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Національний університет «Одеська юридична академія»

Кафедра іноземних мов

LAW ENFORCEMENT

Практикум з англійської мови (за професійним спрямуванням)
для здобувачів першого (бакалаврського) рівня
вищої освіти спеціальності К 9 «Правоохоронна діяльність»



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Здобувачам освіти запропоновано тематику практичних занять, завдання до практичних занять, питання до обговорення, зразки завдань для самостійної роботи.

У практикумі пропонується комплекс вправ для виконання на практичних заняттях з англійської мови під час аудиторних занять та для самостійної роботи. Комплекс вправ спрямований на вироблення навичок використання професійної правничої англійської мови, розуміння відповідної термінології.

Практикум підготовлено відповідно до освітньої програми «Правоохоронна діяльність» за спеціальністю К 9 «Правоохоронна діяльність» і рекомендовано використовувати у навчальній роботі при підготовці фахівців за першим (бакалаврським) рівнем вищої освіти.

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ВСТУП

Практикум Law Enforcement з іноземної мови (за професійним спрямуванням) призначений для здобувачів першого (бакалаврського) рівня вищої освіти за спеціальністю К 9 «Правоохоронна діяльність» і розрахований на перший і другий роки навчання.

Даний практикум має на меті надання ґрунтовних знань та набуття навичок усного та письмового спілкування англійською мовою в рамках професійної тематики, що передбачена тематичним планом. Теми стосуються як практичних питань, пов'язаних з роботою майбутнього фахівця, так і деяких аспектів, що дозволять здобувачу вищої освіти підвищувати свій професійний рівень.

У практикумі пропонується комплекс вправ для виконання на практичних заняттях з англійської мови, а також для самостійної роботи при підготовці до практичних занять.

Комплекс вправ та завдань спрямований на вироблення навичок читання та перекладу як з англійської на українську, так і навпаки; правильного вживання граматичних конструкцій; монологічного та діалогічного мовлення; письма.

Практикум складається з двох частин: відповідно, перша частина призначена для здобувачів вищої освіти першого року навчання, друга – для другого року. Практикум нараховує 20 розділів, кожний з яких розглядає окрему тему згідно тематичного плану.

Основна увага зосереджена на опануванні професійної мови, зокрема відповідної термінології. Лексика вводиться послідовно через засвоєння слів, словосполучень, будову речень та роботу з текстами. Значна увага приділяється формуванню практичних навичок перекладу та говоріння.

Для перевірки засвоєння теоретичного матеріалу на практичних заняттях рекомендовано вправи різних ступенів складності, мета яких - з'ясувати ступінь засвоєння запропонованого матеріалу та уміння застосовувати здобуті знання для вирішення завдань практичного спілкування в професійній сфері.

Організація освітнього процесу в межах практикуму здійснюється переважно в аудиторній формі з використанням практичних методів навчання,

які спрямовані на виконання вправ, тестів, участь у дискусіях, обмін думками. Важливою є можливість інтеграції електронного навчання та застосування дистанційних освітніх технологій для розширення доступу до матеріалів і формування цифрових компетентностей.

Набуті навички дадуть можливість майбутнім фахівцям успішно спілкуватися усно та письмово в професійному середовищі, а також поглиблювати фахові знання за допомогою англomовних джерел.

Оцінювання результатів навчання здобувачів вищої освіти щодо опанування навчальної дисципліни здійснюється відповідно до Положення про організацію освітнього процесу в Національному університеті «Одеська юридична академія».

PART I

UNIT 1

TOPIC 1. PROFESSIONAL QUALITIES AND CORE COMPETENCIES OF A POLICE OFFICER. PRESENT SIMPLE VS PRESENT CONTINUOUS. ADVERBS OF FREQUENCY.

Task 1. Read and translate the following text.

“When thinking about the top characteristics of a police officer, words like *brave* and *heroic* may come to mind. Police officers, after all, are the source of safety for the general public. They are the professionals who respond to local threats and emergencies. They help to keep criminals off the streets, and work to protect citizens and their communities from harm. This job is not easy, and there are many capabilities – beyond strength and bravery – that officers must possess to be great at what they do.

Most police officers today are passionate about serving their communities and have the necessary training to carry out their jobs. They have honed skills in emergency response, decision-making, public communication, ethics, and empathy. However, there is no denying that issues still exist within the police force. Recent events have shed light on “bad cops” versus “good cops,” and the dire changes that need to take place within the criminal justice system. Perhaps that is why you are here – to **become a police officer** and to become an example for your community.

This begs the question, “What are the qualities of a good police officer?” Which skills and qualifications should an officer have, to be successful and respectable in their roles?

Today, it’s not enough to *want* to become a cop. You must develop the various qualities of a police officer to meet the demands of the job. Just what are these must-have police officer qualifications? Check out this guide as we break down what it takes to land a career as a police officer today.

Police Officer Qualities and Skills.

Police officers work in a mentally, physically, and emotionally-demanding field.

Some of the most important qualities that a police officer must possess include:

- Physical fitness
- Critical thinking
- Sound judgement
- Problem-solving skills
- Communication skills
- Interpersonal skills
- Strong moral character
- Sense of ethics
- Compassion, empathy, and respect for others
- Devotion to community
- Strong initiative and perseverance
- Ability to negotiate and rationalize
- Even temper and composure in stressful situations
- Patience and tolerance
- Mental and physical agility
- Teamwork
- Knowledge of the law

What are the Most Valued Qualities of a Police Officer?

The above list holds the most important qualities of a police officer. If you strive to become an officer of the law, you must know how to work well with others, to uphold respect for people and the law, and to have the mental, emotional, and physical capacity to serve your community.

While all the above traits are all important, there are certain characteristics in this list that are especially valued (and often evaluated) by modern police departments. These include:

- **Communication skills:**

Police officers must be able to communicate in a clear, concise, and confident manner. Whether they are speaking with a citizen, at a public event, or with other members of law enforcement, they must be able to deliver information clearly and accurately.

- **Respect for individuals:**

Police officers' main duty is to protect and serve others. This means they must also have great respect for, and an understanding of, people of all different backgrounds, cultures, attitudes, opinions, and beliefs.

- **Sound judgement and problem-solving:**

Police officers must always be able to work under pressure, to maintain composure, and to have sound judgement and decision-making skills during times of need. They must be able to reason, to weigh the consequences, and to consider alternatives, before deciding on the most logical course of action. Without sound judgment, rationalization, and composure, situations can escalate and cost lives.

- **Devotion to the community:**

Police officers must care about their communities, but also understand the issues and concerns that exist within it. This goes beyond basic law enforcement. Police officers must have insight into their community's challenges. They must also establish a trusting partnership with community members.

- **A sense of law and ethics:**

In policing, there must be an in-depth understanding of the law. The law can be taught. However, there must also be a strong sense of ethics, which is not as easily learned. Those who have a good morale and sense of ethics, that can also be balanced with the law, will find the greatest success as a police officer.

- **Perseverance and initiative:**

At the end of the day, police officers need to be resolute, steady, confident, and motivated to carry out their work. Even when faced with adversities or limited resources, police officers must persevere to accomplish their mission or purpose”.

[Retrieved from: <https://www.goodwin.edu/enews/police-officer-qualities-and-qualifications/?utm>]

Task 2. Write ten questions to the text above to make a plan for retelling.

Task 3. Study, check the pronunciation and memorize the words and the set expressions below. Study the sentences where they occur in the text.

- Brave
- Heroic
- Safety
- Emergency response
- Communication skills
- Sound judgement
- Problem-solving
- Ethics
- Empathy
- Devotion to community
- Perseverance
- Respect for individuals

Task 4. Make up 10 sentences of your own with the new words above.

Task 5. Fill in the gaps with an appropriate word where necessary.

1. Police officers are often described as _____ and _____ because they protect the public from harm.

2. One of the most important skills is clear and confident _____ with citizens and colleagues.
3. Officers must show sound _____ when making decisions under pressure.
4. Compassion and _____ are essential for building trust with people of different backgrounds.
5. A strong sense of _____ helps officers balance the law with moral responsibility.
6. Devotion to the _____ means caring about local issues and establishing partnerships with residents.
7. Even in difficult circumstances, officers must demonstrate _____ to accomplish their mission.
8. Effective _____ skills allow officers to reason and find logical solutions in emergencies.
9. Showing _____ for individuals is central to the duty of protecting and serving.
10. Physical _____ is necessary to handle the demanding nature of the job.

Task 6. Find the English for the following.

- сміливий / героїчний
- безпека
- загрози / надзвичайні ситуації
- злочинці
- захищати громадян / громади
- підготовка
- реагування на надзвичайні ситуації
- сприйняття рішень

- комунікативні навички
- етика
- «погані» проти «хороших» копів
- система кримінального правосуддя
- фізична підготовка
- критичне мислення
- здоровий глузд
- розв'язання проблем
- міжособистісні навички
- моральний характер
- співчуття / повага
- відданість громаді
- наполегливість / ініціативність
- ведення переговорів
- командна робота
- знання закону

Task 7. Translate the following sentences into English paying special attention to the italicized words.

1. Поліцейські працюють у сфері, що вимагає великих *розумових, фізичних та емоційних зусиль*.
2. Якщо ви прагнете стати офіцером закону, ви повинні вміти добре працювати з іншими, *поважати людей і закон*, а також мати розумові, емоційні та фізичні здібності для служіння громаді.
3. *Комунікативні навички*: офіцери повинні вміти спілкуватися чітко, стисло й упевнено.
4. Незалежно від того, чи вони говорять із громадянином, виступають на публіці чи *спілкуються з колегами*, інформація має бути передана ясно й точно.
5. Повага до людей: головний обов'язок поліцейського — *захищати та служити іншим*.
6. Здоровий глузд і розв'язання проблем: офіцери завжди повинні вміти працювати під тиском, зберігати самовладання та *приймати зважені рішення у критичні моменти*.
7. Відданість громаді: поліцейські повинні піклуватися про свої громади, а також розуміти їхні проблеми й виклики. Це виходить за межі базового правозастосування — офіцери мають будувати довірчі партнерські відносини з членами громади.
8. Це виходить за межі базового правозастосування — офіцери мають будувати *довірчі партнерські відносини з членами громади*.
9. Ті, хто має моральність і етичність, збалансовану із законом, *досягають найбільшого успіху*.
10. *Наполегливість та ініціативність*: зрештою, поліцейські повинні бути рішучими, стійкими, впевненими та мотивованими у виконанні своєї роботи.

Task 8. Discuss the following questions.

1. What is the main idea of the text?

2. According to the text, what words often come to mind when thinking about police officers?
3. What are some of the main responsibilities of police officers mentioned in the text?
4. Why does the text say that being a police officer is “not easy”?
5. Which skills have most police officers today honed through training?
6. What recent issues within the police force are highlighted in the text?
7. What question does the text raise about the qualities of a good police officer?
8. List five qualities from the general list that police officers must possess.
9. Which qualities are described as *especially valued* by modern police departments?
10. Why are communication skills considered essential for police officers?

Task 9. Prepare a speech “Top skills of a would-be policeman” (ten sentences).

TOPIC 1. GRAMMAR: PRESENT SIMPLE VS PRESENT CONTINUOUS. ADVERBS OF FREQUENCY.

Task 1. Present Simple. Open the brackets and put the verb in an appropriate form.

1. Our corporation (to have) an annual turnover of \$ 3.2 billion. 2. We (not to do) business with anyone outside the European car industry. 3. They only (to deal) with the manufacturers. 4. Japan (to need) to trade with Europe to ensure economic stability. 5. The company (to sell) goods all over the world. 6. We (to require) a 10% deposit for orders like this. 6. A wholesaler (not to deal) with a customer, he (to deal) with a retailer. 7. The department store (to give) a 30% discount on all Chinese goods. 8. More than half of Levi's profits (to come) from export. 9. The factory in France (to employ) 540 people. 10. The annual report (to contain) a lot of information about the company. 11. Oakdale prison (to hold) over 600 dangerous criminals. 12. Olivetti (to operate) in all the major computer markets in the world.

Task 2. Open the brackets and put the verb in Present Continuous form.

- 1) He (to pronounce) your name correctly, isn't he ? 2) He (to drive) so fast now.
3) It's 10 a. m. They (to have) a Board meeting. 3) She looked up to see if we (to listen).
4) It (to rain) hard the whole day today. 5) They (to discuss) the new contract at the moment.
6) If you come after eleven o'clock I (to sleep). 7) They (to work) in the office just now.
8) Carrie tells me you (to go) up to town in a few weeks to stay with them.
9) He (to fly) to London to take part in the conference. 10) The house is humming with activity.
The family (to prepare) for a party. 11) Are you sure we (not to disturb) you?

[Retrieved from: D. Powell, E. Walker, S. Elsworth. Grammar Practice for Upper Intermediate Students. 3-d edition. Pearson Education Limited, 2019. 224 p. P.41]

Task 3. Present Simple and Present Continuous. Tell the difference. Choose the correct answer.

1. I *usually drive* / *'m usually driving* to work but this week I *take* / (*'m taking*) the bus because my car is at the garage.
2. Make sure you *lock* / *'re locking* the doors and windows before you leave the house.
3. She *plays* / *'s playing* tennis once or twice a week, but she *doesn't play* / *isn't playing* this week because she's hurt her wrist.
4. A: *Where does Evan come* / *is Evan coming* from?
B: I'm not sure, but his parents *live* / *are living* in New Zealand.
5. The film *begins* / *is beginning* with a death and *ends* / *is ending* with a dramatic car chase through the streets of New York.
6. And the Ferrari *takes* / *is taking* the last corner at high speed, *races* / *is racing* towards the finish line and *crosses* / *is crossing* it! What a race!
7. A: *What do you do* / *are you doing*?
B: I *wait* / *'m waiting* for the bus. It *runs* / *'s running* late.
8. You *always leave* / *'re always leaving* the lights on! It doesn't matter how many times I *remind* / *'m reminding* you.

[Retrieved from:

https://elt.oup.com/student/solutions/elementary/grammar/grammar_02_012e?cc=global&sellLanguage=en]

Task 4. Complete the sentences. Use the adverb and the correct form of the verbs in brackets. Use contractions where possible.

1. Our teacher, Mrs Bones, _____ (never / be) late for lessons.
2. I _____ (often / clean) my bedroom at the weekend.
3. My brother _____ (hardly ever / help) me with my homework.
4. I _____ (sometimes / be) bored in the maths lessons.
5. We _____ (rarely / watch) football on TV.
6. You and Tony _____ (never / play) computer games with me.
7. You _____ (usually / be) at the sports centre on Sunday.
8. The school bus _____ (always / arrive) at half past eight.

[Retrieved from: https://www.perfect-english-grammar.com/support-files/adverbs_of_frequency.pdf?utm_source=chatgpt.com]

Task 5. Put the adverb in the right place in the sentence.

1. She goes to bed early (always)

2. We watch TV (never)

3. Julie and Tom go to the cinema (often)

4. Alex meets John (once a week)

5. I eat fast food (sometimes)

6. They cook at home (hardly ever)

7. He studies English (every night)

8. You drink coffee (normally)

9. I go to the park (rarely)

10. They go to a restaurant (from time to time)

11. You visit your parents (several times a year)

12. She goes to museums (seldom)

UNIT 2
TOPIC 2. ANALYTICAL THINKING AND
DECISION-MAKING IN INVESTIGATION.
MODAL VERBS. CAUSE-AND-EFFECT CLAUSES.

Task 1. Read and translate the following text.

“Criminal investigation is a complex process that requires investigators to move beyond intuition and rely on structured reasoning. Analytical thinking and decision-making are central to this process, ensuring that evidence is interpreted accurately, hypotheses are tested rigorously, and justice is pursued with integrity.

Analytical thinking involves the systematic breakdown of information to uncover meaning and connections. Within investigative practice, this skill is expressed in several important ways. First, investigators must engage in evidence evaluation, critically assessing witness statements, forensic data, and digital records to identify inconsistencies and corroborate facts. Equally vital is pattern recognition, which enables the detection of recurring behaviors, *modus operandi*, or links between suspects and events, thereby strengthening the reliability of investigative leads.

Another dimension of analytical thinking is critical questioning, where assumptions are challenged and alternative explanations explored to avoid tunnel vision and confirmation bias. Finally, investigators must practice information integration, combining qualitative insights such as interviews and observations with quantitative data like financial records and digital footprints. This synthesis allows them to construct coherent narratives and reach well-founded conclusions.

Decision-making in investigation transforms analysis into action. Effective investigative decisions follow a structured process:

1. **Problem Definition** – Clarifying the scope of the case and investigative objectives.

2. **Option Generation** – Developing multiple hypotheses and strategies to avoid narrow thinking.

3. Evidence-Based Choice – Selecting the most plausible hypothesis supported by data.

4. Action Implementation – Executing investigative steps such as interviews, surveillance, or forensic testing.

5. Review and Reflection – Reassessing decisions as new evidence emerges, ensuring adaptability.

To succeed in this field, several key skills and competences are essential. First, critical thinking allows professionals to evaluate evidence objectively and avoid the influence of cognitive biases. Closely related is logical reasoning, which involves applying both deductive and inductive methods to connect facts and draw reliable conclusions.

Another crucial competence is risk assessment, the ability to weigh potential outcomes of investigative actions and choose the most appropriate course. Equally important is adaptability, since strategies must often be adjusted when new evidence challenges initial assumptions. Finally, ethical judgment ensures that all decisions respect legal standards and uphold human rights, reinforcing trust and integrity in professional practice.

Investigators often face information overload, requiring prioritization frameworks. Biases—such as overreliance on prior experience—can distort judgment, while ethical dilemmas demand strong moral grounding. Structured analytical support and continuous training are therefore essential to maintain accuracy and fairness.

Analytical thinking and decision-making are inseparable pillars of effective investigation. By combining logical reasoning, structured processes, and ethical awareness, investigators can transform complex evidence into reliable conclusions, ensuring justice is served while safeguarding public trust”.

[Retrieved from:

https://academic.oup.com/policing/article/doi/10.1093/police/paaf005/8059161?utm_

https://academicworks.cuny.edu/gc_etds/4196/?utm_

https://dspace.wunu.edu.ua/bitstreams/6cba6d5a-40c5-4d89-9e92-d9b0c2c0be60/download?utm_]

Task 2. Write ten questions to the text above to make a plan for retelling.

Task 3. Study, check the pronunciation and memorize the words and the set expressions below. Study the sentences where they occur in the text.

- criminal investigation
- structured reasoning
- analytical thinking
- evidence evaluation
- pattern recognition
- critical questioning
- information integration
- decision-making
- problem definition
- option generation
- evidence-based choice
- action implementation
- review and reflection
- logical reasoning
- risk assessment
- adaptability
- ethical judgment
- information overload

Task 4. Make up 10 sentences of your own with the new words above.

Task 5. Fill in the gaps with an appropriate word where necessary.

1. Criminal investigation requires moving beyond intuition and relying on _____ reasoning.
2. _____ involves breaking down information to uncover meaning and connections.
3. Investigators must conduct _____ to assess witness statements and forensic data.
4. Detecting recurring behaviors and links between suspects is called _____.
5. _____ helps prevent tunnel vision and confirmation bias.
6. Combining qualitative and quantitative data is known as _____.
7. Effective _____ transforms analysis into action.
8. The first step in structured decision-making is _____ of the case.
9. Weighing potential outcomes of investigative actions is part of _____.
10. Strong _____ ensures that decisions respect legal standards and human rights.

Task 6. Find the English equivalents for the following.

- кримінальне розслідування
- структуроване мислення
- аналітичне мислення
- оцінка доказів
- розпізнавання закономірностей
- критичне запитування
- інтеграція інформації
- прийняття рішень
- визначення проблеми
- створення варіантів

- вибір на основі доказів
- реалізація дій
- перегляд і осмислення
- логічне мислення
- оцінка ризиків
- адаптивність
- етичне судження
- надмір інформації
- упередження
- суспільна довіра

Task 7. Translate the following sentences into English paying special attention to the italicized words.

1. *Кримінальне розслідування* — це складний процес, який вимагає від слідчих виходити за межі інтуїції та покладатися на структуроване мислення.
2. *Аналітичне мислення* та прийняття рішень є центральними в цьому процесі, адже вони забезпечують точне тлумачення доказів, ретельну перевірку гіпотез і прагнення до справедливості з дотриманням принципів доброчесності.
3. Аналітичне мислення передбачає систематичний розподіл інформації для виявлення значення та зв'язків.
4. У практиці розслідувань ця навичка проявляється кількома важливими способами.
5. По-перше, критичне мислення дозволяє *об'єктивно оцінювати докази* та уникати впливу когнітивних упереджень.
6. Тісно пов'язане з ним *логічне мислення*, що передбачає застосування дедуктивних та індуктивних методів для встановлення фактів і формування надійних висновків.

7. Ще однією важливою компетенцією є *оцінка ризиків* — здатність зважувати можливі наслідки слідчих дій і обирати найдоцільніший курс.
8. Не менш значущою є *адаптивність*, адже стратегії часто доводиться змінювати, коли нові докази суперечать початковим припущенням.
9. Нарешті, *етичне судження* гарантує, що всі рішення відповідають правовим стандартам і захищають права людини, зміцнюючи довіру та доброчесність професійної практики.
10. *Аналітичне мислення та прийняття рішень* — це нероздільні стовпи ефективного розслідування.

Task 8. Discuss the following questions.

1. Why must investigators move beyond intuition in criminal investigations?
2. What role does analytical thinking play in interpreting evidence?
3. How does evidence evaluation help investigators in their work?
4. What is pattern recognition, and why is it important in investigations?
5. How does critical questioning prevent tunnel vision and confirmation bias?
6. What does information integration involve, and what is its benefit?
7. What are the five steps of structured decision-making in investigations?
8. Why is risk assessment considered a crucial competence for investigators?
9. How does adaptability support effective investigative practice?
10. What is the importance of ethical judgment in criminal investigation?

Task 9. Prepare a speech “Decision-Making Under Pressure: Competences for Modern Investigators” (ten sentences).

TOPIC 2. GRAMMAR: MODAL VERBS. CAUSE-AND-EFFECT CLAUSES.

Task 1. Modal verbs. Translate sentences into Ukrainian. Pay attention to the verb forms.

1. It was a pity that she was ill and couldn't go. 2. Can you confirm your agreement by fax? 3. Now we can increase investment by only 3%. 4. The manager says we can do this within six months – which is very optimistic. 5. My view is that it could take four years. 6. There is nobody else in the house and she is unable to leave. 7. We must look at our production control procedures. 8. We must ask all employees how we can improve the system. 9. «May I speak to you?» I asked the nurse. 10. He will be allowed to come to their meeting. 11. I was to go home and get some things from the laboratory. 12. He had to go to Monte Carlo with his father. 13. She might believe you. 14. Her literary agent is able to make a contract with the Publishers House.

[Retrieved from: D. Powell, E. Walker, S. Elsworth. Grammar Practice for Upper Intermediate Students. 3-d edition. Pearson Education Limited, 2019. 224 p. P. 83.]

Task 2. Modal verbs. Which of them can be used to describe permission, requests, offers and suggestions? Choose the correct answer. Then match the questions 0 – 6 and the responses a – g.

0 May / Shall I use your phone?

1 Shall / Will I make sandwiches for lunch?

2 Will / Would you mind if I turned the heating up?

3 Will / Might you wait here for me, please?

4 Shall / Let me do that for you.

5 Could / Shall I borrow £10 until tomorrow?

6 May / Will I leave my bag here?

a) I'm sorry, but no one is allowed to leave unattended luggage.

b) Of course. Dial 9 for an outside line.

c) No, thanks. I've already had something to eat.

- d) I can't lend you anything, I'm afraid. I haven't been to the bank,
- e) Actually it's quite warm in here, don't you think?
- f) Thanks. I could use some help.
- g) OK. How long will you be?

[Retrieved from:

https://downloads.bbc.co.uk/worldservice/learningenglish/quiznet/pdfs/22_grammar_cause_effect.pdf?utm_source=chatgpt.com]

Task 3. Cause and effect clauses. For each of the six questions choose the one correct answer.

1. I love living in Australia _____ the weather.

- a. because
- b. since
- c. as
- d. because of

2. The increase in the number of cars on the road has resulted _____ more and more traffic jams.

- a. in
- b. to
- c. at
- d. for

3. "He got to work really, really late 'cos he missed his train". Which cause and effect word is 'cos short for?

