A: I/you/he/she/it/ we/they + had + V3/ed</p> <p>N: I/you/he/she/it/ we/they + had + not + V3/ed</p> <p>Q: Had + I/you/he/she/it/ we/they + V3/ed?</p>	<ul style="list-style-type: none"> action taking place before a certain time in the past sometimes interchangeable with past perfect progressive putting emphasis only on the fact(not the duration) 	already, just, never, not yet, once, until that day

<u>Past Perfect Continuous</u>	<p>A: I/you/he/she/it/ we/they + had + been + Ving</p> <p>N: I/you/he/she/it/ we/they + had + not + + been + Ving</p> <p>Q: Had + I/you/he/she/it/ we/they + been + Ving?</p>	<ul style="list-style-type: none"> ▪ action taking place before a certain time in the past ▪ sometimes interchangeable with past perfect simple ▪ putting emphasis on the duration or course of an action 	for, since, the whole day, all day
<u>Future Simple</u>	<p>A: I/you/he/she/it/ we/they + will + V</p> <p>N: I/you/he/she/it/ we/they + will + not + V</p> <p>Q: Will + I/you/he/ she/ it/ we/they + V ?</p>	<ul style="list-style-type: none"> ▪ action in the future that cannot be influenced ▪ spontaneous decision ▪ assumption with regard to the future 	in a year, next ..., tomorrow
<u>Am/is/are going to</u>	<p>A: I + am going to + V He/she/it + is going to+ V You/we/they + are going to+ V</p> <p>N: I + am not going to+ V He/she/it + is not going to+ V You/we/they + are + not + Ving</p> <p>Q: Am + I + going to + V? Is + he/she/it + going to + V? Are + you/we/they + going to +V?</p>	<ul style="list-style-type: none"> ▪ decision made for the future ▪ conclusion with regard to the future 	in one year, next week, tomorrow
<u>Future Continuous</u>	<p>A: I/you/he/she/it/ we/they + will + be +Ving</p> <p>N: I/you/he/she/it/ we/they + will + be + not + Ving</p> <p>Q: Will + I/you/he/ she/ it/ we/they + be + Ving ?</p>	<ul style="list-style-type: none"> ▪ action that is going on at a certain time in the future ▪ action that is sure to happen in the near future 	in one year, next week, tomorrow
<u>Future Perfect</u>	<p>A: I/you/he/she/it/ we/they + will + have + V3/ed</p> <p>N: I/you/he/she/it/ we/they + will + have + not + V3/ed</p> <p>Q: Will + I/you/he/she/it/ we/they + have + V3/ed?</p>	<ul style="list-style-type: none"> ▪ action that will be finished at a certain time in the future 	by Monday, in a week
<u>Future Perfect Continuous</u>	<p>A: I/you/he/she/it/ we/they + will + have + been + Ving</p> <p>N: I/you/he/she/it/ we/they + will + have + not + + been + Ving</p> <p>Q: Will + I/you/he/she/it/we/they + have + been + Ving?</p>	<ul style="list-style-type: none"> ▪ action taking place before a certain time in the future ▪ putting emphasis on the course of an action 	for ..., the last couple of hours, all day long

Appendix 7

PASSIVE VOICE

In the passive voice, the subject of the sentence is neither a do-er nor a be-er, but is acted upon by some other agent or by something unnamed (*The new policy was approved*).

The Passive is formed by using the appropriate tense of the verb
to be + V3/ed

	Simple	Continuous	Perfect
Present	space is explored	space is being explored	space has been explored
Past	space was explored	space was being explored	space had been explored
Future	space will be explored	---	space will have been explored

As a rule, the present perfect continuous, past perfect continuous, future perfect continuous, and future continuous are not used in the passive.

The Passive is used:

1. when the agent (the person who does the action) is unknown, unimportant or obvious from the context.
2. to make statements more polite or formal.
3. when the action is more important than the agent.
4. to put emphasis on the agent.

We use *by + agent* to say who or what did the action. We use *with + instrument/material* to say what instrument/material the agent used: *The door was opened by the woman with a key.*

Impersonal passive constructions in the form of impersonal sentences with the formal **subject "It"** in the main clause are often used in news reports:

It is said that the President may postpone his visit.

It is said that the President may postpone his visit.

It is reported that four people were injured in the accident.



Appendix 8

PARTICIPLE

English verbs have two participles: **the present participle** (typing, writing) and **the past participle** (typed, written).

Present Participle (verb + ing) describe what something or somebody is: Nick is an interesting person.

The present participle expresses active meaning: doing, flying, playing, reading, running, sleeping, taking, typing, working, writing.

Past Participle (verb + ed) or (V3) describe how someone feels: Mary was surprised.

The past participle expresses passive meaning: done, moved, played, read, sold, stopped, taken, typed, written.

Forms of Participle:

	Active Voice	Passive Voice
Present Participle	sleeping	being written
Past Participle	—	written
Perfect Participle	having slept	having been written

Participles have some qualities of verbs. Participles have some qualities of adjectives and are used as attributes in a sentence (a smiling girl; surprised faces).

Participles are also used in the function of adverbial modifiers (he opened the door, smiling; surprised, he didn't know what to say).

Participles are often used in participle constructions (participial constructions), which are usually called "participial phrases" in English. Participial constructions can function as attributes (the girl sitting at the table) or as adverbial modifiers (standing by the window, she watched the birds).

Nominative Absolute Participial Constructions –

Participle presents the action, which isn't connected with a subject of a sentence:

The weather being fine, we spent a whole day in the country.

He stood silent, his teeth pressed.

Appendix 9

INFINITIVE / GERUND

	Tenses of the infinitive		Tenses of the -ing form	
	Active	Passive	Active	Passive
Present	(to) offer	(to) be offered	offering	being offered
Pres.Cont.	(to) be offering	-----	-----	-----
Perfect	(to) have offered	(to) have been offered	having offered	having been offered
Perf.Cont.	(to) have been offering	-----	-----	-----

The **Present Infinitive** refers to the present or future.

The **Present Continuous Infinitive** is used with appear, claim, seem, pretend, must, can't, happen, should, would, etc to describe an action happening now.

The **Perfect Infinitive** is used with appear, happen, pretend, seem etc to show that the action of the infinitive happened before the action of the verb.

The **Perfect Continuous Infinitive** is used with appear, seem, pretend etc to put emphasis on the duration of the action of the infinitive, which happened before the action of the verb.

The **Present Gerund** (-ing form) refers to the present or future.

The **Perfect Gerund** (-ing form) shows that the action of the gerund has happened before the action of the verb. We can use the Present Gerund instead of the Perfect Gerund without a difference in meaning.

The **subject** of the infinitive or of the -ing form is omitted when it is the same as the subject of the verb.

The to-infinitive is used:

1. to express purpose: *She called the militia to make a report.*
2. after certain verbs (advise, agree, appear, decide, expect, hope, promise, refuse etc): *He promised not to steal any more.*
3. after certain adjectives (angry, happy, glad etc): *I am glad to see you.*
4. after question words (where, how, what, who, which, but not after "why"): *Have they told where to meet them?*
5. after would like/would prefer/would love (to express specific preference)
6. after nouns: *It's a pleasure to see you!*
7. after too/enough constructions: *He is too busy to play computer games.*
8. with it+be+adj (+of+object): *It was fantastic to receive this letter.*
9. with "only" to express unsatisfactory result: *He called me to prove his words.*

The infinitive without "to" is used:

1. after some modal verbs: You must apologize.
2. after had better/would rather: I'd rather have stayed in last night.
3. after make, have, let, see, hear, feel + object: She made me sign this document.

The -ing form is used:

1. as a noun: Telling the truth can save your freedom.
2. after certain verbs (admit (to), avoid, consider, continue, delay, deny, enjoy, escape, excuse, fancy, finish, forgive, imagine, involve, keep (=continue), look forward to, mention, mind, miss, object to, postpone, practice, prevent, report, resist, risk, save, stand, suggest, understand etc): he admitted (to) stealing the painting.
3. after love, like, dislike, hate, enjoy, prefer (to express general preference): He likes cooking.

