

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ІШКІ ІСТЕР МИНИСТРЛІГІ
М. БӨКЕНБАЕВ атындағы АҚТӨБЕ ЗАҢ ИНСТИТУТЫ

Жалпы білім беретін пәндер кафедрасы

КӘСІБИ-БАҒЫТТАЛҒАН ШЕТ ТІЛІ
Оқу-әдістемелік құралы

Ақтөбе 2024

ӘОЖ 811.111
КБЖ 81.2Англ
М92

Қазақстан Республикасы ИМ М.Бөкенбаев атындағы Ақтөбе заң институтының Ғылыми кеңесінде басып шығаруға ұсынылды.

Пікір берушілер:

1. Қ.Жұбанов атындағы Ақтөбе өңірлік университетінің ағылшын және неміс тілдері кафедрасының аға оқытушысы, PhD - А. Утегенова
2. ҚР ИМ М. Бөкенбаев атындағы Ақтөбе заң институтының бастығы, заң ғылымдарының кандидаты – Н.И. Каирова

Мухтарова А.К.

М92 Кәсіби-бағытталған шет тілі: оқу-әдістемелік құралы / А.К. Мухтарова. – Ақтөбе: Қазақстан Республикасы ИМ М.Бөкенбаев атындағы Ақтөбе заң институты, 2024. – 144 б.

ISBN 978-601-384-015-8

«Кәсіби-бағытталған шет тілі» пәні бойынша оқу-әдістемелік құралы жалпы білім беретін пәндер циклінің оқу бағдарламасына сәйкес құрастырылған.

Осы оқу-әдістемелік құралы негізгі білімге ықпал ететін практикалық жаттығуларды қарастырады: рөлдік және іскерлік ойындар, сауалнамалар, сұхбаттар, берілген тақырып бойынша топтағы рөлдік ситуациялар, диалогтар және т.б.

Оқу-әдістемелік құралы «6В12301-Құқық қорғау қызметі» білім беру бойынша білім алатын 2 курс курсанттарын даярлау үшін әзірленген.

ISBN 978-601-384-015-8

ӘОЖ 811.111
КБЖ 81.2Англ

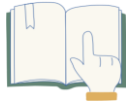
Алғы сөз

Бұл оқу-әдістемелік оқу құралы «6B12301-Құқық қорғау қызметі» даярлау бағыты бойынша білім алатын 2 курс курсанттарына арналып әзірленген. Оқу-әдістемелік құралы кәсіби-бағытталған шет тілін меңгеру процесін жеңілдетуге бағытталған және білім алушылардың тілдік дағдыларын дамытуды мақсат етеді.

Кәсіби-бағытталған шет тілін үйрену қазіргі уақытта кәсіби қызметте маңызды рөл атқарады, себебі халықаралық құқық, шетелдік тәжірибелер мен байланыстар құқық қорғау саласының маңызды бөлігін құрайды. Бұл оқу-әдістемелік құралы оқытушыларға білім алушылардың кәсіби-бағытталған шет тілін қолдану дағдыларын қалыптастыруға, заңды мәселелерді шет тілінде түсінуге және кәсіби қарым-қатынас орнатуға көмектеседі.

Оқу-әдістемелік құралы практикалық жаттығулармен, рөлдік және іскерлік ойындармен, сауалнамалармен, сұхбаттармен және басқа да тапсырмалармен толықтырылған. Бұл жаттығулар курсанттарға шет тілінде ойлау, сөйлеу, тыңдау және жазу дағдыларын тиімді түрде дамытуға мүмкіндік береді.

Оқу-әдістемелік құралының мақсаты - курсанттарды шет тілінде сауатты сөйлеп, кәсіби деңгейде қарым-қатынас орнатуға, шетелдік тәжірибені қабылдауға және халықаралық деңгейде құқық қорғау қызметін жүзеге асыруға дайындықтарын арттыру болып табылады.



Theme 1: Rank structure. Departments

Adjectives: gradable and non-gradable

The police rank structure in Kazakhstan is organized to reflect the hierarchy of authority within law enforcement, ranging from entry-level officers to high-ranking officials. The rank structure is influenced by the country's legal system and is similar to many other former Soviet Union countries.

Here is an overview of the police rank structure in Kazakhstan:

1. Entry-level officers

- **Police Officer (Полиция қызметкері-Сотрудник полиции):** This is the basic entry-level rank for law enforcement officers in Kazakhstan. Police officers handle day-to-day patrol duties, investigations, traffic enforcement, and law enforcement. They report to higher-ranking officers.

2. Junior supervisors

- **Junior Sergeant (Кіші сержант-Младший сержант):** A Junior Sergeant is the first level of supervision and typically has a few years of experience in law enforcement. They supervise police officers and provide guidance during patrol duties or investigations.

- **Sergeant (Сержант):** Sergeants are responsible for supervising police officers, ensuring procedures are followed, and managing smaller groups of officers. They may also act as shift supervisors and assist in managing day-to-day operations.

3. Mid-level supervisors

- **Lieutenant (Лейтенант):** Lieutenants oversee more significant sections or units and supervise sergeants and lower-ranking officers. They may be responsible for managing specific tasks, divisions, or shifts within the police department.

- **Senior Lieutenant (Аға лейтенант-Старший лейтенант):** Senior Lieutenants have more experience and higher responsibilities compared to regular Lieutenants. They may oversee specialized departments and more complex operations.

4. Senior supervisors

- **Captain (Капитан):** Captains hold a managerial role, overseeing larger divisions or specialized units. They play a significant role in organizing police operations and assisting in strategic planning and resource allocation.

5. Higher-level officers

- **Major (Майор):** Majors are senior officers with managerial authority. They may be in charge of larger units, districts, or specialized divisions like criminal investigations, internal affairs, or security. They assist in developing policies and overseeing the implementation of police strategies.

6. Senior Leadership

- **Lieutenant Colonel (Подполковник):** Lieutenant Colonels typically oversee large units, regions, or specialized divisions. They play a significant role in department strategy, planning, and policy enforcement.

- **Colonel (Полковник):** Colonels are high-ranking officers who may serve

as heads of entire police departments, regions, or specialized sectors. They hold strategic leadership positions and are responsible for the overall functioning of the police force at a high level.

7. Top Police Leadership

- Major General (Генерал-майор): Major Generals are among the highest-ranking officers in the police force. They may oversee national or regional policing efforts, manage large departments, and implement key law enforcement policies and reforms.

- Lieutenant General (Генерал-лейтенант): Lieutenant Generals hold a very high rank and have significant authority in the management and operation of law enforcement at the national level.

- General of Police (Полиция генералы): The highest rank in Kazakhstan's police force. The General of Police is responsible for the overall leadership, direction, and strategic vision of the police service. This rank is held by the head of the Ministry of Internal Affairs or the chief of national law enforcement.

Key Points:

1. Specialized Units: Within these ranks, officers can be assigned to specialized units like criminal investigations, traffic enforcement, SWAT, or anti-terrorism units.

2. Promotion: Officers are typically promoted based on experience, performance evaluations, and successful completion of police training programs or exams.

3. Command Authority: Higher-ranking officers (Colonels and Generals) have significant command authority, overseeing strategic decision-making, policy development, and operational effectiveness.

In Kazakhstan, the police system is primarily managed under the Ministry of Internal Affairs (ҚР ІІМ-МБД РК). The police are responsible for maintaining public order, enforcing laws, and protecting the rights and freedoms of citizens. The police system in Kazakhstan is structured to handle a variety of law enforcement tasks, including criminal investigations, traffic control, counter-terrorism efforts, and general public safety.

Key Police Departments in Kazakhstan:

1. Ministry of Internal Affairs

The Ministry of Internal Affairs is the central body responsible for the overall management and coordination of police forces in Kazakhstan. It oversees a wide range of law enforcement activities, including national security, traffic control, crime prevention, and civil order enforcement.

2. Kazakhstan Police

This refers to the national police force of Kazakhstan, which is part of the Ministry of Internal Affairs. The police are responsible for general law enforcement duties, such as:

- Patrolling urban and rural areas;
- Investigating crimes;
- Responding to emergencies;

- Ensuring public safety during events and gatherings;
- Enforcing traffic laws.

3. Criminal Police

The criminal police handle more specialized investigations, focusing on serious crimes such as homicide, fraud, organized crime, human trafficking, drug trafficking, and other criminal activities. This division includes detectives and investigators who collect evidence, interrogate suspects, and solve cases.

4. Traffic Police

The traffic police are responsible for managing road safety, enforcing traffic laws, investigating traffic accidents, and ensuring compliance with transportation regulations. They also handle DUI enforcement and work to reduce road fatalities.

5. Specialized Police Units

These units have specific roles and often deal with high-risk or specialized law enforcement tasks:

- SWAT (Special Weapons and Tactics): Used for high-risk operations such as hostage rescues, counter-terrorism efforts, and situations involving armed criminals.

- Anti-Terrorism Units: These units are responsible for countering terrorism, dealing with terrorist threats, and managing national security risks.

6. Economic Police

This department is responsible for investigating financial crimes, such as embezzlement, corruption, tax evasion, and money laundering. They also deal with organized crime in the business and financial sectors.

7. Internal Affairs Department

This department is tasked with ensuring that police officers adhere to the law and departmental regulations. They investigate complaints against police personnel, oversee misconduct, and ensure accountability.

8. Kazakhstan's National Guard

The National Guard plays a key role in maintaining national security, especially in situations involving public unrest, riots, or civil disturbances. They also provide assistance in counter-terrorism operations, disaster response, and protecting critical infrastructure.

9. Border Guard Service

While not directly part of the police, the Border Guard Service is an important arm of Kazakhstan's law enforcement, tasked with securing the country's borders and preventing illegal immigration, trafficking, and cross-border crimes.

The police system in Kazakhstan is multifaceted, with specialized divisions and units designed to handle a wide range of law enforcement tasks. The Ministry of Internal Affairs is the central body that oversees and manages the various police departments, from criminal investigation and traffic enforcement to counter-terrorism and national security. The system is structured to ensure public safety, maintain order, and uphold the law across the country.



Grammar explanation - Adjectives: gradable & non-gradable

1. Gradable adjectives

Most adjectives are gradable, meaning they can show different degrees of a quality. For instance, you can feel *a bit tired*, *very tired*, or *extremely tired*. We use modifiers to make adjectives stronger or weaker:

She was pretty upset when she heard the news.

The book we read was really interesting!

Summers can be extremely hot in the desert.

Here's a list of common gradable adjectives and some modifiers that work with them:

Modifiers: *a little/a bit* → *pretty/quite* → *really/very* → *extremely*

Adjectives: *happy, big, boring, cheap, cold, expensive, frightening, fun, hot, interesting, loud, pretty, small, tasty, tired*, etc.

2. Non-gradable: absolute adjectives

Some adjectives are non-gradable. For example, something can't be *a bit married* or *very married*. You can't be *a bit perfect* or *very perfect*. These adjectives describe all-or-nothing qualities. To make them stronger, we use modifiers like *absolutely*, *totally*, or *completely*:

- The cake you made is absolutely perfect!
- Their house was completely destroyed in the flood.
- My homework is totally finished. Now I can relax.

Modifiers: *absolutely/totally/completely*

Adjectives: *finished, destroyed, dead, free, perfect, impossible, ruined, unacceptable*, etc.

3. Non-gradable: extreme adjectives

Adjectives like *fantastic*, *terrible*, and *boiling* are non-gradable because they already imply an extreme level of something. To make extreme adjectives stronger, we use *absolutely* or *really*:

- Did you watch the concert? It was absolutely fantastic!
- After hiking all day, we were absolutely exhausted.
- My flight was really terrible. First, it was delayed, then we had turbulence the entire way.

Modifiers: *absolutely/really*

Adjectives: *amazing, awful, boiling, delicious, enormous, excellent, exhausted, fascinating, freezing, gorgeous, terrible, terrifying, tiny*, etc.



Exercise1: Read the following passage and answer the questions

In most law enforcement agencies, officers have different ranks to signify their level of authority and responsibility. At the top of the hierarchy is the Chief of

Police, who oversees all operations in a police department. Below the Chief, there are usually ranks such as Deputy Chief, Captain, and Lieutenant, each with specific roles in managing divisions or teams. Further down the ranks, you'll find Sergeants who supervise patrol officers and ensure day-to-day operations are carried out effectively. Officers and Detectives are generally the lowest ranks, tasked with carrying out investigations and responding to emergencies.

Questions:

1. Who is at the top of the law enforcement rank structure?
2. What is the role of a Sergeant?
3. What are the main tasks of Detectives?
4. In your opinion, why is the rank structure important in a police department?

Exercise 2: Read the statements and write True or False

1. The Chief of Police is responsible for overseeing operations in the department.
2. Sergeants manage criminal investigations.
3. Detectives handle day-to-day patrols and traffic duties.
4. A Lieutenant ranks above a Captain.

Exercise 3: Fill in the blanks with appropriate adverbs.

1. The car was ____ fast.
2. The detective seemed ____ confident in his abilities.
3. The weather today is ____ cold.
4. The officer looked ____ tired after the long shift.

Exercise 4: Match the adjectives with their correct meaning.

- | | |
|----------|---|
| 1. Big | a) Having a lot of mass or weight |
| 2. Old | b) Able to move quickly |
| 3. Fast | c) Of a large size |
| 4. Heavy | d) A long period of time passed since the item was made |

Exercise 5: Read the passage about police departments and answer the questions

Police departments are structured into various units or divisions, each focusing on specific tasks. Common departments include Patrol, Criminal Investigation, Traffic Enforcement, and Special Operations. Patrol units are responsible for maintaining public order and responding to emergencies. Criminal Investigation focuses on solving crimes by gathering evidence and conducting interviews. Traffic Enforcement monitors road safety and handles violations like speeding or DUI. Special Operations often includes SWAT, K9 units, or counter-terrorism teams.

Questions:

1. Which department focuses on maintaining public order?

2. What does the Criminal Investigation department do?
3. Which department is responsible for road safety and traffic violations?
4. Why might the Special Operations team be called for an emergency?

Exercise 6: True/False

1. The Patrol department handles traffic violations.
2. Criminal Investigation solves crimes through evidence collection.
3. Special Operations is only responsible for traffic management.
4. Traffic Enforcement handles issues like speeding.

Exercise 7: Fill in the blanks with non-gradable adjectives

1. The officer's action was ____; there was no mistake in his decision.
2. She was declared ____ at the scene of the accident.
3. That is a ____ opportunity; you will not find something like this again.
4. They got ____ yesterday in a private ceremony.

Exercise 8: Match the adjective with its non-gradable meaning

- | | |
|---------------|--|
| 1. Perfect | a) Not able to happen |
| 2. Impossible | b) In a state of no life |
| 3. Dead | c) Free from flaws or errors |
| 4. Married | d) A legally recognized union between two people |

Exercise 9: Write a brief paragraph explaining the rank structure in any police department. Include at least three different ranks and their main responsibilities.

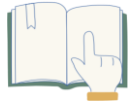
Exercise 10: Choose one department and write a short description of its duties and importance in law enforcement.



Task for IWC: With a partner, act out the roles below

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

Cadet B: You are a Captain. Talk to Cadet A about the two candidates.



Theme 2: Weapons. Non-lethal weapons

Capital letters and apostrophes

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

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

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

Discharge – officers should follow the regulations for the use of deadly force. They must report whenever a shot is fired.