- a. due to
- b. because
- c. as
- d. since

4. Keith lost his job due _____ cutbacks in the department.

- a. for

- b. at
- c. to
- d. by

5. The increase in tropical storms in recent years has been _____ global warming.

- a. put up with
- b. put down to
- c. set down to
- d. put to

6. Which one is NOT correct? “He didn’t turn up for the exam. _____, he failed the course.”

- a. as a result
- b. consequently
- c. as a consequence
- d. as a reason

[Retrieved from: https://test-english.com/grammar-points/a2/however-although-time-connectors/3/?utm_source=chatgpt.com]

Task 4. Fill in the gaps with the connectors below.

after – after that – although – as soon as – because – because of – before – however – once – so (x2)

1 _____ I arrived home, I put on my pyjamas and I lay down on the sofa. I was exhausted and I wasn’t very hungry, 2 _____ I decided not to have anything for dinner. I just got a glass of milk from the fridge. 3 _____, I lay on the sofa and I turned on the TV 4 _____ I wanted to watch a film. 5 _____, there was nothing interesting on TV. I decided to go to bed, 6 _____ I wasn’t very sleepy.

Once I was in bed, I remembered that I had to take my medication. I can’t sleep well at night 7 _____ my insomnia, 8 _____ I always take a sleeping tablet 9 _____ I go to bed. 10 _____ taking the sleeping tablet, I went back to bed and I could finally sleep.

UNIT 3
TOPIC 3. EMOTIONAL STABILITY AND
STRESS MANAGEMENT IN POLICING.
DEGREES OF COMPARISON.
STRUCTURES WITH TOO/ENOUGH.

Task 1. Read and translate the following text.

«Policing is among the most demanding professions, requiring officers to balance law enforcement duties with community service under conditions of uncertainty and risk. Emotional stability and effective stress management are therefore critical competences, shaping not only individual performance but also public trust in the police institution.

Emotional Stability in Policing.

Emotional stability refers to the ability to maintain composure, rationality, and psychological balance in challenging circumstances. For police officers, this quality is indispensable, as they frequently encounter conflict, trauma, and high-stakes decision-making. Stability manifests in several ways: resilience under pressure enables officers to remain calm during emergencies and avoid impulsive reactions that could escalate situations; self-regulation ensures fairness and prevents personal biases from influencing professional conduct; empathy and compassion allow officers to respond to victims and communities with sensitivity, fostering trust and cooperation; and consistency of judgment supports sound decision-making even when confronted with provocation or danger.

Sources of Stress in Policing.

Police work exposes officers to multiple stressors that can undermine emotional stability if left unmanaged. Operational stress arises from exposure to crime scenes, violence, and traumatic incidents. Organizational stress stems from bureaucratic demands, shift work, and resource limitations. Community pressure is generated by high expectations from the public, coupled with scrutiny and criticism. Finally, personal stress emerges from the challenge of balancing professional duties with family and personal life.

Stress Management Strategies.

Effective stress management is essential to sustain officer well-being and professional competence. Training in psychological resilience equips officers with coping mechanisms, mindfulness practices, and emotional regulation techniques. Peer support systems encourage open communication among colleagues, reducing isolation and normalizing shared experiences. Counseling and professional support provide access to mental health services, helping officers process trauma and prevent burnout. Physical fitness and lifestyle balance—through regular exercise, a healthy diet, and adequate rest—strengthen both body and mind. At the organizational level, interventions such as rotating assignments, fair workload distribution, and supportive leadership can significantly reduce systemic stress.

Ethical and Professional Implications

Emotional stability and stress management are not merely personal attributes; they are professional obligations. Officers who manage stress effectively are better equipped to uphold ethical standards, protect human rights, and maintain community trust. Conversely, unmanaged stress can lead to misconduct, impaired judgment, and erosion of legitimacy.

Emotional stability and stress management form the psychological backbone of effective policing. By cultivating resilience, practicing self-regulation, and engaging in structured support systems, officers can navigate the pressures of their profession while safeguarding their own well-being and the integrity of law enforcement. These competences are essential not only for individual survival in a demanding career but also for sustaining the credibility and humanity of policing as a public service».

Task 2. Write ten questions to the text above to make a plan for retelling.

Task 3. Study, check the pronunciation and memorize the words and the set expressions below. Study the sentences where they occur in the text.

- Emotional stability

- Composure
- Rationality
- Psychological balance
- Resilience under pressure
- Self-regulation
- Empathy
- Compassion
- Consistency of judgment
- Operational stress
- Organizational stress
- Community pressure
- Personal stress
- Stress management
- Psychological resilience
- Peer support
- Counseling
- Physical fitness
- Lifestyle balance
- Organizational interventions

Task 4. Make up 10 sentences of your own with the new words above.

Task 5. Fill in the gaps with an appropriate word where necessary.

1. Emotional stability refers to the ability to maintain _____, rationality, and psychological balance in challenging circumstances.
2. For police officers, this quality is indispensable because they frequently encounter conflict, trauma, and _____ decision-making.
3. Resilience under pressure means officers must remain _____ during emergencies, avoiding impulsive reactions that could escalate situations.
4. Self-regulation ensures fairness and prevents personal _____ from influencing professional conduct.
5. Stability also allows officers to respond to victims and communities with _____ and compassion, fostering trust and cooperation.
6. Emotional balance supports consistency of _____, even when confronted with provocation or danger.
7. _____ exposes officers to multiple stressors that can undermine emotional stability if left unmanaged.
8. Operational stress comes from exposure to crime scenes, violence, and _____ incidents.
9. _____ arises from bureaucratic demands, shift work, and resource limitations.
10. Training in psychological _____ teaches coping mechanisms, mindfulness, and emotional regulation.

Task 6. Find the English for the following.

- Емоційна стабільність
- Самовладання
- Раціональність
- Психологічна рівновага
- Стійкість під тиском
- Саморегуляція
- Емпатія

- Співчуття
- Послідовність суджень
- Операційний стрес
- Організаційний стрес
- Тиск громади
- Особистий стресс
- Управління стресом
- Психологічна стійкість
- Підтримка колег
- Консультування
- Фізична форма
- Баланс способу життя
- Організаційні заходи

Task 7. Translate the following sentences into English paying special attention to the italicized words.

1. *Емоційна стабільність* означає здатність зберігати самовладання, раціональність та психологічну рівновагу в складних обставинах.
2. Для поліцейських ця якість є незамінною, адже вони часто стикаються з конфліктами, травматичними ситуаціями та *прийняттям рішень у критичних умовах*.
3. *Стійкість під тиском*: офіцери повинні залишатися спокійними під час надзвичайних ситуацій, уникаючи імпульсивних реакцій, які можуть загострити обставини.
4. *Саморегуляція*: емоційний контроль забезпечує справедливість і запобігає впливу особистих упереджень на професійну поведінку.
5. *Емпатія та співчуття*: стабільність дозволяє офіцерам реагувати на потерпілих і громади з чутливістю, сприяючи довірі та співпраці.

6. *Послідовність суджень*: емоційна рівновага підтримує здатність приймати зважені рішення навіть у випадках провокацій чи небезпеки.
7. *Робота поліцейського* піддає офіцерів численним стресорам, які можуть підірвати емоційну стабільність, якщо їх не контролювати.
8. *Ефективне управління стресом* є необхідним для підтримання добробуту офіцерів та їхньої професійної компетентності.
9. Консультування та *професійна підтримка*: доступ до послуг психічного здоров'я допомагає офіцерам опрацьовувати травми та запобігати вигоранню.
10. Фізична форма та *баланс способу життя*: регулярні фізичні вправи, здорове харчування та достатній відпочинок зміцнюють тіло й розум.

Task 8. Discuss the following questions.

1. What does “emotional stability” mean in the police profession?
2. Why is the ability to maintain composure critically important for officers?
3. How does self-regulation help avoid bias in professional activity?
4. In what way do empathy and compassion foster community trust in police?
5. Why is consistency of judgment important when making decisions in dangerous situations?
6. What are examples of operational stress in police work?
7. What factors create organizational stress in law enforcement agencies?
8. How can community pressure affect an officer’s emotional state?
9. Why is balancing professional duties with personal life a difficult task?
10. What methods of psychological resilience training can help officers?

Task 9. Prepare a speech “Emotional intellect of a would-be policeman” (ten sentences).

TOPIC 3. GRAMMAR: DEGREES OF COMPARISON. STRUCTURES WITH TOO/ENOUGH.

[Retrieved from: D. Powell, E. Walker, S. Elsworth. Grammar Practice for Upper Intermediate Students. 3-d edition. Pearson Education Limited, 2019. 224 p. P. 30]

Task 1. Complete the conversation. Use the comparative or superlative form of the words in brackets.

A: How are you enjoying the new house?

B: It's nice. It's (1) (spacious) than our old house and one of the (2) (good) things is having our own garden.

A: So, it's much (3) (good) here than in London, then?

B: Well, I'm not sure. (4) (bad) thing about London was the pollution – and it's certainly (5) (polluted) here in the country. And I suppose it's (6) (stressful). I sleep (7) (soundly) here without all the noise. But I miss the cultural diversity of London.

A: Well, I know this is (8) (far) from London you've ever lived but it's one of the (9).....beautiful) places I've ever seen.

[Retrieved from: D. Powell, E. Walker, S. Elsworth. Grammar Practice for Upper Intermediate Students. 3-d edition. Pearson Education Limited, 2019. 224 p. P. 32]

Task 2. Comparative structures. What do we use them for?

Complete the sentences. Use the correct form of the words in brackets.

1. He's driving he should. (much / quickly)
2. Football is sport in Europe today. (by far / popular)
3. My car is yours, but I think it's a car. (not / expensive, good)
4. I don't have you but I'm (nearly / much / money, far / happy)
5. Ted got Valerie did. (same / mark)

6. Audrey's personality is _____ her brother's. (very, similar)
7. The house looks _____ the way it looked before it was painted.
(completely / different)
8. He cared _____ and.....about the band and eventually
he decided to leave. (little, little)

[Retrieved from: <https://test-english.com/grammar-points/a2/too-too-much-too-many-enough/>]

Task 3. Choose *too, too much, too many, enough* to complete the sentences below.

1. There's _____ smoke in here; I can't breathe.
2. I don't earn _____ to buy that car.
3. My manager says that I play _____ to win the competition.
4. I know I talk _____. I should talk less.
5. I don't think the door is _____ to get the sofa into the room.
6. _____ money can be bad for football players who are still in their 20s.
7. I ate _____ cakes and felt sick later.
8. I can't drink this milk. It's _____ hot.
9. I think I've eaten _____. I don't feel very well.
10. There weren't _____ to play a match, so everybody went home.

[Retrieved from: <https://test-english.com/grammar-points/a2/too-too-much-too-many-enough/3/>]

Task 4. Complete the sentences with *too, too much, too many, enough* and the word in brackets.

1. There were _____ (people) at the concert and we couldn't see anything.
2. I'll talk to you later; I'm _____ (busy) now.
3. You aren't _____ (well) to go to work. You should stay home.
4. You are _____ (nice). You must learn to say 'no' to people who ask you for favours.
5. You spend _____ (time) at the computer. You should play outside more often.

6. You look exhausted. I think you work _____ (hard).
7. You can't run 10 miles. You aren't _____ (fit); you need more training.
8. Please, don't put _____ (sugar) in my coffee; I don't like it too sweet.
9. I don't like people who ask _____ (questions).
10. We don't have _____ (time) to have another coffee; we need to leave now.

UNIT 4
TOPIC 4. PROFESSIONAL COMMUNICATION
IN LAW- ENFORCEMENT CONTEXTS.
TYPES OF QUESTIONS.

Task 1. Read and translate the following text.

«Professional communication in law enforcement is not just about transmitting information—it is about building legitimacy, managing conflict, and sustaining ethical policing. We can frame it around: core skills (verbal, nonverbal, interpersonal) and competence as qualification (formal requirement in Ukraine and globally).

Professional communication in law enforcement is considered one of the most critical competences for officers, as it directly affects public trust, conflict resolution, and organizational effectiveness. Researchers highlight the importance of verbal and nonverbal skills, cultural sensitivity, and structured training to ensure officers can interact ethically and effectively in diverse contexts.

Verbal communication in policing demands clarity, brevity, and legal precision. Officers must use clear, concise language during arrests, interviews, and public interactions to ensure that instructions are understood, rights are communicated correctly, and evidence gathered is reliable. When reading legal rights, conducting briefings, or calming distressed individuals, every word matters: precise phrasing reduces misunderstanding, protects procedural fairness, and limits legal risk.

Effective verbal communication also relies on tone and pacing. A calm, measured voice helps de-escalate tense encounters and encourages cooperation, while a firm, unambiguous tone is necessary when giving lawful orders. In practice, officers should combine scripted elements (for example, standardized rights warnings) with adaptive language that responds to the person's emotional state and comprehension level.

Nonverbal communication plays a crucial role in law enforcement, as body language, tone, and gestures often shape how messages are received. Officers must remain conscious of the signals they project, since authority and empathy are conveyed

not only through words but also through physical presence. A firm posture and controlled gestures can reinforce authority, while open body language and a calm tone can express empathy and build trust. By mastering these nonverbal cues, officers enhance their ability to de-escalate tense situations, foster cooperation, and maintain professionalism in every interaction.

Interpersonal skills are fundamental to effective policing, as active listening, empathy, and respect form the basis for building trust with communities. By demonstrating genuine concern and attentiveness, officers can de-escalate tense situations and provide meaningful support to victims. These qualities not only strengthen relationships with the public but also enhance the credibility and legitimacy of law enforcement.

Equally important is cultural and generational sensitivity. Police officers interact with diverse populations, and awareness of cultural norms helps prevent misunderstandings and fosters respectful communication. At the same time, generational differences in communication styles—such as the contrast between digital interaction and face-to-face dialogue—require officers to adapt their approach to ensure clarity and connection. By integrating interpersonal competence with cultural and generational awareness, law enforcement professionals can communicate more effectively, resolve conflicts peacefully, and maintain public confidence.

SUMMARY TABLE

Dimension	Importance in Policing	Example Contexts
Verbal Skills	Ensure clarity, legality, and authority	Reading rights, interviews, press conferences
Nonverbal Skills	Convey empathy or authority	Body language during traffic stops
Interpersonal Competence	Build trust, de-escalate conflict	Victim support, community outreach

Dimension	Importance in Policing	Example Contexts
Cultural Sensitivity	Prevent miscommunication	Multicultural neighborhoods
Training & Sustainability	Strengthen resilience, reduce stress	Communication drills, scenario-based training

EFFECTIVE COMMUNICATION IN CRIMINAL JUSTICE

Professional communication in law enforcement is not just about transmitting information — it is about building legitimacy, managing conflict, and sustaining ethical policing».

[Retrieved from:

[https://us.sagepub.com/sites/default/files/upm-](https://us.sagepub.com/sites/default/files/upm-assets/93759_book_item_93759.pdf?utm_)

[assets/93759_book_item_93759.pdf?utm_](https://us.sagepub.com/sites/default/files/upm-assets/93759_book_item_93759.pdf?utm_)

https://dspace.univd.edu.ua/server/api/core/bitstreams/3b32cd00-5ff3-49a2-9dd5-fb034e335e67/content?utm_

https://www.mdpi.com/2071-1050/17/22/9938?utm_]

Task 2. Write ten questions to the text above to make a plan for retelling.

Task 3. Study, check the pronunciation and memorize the words and the set expressions below. Study the sentences where they occur in the text.

- Professional communication
- Legitimacy
- Conflict management
- Ethical policing
- Competence / qualification

Verbal Communication

- Clarity
- Brevity
- Legal precision
- Scripted elements (rights warnings, briefings)
- Adaptive language
- Tone and pacing
- Calm, measured voice
- Firm, unambiguous tone

Nonverbal Communication

- Body language
- Gestures
- Posture
- Physical presence
- Authority signals
- Empathy signals
- Deescalation cues

Interpersonal Skills

- Active listening
- Empathy
- Respect
- Trust-building
- Community relations

- Credibility
- Legitimacy

Cultural & Generational Sensitivity

- Cultural norms
- Diverse populations
- Generational differences
- Digital interaction
- Facetoface dialogue
- Adaptability

Training & Competence Development

- Structured training
- Skill development
- Organizational effectiveness
- Public trust

Task 4. Make up 10 sentences of your own with the new words above.

Task 5. Fill in the gaps with an appropriate word where necessary.

1. During an arrest, an officer must demonstrate _____ to avoid misunderstandings.
2. _____ in phrasing guarantees the protection of citizens' rights.
3. Using _____ helps the officer take into account the emotional state of the interlocutor.
4. A calm, measured _____ contributes to deescalating conflict situations.
5. Open _____ and controlled gestures create a positive image of the officer.
6. _____ allows the police officer to better understand the needs of victims.

7. Awareness of _____ helps avoid conflicts in a multicultural environment.
8. _____ is a key factor in building trust between police and the community.
9. _____ ensures systematic development of communication skills.
10. Adherence to the principles of _____ supports ethical and legitimate law enforcement activity.

Task 6. Find the English for the following.

- Професійна комунікація
- Легітимність
- Управління конфліктами
- Етичне поліцейське служіння
- Компетентність / кваліфікація

Вербальна комунікація

- Чіткість
- Стислість
- Юридична точність
- Скриптовані елементи (наприклад, попередження про права, брифінги)
- Адаптивна мова
- Тон і темп мовлення
- Спокійний, врівноважений голос
- Твердий, недвозначний тон

Невербальна комунікація

- Мова тіла
- Жести
- Постава

- Фізична присутність
- Сигнали авторитету
- Сигнали емпатії
- Деескалаційні невербальні засоби

Міжособистісні навички

- Активне слухання
- Емпатія
- Повага
- Формування довіри
- Взаємини з громадою
- Авторитетність
- Легітимність

Культурна та поколіннєва чутливість

- Культурні норми
- Різноманітні спільноти
- Поколіннєві відмінності
- Цифрова взаємодія
- Особисте спілкування (facetoface)
- Адаптивність

Task 7. Translate the following sentences into English paying special attention to the italicized words.

1. *Професійна комунікація* є основою легітимності поліції та довіри громадян.
2. Офіцер повинен *демонструвати чіткість* і стислість під час пояснення прав затриманому.

3. *Юридична точність* у вербальних формулюваннях захищає як громадян, так і самих правоохоронців.
4. Використання спокійного, врівноваженого голосу допомагає деескалювати *конфліктні ситуації*.
5. *Мова тіла та постова* офіцера можуть підсилювати авторитет або, навпаки, викликати недовіру.
6. *Активне слухання і емпатія* створюють основу для побудови довіри з громадою.
7. *Усвідомлення культурних норм* допомагає уникати непорозумінь у багатонаціональному середовищі.
8. Поліцейські мають враховувати поколіннєві відмінності, щоб *ефективно спілкуватися* з молоддю та старшими людьми.
9. Структуроване навчання забезпечує *розвиток навичок комунікації* та підвищує організаційну ефективність.
1. Інтегруючи міжособистісну компетентність із культурною та поколіннєвою обізнаністю, фахівці з правоохоронної діяльності можуть ефективніше спілкуватися, мирно вирішувати конфлікти та *підтримувати довіру громадськості*.

Task 8. Discuss the following questions.

1. Why is professional communication a critical competence for law enforcement officers?
2. How does verbal communication influence legitimacy and public trust?
3. What is the difference between scripted elements and adaptive language in police work?
4. What role do tone and pacing play in deescalating conflicts?
5. How can nonverbal signals (posture, gestures) reinforce an officer's authority?
6. Why are active listening and empathy the foundation of interpersonal skills in policing?

7. How does cultural sensitivity help avoid misunderstandings in a multicultural environment?
8. What challenges do generational differences in communication styles create?
9. How does structured training contribute to the development of communication skills in law enforcement?
10. In what ways does professional communication support ethical policing?

Task 9. Prepare a speech “Professional communication in law enforcement” (ten sentences).

TOPIC 4. GRAMMAR: TYPES OF QUESTIONS.

Task 1. Translate sentences into Ukrainian. Pay attention to the verb forms. Write down different types of questions to the sentences.

1. We manufacture coffee. 2. Our company makes video games and software. 3. I don't take my work home. 4. Americans drink a lot of coffee. 5. They started negotiations three months ago. 6. The domestic sales fell by 5 per cent last month. 7. We met many times and we reached the agreement yesterday. 8. TeleResearch (TR) produces prototype of Linco Mobile phone. 9. Telco and TR formed a joint venture company in 2003. 10. We'll watch a video and then we'll see the production plant. 11. Hold on. I'll just phone Marta to ask her. 12. If business drops by 50 per cent I'll lose my job. 13. He works for the biggest office supply company in the area.

[Retrieved from: <https://test-english.com/grammar-points/a2/subject-questions-questions-preposition/>]

Task 2. Choose the correct options to complete the questions about the underlined words. Some of the questions are subject questions and questions with prepositions.

1. She is looking for a job. ⇒ What _____?
2. Sonya helped me with the boxes. ⇒ Who _____ with the boxes?

3. I asked John to bring music for the party. ⇒ Who _____ to bring music for the party?
4. I am waiting for my husband. ⇒ Who _____?
5. Very few people went to the party. ⇒ _____ to the party?
6. She invited very few people to the party ⇒ How many people _____ to the party?
7. He apologised for being late. ⇒ What _____?
8. Sam loves Elisa. ⇒ Who _____?
9. Something terrible happened last night. ⇒ _____ last night?
- 10 The book is based on a novel by an English writer. ⇒ What _____?

[Retrieved from: D. Powell, E. Walker, S. Elsworth. Grammar Practice for Upper Intermediate Students. 3-d edition. Pearson Education Limited, 2019. 224 p. P. 89]

Task 3. Question forms. Complete the conversations. Write negative questions. Use the words in brackets.

1. A: Hurry or you'll be late!

(you / be / late / yesterday)

B: No, I wasn't. I was on time.

1. A: I've got some spare copies

(who / have got / one)

B: I haven't. Could you give me one, please?

1. A: We're going to be late!

(why / you / get / ready / sooner)

B: I was busy. Anyway, I don't see the problem – we're only a few minutes late.

1. A: You're washing the car!

(you / have got / anything better to do)

B: No, I haven't. And besides, I enjoy washing the car.

1. A: There's no room on the mantelpiece for that vase.

(why / you / put / it / here)

B: That's a good idea. I'll do that.

1. A: The car has been running well since we had it serviced.

(the garage / do / a great job)

B: Yes, they certainly did. You'd think it was a new car.

[Retrieved from: D. Powell, E. Walker, S. Elsworth. Grammar Practice for Upper Intermediate Students. 3-d edition. Pearson Education Limited, 2019. 224 p. P. 90]

Task 4. Questions. Question tags and reply questions. Complete the questions using question tags.

- | | |
|-------------------------------------|---|
| 1. Put that cat down, | ? |
| 2. I'm too thin to wear that dress, | ? |
| 3. We haven't finished yet, | ? |
| 4. Let's have some lunch, | ? |
| 5. You won't leave, | ? |
| 6. Jane left a message, | ? |
| 7. Everyone is here now, | ? |
| 8. You don't eat meat, | ? |

UNIT 5
TOPIC 5. ETHICAL CONDUCT AND IMPARTIALITY
IN LAW-ENFORCEMENT WORK.
PASSIVE VOICE.

Task 1. Read and translate the following text.

Ethical conduct and impartiality are fundamental principles of professional law-enforcement work. Police officers and other law-enforcement officials have significant power and responsibility, so their behavior must always be based on moral values, respect for human rights, and the rule of law. Ethical conduct helps to build public trust and ensures justice in society.

One of the key elements of ethical behavior is honesty. Law-enforcement officers must tell the truth, follow legal procedures, and avoid corruption. Accepting bribes, using authority for personal benefit, or hiding important information damages the credibility of law-enforcement institutions. When officers act honestly, citizens are more willing to cooperate with them.

Impartiality is equally important in law-enforcement activities. Officers must treat all people fairly, regardless of their gender, nationality, social status, political views, or personal beliefs. Decisions should be based only on facts and evidence, not on emotions or prejudice. Impartial behavior helps prevent discrimination and ensures equal protection of the law for everyone.

Ethical conduct also includes respect for human dignity. Even when dealing with suspects or offenders, law-enforcement officers must use force only when it is necessary and proportionate. Professional communication, self-control, and respect reduce conflict and help maintain public order.

In conclusion, ethical conduct and impartiality are essential for effective and lawful law-enforcement work. These principles support justice, protect human rights, and strengthen public confidence in law-enforcement agencies. Future professionals in this field must develop strong ethical standards to perform their duties responsibly and professionally.

Task 2. Write ten questions to the text above to make a plan for retelling.

Task 3. Study, check the pronunciation and memorize the words and the set expressions below. Study the sentences where they occur in the text.