4. after I'm busy, It's no use, It's (no) good, It's (not) worth, what's the use of, can't help, there's no point (in), can't stand, be/get used to, be/get accustomed to, have difficulty (in): It's no use complaining.
5. after "go" for physical activities: They go swimming.
6. after spend/waste time: He wasted his time surfing the net.
7. after prepositions: He entered without knocking at the door.
8. after see, hear, listen, watch to express an incomplete action, an action in progress or a long action: I saw her crossing the street.

Verbs taking to-infinitive or -ing form without a change in meaning

1. begin, start, continue + to inf/-ing form	She began crying/to cry
2. advise, allow, permit, recommend, encourage when followed by an object or in passive form take a to-infinitive. They take the -ing form when not followed by an object	He doesn't allow us to smoke. He isn't allowed smoking. He doesn't allow smoking.
3. it needs/it requires/it wants +-ing form. "It needs" can also be followed by a passive infinitive.	The flowers needs watering/to be watered.

Verbs taking to-infinitive or -ing form with a change in meaning

1. forget + to inf = not remember forget + ing form = forget a past event	6. try + to inf – do one's best, attempt try + ing form = do sth as an experiment
2. remember + to-inf = remember to do sth remember + ing form = recall the past event	7. want + to inf = wish want + ing form = need sth done
3. go on + to inf = finish doing sth and start doing sth else; then go on + ing form = continue	8. stop + to inf = pause temporarily stop + ing form = finish, end
4. mean + to-inf = intend to mean + ing form = involve	9. be sorry + to inf = regret be sorry for + ing form = apologise
5. regret + to inf = be sorry to regret + ing form = have second thoughts about sth has already done	10. be afraid + to inf = to be too frightened to do sth be afraid of + ing form = to be afraid that the described by the ing form action may happen

Appendix 10

COMPLEX OBJECT

An **object** pronoun (me, you, him, her, us, you, them) or noun is placed before the infinitive or the -ing form.

We use Complex object:

*with to-infinitive

1. after verbs which expresses the wish (to want, to wish, to desire, would like etc): I want you to call the militia;
2. after verbs expressing supposition (to expect, to believe, to think, to suppose, to consider, to find etc): We believe you to investigate this case.
3. after verbs expressing commands or request (to command, to order, to ask, to allow, to forbid): He ordered him to stop this conversation.
4. after the verbs which express awareness, statement (to know, to state, to note, to resort): People knew him to be a wrongdoer.

* with infinitive without "to"

5. after verbs of sensory perception (to see, to watch, to notice, to feel, to hear etc): I saw him break the window.
6. after make, let, have: The militiaman let him call his wife.

Complex Object + inf	Complex object + ing form
after verbs of sensory perception (see, hear, listen, watch, notice etc)	
to express <u>a complete action</u> , something that one saw or heard from beginning to the end	to express <u>an incomplete action</u> , an action in progress or a long action
<i>I saw him steal the wallet. (I saw the whole action from beginning to end.)</i>	<i>We heard her shouting. (We heard her in the middle of action. We heard part of the speech in progress. We didn't wait until she had finished.)</i>

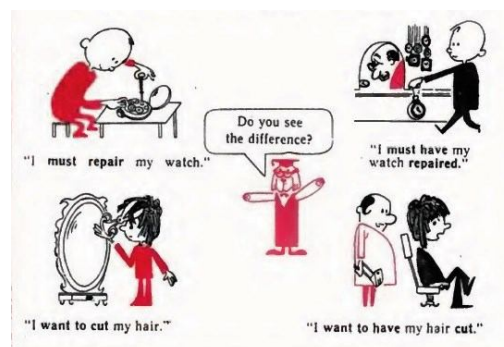
Complex Object + V3/ed = is used to express that we arrange for someone else to do something for us.

It is used:

- 1) after verbs which expresses the wish (to want, to wish, to desire, would like etc)
- 2) after verbs of sensory perception (to see, to watch, to notice, to feel, to hear etc)
- 3) after "have" / "get"

She is having her nails polished.

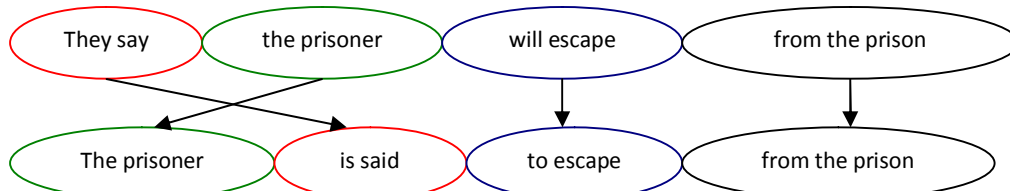
He had his car washed yesterday.



Appendix 11

COMPLEX SUBJECT

- is the infinitive construction



Complex Subject is used with such constructions:

to be said to/ to be seen to/ to be heard to/ to be supposed to/ to be believed to/ to be expected to/ to be reported to/ to be considered to/ to be thought to/ to be found to/ to be announced to/ to be known to	He is said to know six languages. He was said to know six languages. He is said to have gone to London. He was said to have gone to London. He is said to know how to fix door locks.
to appear to/ to seem to/ to happen to/ to prove to/ to chance to	She appears to be very busy. He happened to meet me in the library.
to be likely to/ to be unlikely to/ to be not likely to/ to be certain to/ to be sure to/ to be bound to	He is likely to arrive soon. We are certain to meet them.



Appendix 12

MODAL VERBS

Modal verbs express the speaker's attitude to the action indicated by the main verb. They express ability, necessity, obligation, duty, request, permission, advice, desire, probability, possibility, etc.

Modal verbs are: can, could, may, might, must, ought to, will, would, shall, should, have to, need. They take no -s in the third singular except for have to and need. They come before the subject in questions and take “not” after them in negations. Except for ought to and have to, modal verbs are followed by an without to: *Sorry, I can't do it.*

Auxiliary	Uses	Present/ Future	Past
May	Polite request	May I borrow your pen?	
	Formal permission	You may leave the room.	
	50% or less certainty	He may be sleeping now.	He might have been at the office.
Might	50% or less certainty	He might be at the library.	He might have been at the library.
	Polite request (rare)	Might I take your car?	
Should	Advisability	I should study tonight.	I should have studied last night.
	90% certainty (expectation)	She should do well on the test tomorrow.	She should have done well on the test.
Ought to	Advisability	You ought to consult the doctor.	You ought to have consulted the doctor.
	90% certainty (expectation)	He ought to pass his driving test tomorrow.	He ought to have passed his driving test.
Had better	Advisability with threat of bad result	You had better be on time, or you miss the beginning of the film.	
Be supposed to	Expectation	The meeting is supposed to begin at 5 p.m.	
	Unfulfilled expectation		The meeting was supposed to begin at 5 p.m.
Must	Strong necessity	I must arrest the offender.	I had to arrest the offender yesterday.
	Prohibition (negative)	You must not smoke here.	
	95% certainty	Mary isn't at work. She must be sick.	She must have been sick.
Have to	Necessity	I have to wear uniform.	I had to wear uniform.
	Lack of necessity (negative)	I don't have to go to class today.	I didn't have to go to class yesterday.
Have got to	Necessity	I have got to go to class.	I had to go to class.
Will	100% certainty	He will be at work at 7.00	
	Willingness	-The phone is ringing. I'll get it.	
	Polite request	Will you please help me?	
Be going to	100% certainty (prediction)	He is going to be at work at 7.00	
	Definite plan (intention)	I'm going to interrogate a witness.	
	Unfulfilled		I was going to move the

	intention		house.
Can	Ability/ possibility	I can run fast.	I could run fast when I was younger.
	Informal permission	You can use my car tomorrow.	
	Informal polite request	Can I borrow your laptop?	
	Impossibility (negative)	That can't be true!	That can't have been true!
Could	Past ability		I could run fast when I was a child.
	Polite request	Could I take your book?	
	Suggestion (affirmative)	You could talk to a lawyer.	You could have talked to a lawyer.
	50% or less certainty	He could be at the militia station.	He could have been at the militia station.
	Impossibility (negative)	He couldn't know her!	He couldn't have known her!
Be able to	ability	I am able to help you. I'll be able to help you.	I was able to help you.
Would	Polite request	Would you please help me?	
	Preference	I would rather go to the park than stay home.	I would rather have gone to the park.
	Repeated action in the past		When I was a child I would visit my grandparents every weekend.
	Polite for "want" with "like"	Would you like a cup of tea?	
	Unfulfilled wish		I would have liked a cookie, but there is none left.
Used to	Repeated action in the past		I used to visit my grandparents, when I was a child.
	Past situation that no longer exists		I used to be fat, but now I keep fit.
shall	Polite question to make a suggestion	Shall I open the door?	
	Future with "I" or "we" as a subject	I shall arrive at nine.	