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

Light as a less-lethal weapon

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

Chemical agents

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

Conducted electrical weapons

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

Projectile weapons

Another long standing group of less-lethal weapons are those that fire some type of blunt force round. The round is designed to cause pain but not penetrate the skin. It transfers and disperses its kinetic energy into its target. The most common rounds are those fired from a shotgun. The projectiles themselves come in a bean-bag form or fire some type of rubberized bullet. The problem with both is that they can also cause great bodily harm or death if they strike in the wrong place.

Launchable pepper projectiles

Launchable pepper projectiles contain pepper powder in hard frangible

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



Grammar explanation - Capital letters and apostrophes

1. Capitalisation

There are many occasions where capital letters are needed – for example, to begin a sentence or when using the pronoun I. Here are some other important rules for using capital letters.

2. Days, months, and holidays

We capitalise days of the week, months, and holidays, but not seasons.

- His graduation ceremony is on Monday.
- The shops are closed on Thanksgiving.
- Flowers bloom in March and April, but autumn is chilly.

3. Names of people and places

We capitalise the names of people, places, streets, planets, continents, and countries.

- Maria Gomez lives on Elm Avenue in Chicago.
- Mars is the fourth planet from the Sun.
- Australia is part of Oceania.

Words derived from place names – like languages, nationalities, and adjectives referring to countries, regions, or cities – are also capitalised. Additionally, nouns and adjectives derived from religious names are capitalised.

- Many Australians speak English.
- Tokyoites enjoy sushi regularly.
- Buddhists celebrate Vesak Day.

4. Titles and names of institutions

The names of organisations, and the important words in book and film titles, are capitalised. When a job title precedes a name, both the title and the name are capitalised. If the title is separate, only the name is capitalised.

- Justin Trudeau, the Prime Minister of Canada, met President Macron.
- The managing director works in Sydney.
- We are studying *The Great Gatsby* with Mr Patel, our literature teacher.

5. Apostrophes

We use apostrophes to show contractions or possession.

6. Contractions

Apostrophes indicate missing letters in contractions.

- It's sunny today. (It's = It is)
- Don't be late. (Don't = Do not)
- She's working late today. (She's = She is)
- I'd love to come. (I'd = I would)

- They'll arrive soon. (They'll = They will)

Note: *It's* is a contraction of it is or it has. *Its* is the possessive form of it.

- The cat is playing with its toy.
- Are you sure it's safe to leave now?
- It's been a long week.

7. Possession

We use an apostrophe followed by s to show possession for nouns (usually people, animals, or groups).

- The dog's collar is blue.
- Clara's friends live in Boston.
- Japan's technology sector is thriving.

8. Singular or plural

We use 's when the possessor is singular.

- David's backpack is on the chair.

We also use 's when the possessor is a plural noun that doesn't end in s.

- The United Nations Children's Fund (UNICEF)
- She writes for a children's magazine.

When a plural noun ends in s, the apostrophe is placed after the s (s').

- This is a picture of my grandparents' house.
- Our neighbour's car is new. She bought it last week.
- Our neighbours' car is new. They bought it last week.

When a singular noun ends in s, we usually use 's.

- Chris's laptop needs to be repaired.
- He collects Dickens's works.



Exercise 1: Read the following passage and answer the questions

In law enforcement, officers are often required to carry weapons as part of their duty to protect themselves and others. There are various types of weapons available, including firearms, batons, and tasers. The use of firearms is highly regulated and typically reserved for situations where there is an immediate threat to life. Non-lethal weapons, such as tasers or pepper spray, are used to incapacitate a suspect without causing permanent harm. Officers must be properly trained to handle and deploy weapons to ensure public safety.

Questions:

1. Why do law enforcement officers carry weapons?
2. When are firearms typically used by officers?
3. What is the purpose of non-lethal weapons like tasers?
4. Why is it important for officers to be trained in weapon use?

Exercise 2: Read the statements and write True or False

1. Officers carry weapons only to protect themselves.
2. Firearms are used only in extreme situations where there is a threat to life.

3. Non-lethal weapons, like pepper spray, cause permanent harm to suspects.
4. Officers don't need training to use tasers.

Exercise 3: Fill in the blanks with appropriate adverbs

1. The officer acted ____ to protect civilians during the situation.
2. The suspect was ____ restrained after using a taser.
3. The officer was ____ trained in using firearms.
4. The team acted ____ in approaching the armed suspect.

Exercise 4: Match the adjectives with their correct meaning

- | | |
|---------------|--|
| 1. Dangerous | a) Capable of causing death |
| 2. Lethal | b) Dangerous, but not causing permanent damage |
| 3. Effective | c) Producing the desired outcome |
| 4. Non-lethal | d) Risky or harmful |

Exercise 5: Read the following passage and answer the questions

Non-lethal weapons are tools used by law enforcement officers to control or subdue suspects without causing death or permanent injury. Some common non-lethal weapons include tasers, pepper spray, and rubber bullets. These weapons are intended to incapacitate suspects temporarily, allowing officers to make arrests or prevent further harm. Non-lethal weapons are especially important in situations where force is needed but lethal action is not justified.

Questions:

1. What are non-lethal weapons designed to do?
2. Give two examples of non-lethal weapons.
3. Why are non-lethal weapons important in law enforcement?
4. Can non-lethal weapons cause permanent injury?

Exercise 6: Read the statements and write True or False

1. Non-lethal weapons are used to permanently injure suspects.
2. Tasers and pepper spray are examples of non-lethal weapons.
3. Non-lethal weapons are used when lethal force is not justified.
4. Rubber bullets are not considered non-lethal weapons.

Exercise 7: Fill in the blanks with appropriate adverbs

1. The officer acted ____ when using the taser.
2. The rubber bullet was fired ____ at the suspect's leg.
3. The officer used the pepper spray ____ to prevent further escalation.
4. The suspect was ____ incapacitated after being sprayed with pepper spray.

Exercise 8: Match the adjectives with their correct meaning

- | | |
|---------------|---------------------------------|
| 1. Non-lethal | 4. Effective |
| 2. Temporary | |
| 3. Harmless | a) Produces the intended result |

- b) Does not cause permanent harm c) Only lasts for a short period of time
d) Not dangerous or causing injury

Exercise 9: Complete the following sentences by adding capital letters where needed

1. I met my friend, john, yesterday in new york city.
2. The president of the united states will visit london next month.
3. The dog is chasing its ball in the yard every saturday.
4. My sister lives in paris, france, and works at a law firm.
5. We have training sessions every monday and wednesday.

Exercise 10: Rewrite the following sentences with the correct use of capital letters

1. the police officer was assigned to patrol on monday.
2. they went to the museum in london and then flew to paris.
3. next friday is halloween, and we are hosting a party.
4. dr. smith is the chief medical officer at the hospital.
5. we will be attending a training in march about law enforcement tactics.

Exercise 11: Read the following sentences and identify where capital letters are missing or misused. Write the correct version of the sentence

1. The officer met with Chief davis at the department of justice.
2. my friend sara works in new york city at a law firm.
3. we celebrate independence day on july 4th every year.
4. The sergeant issued a warning about driving on friday.
5. John's shift ends on wednesday morning.

Exercise 12: Fill in the blanks with the correct use of apostrophes for contractions or possession

1. The officers ____ (arrive) late for the briefing.
2. The detective lost ____ (his) badge at the scene.
3. It ____ (is) important to wear your uniform during patrol.
4. My partner's ____ (name) is Michael, and he works in investigations.
5. The captain said that we should check the prisoner's ____ (belonging).

Exercise 13: Select the correct option to fill in the blank

1. The officer asked the suspect to hand over _____ bag.
a) its
b) it's
2. The suspect's behavior made the police officer nervous.
a) suspect's
b) suspects'
3. This is a photo of my colleague _____ (David) house.
a) David's
b) Davids

4. The police department's _____ (policies) are strict.
a) policies
b) policy's
5. The detective _____ (arrive) on time for the meeting.
a) arrive
b) arrived

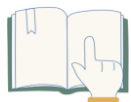


Task for IWC: With a partner, act out the roles below

Cadet A: You are an officer who shot at a suspect. Talk to Cadet B about:

- the suspect's actions;
- the number of shots;
- the reason for firing

Cadet B: You are a senior police officer. Ask Cadet A about the decision to fire.



Theme 3: Vehicles. Radio communications

Conditional sentences of the first and second types

Police Car Models

All police cars are based on standard production models of civilian cars, except in rare cases where military vehicles are converted for police use. Some police vehicles aren't cars at all. Many officers use motorcycles, and several departments make use of much larger vehicles for a variety of purposes. Special weapons and tactics teams often travel in vans, or a van might be used simply to transport the team's extensive equipment.

Police Car Equipment

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

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

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

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

Inside a Police Car

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

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

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

Police radio communication in Kazakhstan is essential for coordinating law enforcement efforts. The Ministry of Internal Affairs oversees the system, using

both VHF and UHF frequencies, along with digital radio systems like TETRA for better security and efficiency.

Key components include:

- Dispatch centers: Direct communication with officers in the field.
- Patrol units: Officers use radios to report incidents and receive instructions.
- Specialized units: SWAT and other specialized units operate on dedicated channels.
- Encryption: Ensures secure, protected communication.

Protocols emphasize clarity with call signs, concise language, and prioritizing emergency communications. The system is integrated with other emergency services, ensuring coordinated responses to major incidents. Efforts to adopt digital systems will further improve communication security and efficiency.



Grammar explanation - Conditionals: first and second

Conditionals describe the result of a certain condition. The *if* clause gives the condition (e.g., *If you work hard*), and the main clause shows the result (e.g., *you will achieve your goals*). The order of the clauses doesn't change the meaning.

- *If you work hard, you will achieve your goals.*
- *You will achieve your goals if you work hard.*

Conditional sentences are often divided into different types.

1. First conditional

We use the first conditional to talk about future situations that are real or possible.

- *If it stops raining, we'll go for a walk.*
- *Chelsea will win if they play well.*
- *When I get home, I'll make dinner.*

In first conditional sentences, the structure is: *if/when* + *present simple* >> *will* + *infinitive*.

It's also common to use *unless*, *as long as*, *as soon as*, or *in case* instead of *if*.

- *I'll start cooking as soon as I get back.*
- *You won't succeed unless you try harder.*
- *I'll text you in case I'm late.*
- *You can stay out, as long as you finish your homework.*

2. Second conditional

The second conditional is used to imagine present or future situations that are unlikely or impossible in reality.

- *If I had more time, I would travel the world.*
- *If she knew how to swim, she'd join the team.*
- *I wouldn't do that if I were you.*

The structure is usually: *if* + *past simple* >> *would* + *infinitive*.

When *if* is followed by the verb *be*, it is grammatically correct to say *if I were*, *if he were*, *if she were*, and *if it were*. However, it's also common to

hear *was*, especially in informal speech.

- *If I were rich, I'd donate to charity.*
- *If he was taller, he would play basketball.*
- *She would move to France if she was fluent in French.*



Exercise 1: Read the following passage and answer the questions

In law enforcement, vehicles play an essential role in ensuring officers can respond quickly to emergencies, patrol neighborhoods, and transport suspects. Police vehicles are equipped with various tools, including sirens, lights, and communication devices to help officers during their duties. Specialized vehicles such as K9 units, SWAT vans, and armored vehicles are also used for specific operations. Officers must be skilled in operating these vehicles safely and efficiently.

Questions:

1. Why are vehicles important for law enforcement officers?
2. What are some tools commonly found in police vehicles?
3. What is the purpose of specialized vehicles such as SWAT vans?
4. Why is it important for officers to be skilled in operating vehicles?

Exercise 2: Read the statements and write True or False

1. Police vehicles do not require special equipment.
2. Specialized vehicles are only used for emergency responses.
3. Officers need to be skilled in driving police vehicles.
4. Vehicles are essential for transporting suspects and equipment.

Exercise 3: Fill in the blanks with appropriate adverbs

1. The officer responded ____ to the emergency call.
2. The police car sped ____ to reach the scene.
3. The officer acted ____ to avoid a collision with another vehicle.
4. The SWAT team arrived ____ in their armored vehicle.

Exercise 4: Match the adjectives with their correct meaning

- | | |
|----------------|--------------------------------------|
| 1. Armored | a) Designed for specific operations |
| 2. Specialized | b) Able to move quickly |
| 3. Equipped | c) Having necessary tools or devices |
| 4. Fast | d) Protected with strong materials |

Exercise 5: Read the following passage and answer the questions

Radio communications are crucial in law enforcement for coordinating responses, sharing information, and maintaining safety during operations. Officers use radios to stay in contact with each other, dispatch centers, and other emergency services. Clear and concise communication is essential, especially during high-

stress situations. In some cases, encrypted radios are used to ensure secure communications. Officers must be trained to use radio systems effectively to maintain operational efficiency and avoid confusion.

Questions:

1. Why are radio communications important in law enforcement?
2. Who do officers communicate with using radios?
3. Why is clear communication essential during high-stress situations?
4. What is the purpose of encrypted radios in law enforcement?

Exercise 6: Read the statements and write True or False

1. Officers use radios for clear communication during operations.
2. Radios are only used to contact other officers.
3. Radio communications are not important during high-stress situations.
4. Encrypted radios ensure secure communication between officers.

Exercise 7: Fill in the blanks with appropriate adverbs

1. The officer communicated ____ over the radio to ensure all units were informed.
2. The dispatcher responded ____ to the officer's call.
3. The officers acted ____ to relay the information quickly.
4. The communication was ____ clear, which prevented any misunderstandings.

Exercise 8: Match the adjectives with their correct meaning

- | | |
|--------------|---------------------------------------|
| 1. Encrypted | a) Short and to the point |
| 2. Clear | b) Free from ambiguity or confusion |
| 3. Concise | c) Protected from unauthorized access |
| 4. Secure | d) Easily understandable |

Exercise 9: Fill in the blanks with the correct form of the verb

1. If the suspect _____ (run) away, we will have to chase him.
2. If you _____ (see) any suspicious activity, call for backup immediately.
3. If the officer _____ (be) more careful, he wouldn't have missed the clue.
4. If we _____ (catch) the thief, he will be arrested immediately.
5. If you _____ (speak) to the victim, you would have learned more details about the case.

Exercise 10: Choose the correct conditional type

1. If I _____ (be) the officer in charge, I would investigate this case more thoroughly.
a) am
b) were
c) will be
2. If the suspect _____ (offer) any more resistance, we will call for backup immediately.
a) offers

b) offer

c) will offer

3. If the team _____ (arrive) earlier, they could have prevented the suspect from escaping.

a) arrive

b) will arrive

c) had arrived

4. If we _____ (find) more evidence, we could charge the suspect with a serious crime.

a) find

b) will find

c) found

5. If you _____ (be) more vigilant, you would have noticed the suspicious vehicle earlier.

a) are

b) were

c) will be

Exercise 11: Correct the mistakes in the sentences

Each of the following sentences contains a mistake in the conditional form. Identify the mistake and correct it.

1. If we will arrive on time, we can catch the suspect.

2. If the officer would have seen the suspicious activity, he could have stopped the crime.

3. If they had the proper equipment, they will be able to track the suspect's phone.

4. If you speak louder, the suspect would understand you better.

5. If we knew where the suspect is hiding, we will arrest him immediately.

Exercise 12: Match the first part of the sentence with the correct second part

1. If the officer calls for backup,

2. If I were a detective,

3. If the team had arrived earlier,

4. If the suspect cooperates,

5. If the suspect had a weapon,

a) we could have caught the criminal before he escaped.

b) we would be able to resolve the case much faster.

c) we will be able to handle the situation better.

d) the situation would have been safer for everyone involved.

e) he will be released with no charges.