- ethical conduct
- impartiality
- law-enforcement work
- law-enforcement officials
- moral values
- human rights
- the rule of law
- public trust
- justice in society
- ethical behavior
- honesty
- legal procedures
- corruption
- accepting bribes
- authority
- personal benefit
- credibility
- treat all people fairly
- facts and evidence
- prejudice

- discrimination
- equal protection of the law
- human dignity
- suspects
- offenders
- use force
- necessary and proportionate
- professional communication
- public order
- ethical standards

Task 4. Make up 10 sentences of your own with the new words above.

Task 5. Fill in the gaps with an appropriate word where necessary.

1. _____ is crucial in law-enforcement work, as officers must act based on honesty and fairness, rather than personal interests.
2. The police must treat all people fairly, regardless of their background, to ensure that _____ is maintained.
3. It is essential for law-enforcement _____ to respect the rights of citizens and uphold the principles of justice.
4. The _____ of the police is damaged if they engage in _____, such as accepting bribes or abusing their power.
5. Police officers are expected to follow _____ when making arrests and handling suspects. This ensures that their actions are legal and transparent.
6. _____ refers to the idea that all individuals should be treated equally under the law, without any bias or discrimination.

7. _____ means that officers must avoid making decisions based on emotions, biases, or prejudices. They should make decisions based only on facts and evidence.
8. In some cases, police officers might have to _____ to protect themselves or others, but it must always be _____ to the situation.
9. Upholding _____ ensures that police officers act according to ethical norms and maintain the integrity of their profession.
10. Without _____, society would lose its confidence in law enforcement, making it difficult for officers to carry out their duties effectively.

Task 6. Find the English for the following.

- довіра суспільства
- неупередженість
- прийняття хабарів
- факти та докази
- моральні цінності
- людська гідність
- необхідний і пропорційний

Task 7. Translate the following sentences into English paying special attention to the italicized words.

1. Правоохоронні службовці повинні завжди дотримуватися *етичної поведінки*, щоб зберегти довіру суспільства.
2. *Неупередженість* є одним з основних принципів у правоохоронній діяльності, адже це допомагає забезпечити справедливість.
3. Порушення *правових процедур* може призвести до серйозних наслідків для правоохоронних органів.
4. Всі люди повинні мати *рівний захист законом*, незалежно від їх соціального статусу чи політичних переконань.

5. *Чесність* є важливим аспектом професійної діяльності правоохоронців, адже без неї не можна побудувати довіру між громадянами та поліцією.
6. *Корупція* серед правоохоронців підриває авторитет *влади* і руйнує репутацію правоохоронних органів.
7. Важливо не тільки поводитися з людьми згідно з *моральними цінностями*, але й захищати їх *права людини*.
8. Коли правоохоронці *застосовують силу*, вона повинна бути *необхідною і пропорційною* ситуації.
9. *Етичні стандарти* повинні бути основою всіх рішень, що ухвалюють правоохоронні службовці.
10. Якщо *факти та докази* не підтверджують вину підозрюваного, не можна його засуджувати через особисті *упередження*.

Task 8. Discuss the following questions.

1. Why is ethical conduct important in law-enforcement work?
1. What are the main principles of impartiality in law-enforcement activities?
2. How can law-enforcement officers maintain their credibility and authority?
3. In what situations is it necessary for law-enforcement officers to use force?
4. What are the consequences of corruption and accepting bribes among law-enforcement officials?
5. Why is it important for law-enforcement officers to respect human dignity even when dealing with suspects or offenders?
6. What does "equal protection of the law" mean in the context of law-enforcement work?
7. How can law-enforcement officials ensure they are following legal procedures correctly?
8. What is the role of professional communication in maintaining ethical standards in law-enforcement work?
9. In your opinion, how can future law-enforcement professionals be trained to uphold ethical conduct and impartiality?

Task 9. Prepare a speech about the importance of ethical standards in law enforcement (ten sentences).

TOPIC 5. GRAMMAR: PASSIVE VOICE.

[Retrieved from: D. Powell, E. Walker, S. Elsworth. Grammar Practice for Upper Intermediate Students. 3-d edition. Pearson Education Limited, 2019. 224 p. P. 160]

Task 1. When can we use Passive Voice? What changes are needed to make sentence passive? Re-write the sentences using the Passive.

1. They should have finished the project ages ago.
2. No one has cleaned the windows for weeks.
3. His company made him redundant a year ago.
4. The pressures of work were affecting her health.
5. The fire fighters put out the fire before it did much damage.
6. If it hadn't rained so much, we would have finished the job on time.
7. The people at the garage are repairing our car.

[Retrieved from: https://www.english-grammar.at/online_exercises/passive-voice/pa016.htm]

Task 2. Complete the sentences using the correct form of the passive voice in the correct tense.

1. The war _____ next week (DECLARE).
2. Your homework _____ by tomorrow afternoon. (MUST FINISH)
3. That house _____ since I was a child. (NOT PAINT)
4. Smoking _____ in this hotel (NOT ALLOW)

5. After all the flights _____ the tourists checked in at the airport hotel. (CANCEL)
6. The car _____ for over a week (NOT WASH).
7. He _____ a new contract last year (GIVE)
8. This song _____ by the Beatles in 1967. (WRITE)
9. The earth _____ if we try hard enough to do something (CAN SAVE)
10. The new bridge _____ at the moment. (BUILD)

[Retrieved from: <http://www.english-practice.at/b1/grammar/passive-voice/pa015-active-or-passive.pdf>]

Task 3. Fill the blanks with the correct form of the verb. Use Active or Passive Voice.

1. A lot of old songs _____ on the radio last week. (PLAY)
2. The President _____ about the coup in Central America. (JUST INFORM)
3. If I _____ you I wouldn't go to the meeting. (BE)
4. The bank manager told me that the house _____ for. (NOT PAY)
5. I _____ the guitar since I was in nursery school. (PLAY)
6. Margie is very happy because she _____ an engagement ring from her boyfriend. (JUST RECEIVE)
7. I _____ after the children while the garage _____. (LOOK, REPAIR)
8. When Jane came to the office, she found out that her boss _____. (ALREADY LEAVE)
9. Please don't interrupt us. We _____ an important conversation. (HAVE)
10. I reported to the police that my stamp collection _____ the week before. (STEAL)

11. A short time after the pedestrian _____ by the car the ambulance _____. (HIT, ARRIVE)
12. When Mr Kennel entered the room, emails _____ by his assistants. (TYPE)
13. Dad _____ for over three weeks. (NOT SMOKE)
14. He normally _____ up on his own but yesterday he _____ by his mom. (WAKE, WAKE)
15. They usually _____ visitors at the hospital. (NOT ALLOW)
16. All the houses in our street _____ every year during the Christmas season. (DECORATE)
17. India _____ independence in 1947. (GRANT)
18. They _____ in southern Italy since the end of the war. (LIVE)
19. I _____ a car by the garage so that I could drive home. (GIVE)
20. Tom's father is an excellent athlete. He _____ some sort of sport every day. (DO)

[Retrieved from: <https://test-english.com/grammar-points/b1/passive-verb-forms/3/>]

Task 4. Turn the following active sentences into passive sentences. Keep the same verb tense.

1. They forbid smoking here. ⇒ Smoking _____ here.
2. They accept credit cards. ⇒ Credit cards _____.
3. They are building a new cinema in the city. ⇒ A new cinema _____ in the city.
- 4 Someone is accusing him of stealing money. ⇒ He _____ of stealing money.
5. They built the house in 1950. ⇒ The house _____ in 1950.
6. The Romans named Neptune after the Roman god of the sea. ⇒ Neptune _____ after the Roman god of the sea.

7. Someone was blackmailing him. ⇒ He _____.

8. When I passed by, someone was painting the walls. ⇒ When I passed by, the walls _____.

9. They have told him that he has to leave the country. ⇒ He _____ that he has to leave the country.

10. For generations local fishermen have inhabited the lake. ⇒ For generations the lake _____ by local fishermen.

UNIT 6
TOPIC 6. CONTINUOUS TRAINING AND PROFESSIONAL
DEVELOPMENT OF OFFICERS.
PRESENT PERFECT.
ALREADY, JUST, YET, EVER, NEVER.

Task 1. Read and translate the following text.

Continuous training and professional development are essential parts of effective law enforcement work. The duties of officers are becoming more complex because of social changes, new types of crime, and the development of technology. For this reason, officers must regularly improve their knowledge and skills to perform their tasks professionally and responsibly.

Professional training helps officers stay physically fit, legally informed, and psychologically prepared. During continuous training, officers learn about new laws, updated procedures, and modern methods of crime prevention and investigation. This knowledge is important for making correct decisions in difficult situations and for respecting human rights. Without regular training, officers may rely on outdated information, which can lead to mistakes and loss of public trust.

Another important aspect of professional development is the improvement of communication skills. Officers often work with people in stressful or dangerous situations. Training in communication, conflict resolution, and teamwork helps them act calmly and professionally. It also reduces the risk of violence and misunderstandings between officers and citizens. In addition, ethical training supports honesty, responsibility, and respect for the law.

Modern law enforcement also requires officers to understand digital technologies. Continuous training includes learning how to use new equipment, databases, and digital tools. This is especially important in fighting cybercrime and organized crime. Officers who develop their technical skills can work more efficiently and safely.

In conclusion, continuous training and professional development are necessary for building a strong and effective law enforcement system. Regular education

improves officers' competence, confidence, and professionalism. It also increases public safety and trust in law enforcement institutions. Therefore, investing in the continuous development of officers is an investment in a safer society.

Task 2. Write ten questions to the text above to make a plan for retelling.

Task 3. Study, check the pronunciation and memorize the words and the set expressions below. Study the sentences where they occur in the text.

- continuous training
- professional development
- law enforcement work
- types of crime
- development of technology
- improve their knowledge and skills
- perform their tasks professionally and responsibly
- stay physically fit
- legally informed
- psychologically prepared
- updated procedures
- crime prevention and investigation
- make correct decisions
- respecting human rights
- outdated information
- public trust
- communication skills

- conflict resolution
- teamwork
- the risk of violence
- misunderstandings between officers and citizens
- ethical training
- digital technologies
- new equipment
- digital tools
- cybercrime
- organized crime
- work more efficiently and safely
- public safety
- law enforcement institutions

Task 4. Make up 10 sentences of your own with the new words above.

Task 5. Fill in the gaps with an appropriate word where necessary.

Fill in the gaps with an appropriate word or phrase where necessary.

1. Continuous _____ helps officers keep their professional skills up to date.
2. _____ is necessary for officers to grow in their careers and adapt to new challenges.
3. Modern _____ requires officers to deal with complex social and legal situations.
4. Officers must understand different _____ to respond effectively to criminal activity.
5. The _____ has changed the way police investigate and prevent crime.

6. Regular training helps officers _____ and act confidently in difficult situations.
7. Officers must be _____ in order to follow the law correctly.
8. Good _____ help officers communicate clearly with citizens and colleagues.
9. Using modern _____ allows officers to solve cases faster and more accurately.
10. High professional standards in policing help build _____ in society.

Task 6. Find the English for the following.

- безперервна підготовка
- професійний розвиток
- правоохоронна діяльність
- види злочинів
- розвиток технологій
- покращувати свої знання та навички
- залишатися фізично підготовленими
- комунікативні навички
- кіберзлочинність
- громадська безпека

Task 7. Translate the following sentences into English paying special attention to the italicized words.

1. *Безперервна підготовка* є необхідною для сучасних офіцерів поліції.
2. *Професійний розвиток* допомагає офіцерам адаптуватися до нових викликів.
3. *Правоохоронна діяльність* вимагає високого рівня відповідальності.
4. Офіцери повинні розуміти різні *види злочинів*.
5. *Розвиток технологій* значно вплинув на роботу поліції.

6. Регулярні тренування допомагають офіцерам *покращувати свої знання та навички*.
7. Поліцейські мають бути *юридично обізнані* у своїй щоденній роботі.
8. Добрі *комунікативні навички* зменшують конфлікти з громадянами.
9. Сучасна поліція активно використовує *цифрові інструменти*.
10. Ефективна робота поліції підвищує *довіру громадськості*.

Task 8. Discuss the following questions.

1. Why is continuous training important for modern law enforcement officers?
2. How does professional development help officers perform their duties more effectively?
3. What kinds of knowledge and skills do officers improve during continuous training?
4. Why is it important for officers to be legally informed and psychologically prepared?
5. How does training in communication and conflict resolution influence officers' work with citizens?
6. What role do digital technologies play in modern law enforcement?
7. Why is ethical training important for police officers?
8. How can continuous training help reduce mistakes and the use of outdated information?
9. In what ways does professional development increase public trust in law enforcement institutions?
10. Do you think continuous training should be mandatory for all officers? Why or why not?

Task 9. Prepare a speech about challenges officers face without regular professional development (ten sentences).

TOPIC 6. GRAMMAR: PRESENT PERFECT. ALREADY, JUST, YET, EVER, NEVER.

Task 1. Translate sentences into Ukrainian. Pay attention to the verb forms.

1. For our company recent times have been difficult. 2. He has just finished his training and now is looking for a job in management. 3. I left the details to John Banny, who has been my secretary for the past two years. 4. I'm afraid he has already called to London by now. 5. He couldn't meet me. He hasn't been well for a few weeks. 6. The Chairman of Ford UK has flown to New York for urgent talks. 7. In all the twenty years I've been in business this is the worst period I've seen for sales. 8. I shall never love anyone as I have loved you.

Task 2. Open the brackets and put the verb in an appropriate form of Present Perfect.

1. I'm afraid, I (promise) to wait for Mr. and Mrs. Wilkinson. 2. No one ever (to have) a better offer than our company. 3. I think he (not to return) from his business trip yet. 4. The price (to rise) already by two in the afternoon. 7. Mr. Black never (to keep) a shop before. 8. Well, we have been working all night but (to finish) everything yet. 9. I (to look through) the contract by 3 o'clock, but I (not to sign) yet. 10. They just (to discuss) the price and the delivery.

[Retrieved from: D. Powell, E. Walker, S. Elsworth. Grammar Practice for Upper Intermediate Students. 3-d edition. Pearson Education Limited, 2019. 224 p. P. 44]

Task 3. Present Perfect Simple vs Past Simple. Tell the difference. Choose the correct answer.

1 Katie *had* / *'s had* several jobs abroad and now she *went* / *'s gone* to Turkey to work for a large multinational corporation.

2 There *were* / *have been* several major earthquakes in Japan recently. In fact, there *was* / *has been* a serious one about a week ago.

3 I'm afraid he isn't here. He *left* / *'s left* an hour ago.

4 *Did you see* / *Have you seen* any good films recently?

5. I *visited* / *'ve visited* their offices a few days ago but not their factory.

6. They *never ate* / *'ve never eaten* such spicy food before but they're enjoying it!

7. I *tried* / *'ve tried* to contact her several times but the last time I *talked* / *'ve talked* to her, she *put* / *'s put* the phone down on me.

8. That's the silliest article I *ever read* / *'ve ever read*.

[Retrieved from: <https://www.perfect-english-grammar.com/present-perfect-exercise-5.html>]

Task 4. Make the Present Perfect – positive, negative or question.

- 1) (she / pass the exam)? _____
- 2) (you / eat lunch yet)? _____
- 3) (he / read the newspaper today)? _____
- 4) (you / not / study French for ten years) _____
- 5) (they / be in London for six months) _____
- 6) (where / you / be)? _____
- 7) (we / not / go to Paris) _____
- 8) (she / not / see The Lord of the Rings) _____
- 9) (he / not / meet my mother) _____
- 10) (they / not / visit St. Paul's Cathedral yet) _____
- 11) (what / she / eat today)? _____
- 12) (we / already do our homework) _____
- 13) (how / she / make this fantastic cake)? _____
- 14) (why / I / miss the plane)? _____
- 15) (they / not / go to bed yet) _____
- 16) (it / rain a lot this week) _____
- 17) (they / use a credit card before)? _____
- 18) (we / have enough to eat)? _____
- 19) (she / not / play basketball before) _____
- 20) (I / never wear a kimono) _____

UNIT 7
TOPIC 7. DESCRIBING SUSPECTS, WITNESSES,
AND PHYSICAL APPEARANCE.
ADJECTIVE ORDER. THERE IS/THERE ARE. HAVE/HAS.

Task 1. Read and translate the following text.

In law enforcement work, the ability to describe people clearly is essential. Officers often need to report information about suspects and witnesses in written reports or during interviews. Accurate descriptions help colleagues understand a situation quickly and can support an investigation without exaggeration or bias.

When describing a suspect, officers usually begin with general information such as gender, approximate age, height, and build. For example, a suspect may be described as a tall, slim male in his early thirties. Clothing is also important, especially if it was noticed shortly before an incident. Details like a dark jacket, sports shoes, or a backpack can help identify a person on CCTV footage or in public places. Officers should avoid assumptions and focus only on what was observed.

Physical appearance includes facial features and other visible characteristics. Hair color, hairstyle, eye color, and facial hair are common details. Distinctive features such as scars, tattoos, or piercings are especially useful because they make a person easier to recognize. However, officers must use neutral and respectful language and avoid emotional or judgmental words.

Witnesses also need to be described carefully. A witness description may include an age range, occupation, and relationship to the event, for example, a shop employee or a passer-by. It is important to note the witness's condition at the time, such as being calm, stressed, or injured, because this can affect memory and accuracy.

Clear and objective descriptions support professional communication in law enforcement. By using simple, factual language and an organized structure, officers can share reliable information. This skill is vital for teamwork, report writing, and ensuring that investigations are fair and effective. Training in description skills should include practice with interviews and report writing. Role plays and real cases help

students learn to observe details, listen carefully, and record information accurately under pressure.

Task 2. Write ten questions to the text above to make a plan for retelling.

Task 3. Study, check the pronunciation and memorize the words and the set expressions below. Study the sentences where they occur in the text.

- law enforcement work
- describe people clearly
- suspects and witnesses
- written reports
- during interviews
- accurate descriptions
- support an investigation
- general information
- approximate age
- height and build
- tall, slim male
- in his early thirties
- clothing is also important
- noticed shortly before an incident
- identify a person
- public places
- physical appearance

- facial features
- hair color
- eye color
- facial hair
- distinctive features
- scars, tattoos, or piercings
- neutral and respectful language
- witness description
- relationship to the event
- a shop employee
- condition at the time
- affect memory and accuracy
- clear and objective descriptions

Task 4. Make up 10 sentences of your own with the new words above.

Task 5. Fill in the gaps with an appropriate word where necessary.

1. In _____, officers must follow professional rules and procedures.
2. Police officers need to _____ when giving information to colleagues.
3. _____ are often mentioned in police reports and official statements.
4. Officers write _____ after every serious incident.
5. Important details are usually collected _____.
6. _____ help other officers understand the situation better.
7. Basic details such as name and address are called _____.
8. The suspect was described as a _____ seen near the building.
9. Visible marks like _____ can help recognize a suspect.

10. Professional officers always use _____ when speaking to the public.

Task 6. Find the English for the following.

- чітко описувати людей
- підозрювані та свідки
- письмові звіти
- під час допитів / інтерв'ю
- підтримувати розслідування
- приблизний вік
- зовнішній вигляд
- риси обличчя
- колір волосся
- особливі прикмети
- шрами, татуювання або пірсинг
- стан на той момент

Task 7. Translate the following sentences into English paying special attention to the italicized words.

1. У *правоохоронній діяльності* важливо дотримуватися професійних правил.
2. Поліцейський повинен *чітко описувати людей* під час розслідування.
3. *Підозрювані та свідки* часто дають різну інформацію.
4. Після інциденту офіцери складають *письмові звіти*.
5. Деталі часто збирають *під час допитів / інтерв'ю*.
6. *Точні описи* допомагають іншим офіцерам зрозуміти ситуацію.
7. Збирати *загальну інформацію* потрібно перед початком розслідування.

8. Свідок описав підозрюваного як *високого, худорлявого чоловіка (tall, slim male)*, який був на початку тридцятих років.
9. Особливі прикмети, такі як *шрами, татуювання або пірсинг*, допомагають *ідентифікувати особу*.
10. Професійні офіцери завжди використовують *нейтральну та шанобливу мову* у спілкуванні зі свідками.

Task 8. Discuss the following questions.

1. Why is law enforcement work important in society?
2. How can police officers describe people clearly without making mistakes?
3. What are the main differences between suspects and witnesses?
4. Why do officers write written reports after an incident?
5. How does collecting information during interviews help investigations?
6. What makes accurate descriptions essential for identifying a person?
7. Why is clothing also important when describing a suspect?
8. How can distinctive features such as scars or tattoos help police?
9. Why should officers always use neutral and respectful language?
10. How can a witness's condition at the time affect memory and accuracy?

Task 9. Prepare a speech about why using neutral and respectful language is important (ten sentences).

**TOPIC 7. GRAMMAR: ADJECTIVES ORDER.
THERE IS/THERE ARE. HAVE/HAS.**

[Retrieved from: D. Powell, E. Walker, S. Elsworth. Grammar Practice for Upper Intermediate Students. 3-d edition. Pearson Education Limited, 2019. 224 p. P.24]

Task 1. Put the words in the correct order.

1. hair / grey / to turn / Alice's / is beginning

2. that / delicious / beef stew / smells
3. you / I'll meet / main / entrance / outside / the
4. about / Mark / something / upset / looks
5. they / gave me / round / photograph frame / a / silver-plated / gorgeous
6. carpet / a(n) / Mia / bought / old / beautiful / Chinese
7. a / Samuel / businessman / well-respected / is / and / wealthy
8. wore / silk / and / Julie / a / pink / brown / dress /

[Retrieved from: <https://englishforeveryone.org/PDFs/order%20of%20adjectives.pdf>]

Task 2. What is the correct order of adjectives in a sentence? Choose the correct order of adjectives in the following sentences.

- 1) The woman is wearing a _____ dress.
A) yellow long
B) long yellow
- 2) He is a _____ man.
A) tall thin
B) thin tall
- 3) The company makes _____ products.
A) excellent farming
B) farming excellent
- 4) James recently departed on a _____ trip.
A) camping long
B) long camping
- 5) I love eating _____ strawberries.
A) red big
B) big red
- 6) The _____ woman did well on the test.
A) intelligent young
B) young intelligent
- 7) The ticket costs _____ dollars.

- A) ten US
B) US ten
- 8) The scientists have found a _____ cure for the disease.
A) new great
B) great new
- 9) I am going to wear my _____ tie to the wedding.
A) big cotton blue
B) blue big cotton
C) big blue cotton
- 10) Please recycle those _____ bottles.
A) three water empty
B) three empty water
C) water empty three
- 11) She packed her clothes in a _____ box.
A) green flimsy cardboard
B) flimsy green cardboard
C) cardboard flimsy green
- 12) Their dog is a _____ shepherd.
A) brown big German
B) big brown German
C) German big brown
- 13) I am drinking from a _____ cup.
A) small English tea
B) tea small English
C) English small tea
- 14) My _____ teacher talks for hours!
A) philosophy old boring
B) old philosophy boring
C) boring philosophy old
D) boring old philosophy

[Retrieved from: <https://test-english.com/grammar-points/a1/there-is-there-are/>]

Task 3. Complete the conversation below with *there's*, *there are*, *there isn't*, *there aren't*, *is there*, *are there*. Use short forms when possible.

PHILLIP: Good morning. Can you give me some information about the house in St. Patrick's street?

REAL ESTATE AGENT: Yes, of course. It's a very nice, big apartment. 1 _____ three bedrooms.

PHILLIP: 2 _____ a bathroom in each bedroom?

REAL ESTATE AGENT: No, 3 _____. The main bedroom has got a bathroom, but 4 _____ any bathrooms in the other two bedrooms.

PHILLIP: 5 _____ a dining room?

REAL ESTATE AGENT: No, 6 _____, but there's a large living room with a dining area.

PHILLIP: 7 _____ any balconies?

REAL ESTATE AGENT: No, 8 _____, I'm afraid.

PHILLIP: And 9 _____ a garage?

REAL ESTATE AGENT: Yes, 10 _____ a garage at the front of the house.

[Retrieved from: <https://test-english.com/grammar-points/a1/there-is-there-are/3/>]

Task 4. Complete the sentences using the affirmative, negative or interrogative forms of *there + be* in present or past.

1. When I was young, _____ a very good player in my team.
2. _____ any good films on TV today.
3. Everything was perfect. _____ any problems.
4. _____ many people at the cinema last night?
5. Do you want to eat out? _____ a new restaurant in the center.

6. Why _____ two boxes on the sofa? Can you take them away, please?
7. Ten years ago, _____ more shops; now many people buy online.
8. I'm very hungry. _____ any food left?
9. Why _____ a Civil War in the USA in 1861?
10. We need to go shopping; _____ any food in the fridge.

[Retrieved from:

https://www.eltnl.com/sites/file/158525/download?token=qR2CPq8_]

Task 5. A. Circle the correct form of the verb have.