Appendix 13

QUESTIONS

Yes/No questions	Wh-questions
To form questions we put the auxiliary or modal (<u>can</u> , <u>be</u> , <u>will</u> , <u>have</u> etc) before the subject. We use <u>do/does</u> to form questions in Present Simple and <u>did</u> to form questions in Past Simple: <i>Are you ready?</i> <i>Does she go to school?</i> <i>Did they visit this museum?</i>	Wh-questions begin with a question word (<u>who</u> , <u>what</u> , <u>where</u> <u>why</u> , <u>when</u> , <u>whose</u> , <u>which</u> , <u>how</u> etc): <i>Where do you live?</i> <i>What is your name?</i> When there is a preposition, it usually goes at the end of the question, though in formal English it can be put before the question word: <i>Who did you go with?</i> <i>With whom did you go?</i>

We normally use the following **question words** to ask about:

People	Things/ animals/ actions	Place	Time	Quantity	Manner	Reason
Who Whose Which What	What Which	Where	When How long What time How often	How many How much	How	Why

- *Who* is used without a noun to ask about people
- *Whose* is used to express possession
- *Which* is used for people, animals or things before nouns, one/ones, of or alone
- *Which* is normally used when there is a limited choice
- *Which* can also be used with a comparative and superlative
- *What* is used before a noun or alone to ask about things
- *What* is also used for people, animals and things when there I an unlimited choice
- *What* can also be used in these patterns: What...like?, What...for?, What colour?, What size?, What time?, What is he like?, What is it used for? etc.
- *What* and *which* are sometimes both possible.

Subject/Object Questions

If *who*, *which* or *what* are the subject of the question, the word order is the same as in statements. If they are the object of the question, the verb is in question form.

<u>Subject</u>		<u>object</u>		<u>Subject</u>		<u>object</u>
<u>Nick</u>	called	Ann		<u>Lucy</u>	called	Marry
<u>Who</u>	called	Ann?			Who did <u>Lucy</u>	call?

Indirect Questions

- Indirect questions are used when we ask for information politely. They are introduced with Do you know...?, Can/Could you tell me...?, Have you any idea...? + question word or if/whether: *Do you know how old she is?* *Could you tell me if he is a prisoner?*
- The word order of Indirect questions is the same as in statements (subject + verb)
- The auxiliary verb *do* is not used in Indirect questions.

Question tags

- Question tags are short questions which we add at the end of a statement. We use them to ask for confirmation of, agreement with, our statement: *You are a militiaman, aren't you?*
- Question tags are formed with an auxiliary verb and an appropriate pronoun. They take the same auxiliary verb as in the statement if there is one; otherwise they take *do/does* (Present Simple) or *did* (Past Simple).
- A positive statement is followed by a negative question tag, whereas a negative statement is followed by a positive question tag: *He isn't a student, is he?* *She works at school, doesn't she?*

- Everyone/ someone/ anyone/ no one form their question tags with an auxiliary verb + they: *Somebody should help her, shouldn't they?*
- Question tags can be said with a rising intonation (when we are not sure and we expect an answer) or falling intonation (when we are sure and don't expect an answer).

Study the following question tags:

I am	aren't I?
I used to	didn't I?
Imperative	will you/ won't you? can you/ could you?
Let's	shall we?
Let me/ him etc	will/ won't you?
Don't	will you?
I have (= possess)	haven't I?
I have (used idiomatically)	don't I?
There is/ are	isn't/ aren't there?
This is/ are	isn't it

Short answers

Short answers are used to avoid repetition of the question asked before. **Positive short answers** are formed with Yes+personal pronoun+auxiliary verb (do, can, will, have, may etc). **Negative short answers** are formed with No+personal pronoun+ auxiliary verb + not.

<u>Asking for permission/ Making requests:</u> Can I/ Could I stay here? May I/ Might I use your car?	<u>Giving permission/ Answering requests:</u> Yes, you can./ Yes, of course (you can)./ No, you cannot. Yes, you may./ Yes, of course (you may)./No, you may not./ I'd rather you didn't./ I'm afraid not. etc
<u>Making suggestions/ Invitations:</u> Will you/ Would you/ Would you like to have dinner with us? Shall we have dinner together?	<u>Answering suggestions/ Invitations:</u> I'd like to./ I'd love to./ Yes, all right./ I'm afraid I can't./ I'd love to but I can't./ I'm sorry I can't.
<u>Making offers:</u> Shall I/ we, Can I/ we, Would you like me to do the washing-up?	<u>Answering offers:</u> Yes please./ No, thank you./ No, thanks.



Appendix 14

DIRECT SPEECH / REPORTED SPEECH

Direct speech is the exact words someone said. We use quotation marks in Direct speech.

Reported speech is the exact meaning of what someone said but not the exact words. We do not use quotation marks in Reported speech.

Say – Tell

We can use say and tell both in Direct and Reported speech. Tell is always followed by a personal object (told me). Say is used with or without a personal object. When it is used with a personal object say is always followed by to (said to me)

Expressions with say: say good mourning/evening etc, say something, say one's prayers, say a few words, say so etc.

Expressions with tell: tell the truth, tell a lie, tell sb the time, tell sb one's name, tell a story, tell a secret, tell sb the way, tell one from another etc.

Reported Statements

1. To report statements we use a reporting verb (say, tell, explain etc) followed by a that-clause. In spoken English that can be omitted: *He said, "I feel sick."* *He said that he felt sick.*

2. Pronouns and possessive adjectives change according to the context.

Direct speech: He said, "I'll lend you my car."

Reported speech: He said he would lend me his car.

3. Time words and tenses can change as follows depending on the time reference:

Direct speech	Reported speech
Tonight, today, this week/month/year	That night, that day, that week/month/year
Now	Then, at that time, at once, immediately
Now that	Since
Yesterday, last night/week/month/ year	The day before, the previous night/week/month/year
Tomorrow, next week/month/year	The following day/ the day after, the following/next week/month/year
Two days/months/years ago	Two days/month/years before
"Bob escaped yesterday," he said.	He said Bob had escaped the day before.

4. When the reporting verb is in the past, the verb tenses change as follows:

Direct speech	Reported speech
Present Simple	Past Simple/Present Simple
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Past Simple	Past Perfect
Future	Conditional
Present Perfect Continuous	Past Perfect Continuous

5. If the direct verb is already in the Past S., in Reported Speech it can change into the Past Perfect or remain the same.

6. If the direct verb is in the Past Perfect, it remains the same in Reported Speech.

7. Certain words change as follows depending on the context.

Direct Speech: this/these here come

Reported Speech: that/those there go

8. There are no changes in the verb tenses in Reported speech when the direct sentence expresses a general truth, a wish or Conditional type 2/3:

"The Earth is a planet," he said. He said that the Earth is a planet.

9. When the introductory verb is in the Present, Future or Present Perfect, there are no changes in the verb tenses:

"She can swim", he says. He says that she can swim.

10. The verb tenses can change or remain the same in Reported speech when a sentence expresses something which is up to date or still true. However, the verb tenses usually change when something is not true or out of date:

"I like coffee," he said. He said he likes/liked coffee (still true)

"I am rich," he said. He said he was rich. (we know he isn't; not true)

Reported Questions

In **Reported questions** we use affirmative word order and the question mark is omitted. To report a question we use: a) ask + wh-word (who, what etc) when the direct question begins with such a word; b) ask + if/whether when the direct question begins with an auxiliary verb (do, has, can etc). Pronouns, possessive adjectives, tenses, time expressions etc change as in statements.