Exercise 13: Write two sentences for each type of conditional

First Conditional: (real possibility in the future)

1. If I _____ (receive) a call about a robbery, I _____ (respond) immediately.

2. If the officer _____ (witness) the crime, they _____ (give) a report to the chief.

Second Conditional: (hypothetical or unlikely situation)

1. If I _____ (be) the chief, I _____ (introduce) a new patrol strategy.

2. If we _____ (find) the criminal in the area, we _____ (arrest) him.



Task for IWC: With a partner, act out the roles below.

Cadet A: You are a police officer. Talk to Cadet B about new cruiser. Talk about:

- the engine;;
- the communication features;
- the protective features.

Cadet B: You are a police officer, Talk to Cadet A about the cruiser.



Theme 4: Patrolling

Contrasting ideas: *although, even though, though, despite, in spite of*

Patrolling is a critical aspect of law enforcement, ensuring public safety, preventing crimes, and maintaining order in both urban and rural areas. Police officers patrol streets, neighborhoods, and public spaces to detect and deter criminal activity, respond to emergencies, and enforce laws.

Key Aspects of Patrolling:

1. Routine Patrols:

- Urban Areas: Police patrol major cities focusing on high-traffic areas, public spaces, and crime-prone neighborhoods. They monitor for theft, vandalism, and public disturbances.

- Rural Areas: In rural areas, patrols cover larger geographic areas, ensuring that remote regions are not neglected in terms of safety, and maintaining visibility to prevent crimes such as poaching, smuggling, or illegal activities.

2. Foot and Vehicle Patrols:

- Foot Patrols: Officers on foot can engage directly with the public, increasing community visibility and trust. They are often used in crowded areas or to inspect areas that are difficult for vehicles to access.

- Vehicle Patrols: These are used to cover larger areas quickly, respond to calls for help, and monitor traffic. Police vehicles are equipped with communication tools to stay in contact with control centers and other units.

3. Specialized Patrols:

- Traffic Police Patrols: Focus on monitoring traffic violations, accidents, and ensuring road safety. They enforce laws related to speeding, driving under the influence, and vehicle inspections.

- Anti-Terrorism and Special Forces Patrols: In certain high-risk areas or during special events, SWAT teams and anti-terrorism units may patrol to prevent terrorist threats and respond to potential dangers.

4. Community Engagement:

- Patrols also involve community policing, where officers build relationships with local communities to prevent crime through collaboration and information sharing.

5. Technology Use:

- Police patrols in Kazakhstan increasingly rely on modern technology, such as GPS tracking for vehicle patrols and body cameras for recording interactions with the public. This ensures better coordination, transparency, and accountability during patrols.

6. Emergency Response:

- Patrol officers are the first responders to emergency situations, from accidents to public disturbances. They assess situations, provide assistance, and may call for backup if needed.

Patrolling in Kazakhstan is a dynamic and essential component of the police force, combining routine checks, specialized operations, community engagement, and modern technology to maintain law and order across the country. Officers are tasked with ensuring the safety of citizens, preventing crime, and responding to emergencies.



Grammar explanation - Contrasting ideas: 'although', 'despite' and others

Although, even though, in spite of, and despite are used to link two contrasting ideas or show that one fact makes the other surprising. They can be placed either at the beginning or in the middle of the sentence.

- *Despite the cold, we had a great day at the beach.*
- *We had a great day at the beach, despite the cold.*

The main difference between *although, even though, in spite of, and despite* is the structure that follows them.

1. in spite of / despite

After *in spite of* and *despite*, we use a noun, a gerund (the -ing form of a verb), or a pronoun.

- *They kept playing, in spite of the rain.*
- *In spite of feeling tired, she stayed up late.*
- *Despite being sick, he went to work.*
- *The concert was delayed. In spite of that, everyone had a great time.*

It is common to use *in spite of* and *despite* with the expression *the fact that*, followed by a subject and a verb.

- *In spite of the fact that she studied hard, she didn't pass the test.*
- *Despite the fact that he was late, they waited for him.*

2. although / even though

After *although* and *even though*, we use a subject and a verb. *Even though* is slightly stronger and more emphatic than *although*.

- *I liked the movie, although I thought the ending was too sudden.*
- *Although they live close by, we rarely see them.*
- *Even though it was raining, they went for a walk.*
- *She didn't get into the program, even though she had excellent grades.*

3. Though

Though can be used in the same way as *although*.

- *Though the weather was cold, we went camping.*

Though can also be placed at the end of the second phrase. This is more common in spoken English.

- *The party wasn't great. The music was good, though.*



Exercise 1: Read the following passage and answer the questions

Surveillance and monitoring are crucial aspects of law enforcement patrols. Officers often use various tools such as CCTV cameras, drones, and other electronic devices to monitor public areas for criminal activity or suspicious behavior. Surveillance allows officers to detect and respond to potential threats before they escalate. Patrolling areas with high crime rates or large public gatherings may require more frequent surveillance and the use of specialized equipment to ensure safety and prevent incidents.

Questions:

1. Why is surveillance important during patrolling?
2. What are some tools officers use for surveillance and monitoring?
3. How does surveillance help prevent criminal activities?
4. Why might patrolling high-crime areas require more frequent surveillance?

Exercise 2: Read the statements and write True or False

1. Officers use surveillance tools only during emergencies.
2. Surveillance helps officers detect threats before they escalate.
3. Drones are often used in law enforcement surveillance.
4. Surveillance is unnecessary in low-crime areas.

Exercise 3: Fill in the blanks with appropriate adverbs

1. The officer was watching the area ____ using a drone.
2. The surveillance cameras were placed ____ to cover every corner of the street.
3. The officer monitored the situation ____ for any signs of trouble.
4. The team reacted ____ when suspicious activity was detected.

Exercise 4: Match the adjectives with their correct meaning

- | | |
|----------------|---|
| 1. Suspicious | a) Happening often |
| 2. Electronic | b) Noticing signs of potential threats |
| 3. Frequent | c) Requiring specific tools or skills |
| 4. Specialized | d) Relating to devices that use electricity |

Exercise 5: Read the following passage and answer the questions

Patrolling is a core responsibility of law enforcement officers, ensuring public safety and security in various environments. Officers are tasked with maintaining order, responding to emergencies, and enforcing the law during patrols. In addition to their standard duties, they may be assigned to specific security roles, such as protecting high-risk areas, events, or individuals. Officers also interact with the community to build trust and prevent crime, ensuring that patrols are proactive, rather than reactive.

Questions:

1. What are some of the primary responsibilities of officers during patrols?
2. Why is patrolling important for maintaining public security?

3. How do officers help prevent crime during patrols?
4. What is the role of officers in providing security at events or for high-risk individuals?

Exercise 6: Read the statements and write True or False

1. Officers focus only on responding to emergencies during patrols.
2. Patrolling can be a proactive approach to preventing crime.
3. Officers can be assigned to protect high-risk individuals or areas.
4. Building community trust is not part of an officer's patrolling responsibilities.

Exercise 7: Fill in the blanks with appropriate adverbs

1. The officer patrolled the area ____ to ensure no threats were present.
2. The team responded ____ to the emergency call.
3. The officer acted ____ when approaching the situation.
4. The security detail was ____ ready for the event's arrival.

Exercise 8: Match the adjectives with their correct meaning

1. Proactive a) Involves taking action before a problem occurs
2. Reactive b) Involves responding to events or issues after they happen
3. Secure c) Providing protection or safety
4. High-risk d) Involves significant danger or potential threat

Exercise 9: Fill in the blanks with the correct word (*although, even though, in spite of, despite, though*)

1. _____ it was raining heavily, the officers continued their patrol.
2. She passed the exam, _____ she had very little time to study.
3. The suspect was arrested, _____ his attempts to flee the scene.
4. We stayed outside, _____ the cold weather.
5. The witness was hesitant, _____ she knew the importance of her testimony.

Exercise 10: Rewrite the following sentences, using *in spite of, despite, although, or even though*

1. The police officers were tired. They worked hard all night.
2. He was injured. He kept participating in the investigation.
3. The suspect was very careful. He made a mistake during the robbery.
4. We had to stay longer at the scene. The weather was not good.
5. The suspect had a weapon. He was not arrested immediately.

Exercise 11: Choose the correct word (*although, even though, in spite of, despite, though*)

1. _____ the officer's quick reaction, the suspect managed to escape.
a) In spite of

b) Though

c) Despite

d) Although

2. The police arrived late, _____ they quickly took control of the situation.

a) Even though

b) Though

c) Despite

d) In spite of

3. _____ the fact that the suspect had been warned several times, he refused to cooperate.

a) In spite of

b) Despite

c) Although

d) Though

4. The officers continued their search, _____ the poor weather conditions.

a) Even though

b) In spite of

c) Though

d) Despite

5. The officer was exhausted, _____ he kept working until the job was done.

a) Even though

b) Though

c) Despite

d) In spite of

Exercise 12: Each of the following sentences contains a mistake. Find and correct the error

1. Despite of the rain, the team completed the mission successfully.

2. Although they had enough evidence, they didn't arrest the suspect.

3. In spite the fact that she was tired, she continued working.

4. The suspect was caught, although he managed to escape earlier.

5. Even though the officer was injured, he didn't ask for medical help.

Exercise 13: Write two sentences for each contrasting idea. Use *although*, *even though*, *in spite of*, *despite*, or *though*



Task for IWC: With a partner, act out the roles below.

Cadet A: You are a police chief. Talk to *Cadet B* about:

- a mistake on patrol;
- what the correct procedures are;
- consequences for repeating the mistake.

Make up a name for the officer.

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



Theme 5: Directing traffic. Traffic stops

Different uses of “used to”

Officers are called upon frequently to direct traffic under a wide variety of conditions/scenes. Directing traffic can be very dangerous while driving. If not conducted properly, traffic control responsibilities can be fatal to an officer.

Situations requiring traffic control include

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

Equipment

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

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

Position in roadway

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

Directing traffic

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

A police traffic stop occurs when a law enforcement officer pulls over a vehicle for a traffic violation or suspicion of criminal activity. The officer typically asks the driver for identification, registration, and insurance details. During the stop, the officer may issue a ticket, provide a warning, or arrest the driver if there's a serious offense, such as driving under the influence or a warrant. Traffic stops are a routine part of law enforcement duties and are aimed at maintaining road safety, enforcing traffic laws, and preventing crime.



Grammar explanation - Different uses of 'used to'

Used to + infinitive and *be/get used to* + -ing may look similar, but they have different meanings and uses.

1. used to

We use *used to* + infinitive to talk about a past situation that is no longer true. It refers to a repeated action or state in the past that has now changed.

- *He used to live in the countryside, but now he lives in the city.*
- *I didn't use to like coffee, but now I drink it every day.*
- *Did you use to visit your grandparents during summer vacation?*

2. be used to and get used to

Be used to means 'to be familiar with' or 'to be accustomed to.'

- *She's used to the noise now and doesn't find it bothersome.*
- *He wasn't used to driving on the left, but he's getting better at it.*
- *I'm used to working long hours, so it doesn't bother me.*

Get used to refers to the process of becoming familiar with something.

- *The new software is confusing, but I'll get used to it soon.*
- *It took her a while to get used to living in a small town after living in a big city.*

- *I'm getting used to waking up early for my new job.*

Be used to and *get used to* are followed by a noun, pronoun, or the -ing form of a verb, and they can be used to talk about the past, present, or future.



Exercise 1: Read the following passage and answer the questions

Directing traffic is a key responsibility for law enforcement officers, especially in busy or congested areas. Officers are trained to manage traffic flow, ensure safety at intersections, and direct vehicles during accidents or emergencies. Using hand signals, traffic cones, and other tools, officers maintain order and prevent accidents. Effective traffic direction is essential to avoid bottlenecks, reduce the risk of accidents, and allow emergency vehicles to pass through quickly. It is crucial that officers remain visible and alert to ensure smooth traffic flow.

Questions:

1. Why is directing traffic important for law enforcement officers?
2. What tools do officers use to direct traffic?
3. How does effective traffic direction reduce the risk of accidents?
4. Why must officers remain visible while directing traffic?

Exercise 2: Read the statements and write True or False

1. Officers use hand signals to direct traffic.
2. Traffic cones are not useful when directing traffic.
3. Effective traffic direction is essential for public safety.

4. Officers should be invisible to avoid disrupting traffic flow.

Exercise 3: Fill in the blanks with appropriate adverbs

1. The officer stood ____ in the intersection to direct traffic.
2. The team responded ____ to the traffic accident.
3. The officer acted ____ when using hand signals to stop the vehicle.
4. Traffic was directed ____ to prevent further congestion.

Exercise 4: Match the adjectives with their correct meaning

- | | |
|--------------|--|
| 1. Visible | a) Causing a blockage or overcrowding |
| 2. Effective | b) Capable of producing the desired result |
| 3. Congested | c) Able to be seen or noticed |
| 4. Alert | d) Fully aware and quick to respond |

Exercise 5: Read the following passage and answer the questions

Traffic stops are a fundamental part of law enforcement duties. Officers perform traffic stops to enforce traffic laws, such as speeding, running red lights, or driving under the influence. During a traffic stop, officers must ensure their own safety while interacting with the driver. They approach the vehicle cautiously, ask for documents, and assess the driver's condition. If there is suspicion of a crime, such as driving while intoxicated, officers may conduct further investigation or arrest the individual. The goal is to maintain public safety and uphold the law.

Questions:

1. What is the primary purpose of a traffic stop?
2. How do officers ensure their safety during a traffic stop?
3. What might prompt an officer to conduct further investigation during a traffic stop?
4. Why is it important for officers to remain cautious when approaching a vehicle during a stop?

Exercise 6: Read the statements and write True or False

1. Officers perform traffic stops only for speeding violations.
2. The officer should always approach the vehicle cautiously.
3. Officers can arrest an individual during a traffic stop if they suspect a crime.
4. Traffic stops are only used to issue warnings, not to enforce laws.

Exercise 7: Fill in the blanks with appropriate adverbs

1. The officer approached the vehicle ____ to ensure safety.
2. The driver responded ____ when asked for their documents.
3. The officer acted ____ when detecting signs of intoxication.
4. The situation was handled ____, preventing further escalation.

Exercise 8: Match the adjectives with their correct meaning

- | | |
|----------------|---|
| 1. Cautious | a) Having a feeling that something is wrong |
| 2. Suspicious | b) Careful or watchful to avoid danger |
| 3. Injured | c) Under the influence of alcohol or drugs |
| 4. Intoxicated | d) Hurt or harmed physically |

Exercise 9: Complete the following sentences with the correct form of *used to* or *be/get used to*

- When I was a child, I _____ (eat) a lot of sweets, but now I try to eat healthier.
- At first, I couldn't _____ (wake up) early for my new job, but now it's easier.
- Sarah _____ (live) in a small apartment before moving into a house.
- My colleague is still _____ (work) in this office, but I'm sure she'll adjust soon.
- I _____ (drive) long distances every day, but now I use public transport.

Exercise 10: Each of the following sentences contains a mistake with the use of "*used to*" or "*be/get used to*". Find and correct the errors.

- He is used to run every morning, but he doesn't do it anymore.
- I didn't used to like loud music, but now I enjoy it.
- She's getting used to study at night because her schedule has changed.
- When I was younger, I used to go hiking every weekend.
- They used to be familiar with the old software, but now it's more difficult for them.