1. Ulli (has | have) a laptop in her bag.
2. She (has | have) a DVD player.
3. I (has | have) a tablet in my bag. 5
4. We (has | have) keys to the apartment.
5. You don't (has | have) an MP3 player.

B. Complete the sentences with have or has.

1. My teacher a laptop.
2. He headphones.
3. Ali and Tran new smartphones.
4. I a tablet in my backpack.
5. We MP3 players.

C. Write the sentences again. Make them negative.

1. Ri has a new watch.
2. Kia and Juana have bracelets.
3. You have a cell phone.
4. I have a book.
5. She has rings.

D. Write questions with have.

1. Javi / notebook?
2. you / keys?
3. teacher / dictionary?
4. they / big house?
5. he / cell phone?

E. Write short answers to the questions.

1. Does he have glasses? (no).
2. Do they have laptops? (yes).
3. Do you have a big apartment? (no).
4. Do we have keys to the house? (no).
5. Does she have a watch? (yes).

UNIT 8
TOPIC 8. CRIME SCENE AND
LOCATION DESCRIPTION IN POLICE WORK.
PAST SIMPLE VS PAST CONTINUOUS.
PREPOSITIONS OF PLACE AND MOVEMENT.

Task 1. Read and translate the following text

In police work, the description of a crime scene and its location is one of the most important tasks for officers. A crime scene is any place where a crime has happened or where evidence can be found. It can be a house, a street, a vehicle, an office, or even an open public area. Officers must observe the scene carefully and describe it clearly and accurately.

When police officers arrive at a crime scene, their first duty is to secure the area. This helps to protect evidence and ensure the safety of people nearby. Officers note the exact location, including the address, type of area, and surrounding environment. For example, they may describe whether the place is a residential neighborhood, a busy city center, or a quiet rural road. Such details are important for investigations and reports.

A clear description includes the size and condition of the location. Officers observe entrances and exits, lighting conditions, weather, and visibility. They also record the position of objects, such as furniture, vehicles, or weapons. If there are signs of damage, blood, or forced entry, these details must be described without assumptions or personal opinions.

In addition, officers describe the position of victims, suspects, or witnesses if they are present. Time is also an important factor. Police reports usually mention when the crime scene was discovered and how long officers believe the scene has remained unchanged.

Accurate location and scene descriptions help investigators reconstruct events and understand how the crime may have happened. They are also essential in court, where reports may be used as evidence. A well-written description must be objective, logical, and easy to understand.

In conclusion, the ability to describe a crime scene and its location is a key professional skill for police officers. It requires attention to detail, clear language, and responsibility, because even small details can influence the outcome of an investigation.

Task 2. Write ten questions to the text above to make a plan for retelling.

Task 3. Study, check the pronunciation and memorize the words and the set expressions below. Study the sentences where they occur in the text.

- crime scene
- secure the area
- protect evidence
- exact location
- surrounding environment
- residential neighborhood
- rural road
- clear description
- size and condition
- entrances and exits
- lighting conditions
- visibility
- position of objects
- signs of damage
- forced entry
- personal opinions

- position of victims
- suspects
- witnesses
- police reports
- accurate location
- scene descriptions
- reconstruct events
- used as evidence
- well-written description
- attention to detail
- outcome of an investigation

Task 4. Make up 10 sentences of your own with the new words above.

Task 5. Fill in the gaps with an appropriate word where necessary.

1. When officers arrive at a _____, they must first control the situation.
2. The police always _____ to prevent contamination of important materials.
3. Officers must _____ to make sure no one interferes with the scene.
4. The _____ helps investigators understand where the crime happened.
5. The _____ includes nearby buildings, streets, and public areas.
6. Police officers carefully note the _____, including doors and windows.
7. Poor _____ can make it difficult to see important details at night.
8. Clear _____ help investigators avoid assumptions and mistakes.
9. All information is recorded in official _____.
10. A _____ is necessary to determine the final result of the case.

Task 6. Find the English for the following.

- результат розслідування
- описи місця події
- сліди пошкоджень
- відтворити події
- свідки
- підозрювані
- місце злочину
- точне місцезнаходження
- сліди насильницького проникнення

Task 7. Translate the following sentences into English paying special attention to the italicized words.

1. Поліцейські прибули на *місце злочину* і одразу почали оглядати територію.
2. Першим завданням було *забезпечити охорону території*, щоб ніхто не зіпсував докази.
3. Вони намагалися *зберегти докази*, які могли допомогти у розслідуванні.
4. Важливо зафіксувати *точне місце* події для офіційного звіту.
5. Деталі сцени допомагають *відтворити події* і зрозуміти, як стався злочин.
6. Подія відбулася у тихому *житловому районі*, де проживають сім'ї.
7. На карті була вказана *сільська дорога*, неподалік від якої сталося правопорушення.
8. Поліцейські склали *чіткий опис* всіх обставин на місці події.
9. Вони зафіксували *розташування предметів і сліди пошкоджень* у приміщенні.
10. Усі деталі потрапили до *поліцейських звітів* і можуть бути використані як доказ у суді.

Task 8. Discuss the following questions.

1. What is a crime scene, and why is it important to describe it accurately?
2. What should police officers do first when they arrive at a crime scene?
3. How does securing the area help in an investigation?
4. Why is it important to note the exact location and surrounding environment?
5. What details should be included in a clear description of a crime scene?
6. How do size and condition, entrances and exits, and lighting conditions affect the investigation?
7. Why must officers avoid personal opinions when describing a crime scene?
8. How can the position of victims, suspects, or witnesses help reconstruct events?
9. Why are accurate location and scene descriptions essential for court cases?
10. How does attention to detail influence the outcome of an investigation?

Task 9. Prepare a speech about ethical considerations: avoiding personal opinions in official reports (ten sentences).

**TOPIC 8. GRAMMAR: PAST SIMPLE VS PAST CONTINUOUS.
PREPOSITIONS OF PLACE AND MOVEMENT.**

Task 1. Open the brackets and put the verb in Past Simple or Past Continuous form.

- 1 They _____ for a private meeting a few days ago (arrange). 2. He _____ for a new appointment (look). 3. Charles _____ his name at the employment agency a fortnight ago (list). 4. She _____ her appointment with the Transport Department Manager last Tuesday (not keep). 5. The agency _____ some more employees last year (hire). 6. Jack _____ for jobs as sales representative a month ago (arrange). 7. I _____ my doctor's appointment yesterday (cancel). 8. He _____ the application form at once (fill in). 9. She _____ the meeting until next Friday (postpone).

Task 2. Translate sentences into Ukrainian. Pay attention to the verb forms.

1) In the old days when business was booming he used to fly to London twice a week. 2) I wasn't going to send the fax to London. 3) He was speaking with our supplier when I came in. 4) While the company was investigating the accident the government introduced new regulations. 5) We were doing a lot of work with Japanese suppliers when Intel bought the company. 6) Bill wasn't working at seven in the evening yesterday. 7) I was ringing Miguel asking him to explain everything.

[Retrieved from: D. Powell, E. Walker, S. Elsworth. Grammar Practice for Upper Intermediate Students. 3-d edition. Pearson Education Limited, 2019. 224 p. P. 54]

Task 3. Past Simple vs Past Continuous. What actions do they describe? When are they used? Choose the correct answer.

It (1) *happened* / *was happening* in June 1985. It was summer and we (2) *relaxed* / *were relaxing* in the garden. My mother (3) *read* / *was reading* a book and my uncle (4) *dozed* / *was dozing* peacefully in the sun. We children (5) *looked* / *were looking* for worms and insects. And then he (6) *arrived* / *was arriving*. He was a handsome man with piercing eyes and he (7) *looked* / *was looking* straight at my mother. Her face (8) *went* / *was going* pale. 'Arthur, I (9) *thought* / *was thinking* you were dead!' she said.

[Retrieved from: https://write.siu.edu/_common/documents/handouts/preposition-exercises.pdf]

Task 4. Prepositions of place, position or direction. Choose the correct one.

1. Do you live (at, on) Bay Street (in, on) Newport?
2. I hung the picture (above, on) the fireplace.
3. She walked (in, into) the kitchen and put her packages (on, over) the table.
4. Is Jane (at, in) home? No, she is (on, at) the library.
5. Mary is sitting (in, on) the sofa (at, in) the living room.
6. Michigan is situated (in, between) Lake Michigan and Lake Huron.

7. While waiting for my train, I took a walk (around, across) the station.
8. A formation of twelve airplanes flew (over, on top of) our house.
9. The artist spends many hours (in, on) his studio (on, at) 50 Charles Street.
10. John found a note pinned (in, on) his door which said: "Meet me (at, in) the corner of Pine and Fifth Streets."
11. The Blake family lives (at, on) Third Street (in, on) Cleveland, Ohio.
12. Don't forget to put your return address (in, on) the envelope.
13. He sat (near, against) the camp fire.
14. Mr. Flanagan, who is (from, of) Ireland, is staying (at, to) his sister's home in Boston.
15. Someone has spilled ink (in, on) this rug and has burned a hole (in, on) that one.
16. The door was locked; so I shoved the letter (under, around) the door.
17. He piled the books (above, on top of) the table.
18. He arrived (in, at) Switzerland last week.
19. You are ahead of me. Your name is (above, at the top of) the list.
20. Your score on the examination is well (above, over) average.

[Retrieved from: <https://test-english.com/grammar-points/a2/prepositions-of-movement/>]

Task 5. Prepositions of movement. Choose the correct one.

- 1 I flew from San Francisco _____ Zurich with Swiss International Air Lines.
(into, to, from)
- 2 Every morning I get _____ my bicycle and go to school.
(in, over, on)
- 3 The cat was on the table; then it jumped _____ the table.
(down, out of, off)
- 4 We got _____ the car and ran _____ the building.

(out of, down, off)

(on, into, across)

5 He fell _____ his motorbike when he was riding very fast.

(below, off, down)

6 The elevator didn't work and we had to walk _____ the stairs to the 15th floor. (over, past, up)

7 He escaped _____ a door in the back of the building.

(across, through, into)

8 We took a boat _____ the river.

(through, across, towards)

9 The robber broke his leg when he tried to jump _____ a wall.

(over, towards, through)

10 He took the phone and threw it _____ the water.

UNIT 9

TOPIC 9. SOCIAL INTERACTION AND CONFLICT MANAGEMENT IN PROFESSIONAL SETTINGS. POLITE REQUESTS. FIRST CONDITIONAL.

Task 1. Read and translate the following text.

In any professional environment, especially in law enforcement, social interaction plays a crucial role. Officers and staff need to communicate effectively with colleagues, superiors, and the public. Good communication helps build trust, reduces misunderstandings, and creates a more positive workplace. Social interaction is not only about speaking clearly but also about listening carefully, understanding body language, and showing respect to others.

Conflict is a natural part of any workplace. Differences in opinions, misunderstandings, or stressful situations can lead to disagreements. In law enforcement, conflicts can be more intense due to the nature of the job. Therefore, knowing how to manage conflict professionally is very important. Conflict management means finding ways to solve disagreements without causing harm or tension. It involves understanding the problem, recognizing the emotions of everyone involved, and looking for solutions that are fair and practical.

One common method of conflict management is active listening. This means paying full attention to what the other person is saying without interrupting. By listening carefully, officers can understand the cause of the problem and show respect for others' points of view. Another strategy is clear and calm communication. Speaking politely, using simple language, and staying calm can prevent conflicts from escalating. Sometimes, compromise is necessary.

Compromise allows both sides to agree on a solution that satisfies everyone, even if it is not perfect.

Teamwork is also important in reducing conflicts. When colleagues trust and support each other, disagreements are less likely to become serious problems. Positive

social interactions, such as showing appreciation, giving constructive feedback, and working together on tasks, create a friendly and professional environment.

In conclusion, social interaction and conflict management are key skills for law enforcement professionals. By listening carefully, communicating clearly, and working as a team, officers can handle conflicts effectively. These skills not only improve workplace relationships but also enhance public trust and safety. Learning and practicing these skills helps professionals manage difficult situations calmly and responsibly.

Task 2. Write ten questions to the text above to make a plan for retelling.

Task 3. Study, check the pronunciation and memorize the words and the set expressions below. Study the sentences where they occur in the text.

- social interaction
- communicate effectively
- colleagues
- superiors
- build trust
- reduce misunderstandings
- speaking clearly
- listening carefully
- body language
- showing respect
- disagreements
- stressful situations
- manage conflict professionally

- understanding the problem
- recognizing emotions
- finding solutions
- clear and calm communication
- teamwork
- constructive feedback
- public trust

Task 4. Make up 10 sentences of your own with the new words above.

Task 5. Fill in the gaps with an appropriate word where necessary.

1. In a professional environment, good _____ is essential for a positive workplace.
2. Police officers need to _____ with both the public and their team members.
3. It is important to support your _____ and respect your _____.
4. Honest and open communication can help _____ and prevent serious conflicts.
5. _____ is not only about words but also about gestures and facial expressions.
6. Leaders should focus on _____ and _____ when resolving workplace issues.
7. During difficult moments, _____ helps employees handle pressure without escalating problems.
8. Effective _____ allows team members to collaborate and solve tasks together.
9. Managers should give _____ to help employees improve without causing tension.
10. Building strong relationships with the community helps maintain _____.

Task 6. Find the English for the following.

- конструктивний зворотний зв'язок
- ефективно спілкуватися
- проявляти повагу
- керівники
- мова тіла
- командна робота
- розбіжності, суперечки
- довіра громадськості
- уважно слухати

Task 7. Translate the following sentences into English paying special attention to the italicized words.

1. У роботі правоохоронця важлива *соціальна взаємодія* з колегами та громадськістю.
2. Поліцейські повинні вміти *ефективно спілкуватися* у будь-яких ситуаціях.
3. Довіра до роботи формується завдяки підтримці *колег* і *керівників*.
4. Важливо *будувати довіру* між командою та громадськістю.
5. Добре *говорити чітко* і *уважно слухати* допомагає уникати непорозумінь.
6. *Мова тіла* та *прояв поваги* відіграють важливу роль під час роботи з людьми.
7. У *стресових ситуаціях* важливо *професійно керувати конфліктом*.
8. Керівники повинні приділяти увагу *розумінню проблеми* та *розпізнаванню емоцій* підлеглих.
9. Командна робота та *пошук рішень* допомагають виконувати завдання ефективно.

10. Надання *конструктивного зворотного зв'язку* та прозорість у роботі сприяють *довірі громадянськості*.

Task 8. Discuss the following questions.

1. Why is social interaction important in a professional environment, especially in law enforcement?
2. How can officers communicate effectively with colleagues, superiors, and the public?
3. What are the benefits of good communication in the workplace?
4. How can conflicts arise in law enforcement work, and why are they sometimes more intense?
5. What does it mean to manage conflict professionally? Can you give an example?
6. How does active listening help officers understand the cause of a problem?
7. Why is clear and calm communication important during disagreements?
8. How can compromise be useful when solving conflicts?
9. What role does teamwork play in reducing workplace conflicts?
10. How do social interaction and conflict management skills affect public trust?

Task 9. Prepare a speech about building trust between police and the community (ten sentences).

**TOPIC 9. GRAMMAR:
POLITE REQUESTS; FIRST CONDITIONAL.**

[Retrieved from: https://expressyourselfinenglish.com/wp-content/uploads/2020/06/eye_make_or_do3_requests_offers_vocabulary.pdf]

Task 1. Choose appropriate responses for polite requests.

Can I charge my phone here, please?

Can I take a copy?
I'd like to see the menu, please.
May I take one of these brochures?
I'd like some more bread, please.
Could you pass me the butter, please?
Would you mind closing the door?
Is it possible to change dollars here?
Do you mind if I sit here?
Would you pass me the salt, please?

Polite Responses:

Yes, of course!
No problem
Certainly
I'm not sure
I'll check for you
I'll ask...
I'm afraid not
Sorry, it isn't possible...
Unfortunately, I'm not able to

[Retrieved from: https://expressyourselfinenglish.com/wp-content/uploads/2020/06/eye_make_or_do3_requests_offers_vocabulary.pdf]

Task 2. Select the appropriate phrase to complete the requests (sometimes more than one option is possible).

would is it possible could would you mind can 'd like do you mind may

1. _____ I use the phone please?
2. _____ you tell me where the nearest supermarket is?
3. _____ if I shut the window?
4. Please _____ I take a copy?

5. I _____ to see the menu, please.
6. _____ I take one of these brochures?
7. _____ you pass me the butter please?
8. _____ closing the door?
9. _____ to change dollars here?
10. _____ if I sit here?

[Retrieved from: https://expressyourselfinenglish.com/wp-content/uploads/2020/06/eye_make_or_do3_requests_offers_vocabulary.pdf?utm_source=chatgpt.com]

Task 3. Select the appropriate verb to complete the requests.

1. Do you ____ if we go outside?
A) mind B) want C) could
2. ____ you help me fix this?
A) Couldn't B) Would C) Do
3. ____ I take next week off?
A) Would B) Will C) Could
4. ____ you mind letting me take a picture?
A) Would B) Could C) Can
5. You ____ tidy up, could you?
A) wouldn't B) mind C) couldn't
6. You ____ buy some milk, would you?
A) couldn't B) will C) wouldn't
7. ____ you mind if I go with you?
A) Could B) Do C) Don't
8. ____ you show me how to do it?
A) Couldn't B) Do C) Could

[Retrieved from: https://www.perfect-english-grammar.com/support-files/first_conditional_form.pdf]

Task 4. Put the verb into the correct First Conditional form.

1. If I _____ (go) out tonight, I _____ (go) to the cinema.
2. If you _____ (get) back late, I _____ (be) angry.
3. If we _____ (not / see) each other tomorrow, we _____ (see) each other next week.
4. If he _____ (come), I _____ (be) surprised.
5. If we _____ (wait) here, we _____ (be) late.
6. If we _____ (go) on holiday this summer, we _____ (go) to Spain.
7. If the weather _____ (not / improve), we _____ (not / have) a picnic.
8. If I _____ (not / go) to bed early, I _____ (be) tired tomorrow.
9. If we _____ (eat) all this cake, we _____ (feel) sick.
10. If you _____ (not / want) to go out, I _____ (cook) dinner at home.
11. I _____ (come) early if you _____ (want).
12. They _____ (go) to the party if they _____ (be) invited.
13. She _____ (stay) in London if she _____ (get) a job.
14. He _____ (not / get) a better job if he _____ (not / pass) that exam.
15. I _____ (buy) a new dress if I _____ (have) enough money.
16. She _____ (cook) dinner if you _____ (go) to the supermarket.
17. They _____ (go) on holiday if they _____ (have) time.
18. We _____ (be) late if we _____ (not / hurry).
19. She _____ (take) a taxi if it _____ (rain).

20. I _____ (not / go) if you _____ (not / come) with me.

[Retrieved from: <http://www.english-practice.at/b1/grammar/if-clauses/if008-conditional-1.pdf>]

Task 5. Complete the sentences with the correct First Conditional form of the verb given.

1. If he goes to Dan's birthday party, he _____ a present (BUY).

2. If I _____ the bus, I will be late at the office. (MISS)

3. I must go to the doctor if my knee still _____ tomorrow.

(HURT)

4. If the team practice a lot, they _____ the game. (WIN)

5. Mum will make us a sandwich if we _____ hungry. (BE)

6. If I _____ you some money will you give it back to me?

(LEND)

7. If you don't stop smoking, you _____ ill. (GET)

8. We _____ very surprised if he shows up on Tuesday. (BE)

9. We won't catch the bus if we _____. (NOT HURRY)

10. If the teacher corrects the tests, she _____ them back to us on

Monday. (GIVE)

11. You won't get better if you _____ (NOT PRACTICE)

12. If you _____ out which restaurant will you go to? (EAT)

13. If Jim _____ up late, he won't be relaxed for the match

tomorrow (STAY)

14. She _____ him if she loves him enough. (MARRY)

15. I _____ you any instructions unless you listen carefully.

(NOT GIVE)

16. If we _____ to take a trip this summer, we'll probably go to

Spain. (DECIDE)

17. You won't be able to go to university if you _____ the entrance exam. (NOT PASS)
18. We _____ tennis tomorrow if it rains. (NOT PLAY)
19. Dad will find a job if he _____ hard enough. (TRY)
20. If Greta _____ enough money, she will buy a new dress. (HAVE)
21. We _____ a taxi if it rains too much. (TAKE)
22. If your car breaks down, what _____? (YOU DO)
23. If we _____ to the supermarket, we could have dinner at home. (GO)
24. If you _____ any money you shouldn't go shopping all the time. (NOT HAVE)
25. If you look carefully you _____ your lost wallet. (FIND)

PART II

UNIT 10

TOPIC 10. SOCIAL MEDIA AND AI IN POLICE RELATIONS. REVISION OF TENSES.

Task 1. Read and translate the following text.

Social media and artificial intelligence (AI) are increasingly influencing modern police relations with the public. Social media platforms allow police departments to communicate directly with citizens, share important information and increase transparency. By posting updates, safety alerts and community news, police can build trust and encourage cooperation. Social media also enables the public to report incidents, share evidence and express concerns, which helps law-enforcement agencies respond more quickly and effectively.

AI technologies play an equally important role in improving police work and public relations. AI systems are used to analyze large amounts of data, predict crime patterns and support decision-making. For example, intelligent software can help identify crime hotspots, recognize suspicious behavior or process video footage from surveillance cameras. This allows officers to focus on prevention rather than reaction and to use resources more efficiently.

However, the use of social media and AI in policing also raises ethical and legal concerns. Issues such as data privacy, surveillance and potential bias in AI algorithms can damage public trust if not handled carefully. Citizens may worry about how their personal information is collected and used, especially when advanced technologies are involved.

To maintain positive police relations, it is essential to use social media responsibly and apply AI transparently. Clear regulations, proper training and open communication with the community can help ensure that technology serves public safety while respecting individual rights. When used correctly, social media and AI

can strengthen cooperation, accountability and mutual understanding between the police and society.

Task 2. Write ten questions to the text above to make a plan for retelling.

Task 3. Study, check the pronunciation and memorize the words and the set expressions below. Study the sentences where they occur in the text.

- Transparency
- Cooperation
- Surveillance
- Privacy
- Accountability
- Algorithms
- Prevention
- Decision-making
- Resources
- Community
- Trust
- Evidence
- Bias
- Regulation
- Technology
- Police relations
- Public trust
- Social media platforms
- Artificial intelligence (AI)
- Public safety

Task 4. Make up 10 sentences of your own with the new words above.

Task 5. Fill in the gaps with an appropriate word where necessary.

1. Social media allows police departments to communicate directly with _____.
2. Police can build trust by sharing updates, safety alerts and _____ news.
3. Social media enables citizens to report incidents and share _____.
4. AI technologies help analyze large amounts of _____.
5. Intelligent software can help identify crime _____.
6. AI systems support police _____ -making and planning.
7. The use of AI in policing raises ethical and legal _____.
8. Data _____ is a major concern when advanced technologies are used.
9. Clear regulations and proper _____ are necessary for responsible technology use.
10. When used correctly, social media and AI can strengthen public _____.

Task 6. Find the English for the following.

- Соціальні мережі
- Штучний інтелект
- Поліція
- Громадськість
- Довіра
- Прозорість
- Співпраця
- Повідомлення
- Безпека
- Надання інформації
- Конфіденційність
- Алгоритм
- Регулювання
- Спостереження
- Ресурси

Task 7. Translate the following sentences into English paying special attention to the italicized words.

1. Поліція використовує *соціальні мережі* для прямого спілкування з громадськістю.
2. Використання *штучного інтелекту* допомагає аналізувати великі обсяги даних.
3. Соціальні мережі дозволяють громадянам надсилати *повідомлення* про інциденти.
4. Поліція прагне забезпечити *прозорість* у своїй діяльності, щоб підвищити *довіру*.
5. Високий рівень *довіри* між громадськістю та поліцією є важливим для *співпраці*.
6. Використання AI може допомогти у *прийнятті рішень* та плануванні *ресурсів*.
7. *Спостереження* за громадськими місцями підвищує ефективність профілактики злочинів.
8. Важливо дотримуватися *конфіденційності* під час збору даних про громадян.
9. Чіткі *регулювання* та навчання персоналу забезпечують відповідальне використання *технологій*.
10. Соціальні мережі та AI можуть зміцнити *співпрацю* та *публічну безпеку*.

Task 8. Discuss the following questions.

1. How can social media improve communication between police and the public?
2. In what ways does AI help police analyze data and prevent crime?
3. How does transparency of social media affect public trust in law enforcement?
4. What are the main ethical concerns about using AI in policing?
5. How can police ensure data privacy when using advanced technologies?
6. What role does public cooperation play in successful policing through social media?
7. How can AI help police make better decisions and allocate resources efficiently?