Direct speech: He said, "Why is he sentenced?" He said, "Is he guilty?"

Reported speech: He asked why he was sentenced. He asked if he was guilty.

Indirect questions are different from Reported questions. We use Indirect questions when we ask for information, whereas we use Reported questions to report someone else's questions. Indirect questions are introduced with Could you tell me...?, Do you know...?, I wonder..., I want to know... etc and their verb is in the affirmative. There are no changes in the verb tenses as in Reported questions. If the Indirect question starts with I wonder... or I want to know ..., then the question mark is omitted.

Direct questions	Reported questions	Indirect questions
He asked me, "How old is she?"	He asked me how old she was.	Do you know how old she is?
He asked me, "Where does she come from?"	He asked me where she came from.	I wonder where she comes from.

Reported Commands / Requests/ Suggestions

To report commands, requests, suggestions etc we use a reporting verb (advise, ask, suggest, beg, offer, order, tell etc) followed by a to-infinitive, a not to-infinitive or an -ing form according to the construction of the introductory verb: *He told me not to lie him. He suggested going out.*

Introductory verbs:

Agree, offer, promise, refuse, threaten, advise, ask, beg, command, invite, order, remind, warn, admit, accuse of, apologise for, boast of/about, complain to sb of, deny, insist on, suggest, explain, exclaim, remark.

Modals in Reported Speech

There are changes in the verb tenses of some modal verbs in Reported speech:

Will/shall – would; can – could (present)/would be able to (future); may – might; shall – should (asking for advice)/would (asking for information); must – must/had to (obligation)



Appendix 15

CONDITIONALS

	If-clause	Main clause	use	Example
Type 0 Real present	If + any present form	Present Simple	Real – for general truth	If you heat the water, it boils.
Type 1 Real present	If + any present form	Future/ Imperative can/ may/ might/ must/ should + bare inf.	Real – likely to happen in the present or future	If you work hard, you'll be tired.
Type 2 Unreal present	If + Past Simple/ Past Continuous	Would/ could/ might + bare inf.	Unreal-unlikely to happen in the present or future; also used to give advice	If I were you, I wouldn't judge him.
Type 3 Unreal past	If + Past Perfect/ Past Perfect Continuous	Would/ could/ might + have + past participle	Unreal situation in the past; also used to express regrets and criticism	If you had locked the car, it wouldn't have been stolen.

We do not normally use *will*, *would* or *should* in an if-clause.
After *if*, we can use *were* instead of *was* in all persons.

Mixed Conditionals

All types of conditionals can be mixed. Any tense combination is possible if the context permits it.

	If-clause	Main clause	
Type 2	If nobody phoned the militia,	officers will not come to help us.	Type 1
Type 2	If he knew her,	he would have invited her to his party.	Type 3
Type 3	If you hadn't learnt the poem,	you will not get an A-level.	Type 1
Type 3	If he had found a job,	he wouldn't be searching for one now.	Type 2

Unless means if not: *Unless they are late, we will not miss the train.*

As long as, providing/ provided that can be used instead of if: *As long as he is on time, we will not be late for the party.*

Appendix 16

WISH

I wish + Past Simple	Regret about a present situation which we want to be different	I wish I were more patient.
I wish + subject + could + bare infinitive	Wish in the present concerning lack of ability	I wish I could swim.
I wish + subject + would + bare infinitive	<p>Wish for a future change unlikely to happen or wish to express dissatisfaction; polite request implying dissatisfaction or lack of hope:</p> <ul style="list-style-type: none"> • “wish” and “would” should have different subjects • Wish + inanimate subject + would – is used to express speaker’s lack of hope or disappointment 	<p>I wish he would investigate this case. I wish you would enter the university. I wish it would stop raining.</p>
I wish + Past Perfect	Regret that something happened or didn’t happen in the past	I wish I had bought those boots.



Appendix 17

TOO / ENOUGH

Too + adjective/ adverb (negative meaning)	He is too boring to listen to him.
Adjective/ adverb + enough (positive meaning)	He is rich enough to buy this car.
Enough + noun	He's committed enough crimes to be sentenced.

SO / SUCH

- Such a(n) + (adjective) + singular countable: *It was such an awful day that we had to stay at the hotel.*
- Such is also used with a lot of: *There is such a lot of noise that I can't sleep.*
- Such + (adjective) + uncountable/ plural noun: *It is such a nice weather that I want to do for a walk.*
- So + adjective/ adverb: *I am so hungry that I could eat a horse.*
- So is also used with much/ many, few/ little: *She has got so many dresses that there is no place to keep them all.*
- So + adjective + a(n) + noun: *It was so nice a day!*
- So and such can be used without that.

LIKE / AS

Like is used	As is used
To say what sb or sth looks like	To say what sb or sth is really or to talk about
After verbs (feel, look, smell, sound) + noun	In certain expressions: as usual, as...as, as much, such as, the same as
With nouns / pronouns / -ing	After the verbs: accept, be known, class, describe, refer to, regard, use

NEITHER...NOR / EITHER...OR

Neither...nor	Either...or
Take both a singular and plural verbs depending on the subject with follows nor, or.	
<i>Neither Fiona nor Ann was calling the militia.</i>	<i>Either John or his friends are calling the militia.</i>

NEITHER / EITHER / SO / TOO

Nick didn't go for a walk yesterday.	Neither did I. Neither + auxiliary + personal pronoun or noun.	I didn't either . Personal pronoun or noun + auxiliary + not + either
They are investigators.	So am I. So + auxiliary verb + personal pronoun or noun.	I am too . Personal pronoun or noun + auxiliary + too

Appendix 18

Phrasal verbs

Be

Be after = 1) to want, to try again; 2) to chase
 Be against = 1) to oppose
 Be at = 1) to scold
 Be away = 1) to be absent; 2) to leave
 Be back = 1) to return; 2) to become fashionable again
 Be down with = 1) to be ill with, go down with
 Be for = 1) to be in favour of
 Be in = 1) to be at one's home, office, 2) to be fashionable
 Be in for = 1) to expect
 Be off = 1) to leave; 2) to cease to want; 3) to be absent
 Be on = 1) to be shown (on TV); 2) to be on duty
 Be on at = 1) to scold
 Be out = 1) not to be at one's home, office; 2) to be unfashionable; 3) to have stopped burning; 4) to become unknown; 5) to have been removed
 Be out of = 1) not to have, lack, run out off
 Be over = 1) to come to an end
 Be through with = 1) to have finished
 Be up = 1) to be awake and out of bed; 2) to stay awake at night, stay up; 3) to be wrong or unusual
 Be up against = 1) to be opposed by
 Be up to = 1) to do (usu sth wrong); 2) to be equal to; 3) to depend on
 Be with = 1) to support, 2) to understand

Break

Break down = 1) to stop working; 2) to lose control of feelings; 3) to destroy; 4) to separate under headings or sections; 5) to fail
 Break in = 1) to enter by force or illegally; 2) to interrupt; 3) to train to obey
 Break into = 1) to enter by force; 2) to interrupt
 Break off = 1) to stop (temporarily); 2) to end (relationship, agreement); 3) to become separate
 Break out = 1) to begin suddenly; 2) to escape from a place
 Break through = 1) to advance in spite of opposition; 2) to make advances towards discovery or any other aim; 3) to break a way through
 Break to = 1) to tell to sb in a kind way
 Break up = 1) to stop for holidays; 2) to separate, split up; 3) to separate into pieces; 4) to (cause to) be destroyed; 5) to terminate or end; 6) (of a group) to cease to be together