Exercise 11: Choose the correct option between *used to* and *be/get used to* to complete each sentence.

- I _____ living in a noisy neighborhood, but I find it peaceful now.
 - used to
 - am used to
 - got used to
- They _____ visit their relatives every summer, but now they don't anymore.
 - used to
 - get used to
 - are used to
- When I first started working here, I _____ waking up at 5 a.m., but now I'm fine with it.
 - used to
 - got used to
 - am used to
- We _____ go camping every year, but now we prefer staying in hotels.
 - used to
 - get used to

c) are used to

5. I _____ the new computer system at first, but now I'm completely comfortable with it.

a) used to

b) am used to

c) got used to

Exercise 12: Write your own sentences based on the following situations.

Use *used to* or *be/get used to*

1. Situation: You lived in a small town before moving to a big city.

2. Situation: You found it difficult to work at night, but now you feel comfortable doing so.

3. Situation: You used to visit your parents' house every weekend, but now you don't.

4. Situation: Your colleague had trouble with the new software at first, but now they understand it well.

5. Situation: You've become accustomed to the noisy environment in your office.

Exercise 13: Choose the correct verb form to complete each sentence

1. I _____ (used to / am used to / get used to) working night shifts when I was in the army.

2. She _____ (used to / is used to / gets used to) driving long distances for her work.

3. They _____ (used to / get used to / are used to) going on vacation every summer.

4. I didn't _____ (used to / get used to / am used to) waking up early, but now I'm okay with it.

5. He _____ (used to / is used to / got used to) his new routine after a few weeks.



Task for IWC: With a partner, act out the roles below.

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

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

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



Theme 6: Car accidents. Emergency calls

Intensifiers: “so” and “such”

When responding to a car accident, law enforcement officers play a critical role in managing the scene, ensuring safety, and gathering evidence. Key actions include:

1. **Securing the Scene:** Officers must ensure the safety of all individuals involved. This includes checking for injuries, providing first aid if necessary, and securing the accident area to prevent further accidents.
2. **Managing Traffic:** Officers should divert traffic away from the accident site to avoid congestion or secondary accidents. This may involve using road flares, cones, or directing traffic manually.
3. **Gathering Information:** Officers collect details from drivers, passengers, and witnesses. This includes personal information, insurance details, and a description of the accident (e.g., how it happened, weather conditions, etc.).
4. **Evidence Collection:** Officers should take photographs of the scene, vehicle damages, skid marks, and other evidence that can help determine fault. They may also need to perform breathalyzer tests if alcohol or drugs are suspected.
5. **Reporting:** Officers will file a detailed report, documenting their findings and any violations, such as speeding or driving under the influence, which may have caused the accident.

The ability to manage the scene efficiently and professionally is key to ensuring a thorough investigation and the safety of everyone involved.

Emergency calls:

Emergency calls are critical moments for law enforcement, and cadets must be trained to handle them with accuracy, calmness, and efficiency. Here are key points to know:

1. **Types of Emergency Calls**
 - **Criminal emergencies:** Reports of crimes in progress, such as assault, robbery, burglary, etc.
 - **Medical emergencies:** Situations requiring immediate medical attention, like injuries, accidents, or medical conditions.
 - **Fire emergencies:** Calls regarding fires, explosions, or hazardous material situations.
 - **Traffic incidents:** Accidents, road hazards, or traffic-related emergencies.
 - **Public disturbances:** Reports of disturbances like noise complaints, fights, or disorderly conduct.
 - **Missing persons/runaways:** Calls related to individuals who are missing or believed to be in danger.
2. **Call-taking and prioritization**
 - **Stay calm and professional:** Reassure the caller and gather necessary details while keeping a composed tone.
 - **Ask for key information:** Gather information like location, nature of the emergency, involved parties, weapons, or injuries.

- Determine priority: Evaluate the urgency based on the severity of the situation. Prioritize based on risk to life, property, or public safety.

- Verify information: Ensure accuracy in location and details before dispatching units.

3. Information collection

- Who: Who is involved? Are there any suspects, victims, or witnesses?

- What: What is happening? Is it a crime, fire, accident, or medical emergency?

- Where: Exact location, including landmarks or cross streets if necessary.

- When: Time of occurrence or when the situation began.

- Why: If known, why is the emergency happening? This helps in understanding the context.

4. Communication with dispatch

- Provide the dispatcher with clear and concise information.

- Ensure all units are aware of potential hazards (weapons, hostile situations, etc.).

- Follow dispatcher instructions if they provide additional steps (e.g., requesting medical aid, backup units, etc.).

5. Response protocols

- Remain available: After responding, keep communication lines open for further updates.

- Safety first: Officers must ensure personal safety and take necessary precautions in potentially dangerous situations.

- Proper documentation: Record all relevant details, including times, people involved, and actions taken.

6. Dealing with High-Stress Situations

- Stay calm under pressure: Emergency calls often involve chaotic or emotional situations. Officers should remain focused and clear-headed.

- Provide reassurance: Sometimes, callers may be frightened or panicking. Calmly reassure them that help is on the way.

7. Legal considerations

- Constitutional rights: Respect privacy and due process during calls and responses.

- Evidence handling: Ensure that any evidence related to the emergency is properly documented and secured.



Grammar explanation - Intensifiers: 'so' and 'such'

We can use *so* and *such* to emphasize adjectives, adverbs, and nouns.

1. Adjectives and adverbs

We use *so* with an adjective or adverb to intensify the meaning.

- *The movie was so boring!*

- *She sings so beautifully.*

- *He drove so fast. It was terrifying!*

When using the comparative form of the adjective or adverb, we use *so much* to strengthen it.

- *She's so much more confident now than she used to be.*
- *He works so much faster under pressure.*

2. Nouns

With a noun or adjective + noun, we use *such* to make the expression stronger.

- *You're such a great friend!*
- *It's such a lovely evening.*
- *Those are such stylish shoes! Where did you get them?*

However, when we use *much*, *many*, *little*, or *few* with a noun, we use *so* to intensify it.

- *There are so many books to choose from!*
- *I've had so few opportunities to relax lately.*

3. Saying the result

We often use these *so* and *such* structures with *that* and a clause to indicate the result.

- *The cake was so delicious that we ate it all.*
- *She was such a talented artist that her work became famous.*
- *There's so much traffic that we'll be late!*



Exercise 1: Read the following passage and answer the questions

Car accidents are common incidents that law enforcement officers are called to respond to. When officers arrive at the scene of an accident, their primary duties are to secure the area, ensure the safety of those involved, and gather evidence. This may involve interviewing witnesses, taking statements, and documenting the scene. Officers must also ensure that emergency medical services are called if necessary and help manage traffic around the accident site. In some cases, officers may need to conduct investigations to determine the cause of the accident.

Questions:

1. What are the primary duties of officers at the scene of a car accident?
2. Why is it important for officers to gather evidence at the scene of an accident?
3. How do officers assist emergency medical services at a car accident scene?
4. When might officers need to conduct an investigation after an accident?

Exercise 2: Read the statements and write True or False

1. Officers secure the area and ensure safety at the accident scene.
2. Officers do not need to gather evidence if the accident is minor.
3. It is important for officers to manage traffic around the accident site.
4. Officers are only responsible for investigating accidents that involve

injuries.

Exercise 3: Fill in the blanks with appropriate adverbs

1. The officer arrived ____ at the scene of the accident.
2. The team acted ____ to ensure the safety of the injured.
3. The officers gathered evidence ____ to reconstruct the accident.
4. The traffic was rerouted ____ to prevent further accidents.

Exercise 4: Match the adjectives with their correct meaning

- | | |
|------------------|--|
| 1. Secure | |
| 2. Injured | a) Hurt or harmed |
| 3. Minor | b) Involving less serious harm or damage |
| 4. Investigative | c) Relating to examining facts or evidence |
| | d) Free from danger or threat |

Exercise 5: Read the following passage and answer the questions

Text: Emergency calls are one of the most important parts of law enforcement work. Officers are trained to respond quickly and effectively to emergency calls, whether they involve accidents, crimes in progress, or public disturbances. Upon receiving an emergency call, officers must gather key information, such as the location, nature of the emergency, and any potential risks. They must then prioritize the call and respond according to the severity of the situation. Effective communication between officers and dispatch is critical for ensuring the proper resources are sent to the scene.

Questions:

1. What types of incidents might officers respond to via emergency calls?
2. Why is it important for officers to gather key information from emergency calls?
3. How do officers prioritize emergency calls?
4. Why is communication between officers and dispatch critical during an emergency response?

Exercise 6: Read the statements and write True or False

1. Officers respond to emergency calls for accidents, crimes, and disturbances.
2. Gathering information about the emergency is not important during a call.
3. Prioritizing calls ensures that resources are allocated to the most urgent situations.
4. Communication between officers and dispatch is not necessary if the officer is familiar with the area.

Exercise 7: Fill in the blanks with appropriate adverbs

1. The officer responded ____ to the emergency call.
2. The dispatcher provided instructions ____ to ensure officer safety.

3. The team acted ____ to secure the scene and assess the situation.
4. The officer communicated ____ with dispatch to confirm the details of the emergency.

Exercise 8: Match the adjectives with their correct meaning

- | | |
|--------------|---|
| 1. Urgent | a) Requiring immediate action |
| 2. Critical | b) Important and necessary to the situation |
| 3. Effective | c) Capable of producing the desired outcome |
| 4. Alert | d) Fully aware of the situation |

Exercise 9: Complete the sentences with "so" or "such"

1. The weather was _____ cold that we had to go inside.
2. He is _____ a good cook that everyone wants him to prepare dinner.
3. The movie was _____ interesting that I couldn't stop watching it.
4. I have _____ much work to do that I don't think I'll finish today.
5. The team played _____ well that they won the championship.

Exercise 10: Choose the correct intensifier to complete the sentence

1. She was _____ tired after the long trip that she fell asleep immediately.
2. It's _____ a beautiful day today that we should go to the park.
3. The team worked _____ hard that they finished the project early.
4. There are _____ many people at the event that it's hard to move around.
5. The coffee was _____ strong that I couldn't drink it.

Exercise 11: Rewrite the following sentences using "so" or "such"

1. The concert was very good that everyone had a great time.
2. The dress is beautiful that it caught everyone's attention.
3. He was very angry that he couldn't control his emotions.
4. The test was very difficult that I couldn't answer all the questions.
5. The noise was very loud that I couldn't concentrate on my work.

Exercise 12: Fill in the blanks with "so" or "such"

1. She was _____ excited to meet her favorite author.
2. They have _____ little time to finish the project that it's impossible.
3. It was _____ a lovely surprise that I couldn't believe it.
4. He works _____ efficiently that he completes tasks in half the time.
5. The story was _____ thrilling that I couldn't stop reading.

Exercise 13: Determine if the sentences use "so" or "such" correctly

1. He's such a good football player that he got a scholarship.
2. It was so a lovely day that we decided to go for a walk.
3. The children were so excited about the trip that they couldn't sleep.
4. She made such a delicious cake that everyone asked for the recipe.
5. It was such fast driving that they arrived ahead of time.

Exercise 14: Write sentences using "so" or "such" based on the situations below

1. You ate a very large meal.
2. You are very tired after a long day of work.
3. You saw a beautiful sunset.
4. Your friend did something very kind for you.
5. You are waiting in a long line at a store.



Task for IWC: With a partner, act out the roles below.

Cadet A: You are a police officer at a car accident. Ask Cadet B about:

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

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



Theme 7: Pursuit

Modals: deductions about the past

A pursuit is a high-risk operation where law enforcement attempts to apprehend a suspect who is fleeing, often at high speeds or in a dangerous manner. Understanding the proper protocols and safety measures is essential for cadets.

1. Types of Pursuit

- **Vehicle Pursuit:** The most common, where a suspect in a vehicle attempts to evade law enforcement.
- **Foot Pursuit:** When a suspect flees on foot and law enforcement officers engage in pursuit.
- **High-Risk Pursuit:** A pursuit that involves high speeds, dangerous driving, or potential harm to others (e.g., driving through traffic or running red lights).

2. When to Initiate a Pursuit

- **Legal Justification:** A pursuit should only be initiated if there's reasonable cause to believe the suspect is committing a serious crime or if the risk of not apprehending the suspect outweighs the risks of the pursuit.
- **Risk Assessment:** Officers must assess the danger to the public, themselves, and other officers before initiating a pursuit.
- **Clear Command:** Ensure that the decision to pursue aligns with department policies and operational protocols.

3. Communication with Dispatch

- **Notify Dispatch:** Always inform dispatch about the pursuit, including:
 - Location and direction of travel.
 - Description of the vehicle and suspect.
 - Speed and behavior of the suspect.
 - Any traffic or hazards present.
- **Coordination:** Dispatch can assist in tracking the pursuit and providing additional resources or backup.

4. Pursuit Tactics and safety

- **Maintain safe distance:** Keep a safe distance to avoid collisions or unpredictable movements by the suspect.
- **Stay focused:** Officers must maintain situational awareness at all times, monitoring traffic, road conditions, and potential hazards.
- **Controlled speed:** Officers should avoid speeding excessively, ensuring they can maintain control of their vehicle.
- **Backup units:** Call for backup if needed. Additional units may help contain the suspect or assist in stopping the vehicle safely.

5. Types of interventions

- **PIT (Precision Immobilization Technique):** A controlled maneuver used to stop a vehicle by gently striking its rear side, causing the vehicle to spin and come to a halt. This should only be performed by trained officers.
- **Spike strips:** A device deployed to puncture the tires of the suspect's vehicle, bringing it to a stop.

- Roadblocks: Setting up barriers or roadblocks to stop the suspect safely, though this requires careful planning and coordination.

6. When to terminate a pursuit

- Endangering the public: If the pursuit poses an unreasonable risk to civilians, officers, or property, it should be called off.

- Loss of visual contact: If the suspect is no longer visible and cannot be tracked, the pursuit may need to be terminated.

- Officer safety: If the pursuing officer believes the pursuit is too dangerous or uncontrollable, they must terminate it according to department policy.

7. Legal and departmental considerations

- Department policy: Adhere to department-specific guidelines regarding pursuit, which may include speed limits, vehicle type, or pursuing at certain times.

- Use of force: The use of force during a pursuit must always be justified and proportional to the threat.

- Post-pursuit review: After a pursuit ends, a detailed report must be filed to review the tactics used, ensure compliance with department policies, and assess any damage or injuries.

8. Training and preparedness

- Scenario training: Officers should engage in pursuit and emergency driving training to develop skills for high-pressure situations.

- Mental and physical Fitness: Foot pursuits demand physical endurance, and vehicle pursuits demand high levels of focus, so training and fitness are essential.

9. Post-pursuit actions

- Secure the scene: Once the suspect is stopped or apprehended, officers must secure the scene to prevent further escape or danger.

- Evidence handling: Gather evidence if the suspect was involved in a crime.

- After-action review: A post-pursuit analysis helps ensure that officers followed appropriate protocols and helps improve future responses.



Grammar explanation - Modals: deductions about the past

We use modal verbs for deduction, which means making a guess about what happened based on the information we have. This explanation focuses on making deductions about past events.

1. must have

We use must have + past participle when we are certain about what happened.

- Who spilled the coffee on the desk? It must have been someone who was in the office this morning.

- The power must have gone out during the night. The clock is flashing the wrong time.