8. What are the risks of bias in AI algorithms for law enforcement?
9. How can police use social media responsibly without violating citizens' rights?
10. In your opinion, can AI and social media strengthen the relationship between police and society?

Task 9. Prepare a speech about your personal experience of using AI. Share advantages and disadvantages of using AI platforms in studying (ten sentences).

TOPIC 10. GRAMMAR: REVISION OF TENSES.

Task 1. Open the brackets and put the verb in an appropriate form. Use Future Simple or Present Simple Tense.

1. If you (to come) at five o'clock we (to see) an interesting programme on TV.
2. Before you (to leave) home ring me up.
3. As soon as you (to get) my letter let me know.
4. When I (to enter) the University I (to study) two foreign languages.
5. If you (to be busy) on Sunday afternoon we (not to go) to the stadium.
6. If you (to look through) today's paper you (to find) an interesting article.
7. When she (to arrive) to the hotel it (to be) 5 o'clock.
8. When you (to be tired) we (to stop) working.
9. As soon as I (to get) any news about him I (to tell) you about it.
10. Before he (to begin) to read a book he (to look through) it.
11. We (not to have supper) unless she (to come back) from work.
12. If everything (to be) all right I (to finish) this work next week.
13. You (to feel) warm if you (to put on) a warm coat.

Task 2. Open the brackets and put the verb in an appropriate Continuous form: Present, Past or Future.

- 1) He (to pronounce) your name correctly, isn't he ?
- 2) He (to drive) so fast now.
- 3) It's 10 a. m. They (to have) a Board meeting.
- 3) She looked up to see if we (to listen).
- 4) It (to rain) hard the whole day yesterday.
- 5) When I come back, they (to discuss) the new contract.
- 6) If you come after eleven o'clock I (to sleep).
- 7) They (to work) in

the office from three till five. 8) Carrie tells me you (to go) up to town in a few weeks to stay with them. 9) He (to fly) to London when the accident happened. 10) The house was humming with activity. The family (to prepare) for a party. 11) Are you sure we (not to disturb) you from 4 till 7 tomorrow?

Task 3. Open the brackets and put the verb in an appropriate form: Past Simple, Present Perfect, Past Perfect.

1. I (to have) never the slightest desire to be a lawyer. 2. You (to behave) like this ever since I first (to come) here. 3. I (to meet) my secretary this morning. 4. I'm very sorry, Doctor Griffiths (to go) to Swansea on important business. 5. She (to finish) typing the document, then she (to begin) looking through the contracts. 6. The telephone (to buzz) repeatedly, but they (not to answer) it. 7. « Good morning, Mrs. White», she said. «James (to tell) you what to do ?» 8. I wonder if a friend of mine (to stay) here lately. 9. When you (to take) part in the competitions ? 10. We (to start) to draft our new contract two days ago. 11. You (to leave) the office before the message (to come). 12. She (to feel) that something (to happen). 13. Mike was telling his hostess of the adventure in a town from which he just (to return).

[Retrieved from: <http://www.english-practice.at/b1/grammar/tenses/t-050-all-tenses.pdf>]

Task 4. Fill in the correct form of the verb given.

1. After Maria _____ her studies, she plans to work in her father's firm (FINISH).

2. By the time I go to bed I _____ the work for the day. (COMPLETE)

3. When Jane saw the snake at her feet she _____. (SCREAM)

4. I _____ to the library four times this month, but I _____ a single book. (BE, NOT BORROW)

5. While I _____ in class yesterday I got the hiccups. (SIT)

6. Before I started the car, all passengers _____ their seat belts.
(FASTEN)
7. After they _____ the race they started to celebrate. (WIN)
8. A small stone struck the window while we _____ down the road. (DRIVE)
9. I _____ all the questions since the officers started their interrogation. (ANSWER)
10. My grandfather _____ in such an airplane before.
(NEVER FLY)
11. Jane isn't here yet. I _____ for her since noon but she
_____. (WAIT, NOT COME)
12. At the moment we _____ an extreme heat wave. The temperatures _____ up for over a week. (HAVE, GO)
13. At 3 o'clock yesterday, Jessica _____ in bed. She
_____ a book when suddenly the wind _____ to blow.
(LIE, READ, BEGIN)
14. The weather _____ terrible lately. (BE)
15. Next week there _____ a full moon. (BE)
16. The phone _____ constantly since Jack announced that he was running for mayor. (RING)
17. On July 20th, 1969, Neil Armstrong _____ his foot on the moon. Nobody _____ that before. (SET, EVER DO)
18. My high school _____ the championship before. It's about time they did. (NEVER WIN)
19. May I speak to the doctor? - I'm sorry. He _____ a patient at the moment. (SEE)
20. Normally people _____ around about 20 to 30 times every night. (TURN)

UNIT 11
TOPIC 11. USE OF ARTIFICIAL INTELLIGENCE
IN CRIMINAL INVESTIGATION AND DATA ANALYSIS.
PAST PERFECT.

Task 1. Read and translate the following text.

The use of artificial intelligence (AI) in criminal investigation and data analysis has significantly transformed modern law enforcement practices. AI technologies enable investigators to process vast amounts of data quickly and accurately, helping to identify patterns, connections and anomalies that would be difficult or impossible for humans to detect manually. This capability is particularly valuable in an era where crimes increasingly involve digital footprints, such as mobile data, social media activity, surveillance footage and online transactions.

One of the key applications of AI in criminal investigations is predictive analysis. Machine learning algorithms can analyze historical crime data to forecast potential criminal activity, identify high-risk areas and support strategic resource allocation. AI is also widely used in facial recognition, fingerprint analysis and voice recognition, improving the speed and reliability of suspect identification. In addition, natural language processing tools help investigators analyze large volumes of text, such as emails, messages and reports, to uncover relevant evidence. AI-driven data analysis enhances decision-making by reducing human error and bias, while allowing investigators to focus on more complex analytical and strategic tasks. However, the use of AI in criminal justice also raises ethical and legal concerns. Issues such as data privacy, algorithmic bias, transparency and accountability must be carefully addressed to ensure that AI systems are used fairly and responsibly.

In conclusion, artificial intelligence plays a crucial role in improving the efficiency and effectiveness of criminal investigations and data analysis. When implemented with proper oversight and ethical safeguards, AI has the potential to become an indispensable tool in modern criminal justice systems.

Task 2. Write ten questions to the text above to make a plan for retelling.

Task 3. Study, check the pronunciation and memorize the words and the set expressions below. Study the sentences where they occur in the text.

Words and set expressions:

- Artificial intelligence
- Law enforcement
- Investigators
- Surveillance
- Digital footprints
- Anomalies
- Predictive analysis
- Algorithms
- Facial recognition
- Fingerprint analysis
- Natural language processing
- Data privacy
- Transparency
- Accountability
- Oversight
- Vast amounts of data
- Identify patterns and connections
- Improve the efficiency and effectiveness
- Ethical and legal concerns
- Become an indispensable tool

Task 4. Make up 10 sentences of your own with the new words above.

Task 5. Fill in the gaps with an appropriate word where necessary.

1. Modern _____ helps police solve crimes faster by analyzing complex information.
2. _____ agencies increasingly rely on technology to fight cybercrime.
3. Criminals often leave _____ through phone records and online activity.
4. AI systems can _____ in large datasets that humans might miss.
5. _____ is used to predict where and when crimes are most likely to occur.
6. _____ allows police to identify suspects by comparing images from cameras.
7. The use of AI raises serious questions about _____ and personal data protection.
8. Clear rules are needed to ensure _____ and fairness in AI decision-making.
9. AI tools can significantly _____ of criminal investigations.
10. With proper regulation, AI may _____ in modern law enforcement.

Task 6. Find the English for the following.

- Штучний інтелект
- Кримінальне розслідування
- Правоохоронні органи
- Аналіз даних
- Цифрові сліди
- Спостереження
- Великі обсяги даних
- Виявляти закономірності
- Прогнозний аналіз
- Алгоритми машинного навчання
- Розпізнавання облич
- Ідентифікація підозрюваних
- Обробка природної мови
- Конфіденційність даних
- Етичні та правові проблеми

Task 7. Translate the following sentences into English paying special attention to the italicized words.

1. *Штучний інтелект* активно використовується у кримінальних розслідуваннях для аналізу доказів.
2. *Правоохоронні органи* застосовують *аналіз даних* для виявлення злочинних схем.
3. Сучасні злочинці залишають *цифрові сліди* в соціальних мережах та телефонних даних.
4. *Алгоритми машинного навчання* допомагають швидко обробляти великі обсяги даних.
5. *Прогнозний аналіз* дозволяє передбачати можливу злочинну діяльність.
6. Поліція використовує *розпізнавання облич* для ідентифікації підозрюваних.
7. *Обробка природної мови* застосовується для аналізу електронних листів і повідомлень.
8. Використання *ШІ* викликає занепокоєння щодо *конфіденційності даних*.
9. Існують серйозні *етичні та правові проблеми*, пов'язані з використанням *ШІ*.
10. Належний контроль забезпечує відповідальне використання *штучного інтелекту* у правоохоронній сфері.

Task 8. Discuss the following questions.

1. How can artificial intelligence improve the speed and accuracy of criminal investigations?
2. What types of digital footprints are most useful for law enforcement today?
3. Should police rely on predictive analysis to decide where to patrol or is this unfair?
4. Can facial recognition technology be trusted for identifying suspects? Why or why not?
5. What are the main ethical and legal concerns when using AI in criminal justice?

6. How does data privacy affect the use of AI in investigations?
7. In what ways can algorithms introduce bias into criminal investigations?
8. Do you think natural language processing can fully replace human judgment in analyzing evidence?
9. How can law enforcement ensure transparency and accountability when using AI systems?
10. Will artificial intelligence eventually become an indispensable tool for all areas of criminal investigation, or are there limits?

Task 9. Prepare a speech about the use of artificial intelligence in criminal investigation and data analysis (ten sentences)..

TOPIC 11. GRAMMAR: PAST PERFECT.

[Retrieved from: <https://test-english.com/grammar-points/a2/past-perfect/>]

Task 1. Read the order in which the events happened and then choose between the Past Simple or Past Perfect forms to complete the sentences.

1. First, I wrote a letter. Second, I showed him the letter.
I showed him a letter that I _____
2. First, I wrote a letter. Second, I showed him the letter.
I wrote a letter and a few days later I _____ it to him.
3. First, I looked through the window. Second, it started raining.
When I looked through the window, it _____ raining.
4. First, it rained. Second, I looked through the window.
When I looked through the window, it _____.
5. First, I had dinner. Second, you called.
When you called, I _____ dinner.
6. First you called. Second, I had dinner.

When you called, I _____ dinner.

7. First, she bought a T-shirt in the sales. Second, she gave it to me.

She bought a T-shirt in the sales and _____ it to me as a birthday present.

8. First, she bought a T-shirt in the sales. Second, she gave it to me.

She gave me a T-shirt that she _____ in the sales.

9. First, the teacher arrived. Second, I finished my composition.

When the teacher arrived, I _____ my composition.

10. First, I finished the composition. Second, the teacher arrived.

When the teacher arrived, I _____ my composition.

[Retrieved from: <https://test-english.com/grammar-points/a2/past-perfect/2/>]

Task 2. Choose the correct Past Simple or Past Perfect forms to complete the sentences below.

1. Mum was angry because when I sat down to watch TV, I _____ my dinner.

A. hadn't finished

B. didn't finish

C. hadn't finish

2. I couldn't open the door because I _____ the keys at work.

A. 'd forget

B. 'd forgotten

C. forgot

3. When Rita travelled to France, she _____ the Louvre.

A. 'd visited

B. 'd visit

C. visited

4. There were no cookies in the cookie jar. Somebody _____ them all.

A. had eaten

B. 'd eat

C. ate

5. I saw some cookies in the cookie jar and I _____ them all.

A. 'd eaten

B. 'd eat

C. ate

6. I locked the door and then I _____ home.

A. 'd left

B. left

C. 'd leave

7. When I got home I saw that I had _____ the door.

A. hadn't locked

B. hadn't lock

C. didn't lock

8. The house was dirty because nobody _____ it.

A. 'd clean

B. had cleaned

C. cleaned

9. She gave me back my book because she _____ reading it.

A. 'd finish

B. 'd finished

C. finished

10. When she finished the book, she _____ it back to me.

A. 'd given

B. 'd give

C. gave

[Retrieved from: D. Powell, E. Walker, S. Elsworth. Grammar Practice for Upper Intermediate Students. 3-d edition. Pearson Education Limited, 2019. 224 p. P.57]

Task 3. Complete the sentences. Use the Past Simple or Past Perfect Continuous of the verbs in brackets.

1. Everyone..... exhausted because they
.....all day. (feel, work)
2. She.....paint on her hands because she
.....the kitchen (have, decorate).
3. After they.....for several hours, they
.....to stop for a rest. (drive, decide)
4. We..... there for many months before we
.....to notice the problems. (not live, begin)
5.long before the train.....?
(you / wait, arrive)
6. I.....for months but I still.....
enough money to buy a new car. (save, not have)
7. We.....them to arrive for several hours when
they finallyinto the drive, (expect, pull)

[Retrieved from: https://gamedata.britishcouncil.org/lep25_embed/MjM5MDA=/le]

Task 4. Choose the correct option (Past Simple or Past Perfect) to complete the sentences.

1. When she _____ on the course, she had never studied a foreign language before.
enrolled 'd enrolled
2. When I closed the door, I realised that I had _____ my keys inside.
left 'd left
3. She looked really sad but I didn't know what _____.
happened 'd happened
4. _____ when you rang the doorbell?

Did Sai already leave Had Sai already left

5. This is the oldest building in the town. It _____ over 200 years ago.
was built 'd been built

6. By the time I moved in, they _____ the building work.
finished 'd finished

7. I opened the door, and _____ inside.
went 'd gone

8. I looked in the letter box yesterday and the letter still _____.
didn't arrive hadn't arrived

UNIT 12

TOPIC 12. DIGITAL EVIDENCE, CYBERCRIME PREVENTION AND ONLINE SURVEILLANCE. FUTURE CONTINUOUS.

Task 1. Read and translate the following text.

In the modern digital era, digital evidence plays a crucial role in combating cybercrime and ensuring online safety. Every online action, from sending emails to making online payments, leaves behind digital traces that can be collected and analyzed during investigations. Law enforcement agencies rely on this evidence to identify cybercriminals, prevent future attacks and protect individuals as well as organizations from online threats.

Cybercrime prevention is becoming increasingly proactive. Governments and cybersecurity experts are developing advanced systems to detect suspicious activities before serious damage occurs. In the coming years, authorities will be monitoring online networks more closely to identify potential risks in real time. At the same time, organizations will be investing in stronger cybersecurity tools to protect sensitive data from hackers and data breaches.

Online surveillance also plays an important role in maintaining digital security, although it raises ethical and privacy concerns. To balance safety and individual rights, policymakers will be developing clearer laws and regulations that define how digital surveillance should be conducted. Meanwhile, cybersecurity professionals will be analyzing large volumes of digital evidence to improve threat detection and response strategies.

Public awareness is equally important in cybercrime prevention. Educational programs will be encouraging users to adopt safer online behaviors, such as using strong passwords and recognizing phishing attempts. Overall, digital evidence, cybercrime prevention and online surveillance are interconnected elements that will continue to shape a safer digital future when used responsibly and ethically.

Task 2. Write ten questions to the text above to make a plan for retelling.

Task 3. Study, check the pronunciation and memorize the words and the set expressions below. Study the sentences where they occur in the text.

Words and set expressions:

- Cybercrime
- Surveillance
- Encryption
- Hacker
- Firewall
- Malware
- Phishing
- Breach
- Digital footprint
- Evidence
- Privacy
- Database
- Network
- Authentication
- Monitoring
- Prevent cybercrime
- Collect digital evidence
- Protect personal data
- Online security threats
- Respect user privacy

Task 4. Make up 10 sentences of your own with the new words above.

Task 5. Fill in the gaps with an appropriate word where necessary.

1. Law enforcement agencies work to _____ cybercrime by using advanced technology.
2. Strong _____ helps keep personal information safe from hackers.
3. Investigators must _____ digital evidence carefully to ensure accuracy.
4. Clicking on suspicious links may expose users to _____ attacks.
5. A data _____ can result in the loss of sensitive information.
6. Companies install a _____ to protect their internal network.
7. Online platforms should respect user _____ when collecting data.
8. Every action online contributes to a person's digital _____.
9. Employees are trained to recognize online security _____ in the workplace.
10. Two-factor _____ makes online accounts more secure.

Task 6. Find the English for the following.

- Цифрові докази
- Кіберзлочин
- Запобігання кіберзлочинам
- Онлайн-безпека
- Правоохоронні органи
- Онлайн-дії
- Цифрові сліди
- Розслідування
- Онлайн-загрози
- Онлайн-мережі
- Конфіденційність
- Онлайн-спостереження
- Закони та нормативні акти
- Кібербезпека
- Безпечніша цифрова майбутність

Task 7. Translate the following sentences into English paying special attention to the italicized words.

1. *Цифрові докази* відіграють важливу роль у сучасних розслідуваннях.
2. *Кіберзлочин* є серйозною загрозою для користувачів інтернету.
3. *Запобігання кіберзлочинам* потребує міжнародної співпраці.
4. Правоохоронні органи працюють над забезпеченням *онлайн-безпеки*.
5. Кожна людина залишає *цифрові сліди* під час користування мережею.
6. *Онлайн-загрози* постійно змінюються та стають складнішими.
7. *Онлайн-спостереження* викликає дискусії щодо прав людини.
8. Держава розробляє нові *закони та нормативні акти* у сфері кібербезпеки.
9. Захист даних є важливою частиною *кібербезпеки*.
10. Використання технологій допомагає створити *безпечнішу цифрову майбутність*.

Task 8. Discuss the following questions.

1. Why is digital evidence important in modern criminal investigations?
2. What types of online activities can leave digital evidence behind?
3. How can digital evidence help prevent cybercrime before it happens?
4. What are the most common forms of cybercrime today?
5. How can individuals protect themselves from online threats?
6. What role do governments play in cybercrime prevention?
7. Do you think online surveillance is necessary for public safety? Why or why not?
8. What are the main ethical concerns related to online surveillance?
9. How can authorities balance online security with personal privacy?
10. How might digital evidence and online surveillance develop in the future?

Task 9. Prepare a speech about digital evidence, cybercrime prevention and online surveillance (ten sentences).

TOPIC 12. GRAMMAR: FUTURE CONTINUOUS.

[Retrieved from: https://www.englishalex.com/post/4-future-continuous-dialogues-english-listening-and-speaking-b1?utm_source=chatgpt.com]

Task 1. Read the dialogues in pairs. Pay attention to future continuous forms. Why is it used?

Dialogue 1.

Kate: Hey, we should really talk about our work presentation tonight. Can I call you at 6 to discuss it?

Jeremy: No. Sorry. 6 is too early. I'll be having dinner at that time.

Kate: Okay. How about 7?

Jeremy: That's still not good. I'll probably be helping my wife clean up the kitchen then.

Kate: Okay. Um, why don't you just tell me what time is good for you?

Jeremy: I should be free at 8. Just to let you know, I haven't done any work on the presentation.

Kate: (Sighs.) Okay. I guess we'll be working on it all night.

Jeremy: Yeah. Sorry. Anyway, I'll be waiting for your call at 8. Talk to you then.

Dialogue 2.

Ben: Hello?

Alice: Hi, Ben. I'm just calling to ask what time you'll be arriving at the airport tomorrow.

Ben: Hey, Alice. Um, my ticket says that the plane will be landing around 7 p.m.

Alice: Okay. Perfect. And do you know which gate you'll be exiting?

Ben: I have no clue. Sorry. You can check the arrivals screen when you get to the airport.

Alice: Okay. I'll get there early just in case. By the way, what will you be wearing?

Ben: Did you forget what I look like? Haha. Um, I think I'll be wearing a purple hoodie.

Alice: Perfect. See you tomorrow!

[Retrieved from: <https://www.perfect-english-grammar.com/future-continuous-exercise-3.html>]

Task 2. Make future continuous 'yes / no' questions.

When the boss comes,

1. _____ (I / sit) here?
2. _____ (John / use) the computer?
3. _____ (Jane and Luke / discuss) the new project?
4. _____ (we / work) hard?
5. _____ (you / talk) on the telephone?
6. _____ (she / send) an email?
7. _____ (they / have) a meeting?
8. _____ (he / eat) lunch?
9. _____ (you / type)?
10. _____ (he / make) coffee?

Task 3. Make 'wh-' future continuous questions.

At 8 pm,

1. (where / I / wait?)

2. (what / you / do?)

3. (why / he / study?)

4. (how / she / travel?)

5. (who / they / meet?)

6. (where / we / eat?)

7. (what / you / watch?)

8. (why / he / drive?)

9. (what / she / cook?)

10. (why / they / sleep?)

[Retrieved from: <https://englishpracticetest.net/future-forms-future-continuous-b1-english-grammar-test/>]

Task 4. Complete the conversation with one of the verbs below in a future form. You can use them more than once.

ask be drive get have leave meet travel

Jack: This time tomorrow we will be travelling..... to London! Do you think the Science Museum as interesting as the one you went to in New York?

Hew: I hope so! That reminds me. I've got a few questions. What time everyone?

Jack: At 8 o'clock, at the bus station.

Hew: How you there?

Jack: My dad me in his car.

Hew: Do you think he could pick me up too?

Jack: Probably. I him when he gets home.

Hew: That would be great, thanks.

Jack: No problem.

Hew: Oh, my mum wants to know if we'll be home by five o'clock.

Jack: I think we on the motorway at that time. We London at half past four.

Hew: OK, thanks. Well, I'd better go now. We dinner soon.
See you tomorrow!

Jack: Bye!

UNIT 13
TOPIC 13. ONLINE ETHICS, OFFICER DIGITAL CONDUCT
AND INFORMATION SECURITY IN POLICING.
REPORTED SPEECH.

Task 1. Read and translate the following text.

In today's digital society, online ethics and information security have become essential aspects of modern policing. Police officers increasingly use digital tools, social media and online databases in their daily work, which makes responsible digital conduct critically important. Any misuse of online platforms can damage public trust and compromise investigations.

Online ethics require officers to behave professionally both on duty and in their personal digital activities. Senior officials have stated that officers must follow the same ethical standards online as they do offline. This includes avoiding the spread of misinformation, respecting confidentiality and maintaining impartiality when expressing opinions on social media. Trainers have also explained that inappropriate online behavior can lead to disciplinary action, even if it occurs outside working hours.

Information security is another key responsibility in policing. Sensitive data such as personal records, evidence files and intelligence reports must be carefully protected. Cybersecurity experts have warned that weak passwords and careless data handling increase the risk of information leaks. In response, police departments have strengthened digital policies and technical safeguards.

Commanders have reported that regular training has reduced security breaches and improved awareness among officers. Maintaining public confidence is a central goal of ethical digital conduct. Community leaders have emphasized that transparent and responsible online behavior strengthens trust between the police and society.

Overall, strong online ethics, disciplined digital conduct and effective information security are vital for modern policing in an increasingly connected world.

Task 2. Write ten questions to the text above to make a plan for retelling.

Task 3. Study, check the pronunciation and memorize the words and the set expressions below. Study the sentences where they occur in the text.

Words and set expressions:

- Online ethics
- Officer
- Digital tools
- Social media
- Online databases
- Responsible conduct
- Confidentiality
- Misinformation
- Impartiality
- Disciplinary action
- Cybersecurity
- Weak passwords
- Data handling
- Security breaches
- Community leaders
- Follow ethical standards online
- Spread of misinformation
- Protect sensitive data
- Reduce security breaches
- Strengthen trust between the police and society

Task 4. Make up 10 sentences of your own with the new words above.

Task 5. Fill in the gaps with an appropriate word where necessary.

1. Police officers must always behave professionally online and follow _____.
2. Sharing false information on social media contributes to the spread of _____.

3. Departments provide regular _____ to ensure officers understand cybersecurity risks.
4. Officers should carefully protect _____ such as evidence files and personal records.
5. Strong passwords and careful _____ reduce the risk of data leaks.
6. _____ is essential for maintaining public confidence in law enforcement.
7. Many investigations rely on online _____ to gather useful information.
8. Officers must maintain _____ when interacting with the public, both online and offline.
9. Weak security measures can lead to _____ that compromise sensitive information.
10. Collaboration with community _____ helps strengthen trust between the police and society.

Task 6. Find the English for the following.