Bring

Bring about = 1) to cause to happen
 Bring along = 1) to bring sb/sth with one
 Bring back = 1) to recall, bring to mind; 2) to reintroduce
 Bring down = 1) to cause to fall; 2) to reduce prices/temperature; 3) to remove from power
 Bring forward = 1) 1) to suggest an idea; 2) to arrange for sth to be done at an earlier time than originally proposed
 Bring in = 1) to create profit, money; 2) to introduce an idea; 3) to take sb to a police station etc
 Bring off = 1) to make sth succeed
 Bring on = 1) to cause usu sth unpleasant; 2) to cause sb/sth to appear
 Bring out = 1) to publish, put on the market; 2) to cause sth to be seen or known; 3) to introduce
 Bring over = 1) to bring sb usu to one's home
 Bring round = 1) to cause to regain consciousness, bring to; 2) to persuade, to bring over (to); 3) to take sb/sth to a place
 Bring to = 1) to make sb regain consciousness, to bring round; 2) to cause to reach
 Bring together = 1) to cause (things) to meet or join; 2) to make (people) meet
 Bring up = 1) to raise a child; 2) to mention, introduce a subject; 3) to vomit

Call

Call back = 1) to return a phone call; 2) to ask to return
 Call for = 1) to need, to demand; 2) to go to collect sth/sb, pick up

Call in = 1) to visit briefly, look in; 2) to order the return of (sth); 3) to ask sb to come to offer professional advice
 Call off = 1) to cancel
 Call on sb = 1) to visit (formally)
 Call out = 1) to shout; 2) to order to come to one's help
 Call over = 1) to read aloud a list
 Call up = 1) to bring to mind; 2) to order to join the army

Carry

Be carried away = 1) to be very excited
 Carry off = 1) to do sth successfully; 2) to take sth/sb by force; 3) to take sb/sth away (from a place)
 Carry on (with) = 1) to continue with; 2) to have an affair with
 Carry out = 1) to fulfill (orders, tasks); 2) to conduct (an experiment)
 Carry over = 1) to postpone, put off
 Carry through = 1) to complete in spite of difficulties; 2) to help sb to survive during troubled times

Come

Come across = 1) to find/meet by chance, run across; 2) to be well received (by an audience)
 Come along = 1) to hurry up, come on; 2) to arrive, to appear
 Come at sth = 1) to discover (truth etc), get at
 Come back = 1) to return to memory; 2) to become fashionable again, be back
 Come between = 1) to separate
 Come by = 1) to obtain
 Come down = 1) to move to a lower level, 2) to land; 3) to fall
 Come down to = 1) to be passed on to sb by inheritance; 2) to reach a point
 Come down with = 1) to become ill, to go down with
 Come in = 1) to become fashionable
 Come into = 1) to inherit
 Come off = 1) to succeed; 2) to take place as planned; 3) to cease being joined to sth
 Come on = 1) to begin working; 2) to progress
 Come out = 1) to go on strike; 2) to begin to blossom; 3) to be revealed; 4) to be published; 5) to be able to be removed; 6) to appear
 Come over = 1) to visit; 2) to travel
 Come round = 1) to visit casually; 2) to recover consciousness, to come to; 3) to change one's point of view
 Come through = 1) to survive
 Come to = 1) to amount to a total
 Come up = 1) to rise to the surface; 2) to be mentioned; 3) to arise, to occur
 Come up against = 1) to encounter, run up against
 Come up to = 1) to approach; 2) to equal, to be up o
 Come up with = 1) to find

Cut

Cut across = 1) to take a shorter way
 Cut back (on) = 1) to reduce
 Cut down = 1) to cause to fall by cutting; 2) to reduce the size; 3) to reduce sth in order to save money, cut back
 Cut down (on) = 1) to reduce consumption, cut back on
 Cut in = 1) to move suddenly in front of another car; 2) to interrupt
 Cut into = 1) to divide into parts; 2) to interrupt, to break in
 Cut off = 1) to disconnect; 2) to isolate
 Cut out = 1) to cut pieces from paper, fabric etc; 2) to omit, to leave out; 3) to stop sth or doing sth
 Be cut out for = 1) to be suited for
 Cut through = 1) to cut
 Cut to = 1) to reduce; 2) to reach sth by omitting part of it
 Cut up = 1) to cut into small pieces

Do

Do away with = 1) to abolish; 2) to murder
 Do down = 1) to speak badly of sb

<p>Do in = 1) to kill Do out = 1) to clean Do out of = 1) to deceive sb so as to gain, to cheat out of Do up = 1) to fasten, to tie; 2) to repair, to redecorate; 3) to wrap; 4) to make oneself more attractive, to dress up Do with = 1) to need, to want Do with out = 1) to live or continue without having sb/sth</p> <p>Draw Draw back = 1) to move away; 2) to be unwilling to fulfil a promise Draw in = 1) to arrive at a station slowing down to stop; 2) to attract people Draw on = 1) to make use of sth Draw out = 1) to show the general idea of; 2) to encourage sb to be less shy; 3) to take money out of a bank account Draw up = 1) to stop; 2) to write sth</p> <p>Fall Fall apart = 1) to break into pieces; 2) to end in failure Fall back = 1) to retreat Fall back on = 1) to turn to sb/sth for help when other plans have failed, to turn to Fall behind = 1) to fail to keep up with; 2) to be late Fall for = 1) to be deceived; 2) to fall in love with sb Fall in = 1) to collapse Fall in with = 1) to agree with, to go along with Fall into = 1) to begin sth, to enter a state; 2) to be divided into Fall off = 1) to become worse; 2) to become fewer or less Fall on = 1) to attack; 2) to eat hungrily Fall out (with) = 1) to quarrel Fall through = 1) to fail to be completed</p> <p>Get Get about = 1) to move around, to travel; 2) to be mobile again after illness Get across = 1) to communicate ideas, to become understood Get after = 1) to chase Get along (with) = 1) to be on friendly terms, to get on Get at = 1) to reach, to find; 2) to imply Get away = 1) to leave; 2) to go on holiday; 3) to avoid capture Get away from = 1) to escape Get away with = 1) to escape punishment for a wrongful, illegal act; 2) to escape capture with stolen goods Get back = 1) to recover possession of; 2) to reach home again; 3) to return to a former condition Get back to = 1) to return to; 2) to speak to sb again about sth Get behind = 1) to fail to produce sth at the right time Get by = 1) to have enough money for one's needs Get down = 1) to swallow with difficulty; 2) to depress; 3) to descend Get down to = 1) to start doing sth seriously Get into = 1) to enter; 2) to have an effect on behaviour; 3) to start; 4) to fit (clothes) Get off = 1) to avoid punishment; 2) to leave, to start a journey; 3) to descend from a bus, a train Get on = 1) to advance, to make progress; 2) to enter (a bus, a train), to climb onto; 3) to have a friendly relationship with, to get along; 4) to manage Get on with = 1) to be on good terms; 2) to continue after an interruption; 3) to go on with sth, to advance Get out (of) = 1) to come out of a space, building; 2) to become unknown; 3) to remove; 4) to escape Get out of = 1) to avoid a responsibility Get over = 1) to recover; 2) to overcome; 3) to make understood Get round = 1) to persuade, to bring round; 2) to move around, to get about; 3) to spread Get round to = 1) to find the necessary time to do sth Get through = 1) to finish; 2) to succeed in; 3) to go on living through difficult times; 4) to use all of sth Get through to = 1) to reach by telephone; 2) to make oneself understood</p>	<p>Get to = 1) to arrive; 2) to reach a point; 3) to start doing sth after a delay; 4) to have an effect on the feelings of sb Get up = 1) to move to a higher level; 2) to rise from bed Get up to = 1) to do</p> <p>Give Give away = 1) to reveal sth, to betray sb; 2) to give sth free of charge; 3) to deliver a woman to her husband at their wedding Give back = 1) to return Give in = 1) to surrender, to yield; 2) to hand in Give off = 1) to emit Give out = 1) to come to an end; 2) to distribute, to hand out; 3) to announce Give to = 1) to present with; 2) to supply, to provide Give up = 1) to stop/abandon an attempt/habit; 2) to surrender, to offer oneself as a prisoner; 3) to stop doing or having sth</p> <p>Go Go about = 1) to get about Go ahead = 1) to proceed; 2) to be in front; 3) to continue Go along = 1) to proceed; 2) to advance, to make progress, to go on Go along with = 1) to agree with sb/sth; 2) to advance with sth Go at = 1) to attack Go away = 1) to leave; 2) to stop Go back = 1) to date back; 2) to return; 3) to be set to an earlier time Go back on = 1) to break a promise or agreement; 2) to let down, to be disloyal Go by = 1) to pass; 2) to let it pass without taking it Go down = 1) to be reduced; 2) to set; 3) to sink or drown; 4) to be swallowed Go down with = 1) to become ill Go for = 1) to attack; 2) to apply for; 3) to support; 4) to aim at Go in for = 1) to take part in; 2) to be interested in Go into = 1) to investigate thoroughly; 2) to join/enter sth; 3) to crash; 4) to start an activity Go off = 1) to explode, to ring; 2) to be switched off; 3) to go bad; 4) to stop; 5) to succeed Go on = 1) to continue, to carry on; 2) to happen; 3) to make progress; 4) to go ahead; 5) to be turned on Go out = 1) to stop burning, to be extinguished; 2) to cease to be fashionable; 3) to mix socially Go over = 1) examine details; 2) to repeat; 3) to approach Go round = 1) to be enough for everyone to have a share; 2) to visit, to look around; 3) to spread, to circulate, to go about Go through = 1) to examine carefully, to go over; 2) to discuss in detail; 3) to use up, to spend; 4) to be completed; 5) to pass through; 6) to experience, to endure Go through with = 1) to complete sth in spite of opposition; to carry out Go up = 1) to rise, to increase; 2) to ascend Go with = 1) to match; 2) to be part of Go without = 1) to endure the lack of sth, to do without</p> <p>Hold Hold back = 1) to control; 2) to hesitate; 3) to delay; 4) to keep secret; 5) to be reluctant to act Hold down = 1) to keep sth at a lower level Hold in = 1) to restrain, to keep under control Hold off = 1) to keep at a distance; 2) to happen later Hold on = 1) to wait; 2) to continue despite difficulties; 3) to last; 4) to maintain in place Hold out = 1) to persist, not to give way; 2) to last Hold over = 1) to postpone, to put off Hold to = 1) to follow exactly Hold up = 1) to delay; 2) to use violence in order to rob; 3) to last Hold with = 1) to approve of</p> <p>Keep Keep after = 1) to continue to pursue; 2) to scold</p>
---	---