- Ah, we've got fresh bread! Claire must have picked some up earlier.

2. might have / may have

We use might have or may have + past participle when we think there's a

possibility that something happened.

- I think I might have forgotten to lock the door. Can you check?
- They may have missed the train if they left the house late.

May have sounds more formal than *might have*. *Could have* can also be used in this context but is less common.

3. can't have / couldn't have

We use *can't have* and *couldn't have* + past participle when we believe something was impossible.

- She can't have finished all that work in just two hours.
- I thought I saw Mark at the store, but it couldn't have been him. He's out of town.



Exercise 1: Read the following passage and answer the questions

High-speed pursuits are one of the most dangerous situations law enforcement officers may encounter. During a high-speed chase, officers must balance the need to apprehend suspects with the potential risks to public safety. The faster the speeds, the greater the chance of accidents occurring. Officers are trained to evaluate the risk during pursuits and may decide to terminate the chase if it becomes too dangerous. Factors such as road conditions, traffic, and the suspect's driving behavior are considered before continuing the chase. While high-speed pursuits can be necessary to prevent a suspect from escaping, they require careful judgment and risk management.

Questions:

1. What is the main risk associated with high-speed pursuits?
2. How do officers evaluate whether to continue a high-speed chase?
3. What factors might influence the decision to terminate a pursuit?
4. Why is risk management important during high-speed chases?

Exercise 2: Read the statements and write True or False

1. High-speed pursuits always lead to arrests.
2. Officers must assess risks before deciding to continue a pursuit.
3. Road conditions and traffic are not important factors during high-speed chases.
4. The primary goal of a high-speed pursuit is public safety.

Exercise 3: Fill in the blanks with the correct words from the list below

(risk, evaluate, terminate, accident, speed, public)

1. The officer must _____ the situation carefully before deciding to continue the pursuit.
2. High-speed chases pose a significant _____ to public safety.
3. If the chase becomes too dangerous, officers may decide to _____ the pursuit.

4. A high _____ chase increases the likelihood of an accident occurring.

Exercise 4: Match the adjectives with their correct meaning

1. Risky
2. Dangerous
3. High-speed
4. Careful
- a) Involving the potential for harm or injury
- b) Involving fast or increased velocity
- c) Characterized by taking precautions or acting cautiously
- d) Involving significant potential harm

Exercise 5: Read the following passage and answer the questions

In modern law enforcement, pursuing suspects at high speeds has become safer thanks to various tactics and technology. Officers use strategies such as blocking the suspect's path, setting up spike strips, or using helicopters for aerial support. Technology such as GPS tracking devices, pursuit management systems, and real-time communication with dispatch centers helps officers coordinate efforts and track suspects more effectively. The use of these tools allows for more controlled pursuits, minimizing the risks involved and improving the chances of a successful apprehension without endangering the public.

Questions:

1. What are some common tactics used during high-speed pursuits?
2. How does technology improve the safety and effectiveness of pursuits?
3. What role do helicopters play in modern pursuits?
4. Why are pursuit management systems important in high-speed chases?

Exercise 6: Read the statements and write True or False

1. Spike strips are used to prevent suspects from fleeing during a pursuit.
2. GPS tracking is an important technology used to track suspects in real-time.
3. Helicopters are rarely used in high-speed pursuits.
4. Pursuit management systems help officers to coordinate efforts and ensure public safety.

Exercise 7: Fill in the blanks with the correct words from the list below

(GPS, spike strips, helicopter, technology, pursuit, real-time)

1. Officers used _____ tracking to monitor the suspect's vehicle throughout the chase.
2. The team set up _____ on the road to stop the suspect's car.
3. A _____ was used to track the suspect from above, providing aerial support.
4. The use of _____ has made pursuits safer and more effective by

helping officers coordinate efforts.

Exercise 8: Match the adjectives with their correct meaning

- | | |
|----------------|---|
| 1. Aerial | a) Happening immediately or without delay |
| 2. Coordinated | b) Managed or directed with careful planning |
| 3. Real-time | c) Done from above, usually by aircraft |
| 4. Controlled | d) Executed with proper teamwork and planning |

Exercise 9: Complete the sentences with the correct modal verb (must have, might have, may have, can't have, couldn't have)

1. She _____ (forget) to bring her umbrella. That's why she got so wet.
2. They _____ (arrive) late; I saw them in the parking lot just a few minutes ago.
3. He _____ (break) the window because he was outside all afternoon.
4. You _____ (eat) all the cookies already! There were so many left this morning.
5. Sarah _____ (lose) her keys. She's been looking for them all day.

Exercise 10: Choose the correct modal verb for each sentence.

1. She _____ (must have / might have / can't have) left her phone at home. It's not in her bag.
2. The meeting _____ (must have / may have / couldn't have) been scheduled for this afternoon. It's on the calendar.
3. He _____ (can't have / might have / must have) missed the bus because he's not at work yet.
4. I _____ (may have / couldn't have / must have) misunderstood the instructions; that's why I did it wrong.
5. The door was locked when I got here. They _____ (might have / must have / can't have) forgotten to unlock it.

Exercise 11: Correct the mistakes in the sentences

1. She couldn't have studied last night; she was at the party until 2 a.m.
2. He must have forgotten to bring the documents because he didn't even look at them.
3. They can't have missed the flight; they left the house 30 minutes early.
4. I might have seen her at the supermarket, but I'm not sure.
5. You might have misunderstood the email; it clearly said "Monday".

Exercise 12: Fill in the blanks with the correct form of the verb (must have, might have, may have, can't have, couldn't have)

1. He _____ (eat) all the cake by now; he loves chocolate cake!
2. She _____ (take) the wrong bus because she hasn't arrived yet.
3. They _____ (go) on vacation last week because they were both at work today.
4. John _____ (be) the one who called because he's on a business trip.

5. You _____ (leave) your keys in the office. They were on the table when you left.

Exercise 13: Determine whether the sentence is correct based on the rules of modals for past deductions

1. She must have finished the project by now.
2. They can't have forgotten about the meeting; it was in their calendar.
3. He might have eaten all the pizza, but I'm not sure.
4. You couldn't have been at the party, I saw you at the office this morning.
5. They may have gone to the wrong address.

Exercise 14: Write sentences using the following clues. Use *must have*, *might have*, *may have*, *can't have*, or *couldn't have*

1. Your friend isn't answering the phone. (She / forget / to charge her phone)
2. The door is locked. (Someone / leave / their keys inside)
3. I'm not sure if it rained yesterday. (The ground / be / wet this morning)
4. The store is closed now. (They / run / out of stock)
5. The report is very good. (The team / work / really hard on it)

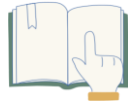


Task for IWC: With a partner, act out the roles below.

Cadet A: You are a police officer. Talk to cadet B about:

- a stolen car;
- a high-speed chase;
- your location

Cadet B: You are a dispatch officer. Talk to Cadet A about a high-speed chase.



Theme 8: Crowd control

Modals: deductions about the present

Crowd control is an important skill for law enforcement officers, especially in situations where large groups of people gather, such as protests, public events, or riots. Effective crowd control helps ensure public safety while protecting individual rights and maintaining order.

1. Types of crowds

- Peaceful crowds: Groups gathered for non-violent purposes, like protests, rallies, or celebrations.
- Disruptive crowds: Groups exhibiting disorganized or non-compliant behavior, such as noise disturbances or property damage.
- Violent crowds: Crowds engaging in riots, looting, or direct confrontation with law enforcement.

2. Preparation for crowd control

- Pre-event Planning: Officers should be briefed on the event, its purpose, expected size, and potential risks.
- Intelligence gathering: Law enforcement should gather information on the crowd's intentions, key organizers, or potential troublemakers.
- Crowd dynamics: Understand how crowds behave (e.g., psychological factors that can lead to escalation) and anticipate reactions to police presence.

3. Key principles of crowd control

- Proportional response: Use force only when necessary and ensure that responses are proportional to the threat.
- Minimal disruption: Officers should aim to minimize disruption to peaceful activities while ensuring the safety of the public and property.
- Clear communication: Ensure clear, loud communication to the crowd, such as instructions or warnings. Use bullhorns or PA systems when necessary.
- De-escalation: Use communication to defuse tension before resorting to force. Engage with community leaders or protesters to encourage peaceful conduct.

4. Techniques for managing crowds

- Physical presence: A visible and organized presence of officers can prevent escalation. Officers should appear calm and confident.
- Barrier and perimeter control: Use barricades or other tools to control the flow of the crowd and limit access to sensitive areas.
- Formations: Officers may use formations (e.g., line formations or "skirmish lines") to control and direct the crowd's movement.
- Movement control: Officers should prevent crowd members from blocking roads, causing public safety hazards, or engaging in destructive behaviors.

5. Handling escalation

- Identifying aggression: Recognize signs of aggression or violence in the crowd early (e.g., throwing objects, chanting hostile slogans).
- Responding to violence: In situations where violence breaks out, law enforcement may need to use non-lethal force (e.g., rubber bullets, tear gas, or

pepper spray) to regain control.

- Arrest procedures: In cases of criminal behavior, officers should have clear protocols for making arrests while ensuring safety for both officers and suspects.

6. Use of force and legal considerations

- Minimum force: Use the least amount of force necessary to manage the situation. Deadly force should only be used if there's an immediate threat to life.

- Proportionality: Force must be proportionate to the level of threat posed by the crowd.

- Accountability: Ensure that any use of force is documented and justified, following department policies and legal requirements.

7. Psychological factors in crowd behavior

- Group mentality: Individuals in a crowd may act more aggressively or irrationally than they would alone, often influenced by mob mentality.

- Trained leaders: Officers should identify individuals who might be able to de-escalate or prevent further agitation.

- Perception of police: The way law enforcement is perceived by the crowd can impact the situation. Maintaining professionalism and restraint can help in calming a volatile crowd.

8. Role of specialized units

- Crowd control teams: Some departments have specialized units (e.g., riot control teams) trained specifically in managing large or violent crowds.

- Non-lethal weapons: These include bean bag rounds, rubber bullets, or tear gas, which are used to disperse or control crowds without causing fatal harm.

- K9 Units: Can be used to assist in controlling or dispersing a crowd in certain circumstances.

9. Post-incident actions

- Debriefing: After the crowd control operation, officers should engage in a debriefing to discuss what went well and identify areas for improvement.

- Reporting: A detailed report on the actions taken, the crowd's behavior, and any arrests or use of force is necessary for transparency and accountability.

- Follow-up: Monitor any subsequent gatherings or potential issues arising from the event.

10. Training and preparedness

- Scenario training: Cadets should participate in simulations that replicate real-world crowd control situations.

- Mental preparedness: Officers need to remain calm under pressure and avoid being provoked by the actions of individuals in the crowd.



Grammar explanation - Modals: deductions about the present

We use modal verbs for deduction, which means making a guess about whether something is true based on the information we have.

1. Must

We use *must* when we are certain that something is true or it's the only

logical possibility.

- *That must be her office. I see her name on the door.*
- *He must work nearby; he's always here at lunchtime.*
- *You must be exhausted after such a long journey.*

2. might, may, could

We use *might*, *may*, or *could* when we think something is possible but we're not sure.

- *She's not answering her phone. She might be in a meeting.*
- *He's not home yet. He could be running errands.*
- *We may experience some delays due to the storm.*

These verbs all have the same meaning but *may* is more formal than *might* or *could*.

3. can't

We use *can't* when we are certain that something is not possible.

- *It can't be much further. The map says we're almost there.*
- *He can't have forgotten the appointment. I reminded him twice!*
- *She can't be happy with the decision. She argued against it.*

As with all modal verbs, these are followed by an infinitive without *to*.



Exercise 1: Read the following passage and answer the questions

Crowd control is a critical skill for law enforcement officers, especially in situations involving protests or large public gatherings. One of the most important tasks in crowd control is calming the crowd to prevent escalation. Officers use various techniques to de-escalate tension, including clear communication, maintaining a calm and composed demeanor, and using non-threatening body language. Officers are also trained to listen to the concerns of the crowd and respond empathetically to avoid provoking further unrest. The key goal is to maintain public order and safety without resorting to force.

Questions:

1. What is the primary goal of calming the crowd in crowd control situations?
2. How can officers help prevent escalation during crowd control?
3. Why is it important for officers to maintain a calm demeanor?
4. What role does communication play in calming a crowd?

Exercise 2: Read the statements and write True or False

1. Officers should avoid listening to the concerns of the crowd to maintain control.
2. Using non-threatening body language is an effective way to de-escalate tensions.
3. The primary goal of crowd control is to prevent harm and maintain public safety.

4. Officers should act aggressively to calm an unruly crowd.

Exercise 3: Fill in the blanks with the correct words from the list below
(*de-escalate, communicate, tension, body language, maintain, respond*)

1. Officers use clear communication to _____ with the crowd and reduce confusion.
2. It is important to _____ calm and composed to avoid making the crowd feel threatened.
3. Non-verbal cues, like _____, can play a big role in calming the crowd.
4. Officers must _____ to the concerns of the crowd to prevent further unrest.

Exercise 4: Match the adjectives with their correct meaning

1. Non-threatening
 2. Empathetic
 3. Composed
 4. Effective
- a) Showing understanding and concern for others' feelings
 - b) Not likely to cause harm or fear
 - c) Calm and not easily agitated
 - d) Capable of producing the desired result

Exercise 5: Read the following passage and answer the questions

In some situations, law enforcement may need to use force to control a crowd. This is often a last resort when other methods, such as communication and de-escalation, fail. The use of force must always be reasonable, proportionate to the threat, and aimed at restoring order. Officers are trained to use the minimum amount of force necessary to gain control of the situation and avoid escalating violence. Use of force may include techniques such as physical restraint or deploying less-lethal weapons, but the goal is to maintain safety for all involved while minimizing harm.

Questions:

1. When is the use of force typically considered in crowd control situations?
2. How should officers assess the level of force to use?
3. What types of techniques might officers use when force is necessary?
4. Why is it important to minimize harm when using force?

Exercise 6: Read the statements and write True or False

1. Force should always be the first option when handling a crowd.
2. Officers must use the minimum amount of force necessary to control the crowd.
3. Less-lethal weapons are not used in crowd control situations.
4. The use of force should aim to restore order and maintain safety.

Exercise 7: Fill in the blanks with the correct words from the list below
(*proportional, force, restraint, minimum, harm, violent*)

1. Officers must ensure that the level of _____ used is proportional to the threat posed.
2. When force is used, officers should aim to cause as little _____ as possible.
3. Physical _____ is one technique used to control individuals in a crowd.
4. The _____ amount of force should always be applied to maintain control of the situation.

Exercise 8: Match the adjectives with their correct meaning

- | | |
|-----------------|--|
| 1. Proportional | a) Likely to cause injury or harm |
| 2. Violent | b) Involving the least amount of force possible |
| 3. Less-lethal | c) Capable of causing significant harm or damage |
| 4. Minimum | d) In accordance with the level of threat posed |

Exercise 9: Complete the sentences with the correct modal verb (*must, might, may, could, can't*)

1. He _____ (be) at work right now. His car is parked outside.
2. She _____ (not be) home. I called her and there was no answer.
3. It _____ (rain) soon. The sky is getting darker.
4. This _____ (be) the right address. I don't see any other buildings around here.
5. She _____ (be) in a meeting. That's why she hasn't replied yet.