- Онлайн-етика
- Офіцер
- Цифрові інструменти
- Соціальні мережі
- Онлайн-бази даних
- Відповідальна поведінка
- Конфіденційність
- Дезінформація
- Неупередженість
- Дисциплінарні заходи
- Кібербезпека
- Слабкі паролі
- Обробка даних
- порушення безпеки
- Лідери спільнот

Task 7. Translate the following sentences into English paying special attention to the italicized words.

1. *Онлайн-етика* є важливою частиною сучасної роботи поліції.
2. Кожен *офіцер* повинен дотримуватися професійних стандартів у мережі.
3. Поліція використовує *цифрові інструменти* для збору доказів.
4. *Соціальні мережі* можуть бути як корисними, так і небезпечними для розслідувань.
5. Всі дані зберігаються в *онлайн-базах даних*, захищених паролями.
6. *Відповідальна поведінка* офіцера онлайн підвищує довіру громадськості.
7. Потрібно дотримуватися *конфіденційності* під час роботи з персональними даними.
8. Поширення *дезінформації* може зашкодити репутації поліції.
9. Поліцейські повинні проявляти *неупередженість* у всіх онлайн-комунікаціях.
10. Співпраця з *лідерами спільнот* допомагає зміцнити довіру між громадськістю та поліцією.

Task 8. Discuss the following questions.

1. Why is online ethics important for police officers?
2. How can officers maintain responsible digital conduct while using social media?
3. What risks can arise from poor information security in policing?
4. How should officers handle sensitive data to prevent breaches?
5. In what situations might online behavior outside of work affect an officer's career?
6. How can regular training improve officers' cybersecurity awareness?
7. What are the consequences of spreading misinformation online for law enforcement?
8. How does impartiality online help maintain public trust?
9. What role do community leaders play in supporting ethical digital conduct?
10. How might technology and digital ethics in policing change in the future?

Task 9. Prepare a speech about online ethics, officer digital conduct and information security in policing (ten sentences).

TOPIC 13. GRAMMAR: REPORTED SPEECH.

Task 1. Translate into Ukrainian. Pay attention to the verb forms.

1. She asked who kept that hotel. 2. She asked who had kept that hotel. 3. She asked who would keep that hotel. 4. Allan thought that the family moved to Edinburgh. 5. Allan thought that the family had moved to Edinburgh. 6. Allan thought that the family would move to Edinburgh. 7. Kitty believed that everything was OK. 8. Kitty believed that everything had been OK. 9. Kitty believed that everything would be OK.

Task 2. Write down reported sentences. Pay attention to the verb forms.

1. The journalist asked: «Has the policy of the government changed?» The journalist asked if 2. The Finance Minister answered: «Inflation will continue at present level». The Finance Minister answered that 3. He remarked: «She's to keep to two subjects». He remarked that 4. The boy said to the policeman: «You've got all my papers». The boy told the policeman that 5. He said: «I was born on Columbus Avenue.» The policeman learned that 6. The receptionist said: «I think you had Room 12 last time, Colonel Luscombe». The receptionist told Colonel Luscombe (that) 7. She said: «We like to make our old friends comfortable.» She said that 8. The Secretary said: «We have finished our work by 5 o'clock.» The Secretary told me that 9. He said: «I met her when I was crossing the road». He told us that 10. Mr. Higgins said: «I've taught Eliza to speak properly». He said that

Task 3. Open the brackets and put the verb in an appropriate form. Translate sentences into Ukrainian.

1. She knows that if she (to come) she (to have) a chance of a happier life. 2. It happened when I (to be) out. 3. She reminded me that we (to be) at school together. 4. She thought the New Year (to bring) them luck. 5. Suddenly he remembered that he (to fix) an appointment for them for Monday. 6. I said I (to come) to see you in the hotel. 7. The guide said our group (to wait) at the entrance. 8. Did she tell you whether she (to enjoy) the party? 9. Did she tell you whether she (to marry) the following month? 10. She added that her son (to take) part in the conference the previous week.

Task 4. Write down reported sentences. Translate them into Ukrainian.

1. I'd like to know: « Which of you has read the contract?» 2. Mrs. Higgins wondered: « What is wrong with them?» 3. The policeman asked: « How do you always manage to remember the dates?» 4. I asked him: «Will you take part in the conference?» 5. Mr. Blake inquired the officer: «Where shall I live next year?» 6. Mr. Green asked: «Have they finished their work?» 7. She asked: «What do you want to see?» 8. He asked me: «Who is the owner of the car?» 9. The accountant asked the manager: «Will you be here tomorrow?» 10. I said to her: «Please give me a glass of water.» 11. I asked my friend: «Have you enjoyed the party?»

[Retrieved from: <https://test-english.com/grammar-points/b1/reported-speech-indirect-speech/2/>]

Task 5. Choose the correct form for each gap below.

1. 'I need to see Sarah this weekend.' ⇒ George said that _____.

- A. he needed to see Sarah this weekend
- B. he was needing to see Sarah that weekend
- C. he needed to see Sarah that weekend

2. 'I'm reading now.' ⇒ Sally told me _____.

- A. that she was reading at that moment
- B. that she read now

C. that she was reading now

3. 'I haven't seen Barbara since last year.' ⇒ Brendan told me _____.

A. he didn't see Barbara since last year

B. he hadn't seen Barbara since the year before

C. he hadn't seen Barbara since last year

4. 'Have you signed the contract?' Suzan _____.

A. told me if I had signed the contract

B. asked me whether I had signed the contract

C. said if I signed the contract

5. 'Where did you eat?' ⇒ Sam asked me _____.

A. where I had eaten

B. where had I eaten

C. where did I eat

6. 'Where are you going tomorrow?' ⇒ Sandra asked me _____.

A. where was I going tomorrow

B. where was I going the next day

C. where I was going the following day

7. 'May I smoke in this room?' ⇒ Micky asked me _____.

A. if he may smoke in this room

B. if he might smoke in that room

C. whether he smoked in that room

8. 'I'm living in Australia.' Sarah told me _____. Choose TWO correct options

A. she is living in Australia

B. she had lived in Australia

C. she was living in Australia

9. 'Please, sit here.' ⇒ She _____.

A. asked me to sit there

B. said to sit there

C. told me to sit here

10. 'Can you give me a hand with the boxes?' ⇒ Peter asked me _____ with the boxes.

- A. if I could give me a hand
- B. whether I could give him a hand
- C. if could I give him a hand

UNIT 14
TOPIC 14. HEALTHY LIFESTYLE AND PHYSICAL READINESS
IN LAW-ENFORCEMENT PROFESSIONS.
GERUNDS AND INFINITIVES.

Task 1. Read and translate the following text.

A healthy lifestyle and high physical readiness are essential requirements for professionals working in law-enforcement agencies. Officers often face stressful situations that demand endurance, strength, and quick decision-making, so maintaining good health is not optional but necessary. Regular exercising helps law-enforcement personnel improve stamina and muscle strength, while following a balanced diet supports energy levels and concentration during long shifts. In addition, getting enough sleep is crucial for mental stability and reaction speed in dangerous environments.

Physical readiness allows officers to respond effectively to emergencies and to protect civilians without putting themselves at unnecessary risk. Training programmes are designed to develop agility, coordination and resilience, which are vital in real-life operations. Practicing self-discipline and avoiding harmful habits such as smoking or excessive alcohol consumption contribute to long-term professional performance.

A healthy lifestyle also supports psychological well-being. Managing stress through physical activity or relaxation techniques enables officers to stay calm under pressure and to make responsible decisions. Law-enforcement professionals must be ready to serve the public at any moment and physical preparedness ensures they can do so efficiently.

In conclusion, maintaining fitness, mental balance and healthy habits strengthens both personal well-being and professional capability. A strong body and a focused mind help law-enforcement officers fulfill their duties responsibly, protect society and remain effective throughout their careers.

Task 2. Write ten questions to the text above to make a plan for retelling.

Task 3. Study, check the pronunciation and memorize the words and the set expressions below. Study the sentences where they occur in the text.

Words and set expressions:

- Endurance
- Stamina
- Resilience
- Agility
- Coordination
- Concentration
- Preparedness
- Discipline
- Stability
- Performance
- Emergencies
- Strength
- Fitness
- Capability
- Profession
- Healthy lifestyle
- Physical readiness
- Balanced diet
- Law-enforcement agencies
- Under pressure

Task 4. Make up 10 sentences of your own with the new words above.

Task 5. Fill in the gaps with an appropriate word where necessary.

1. A healthy lifestyle and high physical _____ are essential for law-enforcement professionals.
2. Regular _____ helps officers improve stamina and muscle strength.

3. Following a balanced _____ supports energy levels during long shifts.
4. Getting enough _____ is crucial for mental stability and quick reactions.
5. Physical readiness allows officers to _____ effectively to emergencies.
6. Training programmes are designed to develop agility, coordination and _____.
7. Avoiding harmful _____ such as smoking contributes to long-term performance.
8. Managing _____ through physical activity helps officers stay calm.
9. Law-enforcement professionals must be ready to _____ the public at any moment.
10. Maintaining fitness and mental balance strengthens professional _____.

Task 6. Find the English for the following.

- Здоровий
- Спосіб життя
- Фізична підготовка
- Правоохоронні органи
- Витривалість
- Сила
- Стрес
- Збалансоване харчування
- Сон
- Надзвичайні ситуації
- Тренування
- Самодисципліна
- Шкідливі звички
- Психологічне благополуччя
- Готовність

Task 7. Translate the following sentences into English paying special attention to the italicized words.

1. *Здоровий спосіб життя* є необхідним для *працівників правоохоронних органів*.
2. *Фізична підготовка* допомагає офіцерам ефективно реагувати на *надзвичайні ситуації*.
3. *Регулярні тренування* підвищують витривалість і *фізичну силу*.
4. *Збалансоване харчування* підтримує *високий рівень енергії* під час *довгих змін*.
5. *Достатній сон* важливий для *психологічної стабільності* та *швидкої реакції*.
6. *Управління стресом* допомагає залишатися *спокійним* у *складних ситуаціях*.
7. *Самодисципліна* є важливою складовою *професійної готовності*.
8. *Уникання шкідливих звичок* покращує *довготривалу працездатність*.
9. *Фізична підготовка* дозволяє захищати громадян без зайвого ризику.
10. *Хороша фізична форма* та *зосередженість* сприяють *успішному виконанню обов'язків*.

Task 8. Discuss the following questions.

1. Why is a healthy lifestyle especially important for law-enforcement officers compared to other professions?
2. How does regular physical training influence an officer's ability to respond to emergencies?
3. What role does a balanced diet play in maintaining energy and concentration during long shifts?
4. How can lack of sleep affect decision-making and reaction time in dangerous situations?
5. In what ways does physical readiness help reduce risks for both officers and civilians?
6. How does stress management contribute to psychological stability in law-enforcement work?
7. Why is self-discipline considered a key element of professional readiness?

8. What harmful habits can negatively impact long-term performance in law-enforcement careers?
9. How can physical fitness support responsible and ethical decision-making under pressure?
10. What measures can law-enforcement agencies take to promote healthy lifestyles among their personnel?

Task 9. Prepare a speech about healthy lifestyle and physical readiness in law-enforcement professions (ten sentences).

TOPIC 14. GRAMMAR: GERUNDS AND INFINITIVES.

[Retrieved from: <https://test-english.com/grammar-points/b1-b2/gerund-or-infinitive/>]

Task 1. Choose the correct Gerund or Infinitive form for each gap below.

1. _____ used to be my favourite hobby at your age.
(to fish, fishing, fish)
2. We talked about _____ together next summer.
(travelling, travel, to travel)
3. I remember _____ here when I was a child.
(be, to be, being)
4. I think I didn't remember _____ the door when we left.
(to lock, locking, lock)
5. If she doesn't answer, try _____ her mobile.
(to call, call, calling)
6. I tried _____ my eyes open, but I eventually fell asleep.
(to keep, keeping, keep)
7. My mum doesn't let me _____ with you.
(come, to come, coming)
8. Your hair needs _____. It's too long.

(cutting, cut, to cut)

9. I'd prefer _____ my own car if you don't mind.

(taking, to take, take)

10. They had trouble _____ our house.

[Retrieved from: https://www.perfect-english-grammar.com/support-files/gerunds_and_infinitives_part_1.pdf]

Task 2. Put the verb into the correct Gerund or Infinitive form.

1. I don't fancy _____ (go) out tonight.

2. She avoided _____ (tell) him about her plans.

3. I would like _____ (come) to the party with you.

4. He enjoys _____ (have) a bath in the evening.

5. She kept _____ (talk) during the film.

6. I am learning _____ (speak) English.

7. Do you mind _____ (give) me a hand?

8. She helped me _____ (carry) my suitcases.

9. I've finished _____ (cook). Come and eat!

10. He decided _____ (study) Biology.

11. I dislike _____ (wait).

12. He asked _____ (come) with us.

13. I promise _____ (help) you tomorrow.

14. We discussed _____ (go) to the cinema, but in the end we stayed at home.

15. She agreed _____ (bring) the pudding.

16. I don't recommend _____ (take) the bus, it takes forever!

17. We hope _____ (visit) Amsterdam next month.

18. She suggested _____ (go) to the museum.

19. They plan _____ (start) college in the autumn.

20. I don't want _____ (leave) yet.

[Retrieved from: https://www.perfect-english-grammar.com/support-files/gerunds_and_infinitives_part_2.pdf]

Task 3. Put the verb into the Gerund or the Infinitive with 'to'.

1. She delayed _____ (get) out of bed.
2. He demanded _____ (speak) to the manager.
3. I offered _____ (help).
4. I miss _____ (go) to the beach.
5. We postponed _____ (do) our homework.
6. I'd hate _____ (arrive) too late.
7. She admitted _____ (steal) the money.
8. I chose _____ (work) here.
9. She waited _____ (buy) a drink.
10. I really appreciate _____ (be) on holiday.
11. I couldn't help _____ (laugh).
12. It seems _____ (be) raining.
13. I considered _____ (move) to Spain.
14. They practised _____ (speak).
15. Finally, I managed _____ (finish) the work.
16. I really can't stand _____ (wait) for the bus.
17. Unfortunately, we can't afford _____ (buy) a new car this year.
18. She risked _____ (be) late.
19. I'd love _____ (come) with you.
20. I prepared _____ (go) on holiday.

[Retrieved from: https://www.perfect-english-grammar.com/support-files/gerunds_and_infinitives_part_3.pdf]

Task 4. Put the verb into the Gerund or the Infinitive.

- 1) It appears _____ (be) raining.
- 2) We intend _____ (go) to the countryside this weekend.
- 3) I pretended _____ (be) sick so I didn't have to go to work.
- 4) Can you imagine _____ (live) without TV?
- 5) They tolerate _____ (smoke) but they prefer people not to.
- 6) I anticipate _____ (arrive) on Tuesday.
- 7) A wedding involves _____ (negotiate) with everyone in the family.
- 8) He denies _____ (steal) the money.
- 9) He claims _____ (be) a millionaire but I don't believe him.
- 10) I expect _____ (be) there about seven.
- 11) Julia reported _____ (see) the boys to the police.
- 12) It tends _____ (rain) a lot in Scotland.
- 13) Do you recall _____ (meet) her at the party last week?
- 14) She mentioned _____ (go) to the cinema, but I don't know what she decided to do in the end.
- 15) The teenager refused _____ (go) on holiday with his parents.
- 16) I understand _____ (be) late once or twice, but every day is too much!
- 17) I would prefer you _____ (come) early if you can.
- 18) That criminal deserves _____ (get) a long sentence.
- 19) She completed _____ (paint) her flat.
- 20) We arranged _____ (meet) at four but at four thirty she still hadn't arrived.

UNIT 15
TOPIC 15. PHYSICAL TRAINING, TACTICAL SPORTS
AND OPERATIONAL ENDURANCE.
PHRASAL VERBS.

Task 1. Read and translate the following text.

Physical fitness is more than a personal health goal for students pursuing careers in law enforcement, security, or military service, rather, it is a professional requirement. Modern challenges demand a more sophisticated approach to training than simple gym routines, which includes the integration of **Physical Training (PT)**, **Tactical Sports**, and **Operational Endurance**.

Physical Training is the essential foundation that focuses on developing core attributes such as explosive power, functional strength, and agility. Unlike traditional bodybuilding, which emphasizes muscle size, PT for professionals prioritizes movement efficiency. A strong physical base ensures that the body can withstand the rigors of carrying heavy equipment, navigating difficult terrain, and performing high-intensity tasks.

Tactical Sports take a step further by introducing "applied" movements and include disciplines such as practical shooting, grappling, and obstacle course racing (OCR) simulating real challenges. These sports require the application of physical strength while simultaneously making critical decisions under pressure. They bridge the gap between pure athleticism and professional skills, teaching students how to manage their adrenaline and maintain focus during a confrontation.

The ultimate goal of this preparation is **Operational Endurance**. This is the ability to maintain peak physical and mental performance over extended periods, often under conditions of fatigue, sleep deprivation, or extreme stress. While a standard athlete might focus on a two-hour game, a tactical professional must be prepared for a 12-hour shift or a multi-day mission. High operational endurance prevents "cognitive tunneling", which is a dangerous state where physical exhaustion leads to poor decision-making and reduced situational awareness.

In conclusion, the synergy between these three elements creates a resilient and capable professional. A student, mastering this triad aims at more than simply passing a physical test; he or she ensures the mission success and personal safety in their future career.

Task 2. Write ten questions to the text above to make a plan for retelling.

Task 3. Study, check the pronunciation and memorize the words and the set expressions below. Study the sentences where they occur in the text.

- Agility
- Apprehension
- Endurance
- Resilience
- Grappling
- Marksmanship
- Terrain
- Synergy
- Attribute
- Confrontation
- Operational endurance
- Tactical sports
- Law enforcement
- Functional strength
- Critical decisions under pressure
- Situational awareness

- Cognitive tunneling
- Explosive power
- Sleep deprivation
- Mission success

Task 4. Make up 10 sentences of your own with the new words above.

Task 5. Fill in the gaps with an appropriate word where necessary.

(Operational endurance, Law enforcement, Critical decisions, Situational awareness, Sleep deprivation, Functional strength, Tactical sports, Agility, Mission success, Cognitive tunneling)

1. To become a successful _____ officer, one must undergo rigorous physical and mental training.
2. High levels of _____ help a professional stay focused during a 24-hour shift in extreme conditions.
3. _____ like practical shooting help develop the ability to use weapons accurately while moving.
4. Being exhausted an officer may suffer from _____, losing track of what is happening around them.
5. Exercises like deadlifts and weighted carries are essential for building _____, which is needed to carry heavy gear.
6. A professional must be able to make _____ under pressure when every second counts.
7. Constant _____ can significantly reduce an operative's reaction time and judgment.
8. To navigate through a crowded urban environment or over obstacles, an officer needs excellent _____.
9. Maintaining high _____ allows you to identify potential threats before they become dangerous.

10. The ultimate goal of every training session is to ensure _____ and the safety of the team.

Task 6. Find the English for the following.

- Спритність / маневреність
- Затримання (правопорушника)
- Витривалість
- Стійкість (психологічна та фізична)
- Майстерність стрільби
- Характеристика / властивість
- Протистояння
- Правоохоронні органи
- Функціональна сила
- Критично важливі рішення
- Ситуаційна обізнаність
- Дефіцит сну
- Успіх виконання завдання.

Task 7. Translate the following sentences into English paying special attention to the italicized words.

1. *Спритність* — це важлива навичка для поліцейського під час переслідування.
2. *Затримання підозрюваного* часто залежить від фізичної підготовки поліцейського.
3. *Психологічна стійкість* дозволяє працівникам правоохоронних органів швидко відновлюватися після інцидентів з високим рівнем стресу.
4. Навчання *технікам боротьби (захоплення)* є необхідним для контролю порушника, який чинить опір, без застосування зброї.
5. Регулярна практика на стрільбищі — це єдиний спосіб підтримувати *майстерність стрільби*.

6. Офіцерів поліції навчають *деескалації* будь-якого *протистояння*.
7. *Прикладні (тактичні) види спорту* зосереджені на рухах, що безпосередньо переносяться на реальні поліцейські сценарії.
8. Підтримання *ситуаційної обізнаності* допомагає запобігти небезпеці.
9. *Дефіцит сну* може значно погіршити час реакції та розсудливість офіцера поліції.
10. Командні вправи сприяють *синергії* між учасниками під час проведення поліцейської операції.

Task 8. Discuss the following questions.

1. Is physical strength more important than psychological resilience in law enforcement? Why or why not?
2. In what way do tactical sports (like practical shooting or OCR) prepare an officer better than traditional gym workouts?
3. In your opinion, what is the most dangerous consequence of "cognitive tunneling" during a high-stress operation?
4. How can law enforcement agencies ensure that their officers maintain "operational endurance" not only in their youth but also throughout a 25-year career?
5. Should "situational awareness" be taught in classroom, or should it be developed through practical experience?
6. How does "sleep deprivation" affect an officer's ability to make "critical decisions" regarding the use of force?
7. Do you think women and men should have different standards for "functional strength" in tactical units?
8. How can a professional balance the need for "explosive power" with the need for long-term "endurance"?
9. What role does technology play today? Can modern gear compensate for a lack of physical "agility"?
10. Why is "mission success" often dependent on the weakest member of a tactical team?

Task 9. Prepare a speech about PHYSICAL TRAINING, TACTICAL SPORTS AND OPERATIONAL ENDURANCE (ten sentences).

TOPIC 15. GRAMMAR: PHRASAL VERBS.

[Retrieved from: <https://test-english.com/vocabulary/a2/common-phrasal-verbs-a2-english-vocabulary/>]

Task 1. Complete the sentences with the most suitable Phrasal Verbs.

1. Tom _____ his old trainers because they were full of holes.

A. brought back

B. threw away

C. worked out

D. picked up

2. The party _____ until 5:30 a.m.

A. brought back

B. turned on

C. took off

D. went on

3. I don't like _____ my little brother; he always misbehaves.

A. looking for

B. looking after

C. giving back

D. running out

4. Sara and Alice don't _____ very well. They're always arguing.

A. pick up

B. put on

C. get along

D. get up

5. You would feel much better if you _____ smoking.

A. brought back

B. gave up

C. got up

D. turned off

6. Please _____ the library books when you have finished reading them.

A. bring back

B. work out

C. break up

D. take off

7. I had to drink my coffee black because we had _____ of milk.

A. put on

B. picked up

C. run out

D. given back

8. Peter had lost his hat, so his friends helped him _____ it.

A. look after

B. take off

C. put on

D. look for

9. Please _____ your dirty shoes before coming into the house.

A. put on

B. turn off

C. take off

D. turn on

10. Tara _____ the keys from the table and put them in her bag.

A. gave back

B. picked up

C. threw away

D. worked out

[Retrieved from: <https://test-english.com/vocabulary/a2/common-phrasal-verbs-a2-english-vocabulary/3/>]

Task 2. Complete the sentences with the Phrasal Verbs below. Use each of them only once.

broke down – get along – get up – give up – look after – put on – run out – take out – throw away – turn on

1. The car _____ in the middle of the motorway.
2. Don't _____ that sandwich. I'll have it if you don't want it.
- 3 Please _____ the television. I want to watch the news.
4. My cousin and I _____ really well.
5. I need to go to the shop because I've _____ of cat food.
6. When I _____ very early, I have a short nap in the afternoon.
7. _____ your jacket before going outside. It's very cold.
8. When my neighbour goes on holiday, I _____ his cats.
9. I want to _____ meat and become a vegetarian.
10. I'll _____ the dog when I get home.

[Retrieved from: <https://test-english.com/grammar-points/b1/b1-phrasal-verbs-2-exercises-and-explanation/3/>]

Task 3. Fill in each gap with one of the words or phrasal verbs below.

down – for – forward – off – out – pass on – pick up – put away – put on – up

1. Can you look _____ the meaning of this word in the dictionary?
2. They decided to put _____ the wedding until he recovered from his injury.
3. Look _____! A car is coming!
4. Please, can you _____ this message to your colleagues?
5. Some parents didn't _____ the children from school.
6. Put your name _____ on the list if you want to ask any questions.

7. I'm really looking _____ to seeing you.
8. Children should learn to _____ their toys when they finish playing with them.
9. I'm looking _____ my keys. Have you seen them?
10. When she got pregnant, she _____ a lot of weight.

[Retrieved from: <https://test-english.com/grammar-points/b1/b1-phrasal-verbs-2-exercises-and-explanation/2/>]

Task 4. Choose the correct Phrasal Verbs to complete these sentences.

1. He told me to _____ and turn off my phone.
A. hand out
B. hang up
C. keep on
D. hold up
2. Volunteers _____ food to the homeless twice a week.
A. hand out
B. hold up
C. look after
D. knock down
3. I'm exhausted. I need to _____ for a while.
A. keep up
B. hold up
C. lie down
D. hang up
4. We missed our flight because we were _____ in traffic.
A. kept up
B. held up
C. knocked down
D. kept on
5. I _____ my brother's dog when he's away.