<p>Keep at = 1) to continue working at sth Keep away (from) = 1) to stay away Keep back = 1) to stay back; 2) to conceal; 3) to delay, to hold back Keep behind = 1) to make sb remain after others have left Keep down = 1) to control, to keep back; 2) to repress; 3) to maintain at a lower level Keep (oneself) from = 1) to prevent from; 2) to avoid Keep in = 1) to make sb stay indoors Keep in with = 1) to remain friendly with Keep off = 1) to stay away from; 2) to avoid, to keep away from Keep on = 1) to continue in spite of difficulties; 2) to continue doing sth Keep out = 1) to exclude sth/sb Keep out of = 1) to stay away from Keep to = 1) to limit to; 2) to follow Keep up = 1) to maintain sth at the same level; 2) to keep sb out of bed; 3) to keep sth in good condition Keep up with = 1) to proceed at an equal pace with; 2) to continue to be informed</p> <p>Let Let down = 1) to lower; 2) to lengthen; 3) to disappoint Let in = 1) to allow sth to leak in Let in (to) = 1) to allow sb to enter; 2) to allow sb to join Let off = 1) not to punish; 2) to make sth explode Let on = 1) to reveal a secret; 2) to pretend Let out = 1) to allow to go out; 2) to release; 3) to make wider; 4) to say sth unintentionally Let up = 1) to become less strong</p> <p>Look Look after = 1) to take care of Look ahead = 1) to think of the future Look back (on) = 1) to consider the past, to remember Look down on = 1) to despise Look for = 1) to search for Look forward to = 1) to anticipate Look into = 1) to investigate Look in on sb = 1) to pay a short visit to Look on = 1) to observe; 2) to regard as Look onto/ look out on to = 1) to face, to have a view of Look out = 1) Watch out! Look out for = 1) to be alert in order to see/ find sb Look over = 1) to examine carefully, to go through; 2) to revise briefly and quickly Look round = 1) survey, to examine an area Look through = 1) to look at quickly; 2) to study sth carefully; 3) not to notice sb Look up = 1) to look for sth in appropriate book or list; 2) to visit sb after a lapse of time Look up to = 1) to respect</p> <p>Make Be made for = to suit exactly Make for = 1) to go towards, to head for Make off = 1) to run away, to escape, to make away Make out = 1) to distinguish; 2) to understand, to work out; 3) to write out, to fill in Make over = 1) to give the possession of sth to sb else Make sth up to sb = to compensate sb for sth Make up = 1) to invent, to think up; 2) to put cosmetics on; 3) to reconcile; 4) to compose, to put together; 5) to keep sth burning; 6) to make an amount complete Make up for = 1) to compensate Make up one's mind = 1) to decide</p> <p>Pass Pass away = 1) to cease; 2) to die Pass by = 1) to overlook, to pass over Pass off as = 1) to pretend to be sth/sb else successfully Pass on = 1) to give from person to person Pass out = 1) to lose consciousness; 2) to give freely, to give out</p> <p>Pay</p>	<p>Pay back = 1) to return money owed; 2) to get revenge on sb Pay down = 1) to pay part of the price for sth and the rest over a period of time Pay for = 1) to receive punishment Pay off = 1) to act in order to settle; 2) to pay sb to leave employment Pay up = 1) to pay in full, to pay off</p> <p>Pull Pull back = 1) to move away; 2) to be unwilling to fulfil a promise, to draw back Pull down = 1) to demolish Pull in = 1) to arrive, to draw in Pull oneself together = 1) to bring one's feelings under control Pull out = 1) to stretch; 2) to leave, to draw out Pull through = 1) to succeed despite difficulties Pull up = 1) to move forward; 2) to stop</p> <p>Put Put aside = 1) to save, to put by Put across = 1) to communicate successfully, to get across, to get over Put away = 1) to store; 2) to put sb into prison or mental hospital; 3) to save Put back = 1) to set to an earlier time, to go back; 2) to cause to be delayed; 3) to replace sth; 4) to delay till a later time Put down = 1) to make a note, to write down; 2) to lay sth down; 3) to suppress forcibly; 4) to stop Put down to = 1) to attribute to Put forward = 1) to propose; 2) to set to a later time Put in = 1) to include; 2) to arrive at a port; 3) to apply for; 4) to interrupt Put in for = 1) to make a formal request; to put in; 2) to apply for Put off = 1) to postpone; 2) to discourage from liking Put on = 1) to dress oneself in; 2) to increase; 3) to switch on; 4) to pretend; 5) to cause to take place Put out = 1) to extinguish; 2) to expel; 3) to cause inconvenience; 4) to make sth public Be put out = 1) to be annoyed Put through = 1) to connect by telephone; 2) to make sb undergo or suffer sth Put up = 1) to erect, to build; 2) to increase; 3) to offer hospitality; 4) to offer; 5) to show in a public place Put up to = 1) to give sb the idea of Put up with = 1) to tolerate, to bear</p> <p>Run Run across = 1) to meet/find by chance, to come across Run after = 1) to chase Run away = 1) to escape, to flee, to run off Run away with = 1) to steal sth and leave with it Run down = 1) to knock down; 2) to speak badly of sb; 3) to stop working; 4) to tire Run in = 1) to bring a new car engine into full use Run into = 1) to meet unexpectedly; 2) to collide with; 3) to experience Run off = 1) to make prints/copies; 2) to escape from home/duty Run on = 1) to talk continuously; 2) to pass; 3) to be concerned with Run over = 1) to knock down, to run down; 2) to read through quickly; 3) to overflow; 4) to pass a limit Run out (of) = 1) to no longer have a supply Run through = 1) to use up; 2) to rehearse, to check or revise quickly Run up = 1) to accumulate, to add up; 2) to increase quickly Run up against = 1) to face, to run into</p> <p>See See about = 1) to make enquiries or arrangements about sth; 2) to deal with sth, to see to See for oneself = 1) to form an opinion using one's own judgement See into = 1) to have knowledge of</p>
---	--