Exercise 10: Choose the correct modal verb to complete each sentence

1. He _____ (must / might / can't) be the new manager. I saw him talking to the staff.
2. She _____ (might / may / can't) be stuck in traffic. She's usually on time.
3. It _____ (must / could / can't) be too expensive. It looks like a great deal.
4. They _____ (might / must / can't) be in the office. I haven't seen them leave yet.
5. You _____ (may / must / might) want to call ahead to make sure there are still tickets available.

Exercise 11: Correct the mistakes in the sentences

1. He must be in a hurry; he's walking so fast.
2. She might be very tired after her long day.
3. They can't be at the meeting; they're both here in the office.
4. It could be difficult to find a parking space in this area.
5. The train may be delayed due to the weather.

Exercise 12: Fill in the blanks with the correct modal verb (*must, might, may, could, can't*)

1. This _____ (be) the right place; I can see the sign from here.
2. They _____ (be) on vacation this week. They didn't respond to my email.
3. She _____ (be) tired; she hasn't slept well in days.
4. He _____ (be) out for lunch; I haven't seen him all afternoon.
5. It _____ (be) very cold outside. I see people wearing heavy coats.

Exercise 13: Determine whether the sentence is correct based on the rules of modals for present deductions.

1. She must be in the meeting; her office door is closed.
2. They may not be at home; their car isn't parked outside.
3. He can't be the one who called; he's been on a business trip for days.
4. It might rain later, so we should bring an umbrella.
5. They must be in the office now. I saw them coming in this morning.

Exercise 14: Write your own sentences using the following clues. Use *must, might, may, could, or can't*

1. Situation: You see someone running toward you with an umbrella.
2. Situation: Your colleague is always on time, but they're late today.
3. Situation: You can't see your friend at the restaurant, but you hear their voice.
4. Situation: The sky is very cloudy, and you see dark clouds.
5. Situation: Your neighbor's lights are off, and you know they usually work late.

Exercise 15: Choose the correct modal verb to complete each sentence.

1. She _____ (must / might / can't) be the new team leader. She's sitting at the head of the table.
2. They _____ (could / may / must) be out of the office today, since I don't see their cars.
3. He _____ (can't / might / may) be tired. He looks fine after his long flight.
4. It _____ (must / can't / might) be true. I heard the same thing from two other people.
5. I _____ (might / must / could) have forgotten my keys in the office. I'll go check.



Task for IWC: With a partner, act out the roles below.

Cadet A: You are a police captain. Talk to *Cadet B* about:
– a riot;

- a response;
- your orders

Cadet B: You are a police officer. Answer Cadet A's questions



Theme 9: Establishing crime scenes

Modals: permission and obligation

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

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

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

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



Grammar explanation - Modals: permission and obligation

We often use verbs with modal meanings to talk about permission and obligation.

1. Permission

a) Can

We often use *can* to ask for and give permission.

- *Can I open the window?*
- *You can borrow my umbrella if you need it.*
- *Can I offer some advice?*

b) Could

We also use *could* to ask for permission (but not to give it). *Could* is more formal and polite than *can*.

- *Could I ask for a glass of water?*
- *Could I step outside for a moment?*
- *Could I use your charger, please?*

c) May

May is the most formal way to ask for and give permission.

- *May I enter the meeting room?*
- *Staff may take breaks at designated times.*
- *May we use your conference room for a presentation?*

d) Prohibition

We use *can't* and *mustn't* to show that something is prohibited – it is not

allowed.

e) can't

We use *can't* to talk about something that is against the rules, particularly when we didn't make the rules.

- *You can't bring food into the library.*
- *He can't enter the building without a badge.*
- *We can't swim in this part of the river.*

f) must not / mustn't

We use *must not* to talk about what is not permitted. It is common on public signs and notices informing people of rules and laws.

- *Employees must not use personal devices during working hours.*
- *You must not touch the paintings in the gallery.*
- *Children must not run in the hallways.*

We use *mustn't* particularly when the prohibition comes from the speaker.

- *(Parent to child) You mustn't talk back to your elders.*
- *(Coach to team) You mustn't skip practice without telling me.*
- *I mustn't forget to send that email today.*

2. Obligation

We use *have to* and *must* to express obligation. There is a slight difference between the way we use them.

a) have to

Have to shows us that the obligation comes from outside the speaker.

- *We have to submit the report by Friday.*
- *(Student to teacher) When do we have to turn in our assignments?*
- *She has to attend the meeting later today.*

We sometimes call this 'external obligation.'

b) Must

Must expresses a strong obligation or necessity. It often shows us that the obligation comes from the speaker (or the authority that wrote the sentence).

- *I must finish this project before the deadline.*
- *(Boss to employee) You must complete the training by the end of the week.*
- *(Notice) Helmets must be worn in this area.*

Note that we don't use *must* to express obligation in the past. We use *have to* instead.

- *I had to wake up early for a conference yesterday.*

3. No obligation

a) don't have to

We use *don't have to* to show that there is no obligation. You can do something if you want to but it's not compulsory.

- *You don't have to dress formally for the dinner, but you can if you'd like.*
- *You don't have to wait in line. You can go straight in.*
- *You don't have to come with us if you're tired.*

**Exercise 1: Read the following passage and answer the questions**

Securing the area is a critical first step for law enforcement officers when responding to a crime scene or emergency situation. The primary goal is to preserve the integrity of the scene and ensure the safety of all individuals involved. Officers begin by establishing a perimeter around the scene to prevent unauthorized persons from entering. They also make sure that any potential evidence is protected from contamination or theft. Officers must also be cautious of any hazards, such as weapons, dangerous materials, or unstable structures. Securing the area properly allows investigators to conduct a thorough examination of the scene without interference.

Questions:

1. Why is securing the area an important step when responding to a crime scene?
2. What is the primary goal of establishing a perimeter around the scene?
3. What types of hazards might officers need to be cautious of when securing an area?
4. How does securing the area help investigators?

Exercise 2: Read the statements and write True or False

1. Officers should immediately collect evidence before securing the area.
2. Establishing a perimeter helps prevent unauthorized individuals from entering the scene.
3. Only investigators are responsible for securing the area.
4. Hazards such as weapons and dangerous materials should be identified during the securing process.

Exercise 3: Fill in the blanks with the correct words from the list below

(perimeter, hazards, contamination, preserve, unauthorized)

1. Officers set up a _____ to keep people from entering the scene.
2. The goal of securing the area is to _____ the integrity of the evidence.
3. Officers must identify any potential _____, such as weapons or unstable structures.
4. Only authorized personnel should be allowed within the secured area to avoid _____.

Exercise 4: Match the adjectives with their correct meaning

- | | |
|-----------------|--|
| 1. Unauthorized | a) Not allowed or permitted |
| 2. Contaminated | b) Involving great attention to detail |
| 3. Dangerous | c) Likely to cause harm |
| 4. Thorough | d) Infected or made impure |

Exercise 5: Read the following passage and answer the questions

Collecting evidence is a fundamental task in criminal investigations. Evidence can come in many forms, including physical objects, documents, photographs, and witness statements. Law enforcement officers must handle all evidence carefully to prevent contamination, loss, or damage. They are trained to follow specific procedures for collecting, documenting, and storing evidence. This often includes wearing gloves to avoid leaving fingerprints or DNA at the scene, labeling items properly, and taking photographs for future reference. Proper evidence collection is crucial for solving crimes and ensuring that offenders are brought to justice.

Questions:

1. What are some examples of evidence that may be collected during an investigation?
2. Why must officers handle evidence carefully?
3. What procedures should officers follow when collecting evidence?
4. How does proper evidence collection help solve crimes?

Exercise 6: Read the statements and write True or False

1. Evidence can only be collected in the form of physical objects.
2. Officers must follow specific procedures to ensure evidence is properly documented and stored.
3. Evidence should be handled without wearing gloves to avoid contamination.
4. Photographs of the scene are taken to document the evidence for future reference.

Exercise 7: Fill in the blanks with the correct words from the list below

(contamination, procedures, properly, photographs, evidence)

1. Officers must follow standard _____ when collecting and storing evidence.
2. To avoid _____, officers should wear gloves when handling evidence.
3. Taking _____ is important for documenting the scene before the evidence is moved.
4. It is essential to label and store _____ items _____ to preserve their integrity.

Exercise 8: Match the adjectives with their correct meaning

- | | |
|-----------------|--|
| 1. Contaminated | a) Connected to the body or tangible items |
| 2. Proper | b) Handled or stored according to correct procedures |
| 3. Physical | c) Affected by external substances or influences |
| 4. Documented | d) Recorded or written for future reference |

Exercise 9: Fill in the blanks with the correct modal verb (*can, could, may, must, mustn't, can't, have to, don't have to*)

1. _____ I use your phone for a second?
2. You _____ park here without a permit. It's not allowed.
3. We _____ submit our report by tomorrow. It's very important.
4. I'm sorry, but you _____ talk during the movie. Please remain silent.
5. Students _____ complete the assignment by the end of the week.
6. You _____ leave early if you finish your work.
7. _____ I bring a friend to the party?
8. You _____ forget to check your email. It's urgent.
9. I'm afraid you _____ enter the building without a badge.
10. I _____ call her later. She might be busy right now.

Exercise 10: Choose the correct option to complete the sentences.

1. _____ I use your laptop for a moment?
 - a) Can
 - b) Could
 - c) May
2. Employees _____ wear their ID badges at all times.
 - a) must
 - b) have to
 - c) don't have to
3. You _____ smoke in this area. It's prohibited.
 - a) must
 - b) mustn't
 - c) can't
4. You _____ bring a dish to the party, but it would be nice if you do.
 - a) have to
 - b) don't have to
 - c) must
5. Students _____ leave the classroom during the exam.
 - a) mustn't
 - b) can
 - c) may

Exercise 11: Correct the mistakes in the following sentences.

1. You don't have to park here without a permit.
2. I can't finish this project by Friday, it's too much work.
3. May I use your restroom, please?
4. You can eat in the library, but it's not recommended.
5. Employees must use their personal devices during working hours.

Exercise 12: Fill in the blanks with the appropriate modal verb (*can, could, may, must, mustn't, can't, have to, don't have to*).

1. You _____ arrive late for the meeting; it's important to be on time.
2. I _____ speak French very well, but I can get by.
3. We _____ call for an appointment before visiting the office.
4. You _____ tell me if you're going to be late. It's important.
5. He _____ stay here if he doesn't want to; it's not mandatory.
6. Visitors _____ enter without signing in at the front desk.
7. I _____ submit my application before the deadline.
8. We _____ wear uniforms at work, but we have to dress neatly.

Exercise 13: Decide if the sentences are correct based on the rules of permission and obligation

1. You mustn't bring food into the library.
2. Can I leave early if I finish my work?
3. Students may leave the classroom during the exam if they need to.
4. Employees have to arrive by 9:00 a.m. every day.
5. You don't have to attend the meeting if you're busy.

Exercise 14: Write sentences using the following situations. Use modals for permission, obligation, or prohibition

1. Situation: You want to ask your boss if you can leave early today.
2. Situation: Your friend asks if she can borrow your book.
3. Situation: You need to remind a colleague about the company policy on lunch breaks.
4. Situation: A student asks if they have to submit an assignment tomorrow.
5. Situation: You are at a public event and need to inform someone that smoking is not allowed.



Task for IWC: With a partner, act out the roles below.

Cadet A: You are the first officer at a crime scene. Talk to Cadet B about:

- the crime that occurred;
- places of possible evidence;
- how to protect the evidence.

Cadet B: You are at a crime scene. Talk to Cadet A about preserving evidence.



Theme 10: Interviewing witnesses and victims

Modifying comparatives

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

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

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

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

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



Grammar explanation - Modifying comparatives

There are several different ways to compare things in English. We can also modify comparisons to show big or small differences.

1. Comparing

We can use comparative adjectives to compare different things.

- *Laura is faster than Sarah.*
- *This laptop is more powerful than the previous model.*
- *Their house is less spacious than ours.*

We can use *as ... as* with an adjective to say that two things are the same, or *not as ... as* to say that one thing is less than another.

- *This coffee is as strong as the one I had yesterday.*
- *It's not as cold as it was last week.*

We can also use expressions like *different from*, *similar to*, and *the same as*.

- *This software is different from the one we used before.*

- *Her dress is similar to mine.*
- *The recipe is the same as the one I always use.*

2. Showing big differences

We can use *much*, *so much*, *a lot*, *even*, or *far* with comparative adjectives.

- *The event was far more successful than we expected.*
- *His new job is a lot less stressful than his old one.*

We can use *nowhere near* with *as ... as*.

- *The second season is nowhere near as exciting as the first.*

We can use *very*, *really*, *completely*, or *totally* with *different from*.

- *The two proposals are completely different from each other.*

3. Showing small differences

We can use *slightly*, *a little*, *a bit*, *a little bit*, or *not much* with comparative adjectives.

- *The price is slightly higher than I thought.*
- *The train was not much faster than the bus.*

We can use *almost*, *nearly*, *not quite*, *roughly*, *more or less*, or *about* with *as ... as* and *the same as*.

- *Their scores were almost as high as ours.*
- *The two designs are more or less the same as each other.*

We can use *very* or *really* with *similar to*.

- *This movie is really similar to the one we watched last week.*

4. Showing there is no difference

We can use *exactly the same as* or *just as ... as* to emphasise that there is no difference.

- *His reaction was exactly the same as I expected.*
- *This meal is just as delicious as the one we had at the restaurant.*



Exercise 1: Read the following passage and answer the questions

Interviewing witnesses is an essential part of a criminal investigation. Witnesses can provide crucial information about what they saw or heard, and their statements can help investigators understand the events leading up to and following a crime. When interviewing witnesses, law enforcement officers must be careful to ask clear, open-ended questions to avoid leading them. It is also important to create a safe and comfortable environment, so the witness feels able to share all relevant information. Officers must remain neutral and objective, as witness testimonies must be unbiased and accurate to be used effectively in an investigation.

Questions:

1. Why are witness interviews important in criminal investigations?
2. What type of questions should officers ask during a witness interview?
3. Why is it important to create a comfortable environment for witnesses?
4. What qualities must an officer maintain during a witness interview?

Exercise 2: Read the statements and write True or False

1. Witnesses always provide accurate and complete information during interviews.
2. Officers should ask leading questions to guide the witness's answers.
3. Creating a comfortable environment helps witnesses share more information.
4. Officers must remain neutral and objective during witness interviews.

Exercise 3: Fill in the blanks with the correct words from the list below
(*open-ended, neutral, witness, information, questions*)

1. Officers should ask _____ questions to allow the witness to explain what happened in their own words.
2. A _____ is someone who saw or heard something relevant to a crime.
3. Gathering accurate _____ is crucial to solving the case.
4. Officers should always remain _____ during the interview to avoid influencing the witness's testimony.

Exercise 4: Match the adjectives with their correct meaning

1. Objective a) Free from bias or personal influence
2. Accurate b) Giving the witness the opportunity to speak freely
3. Comfortable c) Free from mistakes or errors
4. Open-ended d) Relaxed and free from stress or anxiety

Exercise 5: Read the following passage and answer the questions

Interviewing victims is a delicate and crucial part of law enforcement. Victims are often in distress, and it is important that officers approach these interviews with sensitivity and empathy. Officers should create a supportive environment and be patient, allowing the victim to express themselves at their own pace. The goal is to gather detailed and accurate information about the crime while ensuring the victim feels safe and understood. Officers must be mindful of the emotional state of the victim, as this can impact the quality of the information provided. Victims' interviews should be conducted with respect and privacy to protect their dignity and wellbeing.