- A. look after
- B. lie down
- C. keep in
- D. hand out

6. He often _____ talking for hours.

- A. keeps up
- B. lies down
- C. keeps on
- D. hands out

7. You have done a fantastic job. _____ the good work!

- A. keep up
- B. hold up
- C. look after
- D. hang up

8. In summer, I like to _____ with my friends on the beach.

- A. hang up
- B. hold up
- C. knock down
- D. hang out

9. He was _____ by a car on his way to work.

- A. knocked down
- B. kept in
- C. handed out
- D. hung up

10. She is in hospital now, and they want to _____ for a few days.

- A. keep her up
- B. hang her out
- C. lie her down
- D. keep her in

UNIT 16

TOPIC 16. MENTAL RESILIENCE, BURNOUT PREVENTION AND STRESS MANAGEMENT FOR OFFICERS. EMPHATIC STRUCTURES.

Task 1. Read and translate the following text.

For law enforcement and security officers, the mind is just as critical as the body. While physical strength allows an officer to perform tactical tasks, **mental resilience** is what enables them to endure the psychological pressures of the profession. Resilience is not the absence of stress, but the ability to adapt, recover, and remain effective after facing traumatic or high-pressure situations.

In the demanding world of law enforcement, officers are frequently exposed to "critical incident stress." Without proper **stress management**, this can lead to **burnout**—a state of emotional, physical, and mental exhaustion caused by prolonged involvement in stressful situations. Burnout is particularly dangerous for officers because it leads to cynicism, reduced empathy, and impaired decision-making, which can jeopardize both public safety and the officer's personal well-being.

Effective **burnout prevention** starts with proactive strategies. These include maintaining a healthy work-life balance, engaging in regular physical activity, and practicing "tactical breathing" to calm the nervous system during intense confrontations. Furthermore, fostering a supportive professional environment where officers can discuss the challenges of their duty without stigma is essential for long-term health.

Stress management also involves cognitive techniques. Officers must learn to recognize the early signs of chronic stress, such as irritability, insomnia, or emotional detachment. They can prevent the accumulation of tension by implementing "de-escalation" techniques not only for suspects but also for their own internal state.

In conclusion, mental health is a fundamental component of operational readiness. Developing resilience and preventing burnout ensures that an officer

remains a reliable, focused, and healthy professional throughout their career. True strength lies in the ability to stay calm amidst the chaos.

Task 2. Write ten questions to the text above to make a plan for retelling.

Task 3. Study, check the pronunciation and memorize the words and the set expressions below. Study the sentences where they occur in the text.

- Resilience
- Burnout
- Cynicism
- Empathy
- Stigma
- Insomnia
- Irritability
- Well-being
- Readiness
- Chaos
- Mental resilience
- Burnout prevention
- Stress management
- Critical incident stress
- Impaired decision-making
- Work-life balance
- Tactical breathing
- Emotional detachment

- De-escalation
- De-escalation techniques
- Proactive strategies

Task 4. Make up 10 sentences of your own with the new words above.

Task 5. Fill in the gaps with an appropriate word where necessary.

(Mental resilience, Burnout, Emotional detachment, De-escalation, Stigma, Work-life balance, Tactical breathing, Impaired decision-making, Proactive strategies, Stress management)

1. Long-term exposure to high-pressure environments without recovery often leads to professional _____.
2. To stay calm during a shootout, many officers practice _____, which involves slow, controlled inhales and exhales.
3. _____ is the ability of an officer to "bounce back" after experiencing a traumatic event on duty.
4. When an officer is physically and mentally exhausted, they suffer from _____, which can lead to dangerous mistakes.
5. Using _____ techniques can help an officer calm down a suspect and avoid a physical confrontation.
6. It is essential for law enforcement personnel to maintain a healthy _____ to prevent chronic stress.
7. Some officers refuse to seek help due to the _____ surrounding mental health issues in the police force.
8. One of the early signs of burnout is _____, where an officer stops feeling empathy for victims or colleagues.
9. Learning effective _____ helps professionals process the daily tension of their work in a healthy way.

10. Using _____ such as regular exercise and counseling can stop stress from accumulating over time.

Task 6. Find the English for the following.

- Стійкість
- Вигорання (професійне)
- Цинізм
- Емпатія / співпереживання
- Безсоння
- Дратівливість
- Готовність (оперативна)
- Психологічна стійкість
- Профілактика вигорання
- Керування стрессом
- Стрес
- Баланс між роботою та особистим життям
- Тактичне дихання (техніка заспокоєння)
- Техніки деескалації (зниження напруги)
- Проактивні стратегії (діючі на випередження)

Task 7. Translate the following sentences into English paying special attention to the italicized words.

1. *Психологічна стійкість* — це фундамент, який дозволяє офіцеру поліції залишатися спокійним і зосередженим в будь-якій ситуації.

2. Високий рівень хронічного стресу без відновлення може призвести до професійного вигорання.
3. Ефективні програми керування стресом є необхідними для підтримання здоров'я особового складу правоохоронних органів.
4. Хронічне виснаження та безсоння є ознаками того, що офіцер потребує психологічної підтримки.
5. Розвиток *емпатії* допомагає офіцерам поліції будувати довіру з громадою та розуміти потреби потерпілих.
6. *Стигма* навколо питань психічного здоров'я заважає офіцерам звертатися за необхідною допомогою.
7. Підтримання здорового балансу між роботою та особистим життям має значення для запобігання емоційному виснаженню.
8. Під час гострого протистояння *тактичне дихання* може допомогти знизити частоту серцебиття та відновити концентрацію.
9. Навчання *технікам деескалації* дозволяє офіцерам поліції вирішувати конфлікти, не вдаючись до сили.
10. Оперативна *готовність* офіцера безпосередньо залежить як від його фізичного, так і від психічного здоров'я.)

Task 8. Discuss the following questions.

1. Why is mental resilience considered a "tactical advantage" in law enforcement?
2. In your opinion, what is the most difficult part of maintaining a work-life balance for an officer?
3. How can professional "cynicism" affect an officer's relationship with the community and their own family?
4. Is it better to hide emotions to stay professional, or should officers find ways to express them? Explain.
5. How does the "stigma" around mental health prevent officers from seeking help? How can we change this?

6. Can "tactical breathing" really change the outcome of a high-stress confrontation? Why or why not?
7. What are the specific indicators of the fact that an officer is starting to suffer from professional burnout?
8. How can a supportive team (peer support) prevent individual burnout within a police unit?
9. Should psychological screening and mental health check-ups be mandatory for officers every year?
10. How can "emotional detachment" be both a useful tool and a dangerous symptom for a professional?

Task 9. Prepare a speech about MENTAL RESILIENCE, BURNOUT PREVENTION AND STRESS MANAGEMENT FOR OFFICERS (ten sentences).

TOPIC 16. GRAMMAR: EMPHATIC STRUCTURES.

[Retrieved from: https://www.kosowski.com.pl/wp-content/uploads/english/inversion_emphatic_answers.pdf]

Task 1. Rewrite the sentences using “so” or “such” at the beginning of the sentence.

1. The weather was so bad that they stayed at home. So bad was the weather that they stayed at home.

2. The house was so big that he almost got lost. So
.....

3. He was so surprised to see her he could hardly speak. Such
.....

4. She was so bored by the play that she fell asleep. So
.....

5. He was so angry that he shouted at everyone. Such

.....

[Retrieved from: https://www.kosowski.com.pl/wp-content/uploads/english/inversion_emphatic_answers.pdf]

Task 2. Fill in “so”, “neither/nor”, and the appropriate verb.

1. “I’d like to go to Belgium one day.”

“So would I. I’ve never been there.”

2. “I really enjoyed that film last night.”

“ It’s one of the best I’ve ever seen.”

3. I’ve used up all my money.

“ My purse is empty.”

4. “We didn’t like the food they served yesterday.”

“ It was overcooked.”

5. “I feel like going to the beach today.”

“ Let’s go!”

6. “I can’t remember how to make soufflé.”

“ Let’s look in the recipe book.”

7. “I don’t believe he’s telling the truth.”

“ The facts don’t add up.”

[Retrieved from: https://www.kosowski.com.pl/wp-content/uploads/english/inversion_emphatic_answers.pdf]

Task 3. Rewrite the sentences as in the example giving emphasis to the words in bold.

1. **Mary** sent this card. It was Mary who sent this card.

2. **Judy** baked the cake.

3. Did **you** lock the front door?

4. **You** need a long rest.

5. **Johnny** needs a new pair of shoes.
6. **Mary** came round last night.
7. Where did **you** go on holiday last year?
8. Why are **you** always biting your nails?
9. It doesn't matter what he does, **he** always makes mistakes.
.....
10. **He** bought a new ring for her.
11. Are you angry with **Jim**?
12. **Mr. Brown** called the police.

[Retrieved from: https://www.kosowski.com.pl/wp-content/uploads/english/inversion_emphatic_answers.pdf]

Task 4. Complete the sentences using the words in bold. Use two to five words.

1. You haven't paid last month's phone bill. **that**
It is you that/who hasn't paid last month's phone bill.
2. Mr. Jones is the manager of the supermarket. **is**
Itthe manager of the supermarket.
3. Did you go to the Caribbean for Christmas? **you**
Wasthe Caribbean for Christmas?
4. The bus driver himself doesn't want to let any more passengers on board. **who**
It doesn't want to let any more passengers on board.
5. Julie doesn't want to invite Malcolm to her party. **is**
It doesn't want to invite to her party.
6. My father didn't let me go out last night. **who**
It didn't let me go out last night.
7. Mum, you promised to buy me a new pair of jeans. **did**
Mum, buy me a new pair of jeans.
8. She said that she might be late for dinner. **say**

She might be late for dinner.

9. You were the one who wanted to come here. **was**

It to come here.

10. Did he fail his driving test? **failed**

Was his driving test?

[Retrieved from: https://www.kosowski.com.pl/wp-content/uploads/english/inversion_emphatic_answers.pdf]

Task 5. Complete the sentences using the words in bold. Use two to five words.

1. We can get into house only if you have a key. **can**

Only if you have a key can we get into the house.

2. If the weather gets any colder, we'll turn on the heating. **get**

Should, we'll turn on the heating.

3. He had just entered when the telephone rang. **sooner**

No, the telephone rang.

4. He visits us so rarely that I can hardly remember what he looks like. **visit**

Sothat I can hardly remember what he looks like.

5. Mark works so hard that I'm sure he'll be promoted soon. **does**

Sothat I'm sure he'll be promoted soon.

6. If you had been there, you would have enjoyed it. **been**

Hadwould have enjoyed it.

7. He spoke to me only after I spoke to him. **speak**

Only after I spoke to himto me.

8. Janet won't get on a plane under any circumstances. **will**

Underon a plane.

9. I realized who she was only after a few minutes. **realise**

Only after a few minutesshe
was.

10. She didn't know that her wish would come true. **did**

Littleher wish
would come true.

11. He didn't laugh once all evening. **did**

Notall evening.

12. They scarcely talk to each other any more. **do**

Scarcelyeach other any
more.

13. This restaurant rarely gets other anymore. **get**

Seldomso crowded.

14. If he had left earlier, he would have been on time. **he**

Hadhave been
on time.

15. She was so happy that she decided to celebrate. **she**

Soshe
decided to celebrate.

16. This is the only way that we can be sure we are right. **in**

Onlybe sure
that we are right.

17. If he notices anything, we'll be in trouble. **notice**

Should, we'll be
in trouble.

18. Sarah forgot to take her purse and her handbag too. **did**

Sarah didn't remember to take her purse;to
take her handbag.

19. He was so scared that he could hardly breath. **fear**

Suchhe could hardly
breath.

20. She performed so well that she won an Oscar. **perform**

Sothat she won an
Oscar.

21. Thailand is warmer and cheaper than England. **only**

Notthan England, it's cheaper
too.

22. If I were you, I would try calling her again. **you**

Were, calling her again.

23. The weather hasn't been this warm since last summer. **has**

Not since last summerthis warm.

24. You must not miss the plane on any account. **no**

On.....the plane.

UNIT 17

TOPIC 17. CIVIL SOCIETY SUPPORT, PUBLIC TRUST AND COOPERATION WITH LAW-ENFORCEMENT. CONDITIONALS.

Task 1. Read and translate the following text.

In a democratic state, the effectiveness of the police depends not only on tactical skills but also on the strength of its relationship with the community. The concepts of **civil society support**, **public trust**, and **cooperation** are the pillars of modern "community policing." Without these elements, maintaining public order becomes a constant struggle rather than a shared responsibility.

Public trust is the foundation of police legitimacy. When citizens believe that law enforcement officers act fairly, transparently, and according to the law, they are more likely to respect legal authority. Trust is not granted automatically; it is earned through every interaction between an officer and a civilian. High levels of trust lead to increased **public cooperation**, where witnesses are willing to testify, victims feel safe reporting crimes, and community members provide vital information to prevent illegal activities.

Civil society support involves the active participation of non-governmental organizations (NGOs), local activists, and community groups in safety initiatives. This support acts as a bridge between the state and the people. When the police and civil society work together, they can address the root causes of crime, such as social inequality or lack of education, rather than just reacting to its symptoms.

However, building this cooperation requires **accountability** and open communication. Law enforcement agencies must be willing to engage in dialogue and accept public oversight. In return, a supportive civil society provides the "social license" for the police to operate effectively.

In conclusion, the transition from a "militarized" style of policing to a service-oriented model is essential for modern Ukraine. Students of law enforcement must

understand that their future success will be measured not only by the number of arrests but by the level of trust and safety felt by the citizens they serve.

Task 2. Write ten questions to the text above to make a plan for retelling.

Task 3. Study, check the pronunciation and memorize the words and the set expressions below. Study the sentences where they occur in the text.

- Legitimacy
- Cooperation
- Accountability
- Pillar
- Witness
- Oversight
- Initiative
- Dialogue
- Civilian
- Authority
- Civil society support
- Public trust
- Law enforcement
- Community policing
- Public order
- Shared responsibility
- Root causes of crime

- Public oversight
- Social license
- Service-oriented model

Task 4. Make up 10 sentences of your own with the new words above.

Task 5. Fill in the gaps with an appropriate word where necessary.

(Public trust, Community policing, Law enforcement, Accountability, Root causes, Shared responsibility, Public oversight, Legitimacy, Civil society, Service-oriented)

1. The police cannot operate effectively without _____, since citizens must believe that officers act fairly.
2. In a democratic country, maintaining public order is a _____ between the police and the citizens.
3. _____ organizations, such as NGOs, help bridge the gap between the government and the people.
4. The strategy of _____ focuses on building ties and working closely with members of local communities.
5. To ensure _____, all police actions should be subject to legal and ethical review.
6. When the public perceives an officer's actions as unfair, the _____ of the entire department is weakened.
7. Effective crime prevention programs try to address the _____ of criminal behavior, like poverty and lack of education.
8. A _____ model of policing focuses on providing help and safety to citizens rather than just making arrests.
9. _____ allows citizens to monitor police activities to ensure there is no abuse of power.
10. Modern _____ agencies must be transparent in their communication with the public to earn their cooperation.

Task 6. Find the English for the following.

- Легітимність (визнання законності влади)
- Співпраця
- Підзвітність
- Свідок
- Нагляд / контроль
- Ініціатива
- Цивільна особа
- Повноваження
- Підтримка громадянського суспільства
- Суспільна довіра
- Правоохоронні органи
- Взаємодія поліції з громадою
- Громадський порядок
- Спільна відповідальність
- Першопричини злочинності
- Громадський контроль

Task 7. Translate the following sentences into English paying special attention to the italicized words.

1. *Суспільна довіра* — це фундамент, на якому будується ефективна поліцейська діяльність у демократичній державі.
2. *Взаємодія поліції з громадою* допомагає офіцерам поліції та громадянам спільно вирішувати локальні проблеми безпеки.

3. Прозорість та *підзвітність* є необхідними для запобігання зловживанню повноваженнями.
4. Підтримання *громадського порядку* — це *спільна відповідальність* поліції та громади.
5. *Співпраця* з ключовим *свідком* є найважливішим фактором у розкритті складних злочинів.
6. Повага до прав людини є головною *опорою* ідеології сучасних правоохоронних органів.
7. Ефективні механізми *нагляду* захищають права громадян та покращують роботу поліції.
8. Поліція повинна звертати увагу на *першопричини злочинності*.
9. Коли *правоохоронні органи* втрачають *суспільну довіру*, рівень злочинності часто починає зростати.
10. *Повноваження*, надані поліції, мають бути збалансовані суворими законними межами.

Task 8. Discuss the following questions.

1. Why is public trust often called the "gold standard" of effective policing?
2. In your opinion, what is the fastest way for a police department to lose public trust? How can it be regained?
3. Should the police focus more on "law enforcement" (making arrests) or "public service" (helping citizens)? Where is the balance?
4. How can social media be used by law enforcement to improve cooperation with civil society?
5. Do you think that public oversight (monitoring by citizens) makes a police officer's job harder or better? Why?
6. What role should NGOs and local activists play in preventing crime in their neighborhoods?
7. Is "community policing" possible during wartime?

8. How does the concept of "shared responsibility" change the way citizens view their own role in public safety?
9. Should police officers live in the same communities they patrol? What are the pros and cons?
10. How can law enforcement demonstrate transparency and accountability after a controversial incident occurs?

Task 9. Prepare a speech about CIVIL SOCIETY SUPPORT, PUBLIC TRUST AND COOPERATION WITH LAW-ENFORCEMENT (ten sentences).

TOPIC 17. GRAMMAR: CONDITIONALS.

[Retrieved from: <https://test-english.com/grammar-points/b1-b2/second-third-conditionals/2/>]

Task 1. Choose the correct forms of the Second and Third Conditionals for each gap.

1. If she _____ more experienced, she would be more likely to get the job.

- A. were
- B. had been
- C. would be
- D. would have been

2. If the food _____ so bad, we wouldn't have complained.

- A. wasn't
- B. hadn't been
- C. wouldn't be
- D. wouldn't have been

3. If I _____ her, she might feel a bit better.

- A. was calling
- B. called
- C. would call

D. would have called

4. If it wasn't raining, we _____ a picnic today.

A. had

B. 'd had

C. 'd have

D. 'd been had

5. If he hadn't run out of money, he _____ his trip.

A. didn't cancel

B. hadn't cancelled

C. wouldn't be cancelled

D. wouldn't have cancelled

6. Life would be fantastic if I _____ half of what you earn.

A. was earning

B. had earned

C. would earn

D. would have earned

7. If I hadn't written it in my diary, I _____.

A. forgot

B. had forgotten

C. would forget

D. might have forgotten

8. He could have died if he _____ a helmet.

A. didn't wear

B. hadn't been wearing

C. wouldn't wear

D. wouldn't have worn

9. I'd tell you if I _____.

A. knew

B. had known

C. would know

D. would have known

10. If you had listened to me, none of this _____.

A. happened

B. had happened

C. would happen

D. would have happened

Task 2. Fill in the gaps with the correct form of the verbs in brackets. There are forms of First, Second and Third Conditionals in the text. Do not use short forms.

If the world's big problems had been addressed sooner, our lives **1** (improve) _____ a long time ago. But politicians and world leaders don't do enough to improve the quality of life. If I had any power, I **2** (try) _____ to stop the destruction of our planet and I **3** (make) _____ the world a better place for all people. First of all, I would try to stop wars because unless we put an end to all the wars, millions of people **4** (continue) _____ to die every day. If there were no wars, all children **5** (have) _____ their parents at home to take care of them and provide for them, and they **6** (grow up) _____ in a happier world.

Also, if I **7** (be) a world leader, I would provide clean water for all countries. If all countries **8** (have) easy access to clean water, millions of children **9** (stop) _____ dying from diseases caused by the lack of clean water. If we don't do something about this issue soon, there **10** (be) _____ lots of wars and deaths because of the lack of water.

We also need to introduce laws to reduce pollution. If we had done this in the past, millions of species **11** (never/become) _____ extinct, and global warming **12** (never/start) _____. If it were up to me, I **13** (introduce) _____ very high taxes on fuel energy and at the same time I **14** (help) _____ big companies to invest in clean energy. Unless we take measures now, it **15** (be) _____ too late both for ourselves and our children.

[Retrieved from: <https://test-english.com/grammar-points/b1-b2/second-third-conditionals/>]

Task 3. Choose the correct forms of the Second and Third Conditionals to complete the sentences.

1. If he _____ jobs, he would be a lot happier.
changed would change would have changed
2. If I were you, I _____ her that I love her.
told would tell had told
3. Even if he _____ them, they wouldn't have agreed to come.
had asked asked would ask
4. If she hadn't threatened him, he _____.
hadn't left wouldn't leave wouldn't have left
5. I _____ him if I were you.
hadn't trusted wouldn't trust didn't trust
6. He _____ with her if he had known she would behave so irresponsibly.
hadn't gone wouldn't had go wouldn't have gone
7. I wouldn't have been able to do it unless she _____ me.
hadn't helped had helped wouldn't have helped
8. If he _____ earlier, he wouldn't have been late for work.
would have got up had got up got up
9. If we _____ to spend the day in London, we would have bought a day pass.
had been wanting would have wanted had wanted
10. If you _____ less on clothes, you would be able to save some money.
didn't spent spent would spent

[Retrieved from: https://english4real.com/grammar-ex-conditionals-0-1-2-3.html?utm_source=chatgpt.com]

Task 4. Fill in the gaps with the correct form of the verbs in brackets.

1. She always ___ (have) a lot of practice before the competitions ___ (begin).
2. If Ian ___ (speak) French, and as you know he does not, he ___ (get) the position at our company.
3. If I ___ (know) what to do, nothing ___ (stop) me. Why is life so complicated?
4. Philip ___ (fail) the test if it ___ (be) this year. Fortunately, it's in thirteen months.
5. As soon as he ___ (finish) his letter, we ___ (go) to the meeting together, so wait a minute.
6. They ___ (help) their parents every time if they ___ (need) it.
7. I ___ (buy) that cake yesterday if its expiration date ___ (not / over).
8. If you ___ (hurry) up, we ___ (not / be) late. Now, you will apologize to them.
9. I ___ (agree) to such conditions if I ___ (be) you.
10. She ___ (get) in touch with you when she ___ (arrive).

UNIT 18

TOPIC 18. HUMAN RIGHTS PROTECTION, EQUALITY BEFORE THE LAW AND POLICE ACCOUNTABILITY. RELATIVE CLAUSES.

Task 1. Read and translate the following text.

Police cannot be above the law in a democratic society; moreover, they should serve as the law's primary defenders. The core of modern law enforcement is built upon three inseparable principles: the **protection of human rights, equality before the law**, and **police accountability**. These concepts ensure that the power granted to the state is used to protect citizens rather than oppress them.

Human rights protection is the paramount duty of every officer. While performing their duties, for example conducting a search, making an arrest, or using force, an officer must ensure that the fundamental rights of the individual—such as the right to liberty, security, and dignity—are respected. In the heat of duty, it is easy to forget that a suspect remains a human being with legal protections. Professionalism is measured by an officer's ability to maintain public order while strictly adhering to international human rights standards.

Furthermore, the principle of **equality before the law** dictates that justice must be "blind." This means that every person, regardless of their social status, wealth, ethnicity, or political connections, must be treated equally by law enforcement. Discrimination or "selective policing" undermines the very foundation of justice and destroys public trust. An officer's badge represents a commitment to fairness for all.

Finally, **police accountability** is the mechanism that ensures that these principles are followed. Accountability means that officers must be answerable for their actions. This is achieved through internal investigations, body-worn camera footage, and **public oversight**. When an officer exceeds their authority or violates the law, there must be legal consequences. Accountability does not weaken the police; instead, it strengthens their legitimacy in the eyes of the public.

In conclusion, protecting human rights and ensuring equality are not obstacles to effective policing, rather, they define it. For future officers, understanding that their authority comes with a duty to be accountable is the first step toward a successful and honorable career.

Task 2. Write ten questions to the text above to make a plan for retelling.

Task 3. Study, check the pronunciation and memorize the words and the set expressions below. Study the sentences where they occur in the text.

- To oppress
- Transparency
- Use of force
- Social status
- To undermine
- Search and seizure
- Dignity
- Legitimacy
- Accountability
- Equality
- Deterrence
- Oversight
- Discrimination
- Integrity
- Justice
- Consequences

- Legal consequences
- Human rights protection
- Equality before the law
- Police accountability
- Fundamental rights
- To exceed authority
- Adhering to standards
- Internal investigation
- Body-worn camera
- Public oversight
- Selective policing

Task 4. Make up 10 sentences of your own with the new words above.