<p>See off = 1) to accompany a traveler to his/her plane, train etc; 2) to make sure that sb leaves one's property See out = 1) to accompany sb to the door/exit of a house/building; 2) to last until the end of See over = 1) to inspect a place, to look around See through = 1) not to be deceived; 2) to support sb in difficulties See to = 1) to take care of, to see about</p> <p>Set Set about = 1) to begin to do; 2) to attack Set aside = 1) to save for a special purpose; 2) to stop sth for some time, to set by Set back = 1) to hinder; 2) to cost; 3) to move the hands of a clock/watch to show an earlier time Set down = 1) to make Set in = 1) to start and seem likely to continue Set off = 1) to start a journey; 2) to intend Set on/ be set on = 1) to cause to attack; 2) to be determined Set out = 1) to begin a journey; 2) to intend Set sb up = 1) to cause sb to receive blame Set to = 1) to begin working hard; 2) to start quarreling Set up = 1) to start a business; 2) to erect, to put up; 3) to establish</p> <p>Stand Stand about = 1) to stand lazily/inactively, to stand around Stand by = 1) to support sb esp in difficulties; 2) to watch remaining inactive Stand for = 1) to represent; 2) to offer oneself for election; 3) to tolerate, to put up with; 4) to believe Stand in for = 1) to replace sb temporarily Stand on = 1) to act firmly according to what one believes Stand out = 1) to be noticeable, prominent Stand up = 1) to rise at one's feet; 2) to fail to meet Stand up for = 1) to support, to defend, to stick up for; 2) to demand Stand up to = 1) to resist, to defend oneself against without fear; 2) to match in quality</p> <p>Take Take after = 1) to look or act like a relative Take away = 1) to remove; 2) to lead sb to another place; 3) to seize from people Take back = 1) to apologise; 2) to remind of the past; 3) to withdraw Take down = 1) to write down; 2) to separate into pieces so as to repair or remove; 3) to lengthen a garment, to let down Take for = 1) to identify wrongly; 2) to rob/cheat Take in = 1) to give accommodation; 2) to make clothes narrower; 3) to fully understand Take off = 1) to remove clothes; 2) to leave the ground; 3) to imitate; 4) to reduce; 5) to take time as a holiday; 6) to start to improve Take on = 1) to undertake work or responsibility; 2) to employ; 3) to accept as an opponent Take out = 1) to remove, to extract; 2) to clean Take over = 1) to gain control of sth; 2) to spend time on Take sb out = 1) to take sb to a restaurant etc Take to = 1) to like; 2) to begin a habit Take up = 1) to begin a hobby, sport, job; 2) to shorten a garment; 3) to fill; 4) to continue after an interruption Be taken back = 1) to be strongly surprised Be taken in = 1) to be deceived</p>	<p>Turn Turn away = 1) to refuse admittance to; 2) to refuse to help Turn down = 1) to refuse an offer, to reject; 2) to reduce loudness etc Turn in = 1) to go to bed; 2) to give to the police Turn into = 1) to convert into Turn off = 1) to switch off Turn on = 1) to switch on; 2) to attack Turn out = 1) to produce; 2) to prove to be in the end; 3) to evict; 4) to empty; 5) to clean a room thoroughly; 6) to assemble; 7) to get rid of Turn over = 1) to trade a sum of money; 2) to give the control of sth to sb; 3) to deliver sb; 4) to turn to a new page, to change a TV channel Turn to = 1) to go to sb for help, advice; 2) to begin Turn up = 1) to arrive or to appear; 2) to arise; 3) to increase</p> <p>Wear Wear away = 1) to reduce gradually; 2) to pass slowly Wear down = 1) to reduce opposition gradually Wear off = 1) to stop gradually; 2) to disappear gradually Wear out = 1) to use until no longer serviceable; 2) to exhaust</p> <p>Work Work on = 1) to have an effect on Work out = 1) to find the solution to a problem by reasoning or calculation; 2) to develop successfully Work up = 1) to develop; 2) to make progress in business</p>
--	---

TABLE OF IRREGULAR VERBS

V1	V2	V3
arise [ə'raɪz]	arose [ə'rəʊz]	arisen [ə'rizən]
awake [ə'weɪk]	awoke [ə'wəʊk]	awoke [ə'wəʊk]
be [bi:]	was [wɒz] / were [wɜ:]	been [bi:n]
bear [beə]	bore [bɔ:]	born [bɔ:n]
bear [beə]	bore [bɔ:]	borne [bɔ:n]
beat [bi:t]	beat [bi:t]	beaten ['bi:tən]
become [bi'kʌm]	became [bi'keɪm]	become [bi'kʌm]
begin [bi'gɪn]	began [bi'gæn]	begun [bi'gʌn]
bend [bend]	bent [bent]	bent [bent]
bind [baɪnd]	bound [baʊnd]	bound [baʊnd]
bite [baɪt]	bit [bɪt]	bitten ['bɪtən] / bit [bɪt]
bleed [bli:d]	bled [bled]	bled [bled]
blow [bləʊ]	blew [blu:]	blown [bləʊn]
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]
breed [bri:d]	bred [bred]	bred [bred]
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]
broadcast ['brɔ:dkɑ:st]	broadcast ['brɔ:dkɑ:st] / broadcasted ['brɔ:dkɑ:stɪd]	broadcast ['brɔ:dkɑ:st] / broadcasted ['brɔ:dkɑ:stɪd]
build [bɪld]	built [bɪlt]	built [bɪlt]
burn [bɜ:n]	burnt [bɜ:nt] / burned	burnt [bɜ:nt] / burned
burst [bɜ:st]	burst [bɜ:st]	burst [bɜ:st]
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]
cast [kɑ:st]	cast [kɑ:st]	cast [kɑ:st]
catch [kæʃ]	caught [kɔ:t]	caught [kɔ:t]
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzən]
cling [klɪŋ]	clung [klɪŋ]	clung [klɪŋ]
come [kʌm]	came [keɪm]	come [kʌm]
cost [kɒst]	cost [kɒst]	cost [kɒst]
creep [kri:p]	crept [krept]	crept [krept]
cut [kʌt]	cut [kʌt]	cut [kʌt]
deal [di:l]	dealt [delt]	dealt [delt]
dig [dɪg]	dug [dʌg]	dug [dʌg]
do [du:]	did [dɪd]	done [dʌn]
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]
dream [dri:m]	dreamt [dremt] / dreamed [dri:md]	dreamt [dremt] / dreamed [dri:md]
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]
drive [draɪv]	drove [drəʊv]	driven ['drɪvən]
dwelt [dwel]	dwelt [dwelt]	dwelt [dwelt]
eat [i:t]	ate [et], [eɪt]	eaten ['i:tən]
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]
feed [fi:d]	fed [fed]	fed [fed]
feel [fi:l]	felt [felt]	felt [felt]
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]
find [faɪnd]	found [faʊnd]	found [faʊnd]
flee [fli:]	fled [fled]	fled [fled]
fling [flɪŋ]	flung [flɪŋ]	flung [flɪŋ]
fly [flaɪ]	flew [flu:]	flown [fləʊn]
forbid [fə'bid]	forbade [fə'beɪd] / forbade [fə'baed]	forbidden [fə'bidən]
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtən]
forgive [fə'gɪv]	forgave [fə'geɪv]	forgiven [fə'gɪvən]
freeze [fri:z]	froze [frəʊz]	frozen ['frəʊzən]
get [get]	got [gɒt]	got [gɒt] / gotten ['gɒtn]
give [gɪv]	gave [geɪv]	given [gɪvən]
go [gəʊ]	went [went]	gone [gɒn]
grind [graɪnd]	ground [graʊnd]	ground [graʊnd]
grow [grəʊ]	grew [gru:]	grown [grəʊn]
hang [hæŋ]	hung [hʌŋ] / hanged	hung [hʌŋ] / hanged
have [hæv]	had [hæd]	had [hæd]
hear [hiə]	heard [hɜ:d]	heard [hɜ:d]
hide [haɪd]	hid [hɪd]	hid [hɪd] / hidden ['hɪdən]
hit [hɪt]	hit [hɪt]	hit [hɪt]
hold [həʊld]	held [held]	held [held]
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]
keep [ki:p]	kept [kept]	kept [kept]
kneel [ni:l]	knelt [nelt]	knelt [nelt] / kneeled [ni:ld]
know [nəʊ]	knew [nju:]	known [nəʊn]
lay [leɪ]	laid [leɪd]	laid [leɪd]
lead [li:d]	led [led]	led [led]
lean [li:n]	leant [lent] / leaned [li:nd]	leant [lent] / leaned [li:nd]