Questions:

1. Why is interviewing victims considered a delicate task for officers?
2. How can officers make victims feel comfortable during the interview?
3. What is the goal of interviewing a victim?
4. How does the emotional state of a victim affect the interview process?

Exercise 6: Read the statements and write True or False

1. Officers should be insensitive and direct when interviewing victims.
2. The victim's emotional state can impact the quality of the information shared during the interview.

3. Victim interviews should be conducted with respect and in private settings.
4. Officers should rush the interview process to gather information quickly.

Exercise 7: Fill in the blanks with the correct words from the list below
(*empathy, supportive, distress, privacy, information*)

1. Officers must approach victims with _____ to make them feel understood.
2. It is important to ensure the victim's _____ is respected during the interview.
3. A _____ environment helps the victim feel more comfortable sharing their experience.
4. Victims may be in _____, so officers should be patient and understanding during the interview.

Exercise 8: Match the adjectives with their correct meaning

1. Sensitive
2. Supportive
3. Patient
4. Private
- a) Giving emotional support or encouragement
- b) Able to wait without frustration
- c) Showing care, especially for emotional issues
- d) Conducted in a way that protects the victim's confidentiality

Exercise 9: Fill in the blanks with the correct comparative modifier
(*much, a lot, far, even, really, totally, slightly, a little, etc.*)

1. The new model is _____ more expensive than the old one.
2. My apartment is _____ smaller than yours.
3. This movie is _____ different from the one we watched last night.
4. Her performance was _____ better than last time.
5. The second season is _____ as interesting as the first one.
6. The meeting was _____ more productive than I expected.
7. The prices here are _____ higher than I thought.
8. His opinion was _____ similar to mine.
9. The two books are _____ the same in terms of plot.
10. This car is _____ faster than the one I used to drive.

Exercise 10: Choose the correct form to complete the sentences

1. The new software is _____ (a) exactly the same as (b) just as ... as the old version.
2. This restaurant is _____ (a) much more expensive than (b) slightly less expensive than the one across the street.
3. My phone is _____ (a) really similar to (b) nowhere near as good as your

phone.

4. His explanation was _____ (a) a little bit more complicated than (b) totally the same as I expected.

5. The hike was _____ (a) slightly harder than (b) a lot more difficult than the last time we did it.

Exercise 11: Correct the mistakes in the following sentences

1. This book is a little more interesting than the last one I read, but nowhere near as exciting.

2. The hotel we stayed in was totally different from the one we stayed last year.

3. My brother is far more taller than me.

4. She's almost not as tall as her sister.

5. The exam was much more easier than I thought.

Exercise 12: Complete the sentences with the correct comparative modifier

1. The two paintings are _____ similar to each other that it's hard to tell which is which.

2. This cake is _____ the same as the one I baked last time, but it tastes a little bit better.

3. The service was _____ fast at the restaurant, but the food was not as good.

4. This dress is _____ expensive than the other one, but I like it more.

5. The coffee at this café is _____ strong as the one from the new place.

6. This brand of shoes is _____ popular than the one we used to buy, but the quality is just as good.

Exercise 13: Choose the best comparison expression to complete the sentences.

1. This car is _____ (a) much more fuel-efficient than (b) slightly as fuel-efficient as that one.

2. The new smartphone is _____ (a) nowhere near as fast as (b) exactly the same as the older model.

3. This painting is _____ (a) really different from (b) almost the same as the artist's other works.

4. Their house is _____ (a) a little bit smaller than (b) completely the same as ours.

5. The weather today is _____ (a) far more pleasant than (b) a little less pleasant than it was last week.

Exercise 14: Write sentences using the given situations

1. Situation: Compare the height of your friend to your own height. Use "*slightly*" or "*a little*".

2. Situation: Describe two brands of smartphones, mentioning which is better and by how much.
3. Situation: Compare two restaurants you've visited recently, using *"much"* or *"far"*.
4. Situation: Discuss the difference between two sports events, using *"not much"* or *"slightly"*.
5. Situation: Compare two movies you watched recently, saying they are *"really"* or *"completely"* similar or different.

Exercise 15: Correct the mistakes

1. This book is exactly the same as the one I read last year.
2. Her dress is far more stylish than the one she wore last week.
3. The weather today is nowhere near as good as it was last weekend.
4. The two restaurants are slightly different in terms of price.
5. He's not as good at cooking as she is, but he's much better at cleaning.



Task for IWC: With a partner, act out the roles below.

Cadet A: You are the witness to a robbery. Talk to Cadet B about:

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

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



Theme 11: Describing suspects

Past habits: “used to”, “would”

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

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

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

Identifying the car may lead to identifying the suspect.

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

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

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



Grammar explanation - Past habits: 'used to', 'would' and past simple

When we talk about things in the past that are not true anymore, we can do it in different ways.

1. Used to + infinitive

We can use *used to* to talk about past states that are not true anymore.

- *We used to own a dog when I was young.*
- *There didn't use to be a park in this neighborhood. When was it built?*
- *Did you use to play an instrument?*

We can also use *used to* to talk about past habits (repeated past actions) that don't happen anymore.

- *I used to jog every morning before work.*
- *He used to drink coffee, but he switched to tea last year.*

Used to + infinitive should not be confused with be/get used to + -ing, which has a different meaning. The difference is covered here.

2. Would

We can use *would* to talk about repeated past actions that don't happen anymore.

- Every Sunday I would visit my grandparents.
- My sister would play the piano beautifully at family gatherings.

Would for past habits is slightly more formal than *used to*. It is often used in stories. We don't normally use the negative or question form of *would* for past habits. Note that we can't usually use *would* to talk about past states.

3. Past simple

We can always use the past simple as an alternative to *used to* or *would* to talk about past states or habits. The main difference is that the past simple doesn't emphasize the repeated or continuous nature of the action or situation. Also, the past simple doesn't make it so clear that the thing is no longer true.

- *We visited the same lake every summer.*
- *We used to visit the same lake every summer.*
- *We would visit the same lake every summer.*

If something happened only once, we must use the past simple.

- *I traveled to Japan in 2018.*



Exercise 1: Read the following passage and answer the questions

When describing a suspect, law enforcement officers must provide accurate and detailed physical descriptions to aid in identification. These descriptions usually include the suspect's height, build, hair color, eye color, and distinguishing marks such as tattoos or scars. Additional details like the type of clothing the suspect is wearing, and any accessories such as hats or glasses, are also helpful. The more specific the description, the more likely it is that the suspect can be located or identified. Officers should remain neutral and avoid making assumptions, ensuring that their descriptions are based purely on what they observed.

Questions:

1. What are the key elements to include in a physical description of a suspect?
2. Why are distinguishing marks like tattoos or scars important when describing a suspect?
3. How does accuracy in physical descriptions help locate or identify a suspect?
4. Why is it important to remain neutral when describing a suspect?

Exercise 2: Read the statements and write True or False

1. It is essential to describe the suspect's clothing when giving a physical

description.

2. Officers should provide physical descriptions based on assumptions about the suspect.

3. Distinguishing marks such as tattoos or scars help in identifying a suspect.

4. The more detailed the physical description, the easier it is to locate or identify the suspect.

Exercise 3: Fill in the blanks with the correct words from the list below

(height, scars, tattoos, build, eye color, clothing)

1. The officer described the suspect as having a muscular _____.
2. The suspect had a noticeable _____ on his left hand.
3. The officer mentioned the suspect's _____ as being medium height.
4. The suspect wore a dark jacket and black _____.
5. The suspect's _____ were green, which helped in identifying him.
6. The suspect had a large dragon _____ on his neck.

Exercise 4: Match the adjectives with their correct meaning

- | | |
|----------------|----------------------------------|
| 1. Distinctive | a) Thin or slender in appearance |
| 2. Tall | b) Easily noticed or unique |
| 3. Slim | c) Higher than average in height |
| 4. Prominent | d) Easily visible or noticeable |

Exercise 5: Describe the physical appearance of a suspect based on the following scenario

A witness describes a suspect seen leaving a bank after a robbery. The suspect is approximately 165 tall, with short black hair, brown eyes, and a thin build. The suspect was wearing a black hoodie, jeans, and white sneakers. The suspect had a tattoo of a skull on the right arm.

Write a detailed physical description of this suspect, keeping in mind the importance of accuracy and clarity.

Exercise 6: Fill in the blanks with used to and the appropriate verb

1. When I was a child, I _____ (eat) a lot of sweets, but now I try to eat healthier.
2. We _____ (live) in a small town, but we moved to the city last year.
3. My parents _____ (travel) a lot before they had children.
4. There _____ (not be) any restaurants in this area when I was young.
5. He _____ (have) a bicycle, but he sold it last month.

Exercise 7: Each sentence contains an error with the use of "used to". Find and correct the mistake

1. I didn't used to like coffee, but now I drink it every day.
2. She used to went to the gym every day, but now she prefers running outdoors.

3. Did you used to play the piano when you were young?
4. We used to lived in London, but now we live in Manchester.
5. He used to smoke, but he doesn't anymore.

Exercise 8: Choose the correct option between "*used to*" or "*be/get used to*"

1. When I was a child, I _____ play outside every day.
 - a) used to
 - b) am used to
 - c) get used to
2. She _____ wake up early for work, but now she has a flexible schedule.
 - a) used to
 - b) is used to
 - c) gets used to
3. They _____ eat fast food all the time, but now they cook at home more often.
 - a) used to
 - b) are used to
 - c) get used to
4. I _____ be afraid of dogs, but now I have one as a pet.
 - a) used to
 - b) am used to
 - c) get used to
5. When we were younger, we _____ go camping every summer.
 - a) used to
 - b) are used to
 - c) got used to

Exercise 9: Write your own sentences using "*used to*" for the following situations

1. You used to have a pet, but you don't anymore.
2. You used to have a daily routine, but now your schedule has changed.
3. You used to play a sport, but you don't anymore.
4. You used to live in a different city or town.
5. You used to have a favorite hobby that you no longer do.

Exercise 10: Complete the sentences with "*used to*" or "*didn't use to*"

1. My grandfather _____ (smoke), but he quit many years ago.
2. I _____ (like) chocolate when I was a child, but now I can't stand it.
3. We _____ (have) a garden in our old house, but we moved to an apartment.
4. She _____ (be) so shy, but now she speaks in public with confidence.
5. I _____ (go) to bed late when I was younger, but now I always sleep early.

Exercise 11: Read the following passage and answer the questions

When describing a suspect's behavior and actions, law enforcement officers focus on the suspect's movements, speech, and mannerisms during or after the crime. Behaviors such as avoiding eye contact, appearing nervous, or acting aggressively may indicate guilt or a desire to conceal information. Additionally, unusual actions like running from the scene, attempting to hide, or engaging in suspicious activities can help officers form an understanding of the suspect's intentions. It's important that officers document these behaviors accurately, as they can provide valuable clues in solving the crime.

Questions:

1. Why is it important to describe a suspect's behavior and actions?
2. What behaviors might suggest that a suspect is guilty or hiding something?
3. How can running away from the scene help officers in identifying a suspect?
4. Why must officers be accurate when describing a suspect's behavior?

Exercise 12: Read the statements and write True or False

1. Describing a suspect's behavior is less important than their physical appearance.
2. Nervousness or avoidance of eye contact can suggest that a suspect is guilty.
3. A suspect who behaves aggressively is likely to be innocent.
4. Running from the crime scene is a suspicious action that may indicate the suspect is avoiding detection.

Exercise 13: Fill in the blanks with the correct words from the list below

(nervous, aggressive, avoiding, suspicious, guilty)

1. The suspect appeared _____, glancing around nervously and fidgeting.
2. The suspect's _____ behavior, including shouting and raising their fists, made officers feel threatened.
3. The suspect was _____ the officers' questions and kept looking over their shoulder.
4. The officers found the suspect's actions _____, especially when they started running away from the scene.
5. The suspect's _____ actions, such as quickly trying to hide the stolen items, indicated they were trying to conceal the crime.

Exercise 14: Match the adjectives with their correct meaning

1. Suspicious
2. Nervous
3. Defensive

4. Avoidant

- a) Showing discomfort or anxiety, often with signs of unease
- b) Acting in a way that raises doubts or concerns about intentions
- c) Trying to protect oneself, often with hostility or denial
- d) Trying to escape or stay away from something, usually to avoid confrontation

Exercise 15: Describe the behavior and actions of a suspect based on the following scenario

A suspect was seen acting suspiciously outside a store. They kept looking around and seemed to be avoiding eye contact with passersby. After a few minutes, the suspect rushed into the store, grabbed some items, and quickly left, looking over their shoulder as they walked away. Witnesses noted that the suspect was sweating and appeared agitated.

Write a detailed description of this suspect's behavior and actions, focusing on the possible signs of guilt or intent.

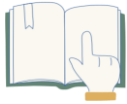


Task for IWC: With a partner, act out the roles below.

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

- build;
- hair;
- distinguishing marks.

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



Theme 12: Searching suspects and property

Relative clauses

What the police **MAY** do

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

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

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

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

What the police **MAY NOT** do

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

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

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

Unless there is a reasonable suspicion that it contains evidence, illegal items, or stolen goods, the police may not search your vehicle.

If your car has been confiscated by the police, however, they may search it.

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



Grammar explanation - Relative clauses: defining and non-defining relative clauses

Relative clauses give us information about the person or thing mentioned.

Defining relative clauses provide essential information—information that

tells us who or what we are talking about.

- *The man who works in the bookstore is very knowledgeable.*
- *These are the documents that need to be signed.*

We usually use a relative pronoun or adverb to start a defining relative clause: *who*, *which*, *that*, *when*, *where*, or *whose*.

1. **who/that**

We can use *who* or *that* to talk about people. That is more common and a bit more informal.

- *She's the teacher who helps me with my homework.*
- *He's the friend that introduced me to this hobby.*

2. **which/that**

We can use *which* or *that* to talk about things. That is more common and a bit more informal.

- *I found a recipe which uses only five ingredients.*
- *The book that you lent me was fascinating!*

3. **Other pronouns**

When can refer to a time.

- *Christmas is the holiday when families gather together.*

Where can refer to a place.

- *That's the café where we first met.*

Whose refers to the person that something belongs to.

- *She's an author whose novels have won several awards.*

4. **Omitting the relative pronoun**

Sometimes we can leave out the relative pronoun. For example, we can usually leave out *who*, *which*, or *that* if it is followed by a subject.

- *The chef [that] we spoke to was very inspiring.* (we = subject, can omit that)

We can't usually leave it out if it is followed by a verb.

- *The chef that prepared our meal was outstanding.* (prepared = verb, can't omit that)

Non-defining relative clauses give us *extra* information about someone or something. It isn't essential for understanding who or what we are talking about.

- *My grandfather, **who's 87**, goes swimming every day.*
- *The house, **which was built in 1883**, has just been opened to the public.*
- *The award was given to Sara, **whose short story impressed the judges**.*

We always use a relative pronoun or adverb to start a non-defining relative clause: *who*, *which*, *whose*, *when* or *where* (but not *that*). We also use commas to separate the clause from the rest of the sentence.

1. **who, which and whose**

We can use *who* to talk about people, *which* to talk about things and *whose* to refer to the person or thing that something belongs to.

- *Yesterday I met my new boss, **who** was very nice.*
- *The house, **which** is very big, is also very cold!*
- *My next-door neighbour, **whose** children go to school with ours, has just*

bought a new car.