Task 5. Fill in the gaps with an appropriate word where necessary.

(Accountability, Human rights, Equality, Body-worn cameras, Exceed, Oversight, Selective, Dignity, Consequences, Adhering)

1. Every officer must respect the _____ of a suspect, even during an arrest.
2. The principle of _____ before the law means that a wealthy person and a poor person should be treated equally.
3. _____ are used to provide an objective record of interactions between officers and citizens.
4. Without _____, officers might act as if they were above the law.
5. _____ policing occurs when certain groups are targeted more often than others without lawful reason.
6. A professional officer is always _____ to international human rights standards.

7. If an officer chooses to _____ their authority, they must face strict disciplinary actions.
8. The protection of _____ is the primary duty of any democratic law enforcement agency.
9. Public _____ helps ensure that police departments remain transparent and fair.
10. There must be serious legal _____ for any violation of constitutional rights by the police.

Task 6. Find the English for the following.

- Застосування сили
- Підривати (довіру)
- Обшук та виїмка
- Гідність
- Легітимність (законність)
- Підзвітність
- Рівність
- Стимування
- Нагляд / контроль
- Дискримінація
- Добросовісність
- Правосуддя / справедливість
- Обшук та виїмка
- Наслідки
- Правові наслідки

- Захист прав людини
- Рівність перед законом
- Підзвітність поліції
- Основоположні права
- Перевищувати повноваження
- Дотримання стандартів
- Внутрішнє розслідування
- Нагрудна відеокамера
- Громадський контроль (нагляд)
- Вибіркове правосуддя (патрулювання з упередженням)

Task 7. Translate the following sentences into English paying special attention to the italicized words.

1. *Захист прав людини* — це основне завдання демократичної держави.
2. Правосуддя та *рівність перед законом* — це *невід'ємні принципи* справедливої судової системи.
3. Використання *нагрудної відеокамери* сприяє *прозорості* під час взаємодії поліції з громадянськістю.
4. *Підзвітність поліції* гарантує, що поліцейські, які *перевищують повноваження*, несуть відповідальність.
5. Незаконні операції з *обшуку та виїмки* безпосередньо порушують *основні права* громадян.
6. *Внутрішнє розслідування* розпочинається, коли з'являється скарга щодо *застосування сили*.
7. *Доброчесність та відповідальність* — це найбільш цінні якості професійного офіцера поліції.

8. Основна мета *правосуддя* — захистити невинних і забезпечити, щоб винні несли *наслідки* за свої дії.
9. *Дотримання стандартів* професійної поведінки без *дискримінації* є обов'язковим для всіх співробітників поліції.
10. Основа сучасних правоохоронних органів побудована на трьох принципах: *захист прав людини, рівність перед законом та підзвітність* поліції.

Task 8. Discuss the following questions.

1. Why is it often said that "the police are the first line of defense for human rights"? Do you agree with this statement?
2. How can an officer balance the need to maintain public order with the duty to protect individual liberties during a mass protest?
3. Does "equality before the law" exist in reality, or is it just a theoretical ideal? What factors can undermine this principle?
4. What are the pros and cons of using body-worn cameras? Do they protect the citizen, the officer, or both?
5. In your opinion, should a police officer be held personally liable (financially or legally) for violating a citizen's rights, or should the state pay?
6. How does "selective policing" (targeting specific groups) affect the legitimacy of law enforcement in a multicultural society?
7. What should an officer do if they receive an order from a superior that they believe violates human rights?
8. Can excessive police accountability lead to "de-policing" (where officers are afraid to act for fear of being investigated)?
9. How can public oversight (citizen committees) improve the relationship between the police and the community?
10. Where is the line between "necessary use of force" and "police brutality" from a human rights perspective?

Task 9. Prepare a speech about HUMAN RIGHTS PROTECTION, EQUALITY BEFORE THE LAW AND POLICE ACCOUNTABILITY (ten sentences).

TOPIC 18. GRAMMAR: RELATIVE CLAUSES.

[Retrieved from: <https://www.perfect-english-grammar.com/relative-clauses-exercise-1.html>]

Task 1. Add the phrase in brackets to the sentence using 'that' or 'who' and a relative clause.

1) She worked for a man (the man used to be an athlete)

.....

2) They called a lawyer (the lawyer lived nearby)

.....

3) I sent an email to my brother (my brother lives in Australia)

.....

4) The customer liked the waitress (the waitress was very friendly)

.....

5) We broke the computer (the computer belonged to my father)

.....

6) I dropped a glass (the glass was new)

.....

7) She loves books (the books have happy endings)

.....

8) They live in a city (the city is in the north of England)

.....

9) The man is in the garden (the man is wearing a blue jumper)

.....

10) The girl works in a bank (the girl is from India)

.....

11) My sister has three children (my sister lives in Australia)

.....

12) The waiter was rude (the waiter was wearing a blue shirt)

.....

13) The money is in the kitchen (the money belongs to John)

.....

14) The table got broken (the table was my grandmother's)

.....

15) The television was stolen (the television was bought 20 years ago)

.....

16) The fruit is on the table (the fruit isn't fresh)

.....

[Retrieved from: https://gamedata.britishcouncil.org/lep25_embed/MjM4ODY=/le]

Task 2. Fill the gaps with correct relative pronouns.

1. The woman _____ called said she'd ring again later.

who

which

that

—

2. That's the man _____ daughter is a professional footballer.

who

which

that

whose

3. One of the people _____ I admire the most is Nelson Mandela.

who

that

whose

—

4. Where's the book _____ Paul lent you?

who

which

that

—

5. I'm looking for something _____ will clean glass.

who

which

that

—

6. The day _____ they met was her birthday.

who

when

whose

where

7. The park _____ I go running is really peaceful.

where

that

which

whose

8. That's exactly the information _____ I needed!

that

who

which

—

9. The film _____ we saw last week was awful.

that

which

who

—

10. That's the hospital _____ I was born.

when

where

who

whose

11. The doctor _____ I usually see doesn't work there anymore.

that

who

whose

—

12. The week _____ they were in Edinburgh was lovely and sunny.

when

where

who

whose

13. That's the woman _____ bought my old car.

that

which

who

—

14. He called a plumber _____ he found online.

that

who

which

—

15. They ate at a restaurant _____ serves only vegan dishes.

that

where

which

whose

16. The passengers _____ flights were cancelled got a refund.

that

where

who

whose

[Retrieved from: https://english4real.com/practice/b1_g-defining-relative-clauses.html]

Task 3. Complete the sentences with relative pronouns who, which, where, or whose.

- 1) That's the hospital _____. dad works.
- 2) He is someone _____. face is familiar, but I can't remember his name.
- 3) Do you know a shop _____. I can buy printer paper?
- 4) The essay _____. Tom wrote got top marks.
- 5) The boy _____. sits next to me in class is from Warsaw.
- 6) I know a girl _____. plays tennis six times a week.

[Retrieved from: https://english4real.com/practice/b1_g-defining-relative-clauses.html?utm_source=chatgpt.com]

Task 4. Circle the correct relative pronouns. If both answers are correct, circle both.

Anna Humphreys is a young entrepreneur **1** *who / which* has just turned 24, and **2** *whose / who* aim is to make her company, Steer, the best in the world for teaching people how to make their own websites. The courses **3** *which / that* she offers vary from web design to computer coding. The idea for the company came to her when she was looking for a course **4** *where / which* she could learn about web design. It was a plan **5** *that / which* grew slowly, and at first she lacked the confidence to start the company. But she found an office **6** *where / that* she could start the business, and the business grew quickly. She

thinks that more young people should set up their own businesses and that it's often a lack of confidence **7** *that / who* holds them back.

[Retrieved from: https://english4real.com/practice/b1_g-defining-relative-clauses.html]

Task 5. Join the two sentences with a relative pronoun (who, which, where, or whose).

1) I've lost the DVD. You gave it to me.

I've lost the DVD which you have given to me.

2) Jo has an expensive car. She keeps it in the garage.

3) Who's that man? He's looking at us.

4) I opened the cupboard. We keep the glasses there.

5) That's the girl. I saw you with her.

6) Who is the boy? You copied his homework.

7) Website designer is a job. It attracts young people.

UNIT 19

TOPIC 19. THE STRUCTURE OF THE LEGAL SYSTEM AND FUNCTIONS OF LAW-ENFORCEMENT AGENCIES. FUTURE PERFECT.

Task 1. Read and translate the following text.

The legal system of a modern state is a complex framework designed to maintain social order, protect individual rights, and ensure justice. It consists of various interconnected elements, including the legislature, the judiciary, and **law enforcement agencies**. Understanding the structure of this system is essential for any professional working within the field of criminal justice.

In most democratic jurisdictions, the legal system is built on the principle of the **separation of powers**. While the legislature creates laws and the judiciary interprets them, law enforcement agencies are responsible for the practical application and execution of these laws. These agencies do not operate in isolation; they are part of a broader **criminal justice chain** that includes prosecution services, courts, and correctional institutions.

The functions of law enforcement agencies are diverse and have evolved significantly over time. Their primary responsibilities include:

- **Maintenance of Public Order:** Ensuring safety in public spaces and preventing civil unrest.
- **Crime Prevention:** Identifying potential threats and implementing strategies to reduce criminal opportunities.
- **Investigation and Detection:** Gathering evidence, identifying suspects, and solving crimes to ensure that offenders are brought to justice.
- **Protection of Rights:** Ensuring that the legal and human rights of all individuals—both victims and suspects—are respected during the legal process.

Furthermore, modern law enforcement acts as a **social service provider**. Officers often serve as first responders in emergencies, providing medical aid or

psychological support. The effectiveness of the legal system depends on the **inter-agency cooperation** between the police, specialized services (like anti-corruption bureaus), and international organizations (like Interpol).

In conclusion, law enforcement agencies are the visible "arm of the law." Their ability to perform these functions efficiently and ethically is what guarantees the stability of the entire legal system and the safety of the community.

Task 2. Write ten questions to the text above to make a plan for retelling.

Task 3. Study, check the pronunciation and memorize the words and the set expressions below. Study the sentences where they occur in the text.

- Legislature
- Legislative power
- Judiciary
- Judicial power
- Jurisdiction
- Prosecution
- Prosecutor's Office
- Evidence
- Offender
- Execution
- Stability
- Detection
- Victim
- Legal system

- Law enforcement agencies
- Separation of powers
- Executive power
- Criminal justice chain
- Correctional institutions
- Maintenance of public order
- Crime prevention
- Inter-agency cooperation
- Social service provider
- To gather evidence

Task 4. Make up 10 sentences of your own with the new words above.

Task 5. Fill in the gaps with an appropriate word where necessary.

(Legislature, Judiciary, Law enforcement agencies, Separation of powers, Criminal justice chain, Maintenance of public order, Crime prevention, Inter-agency cooperation, Evidence, Correctional institutions)

1. The _____ is responsible for creating and passing new laws that govern the state.
2. According to the principle of _____, the government is divided into three branches to prevent the abuse of power.
3. The _____ consists of independent judges who interpret the law and settle legal disputes.
4. _____ such as the police are responsible for the practical execution of laws.
5. Effective _____ involves identifying potential threats before a crime is actually committed.

6. One of the most important tasks of an officer at a crime scene is to gather _____ for the trial.
7. The police, the courts, and _____ (prisons) all work together as part of the _____.
8. During a mass protest, the primary role of the police is the _____.
9. Fighting international crime requires close _____, involving organizations like Interpol.
10. Once a suspect is arrested, the case is passed to the prosecution to continue the legal process within the _____.

Task 6. Find the English for the following.

- Законодавча влада
- Судова влада
- Юрисдикція / підсудність
- Обвинувачення
- Прокуратура
- Докази
- Правопорушник
- Виконання (законів, обов'язків)
- Розкриття (злочинів)
- Потерпілий / жертва
- Правова система
- Правоохоронні органи
- Розподіл влади
- Виправні (пенітенціарні) установи

- Підтримання громадського порядку
- Запобігання злочинності
- Міжвідомча співпраця
- Збирати докази

Task 7. Translate the following sentences into English paying special attention to the italicized words.

1. *Правова система* демократичної держави побудована на принципі *розподілу влади*.
2. *Законодавча влада* відповідає за видання законів та правові процедури.
3. Правоохоронні органи належать до *виконавчої влади* та забезпечують практичне виконання законів.
4. *Судова влада* тлумачить закон і гарантує справедливий судовий розгляд .
5. Кожен суд повинен мати відповідну *юрисдикцію* для розгляду конкретної кримінальної або цивільної справи.
6. *Прокуратура* представляє державу та здійснює обвинувачення у суді.
7. Основним завданням поліції під час розслідування є *збір доказів* для доведення вини *правопорушника*.
8. *Судове рішення* має ґрунтуватися на перевірених *доказах*, представлених під час судового розгляду справи.
9. Кожен *потерпілий* (кожна *жертва*) від злочину має право на правовий захист та відшкодування збитків.
10. Ефективна *міжвідомча співпраця* між поліцією та *прокуратурою* прискорює процес розслідування злочинів.

Task 8. Discuss the following questions

1. Why is the "separation of powers" vital for the fair operation of law enforcement agencies?

2. In the "criminal justice chain," which link do you think is the most prone to challenges: the police, the prosecution, or the courts?
3. Should law enforcement focus more on "crime prevention" or on "investigation and detection" after a crime has occurred?
4. How does "inter-agency cooperation" (e.g., between the police and anti-corruption bureaus) improve the stability of the legal system?
5. Do you agree that modern police officers act more as "social service providers" than just "crime fighters"? Give examples.
6. What happens to a society when the "judiciary" is not independent from the "legislature"?
7. Is the "maintenance of public order" sometimes in conflict with the "protection of individual rights"? How can this be resolved?
8. How has technology changed the way law enforcement agencies perform the function of "gathering evidence"?
9. What role do "correctional institutions" (prisons) play in the overall goal of ensuring justice? Is it punishment or rehabilitation?
10. Why is it important for law enforcement agencies to be transparent about their functions and structure to the general public?

Task 9. Prepare a speech about THE STRUCTURE OF THE LEGAL SYSTEM AND FUNCTIONS OF LAW-ENFORCEMENT AGENCIES (ten sentences).

TOPIC 19. GRAMMAR: FUTURE PERFECT.

[Retrieved from: <https://www.engblocks.com/grammar/exercises/tenses/future-perfect-mixed/>]

Task 1. Use the verbs in brackets to make Future Perfect (positive, negative, question forms).

1. How many languages _____ she _____ by 2025? (to study)

2. I _____ the game by 6 o'clock. (not / to finish)
3. _____ they _____ when I return? (to get dressed)
4. My granny _____ 1000 tulips by the end of the month.
(to grow)
5. The workers _____ the car by tomorrow. (not / to fix)
6. _____ the birds _____ by fall? (to fly away)
7. The shop _____ by 8 o'clock. (to close)
8. It _____ raining by the end of the day. (to stop)
9. How much money _____ we _____ by the end of our vacation? (to spend)
10. The concert _____ by 10 am (to finish)
11. _____ Jerry _____ the picture on the wall by the end of the day? (to hang)
12. I _____ here by Thursday. (not / to be)
13. How many trees _____ we _____ by Sunday? (to plant)
14. The girl _____ her clothes by the evening. (to iron)
15. _____ he _____ a marathon by 5 o'clock? (to run)

[Retrieved from: https://www.perfect-english-grammar.com/support-files/future_perfect_mixed.pdf]

Task 2. Use the verbs in brackets to make Future Perfect.

- 1) I _____ (leave) by six.
- 2) _____ (you/finish) the report by the deadline?
- 3) When _____ (we/do) everything?
- 4) She _____ (finish) her exams by then, so we can go out for dinner.
- 5) You _____ (read) the book before the next class.
- 6) She _____ (not/finish) work by seven.
- 7) When _____ (you/complete) the work?
- 8) They _____ (arrive) by dinner time.

- 9) We _____ (be) in London for three years next week.
- 10) _____ (she/get) home by lunch time?
- 11) _____ (you/do) everything by seven?
- 12) We _____ (not/eat) before we come, so we'll be hungry.
- 13) _____ (he/finish) his exams when we go on holiday?
- 14) _____ (we/arrive) by the time it gets dark?
- 15) How long _____ (you/know) your boyfriend when you get married?
- 16) He _____ (not/complete) the project by July.
- 17) I _____ (not/finish) the essay by the weekend.
- 18) Why _____ (she/finish) the cleaning by six?
- 19) How long _____ (you/be) in this company when you retire?
- 20) They _____ (not/go) at six.

[Retrieved from: <https://englishsmarts.com/2023/04/19/grammar-exercise-future-perfect-1/>]

Task 3. Put these sentences into the Future Perfect using the verb in brackets.

1. The builders say they _____ the leaking roof by the weekend. (repair)
2. Hopefully the boss _____ interviewing all the candidates by 6.30. (finish)
3. The company _____ 200,000 bottles of cava before the end of the year. (export)
4. Judy has promised her agent that by September she _____ the first three chapters of her new novel. (write)
5. Poor Luca! If he doesn't get any sleep tonight, he _____ for almost forty-eight hours! (not / sleep)
6. I _____ to bed by the time you get home from work. (go)
7. By the end of the tour the band _____ in over 30 countries. (play)
8. We hope that by 4 o'clock this afternoon we _____ the contract on our new house. (sign)
9. There's no point going to the cinema now. The film _____. (already / begin)

10. I hope that by this time next year I _____ lots of progress with my Italian.
(make)
11. We don't need to hurry to the arrivals gate. Their plane _____ yet. (not / land)
12. Don't worry, I _____ the whole book by Friday.

[Retrieved from: https://gamedata.britishcouncil.org/lep25_embed/MjM4MjE=/le]

Task 4. Complete the sentences with one word/verb. Use Future Perfect or Future Continuous.

1. We'll have _____ a bit of Korean by the time you come to Seoul. We're starting classes next week.
2. By June next year, I _____ have retired from work.
3. In their retirement, they'll _____ living in a small house in the mountains.
4. Take some keys with you. I'll probably be _____ a shower when you get back.
5. Next week we'll _____ been together for two years.
6. I'm taking the day off on Friday. I _____ be working.
7. Our table at the restaurant is at 1 p.m. Do you think we'll have _____ lunch by 3 p.m.?
8. Come and find me when the film finishes. I'll be _____ a coffee in the bar next door.
9. He's got a new job in Canada. He'll be _____ in Vancouver from September.
10. I'm having driving lessons! Hopefully, I'll have _____ my test by summer.
11. _____ you be waiting for me at the airport when I arrive?
12. We're making a change for the concert tonight! Ali will be singing and Nadine will be _____ the guitar.
13. I'm afraid I _____ be coming tonight. I have a meeting until late.
14. In three weeks' time I'll _____ lying on the beach in Sabah. I can't wait!

15. Let's call Rory. He'll _____ arrived by now.

16. Jake can't come to the earlier film showing. He won't have _____ work at that time.

UNIT 20

TOPIC 20. THE CONSTITUTION, CONSTITUTIONAL RIGHTS AND POLICE RESPONSIBILITIES.

Task 1. Read and translate the following text.

The Constitution is the supreme law of the land, serving as the ultimate framework for justice and the protection of citizens. For law enforcement officers, the Constitution is not just a legal document; it is the fundamental manual that defines the limits of their authority and the scope of their **police responsibilities**. In a democratic society, the power of the police is derived from the law, and its primary purpose is to uphold **constitutional rights**.

One of the most critical aspects of policing is the protection of "inalienable rights," such as the right to liberty, personal security, and privacy. Every time an officer performs a **search and seizure**, conducts an interrogation, or effects an arrest, they must ensure their actions are "constitutionally sound." For instance, the right against arbitrary detention means that an officer must have **probable cause** or a legal warrant to deprive a person of freedom. Violating these rights not only compromises the specific case but also undermines the **rule of law**.

Furthermore, the Constitution guarantees **due process**, ensuring that every individual is treated fairly within the legal system. Police responsibilities include informing suspects of their rights and ensuring they have access to legal counsel. An officer's duty is not to determine guilt, which is the role of the judiciary, but to collect evidence and maintain order while respecting the **presumption of innocence**.

In conclusion, the relationship between the Constitution and the police is one of accountability. Law enforcement must be the guardians of the Constitution, ensuring that the exercise of state power never infringes upon the basic freedoms of the people. Understanding constitutional law is, therefore, the most essential part of professional training for any future officer.

Task 2. Write ten questions to the text above to make a plan for retelling.

Task 3. Study, check the pronunciation and memorize the words and the set expressions below. Study the sentences where they occur in the text.

- Constitution
- Authority
- Privacy
- Warrant
- Interrogation
- Liberty
- Guilt
- Counsel
- Framework
- Supreme
- Constitutional rights
- Police responsibilities
- Supreme law of the land
- Rule of law
- Search and seizure
- Probable cause
- Due process
- Presumption of innocence
- Arbitrary detention
- Inalienable rights

Task 4. Make up 10 sentences of your own with the new words above.

Task 5. Fill in the gaps with an appropriate word where necessary.

(Supreme law, Constitutional rights, Police responsibilities, Search and seizure, Probable cause, Due process, Presumption of innocence, Rule of law, Arbitrary detention, Inalienable rights)

1. The Constitution is considered the _____ of the land, and no other law can contradict it.
2. Officers must always remember that every citizen possesses _____, such as the right to life and liberty, which cannot be taken away.
3. A police officer cannot perform a _____ of a person's home without a legal warrant or a very specific emergency.
4. One of the core _____ is to protect the public while strictly following constitutional guidelines.
5. According to the _____, the law must apply to everyone equally, including those in power.
6. To make a lawful arrest, an officer must demonstrate _____, meaning there are clear facts linking the person to a crime.
7. The principle of _____ ensures that a suspect is treated as not guilty until a court proves otherwise.
8. _____ guarantees that all legal proceedings will be fair and that the suspect will be informed of their rights.
9. An officer who arrests someone without any legal justification is committing _____, which is a serious violation.
10. Law enforcement must ensure that their actions do not infringe upon the _____ guaranteed to every individual by the Constitution.

Task 6. Find the English for the following.

- Найвищий закон

- Конституція
- Повноваження / влада
- Конфіденційність
- Ордер (на арешт або обшук)
- Допит
- Свобода
- Вина / провина
- Адвокат / юридичний радник
- Верховний / найвищий
- Конституційні права
- Обов'язки поліції
- Верховенство права
- Обшук та вилучення (майна)
- Обґрунтована підстава
- Належна правова процедура
- Презумпція невинуватості
- Свавільне затримання
- Невід'ємні права.

Task 7. Translate the following sentences into English paying special attention to the italicized words.

1. *Конституція* — це *найвищий закон країни*, і всі закони та інші нормативні акти мають відповідати їй.

2. *Конституційні права захищають громадян від свавільного затримання з боку держави.*
3. *Верховенство права гарантує, що всі рівні перед найвищим законом, незалежно від їх статусу.*
4. *Презумпція невинуватості означає, що вина особи має бути доведена в суді поза сумнівом.*
5. Суддя видає *ордер* на арешт лише тоді, коли є достатньо доказів, щоб виправдати втручання у *приватність* особи.
6. *Конституція забезпечує правову основу для розподілу повноважень між державними гілками влади.*
7. Жоден офіцер поліції не має *повноважень* ігнорувати *найвищий закон* країни та *конституційні права* затриманих.
8. Незаконний *обшук та вилучення* можуть призвести до відхилення всіх зібраних доказів у суді.
9. *Достатня підстава* — це конституційний стандарт, необхідний для отримання *ордера* на арешт.
10. *Конституція визначає межі державної влади, щоб запобігти порушенню невід'ємних прав.*

Task 8. Discuss the following questions.

1. Why is the Constitution often called a "living document"? How does its interpretation affect police work over time?
2. In your opinion, which constitutional right is the most difficult to protect while performing police duties?
3. Should the police be allowed to perform a "search and seizure" without a warrant in emergency situations? Where should the line be drawn?
4. How does the "presumption of innocence" change the way an officer interacts with a suspect during an interrogation?
5. Is "due process" a hindrance to effective crime-fighting, or is it an essential safeguard? Explain your view.

6. What are the consequences for the justice system if an officer collects evidence while violating a suspect's constitutional rights?
7. How can law enforcement ensure the right to privacy in an era of digital surveillance and social media?
8. What should be the legal punishment for an officer who performs an "arbitrary detention"? Is a fine enough, or should it be a criminal offense?
9. How does the "rule of law" protect both the citizen and the police officer?
10. Do you think it is important for officers to take a formal oath to protect the Constitution? How does this oath affect professional ethics?

Task 9. Prepare a speech about THE CONSTITUTION, CONSTITUTIONAL RIGHTS AND POLICE RESPONSIBILITIES (ten sentences).

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