leap [li:p]	leapt [lept] /leaped[li:pt]	leapt [lept] /leaped[li:pt]
learn [lɜ:n]	learnt [lɜ:nt] /learned[lɜ:nd]	learnt [lɜ:nt] /learned[lɜ:nd]
leave [li:v]	left [left]	left [left]
lend [lend]	lent [lent]	lent [lent]
let [let]	let [let]	let [let]
lie [lai]	lay [lei]	lain [leɪn]
light [laɪt]	lit [lɪt] /lighted [laɪtɪd]	lit [lɪt] /lighted [laɪtɪd]
lose [lu:z]	lost [lɒst]	lost [lɒst]
make [meɪk]	made [meɪd]	made [meɪd]
mean [mi:n]	meant [ment]	meant [ment]
meet [mi:t]	met [met]	met [met]
pay [pei]	paid [peɪd]	paid [peɪd]
put [put]	put [put]	put [put]
read [ri:d]	read [red]	read [red]
ride [raɪd]	rode [rəʊd]	ridden ['rɪdən]
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]
rise [raɪz]	rose [rəʊz]	risen ['rɪzən]
run [rʌn]	ran [ræn]	run [rʌn]
saw [sɔ:]	sawed [sɔ:d]	sawn [sɔ:n]
say [sei]	said [sed]	said [sed]
see [si:]	saw [sɔ:]	seen [si:n]
seek [si:k]	sought [sɔ:t]	sought [sɔ:t]
sell [sel]	sold [səʊld]	sold [səʊld]
send [send]	sent [sent]	sent [sent]
set [set]	set [set]	set [set]
shake [ʃeɪk]	shook [ʃuk]	shaken ['ʃeɪkən]
shave [ʃeɪv]	shaved [ʃeɪvd]	shaven [ʃeɪvən] /shaved [ʃeɪvd]
shed [ʃed]	shed [ʃed]	shed [ʃed]
shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]
shoot [ʃu:t]	shot [ʃɒt]	shot [ʃɒt]
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]
shrink [frɪŋk]	shrank [fræŋk]	shrunk [frʌŋk]
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]
sink [sɪŋk]	sank [sæŋk]	sunk [sʌŋk]
sit [sɪt]	sat [sæt]	sat [sæt]
sleep [sli:p]	slept [slept]	slept [slept]
slide [slaɪd]	slid [slɪd]	slid [slɪd]
smell [smel]	smelt [smelt] /smelled [smeld]	smelt [smelt] /smelled [smeld]
speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkən]
speed [spi:d]	sped [sped]	sped [sped]
spell [spel]	spelt [spelt] /spelled [speld]	spelt [spelt] /spelled [speld]
spend [spend]	spent [spent]	spent [spent]
spill [spɪl]	spilt [spɪlt] /spilled [spɪld]	spilt [spɪlt] /spilled [spɪld]
split [splɪt]	split [splɪt]	split [splɪt]
spoil [spɔɪl]	spoilt [spɔɪlt] /spoiled [spɔɪld]	spoilt [spɔɪlt] /spoiled [spɔɪld]
spread [spred]	spread [spred]	spread [spred]
spring [sprɪŋ]	sprang [spræŋ]	sprung [sprʌŋ]
stand [stænd]	stood [stu:d]	stood [stu:d]
steal [sti:l]	stole [stəʊl]	stolen ['stəʊlən]
stick [stɪk]	stuck [stʌk]	stuck [stʌk]
sting [stɪŋ]	stung [stʌŋ]	stung [stʌŋ]
strike [straɪk]	struck [strʌk]	struck [strʌk] / stricken ['stri:kən]
swear [sweə]	swore [swɔ:]	sworn [swɔ:n]
sweep [swi:p]	swept [swept]	swept [swept]
swell [swel]	swelled [sweld]	swollen ['swəʊlən]
swim [swɪm]	swam [swæm]	swum [swʌm]
swing [swɪŋ]	swung [swʌŋ]	swung [swʌŋ]
take [teɪk]	took [tuk]	taken ['teɪkən]
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]
tear [teə]	tore [tɔ:]	torn [tɔ:n]
tell [tel]	told [təʊld]	told [təʊld]
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]
throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]
tread [tred]	trod [trɒd]	trod [trɒd] / trodden ['trɒdən]
understand [ʌndə'stænd]	understood [ʌndə'stu:d]	understood [ʌndə'stu:d]
wake [weɪk]	woke [wəʊk] /waked [weɪkt]	woken ['wəʊkən] /waked [weɪkt]
wear [weə]	wore [wɔ:]	worn [wɔ:n]
weep [wi:p]	wept [wept]	wept [wept]
win [wɪn]	won [wʌn]	won [wʌn]
write [raɪt]	wrote [rəʊt]	written ['rɪtən]

СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ

1. Закон України про міліцію [Електронний ресурс] – Режим доступу: <http://zakon4.rada.gov.ua/laws/show/565-12>
2. Кримінальний кодекс України [Електронний ресурс] – Режим доступу: <http://zakon2.rada.gov.ua/laws/show/2341-14>
3. Кримінальний процесуальний кодекс України [Електронний ресурс] – Режим доступу: <http://zakon2.rada.gov.ua/laws/show/4651-17>
4. Синюта Л. Л. Англійська мова для правоохоронців: навч. посібник / Л. Л. Синюта - Д.: Грані, 2012. – 75с.
5. Longman Dictionary of contemporary English Online [Електронний ресурс] – Режим доступу: <http://www.ldoceonline.com>
6. Taylor J. Police: career path. Book 1 / J. Taylor, J. Dooley. – Newbury: Express publishing, 2011. – 36 p.
7. Taylor J. Police: career path. Book 2 / J. Taylor, J. Dooley. – Newbury: Express publishing, 2011. – 38 с.
8. Taylor J. Police: career path. Book 3 / J. Taylor, J. Dooley. – Newbury: Express publishing, 2011. – 38 p.
9. Wilding B. Police ESOL / Barbara Wilding. – London: The Basic Skill Agency, 2005. – 176 с.

Навчально-методичний посібник

А.О. Кузьменко

English for law enforcement

Підписано до друку 22.01.2015. Формат 60×84 1/16. Папір офсетний

Умовн. друк. арк. 10,6. Обл.-вид. арк. 9,25. Зам. № 603.

Наклад 100 прим.

Видавець «ФОП Середняк Т.К.», 49000, Дніпропетровськ, 18, а/с 1212

Свідоцтво про внесення суб'єкта видавничої справи до Державного реєстру
видавців, виготівників і розповсюджувачів видавничої продукції ДК № 4379 від
02.08.2012.

Ідентифікатор видавця в системі ISBN 7029

49000, Дніпропетровськ, 18, а/с 1212

тел. (063)-401-55-03, (056)-798-22-47

E-mail: s-k-y@ukr.net,

www.isbn.com.ua

www.adverta.com.ua

www.vk.com/izdatelstvo_adverta

www.facebook.com/adverta.Izdatelstvo

Віддруковано на базі поліграфічно-видавничого центру «Адверта»

49000, Дніпропетровськ, 18, а/с 1212

тел. (063)-401-55-03, (056)-798-22-47

E-mail: s-k-y@ukr.net,

www.isbn.com.ua

www.adverta.com.ua

www.vk.com/izdatelstvo_adverta

www.facebook.com/adverta.Izdatelstvo