- *After the port there is a row of fishermen's houses, **whose** lights can be seen from across the bay.*

2. Places and times

We can use *which* with a preposition to talk about places and times. In these cases it's more common to use *where* or *when* instead of *which* and the preposition.

- *City Park, **which** we used to go **to**, has been closed down.*
- *City Park, **where** we used to go, has been closed down.*
- *December, **which** Christmas is celebrated **in**, is a summer month for the southern hemisphere.*

- *December, **when** Christmas is celebrated, is a summer month for the southern hemisphere.*

However, when we use *which* without a preposition, we can't use *where* or *when*.

- *Centre Park, **which** we love, is always really busy on Saturdays.*
- *February, **which** is my favourite month, lasts 29 days this year.*



Exercise 1: Read the following passage and answer the questions

Searching suspects is an essential part of law enforcement, often conducted to find weapons, contraband, or evidence related to a crime. Officers must follow strict procedures to ensure that the search is legal, respectful, and effective. Before conducting a search, officers typically need probable cause or a warrant. The search can be done in various ways: a pat-down, a frisk, or a more thorough search if circumstances allow. It's important for officers to inform the suspect of their rights and actions, maintaining safety and security for both the officer and the individual. All evidence found during a search must be documented properly to be used in court.

Questions:

1. What is the purpose of searching suspects in law enforcement?
2. What must officers have before conducting a search, and why?
3. What are the different types of searches officers can conduct?
4. Why is it important for officers to inform suspects of their rights before searching them?
5. What must officers do with the evidence they find during a search?

Exercise 2: Read the statements and write True or False

1. Officers do not need any reason to search a suspect.
2. A search must be conducted in a manner that is respectful and legal.
3. Officers can conduct a search without informing the suspect of their rights.
4. Evidence found during a search must be properly documented to be admissible in court.

5. A frisk is the most thorough search an officer can conduct.

Exercise 3: Fill in the blanks with the correct words from the list below

(Words: *probable cause, frisk, document, search, evidence*)

1. Before conducting a _____, officers need to have _____ to ensure the search is legal.
2. A _____ is a quick pat-down of a suspect's outer clothing to check for weapons.
3. It is important for officers to _____ all items found during a search.
4. Officers must ensure they follow procedures when conducting a _____ to avoid violating rights.
5. Anything found during a search, such as drugs or weapons, is considered _____ and may be used in the investigation.

Exercise 4: Match the term with its correct definition

1. Probable Cause
2. Frisk
3. Search Warrant
4. Contraband
- a) A legal document authorizing officers to search an individual or location
- b) The legal justification that allows officers to perform a search
- c) Goods that are illegal to possess, like drugs or stolen property
- d) A brief search of a person's outer clothing for weapons or dangerous objects

Exercise 5: Writing task

Describe the steps an officer must take when preparing to search a suspect. Include the importance of probable cause, the types of searches they can perform, and how they should document evidence found during the search.

Exercise 6: Scenario-based questions

Imagine you are an officer and you have stopped a suspect who you believe is carrying illegal items. Describe what steps you would take to search the suspect, ensuring that the search is legal and respectful of the suspect's rights. What would you do if you find evidence during the search?

Exercise 7: Complete the sentences using *who, which, that, when, where, or whose*

1. The woman _____ lives next door is a famous singer.
2. Do you remember the day _____ we met?
3. The movie _____ we watched last night was amazing.
4. The house _____ he bought last year is very modern.
5. I met a person _____ mother is an artist.
6. This is the restaurant _____ we had our first date.
7. The students _____ studied hard passed the exam.

8. The town _____ I grew up in is very small.

Exercise 8: Choose the correct relative pronoun

1. The teacher _____ taught me English is very friendly.

- a) who
- b) which
- c) where

2. The book _____ I'm reading right now is fascinating.

- a) that
- b) whose
- c) when

3. The place _____ we stayed during our vacation was beautiful.

- a) who
- b) when
- c) where

4. I met a woman _____ husband is a famous actor.

- a) whose
- b) that
- c) when

5. The event _____ we attended last week was a great success.

- a) who
- b) that
- c) where

Exercise 9: Each sentence contains an error with the relative clause. Find and correct the mistake

- 1. The book which I borrowed from the library is amazing.
- 2. He's the person which helped me with the project.
- 3. The restaurant that we went to last night was excellent.
- 4. The house where I grew up it's in the countryside.
- 5. This is the teacher who class is always interesting.

Exercise 10: Combine the sentences using a relative clause

Combine the sentences into one using a relative clause.

- 1. She is my friend. She is a great singer.
- 2. We visited a museum. It was very interesting.
- 3. I have a friend. His father is a famous actor.
- 4. The city is beautiful. I live there.
- 5. He's the man. He helped me with my problem.

Exercise 11: Rewrite the sentences, omitting the relative pronoun where you can

- 1. The book that is on the table is mine.
- 2. The girl who is sitting next to me is my cousin.

3. The house which is on the hill belongs to my uncle.
4. The man that we saw in the park is a famous author.
5. The car that I bought last year broke down yesterday.

Exercise 12: Read the following passage and answer the questions

Searching property is a critical task in law enforcement, especially when investigating crimes or gathering evidence. Law enforcement officers can only search property under certain circumstances, such as with probable cause or when they have obtained a search warrant. The search of property can include homes, vehicles, or commercial spaces. Officers must respect legal boundaries and ensure the search is conducted in a way that respects the rights of the property owner. Proper documentation of all evidence collected during a search is vital for future legal proceedings. Officers should also ensure that any search of a property is carried out with safety in mind, both for themselves and others involved.

Questions:

1. What is necessary before an officer can search a property?
2. What types of property can law enforcement search?
3. Why is it important to have a search warrant before searching a property?
4. How should officers document the evidence found during a search of property?
5. Why is safety important during a property search?

Exercise 13: Read the statements and write True or False

1. Officers can search a property without a warrant if they have probable cause.
2. A search warrant is not needed if the property owner consents to the search.
3. Officers should document all evidence found during a property search.
4. A search of property can only include homes, not vehicles or businesses.
5. Safety precautions are important to ensure the protection of officers and civilians during a search.

Exercise 14: Fill in the blanks with the correct words from the list below
(*probable cause, warrant, documentation, consent, vehicle*)

1. Before searching a property, officers must have a _____ or obtain a search _____.
2. Officers should always request the property owner's _____ before beginning a search.
3. Any evidence discovered during a search must be properly _____ for legal purposes.
4. A _____ search may also be authorized in certain situations without a warrant.
5. Law enforcement officers may search a _____ if they believe it contains evidence of a crime.

Exercise 15: Match the term with its correct definition

1. Search Warrant

2. Probable Cause

3. Consent Search

4. Search and Seizure

a) The legal process of collecting evidence from a property or person

b) The belief that there is enough evidence to justify a search

c) A legal document that gives officers permission to search a specific property

d) The voluntary agreement by a property owner or occupant to allow a search without a warrant

Exercise 16: Writing task

Describe the proper procedure for conducting a search of a property. Include the role of probable cause, search warrants, and the importance of documentation. Also, explain what officers should do if they find illegal evidence during the search.

Exercise 17: Scenario-based questions

Imagine you are assigned to search a suspect's vehicle based on probable cause. You do not have a warrant but the suspect gives you permission to search the vehicle. Describe the steps you would take to ensure the search is legal and respectful of the suspect's rights. What actions would you take if you find evidence of a crime?

Exercise 18: Fill in the blanks with appropriate phrases

1. In order to search a private residence, officers must have a _____.

2. If the property owner gives permission, a search can be done through _____.

3. All _____ found during a search should be properly recorded and handled according to legal procedures.

4. A search of a _____ can often be conducted if there is probable cause to suspect it contains evidence of a crime.

Exercise 19: Complete the sentences using *who*, *which*, *whose*, *when*, or *where*

1. The artist, _____ painting was exhibited in Paris, is a well-known figure in the art world.

2. I love the café, _____ we always go to after work.

3. My sister, _____ car was stolen last week, is feeling a bit upset.

4. Last summer, we visited the park, _____ has a beautiful lake.

5. My childhood home, _____ is located on a quiet street, has a large garden.

6. The restaurant, _____ we dined in last night, had amazing food.

7. The year, _____ she graduated, was a turning point in her career.
8. He's a photographer, _____ work I admire a lot.

Exercise 20: Choose the correct relative pronoun to complete each sentence

1. I met a woman _____ brother is a famous singer.
 - a) who
 - b) whose
 - c) which
2. The concert, _____ we had tickets for, was postponed.
 - a) when
 - b) which
 - c) where
3. The city, _____ I was born, is known for its history.
 - a) which
 - b) where
 - c) whose
4. The movie, _____ we watched last night, was incredible.
 - a) whose
 - b) which
 - c) when
5. The hotel, _____ we stayed, had a beautiful view of the beach.
 - a) where
 - b) which
 - c) when

Exercise 21: Correct the mistakes in the relative clauses

1. The car, that I bought last year, broke down yesterday.
2. The city, where we visited last summer, is known for its architecture.
3. My friend, whose parents live abroad, is coming to visit next week.
4. The movie, that was released last month, was a huge success.
5. The house, where we used to live in, has been renovated.

Exercise 22: Combine the sentences using a non-defining relative clause

1. We went to a museum. It had a great collection of art.
2. I have a neighbor. Her son plays in the football team.
3. She is my best friend. We met in college.
4. I visited Rome last summer. It's a city full of history.
5. The team won the championship. They trained very hard for it.

Exercise 23: Add commas and relative pronouns

1. I met a singer _____ has toured all over the world.
2. The town _____ I grew up in is famous for its annual festival.
3. The company _____ I work for is expanding internationally.

4. She, _____ father is a lawyer, is studying law at university.
5. My aunt, _____ we visit every summer, lives in the countryside.



Task for IWC: With a partner, act out the roles below.

Cadet A: You are an officer on a traffic stop. Talk to Cadet B about:

- why you pulled him/her over;
- whether she/he has been drinking;
- searching his/her vehicle

Cadet B: You are a driver. Talk to Cadet A about having your vehicle searched.



Theme 13: Making an arrest

Reported speech

The process of making an arrest in Kazakhstan is governed by the country's laws and regulations, with a focus on ensuring that the rights of both the suspect and the public are protected. Police officers are trained to follow specific procedures during an arrest to maintain legality, order, and safety.

Key steps for making an arrest:

1. Legal grounds for arrest:
 - Probable cause: A police officer must have a reasonable belief that the individual has committed a crime. This can be based on direct observation, evidence, or credible reports from witnesses.
 - Arrest warrant: In many cases, a police officer requires an arrest warrant issued by a judge, unless the person is caught committing a crime (*flagrante delicto*). Some exceptions exist, such as in cases of urgent danger or risk of evidence destruction.
2. Identification:
 - Police identification: Officers must identify themselves clearly as law enforcement, presenting their badge or identification if the suspect is unaware of their authority.
 - Reason for arrest: Police must inform the individual of the reason for the arrest, explaining the crime they are suspected of committing.
3. Use of force:
 - Minimal force: Officers are expected to use the minimum amount of force necessary to make the arrest. If the suspect is compliant, no force is needed. If the suspect resists, officers may use appropriate force to secure the arrest, but excessive force is prohibited.
 - Handcuffing: If necessary, handcuffs are used to restrain the suspect during the arrest to prevent escape or harm to officers or others.
4. Rights of the arrested individual:
 - Right to silence: The arrested individual has the right to remain silent and is informed of this upon arrest.
 - Right to legal representation: The suspect has the right to legal counsel during the arrest and interrogation process.
 - Right to be informed of charges: The suspect must be informed of the charges against them in a timely manner.
5. Search of Person:
 - Search upon arrest: police officers are permitted to search the arrested person for weapons, evidence, or contraband to ensure the safety of everyone involved and to preserve evidence.
 - Personal belongings: officers may also search any personal belongings the suspect is carrying, like bags or pockets.
6. Transport to detention:
 - Transporting the suspect: once arrested, the individual is taken to a police

station or detention center for processing. Officers must ensure the detainee's safety and well-being during transport.

- Processing: the suspect will be booked, photographed, and fingerprinted. They will also be informed of their legal rights, including the right to call an attorney.

7. Detention and Investigation:

- Detention Period: Under Kazakh law, the maximum time an individual can be detained without formal charges is typically 48 hours. During this time, the police must either file charges or release the individual.

- Investigation: Once arrested, the suspect will be interrogated, and an investigation into the alleged crime will be conducted.

8. Court Appearance:

- Court hearing: if the individual is formally charged, a court hearing will be scheduled, where evidence is presented, and the suspect will have an opportunity to defend themselves.

- Bail: depending on the charges, the suspect may be eligible for bail or be kept in detention until the trial.

Conclusion:

Making an arrest in Kazakhstan follows a structured legal process to ensure that the rights of the individual are protected while also upholding the law. Police officers must have legal grounds for the arrest, provide clear information to the suspect, and use appropriate force only when necessary. The process also ensures that suspects are given their rights, including the right to an attorney and the right to be informed of the charges against them.



Grammar explanation - Reported speech. When we tell someone what another person said, we often use the verbs say, tell, or ask. These are called 'reporting verbs'. However, we can also use other reporting verbs. Many reporting verbs can be followed by another verb in either an infinitive or an -ing form.

1. Reporting verb + infinitive

Verbs like advise, agree, challenge, claim, decide, demand, encourage, invite, offer, persuade, promise, refuse, and remind can follow an infinitive pattern.

- **'I'll finish the project by next week.'**

He promised to finish the project by next week.

- **'I will help you with your assignment.'**

She offered to help him with his assignment.

- **'You should consider taking a different route.'**

They advised her to consider taking a different route.

We can also use an infinitive to report imperatives, with a reporting verb like tell, order, instruct, direct, or warn.

- **'Make sure to turn off the lights.'**

The teacher instructed us to turn off the lights.

- **'Don't forget to bring your ID!'**

She reminded us not to forget to bring our ID.

2. Reporting verb + -ing form

Verbs like admit, apologise for, complain about, deny, insist on, mention, and suggest can follow an -ing form pattern.

- **'I was late to the meeting.'**

He admitted being late to the meeting.

- **'I regret not taking that opportunity.'**

She apologised for not taking that opportunity.

- **'We should review the documents together.'**

They suggested reviewing the documents together.

Reported speech is when we tell someone what another person said. To do this, we can use direct speech or indirect speech.

- direct speech: 'I teach at a university,' said Sarah.
- indirect speech: Sarah said that she taught at a university.

In indirect speech, we often use a tense which is 'further back' in the past (e.g., taught) than the tense originally used (e.g., teach). This is called 'backshift.' We also may need to change other words that were used, for example, pronouns.

1. Present simple, present continuous, and present perfect

When we backshift, present simple changes to past simple, present continuous changes to past continuous, and present perfect changes to past perfect.

- 'I go hiking every weekend.'

Mark said that he went hiking every weekend.

- 'The kids are playing outside!'

She told me the kids were playing outside.

- 'I've finished my project.'

He said he had finished his project.

2. Past simple and past continuous

When we backshift, past simple usually changes to past perfect simple, and past continuous usually changes to past perfect continuous.

- 'They visited Spain last summer.'

She told me they had visited Spain last summer.

- 'I was studying all night.'

He said he had been studying all night.

3. Past perfect

The past perfect doesn't change.

- 'I had seen that movie before, but I enjoyed it again.'

He said he had seen that movie before, but he enjoyed it again.

4. No backshift

If what the speaker has said is still true or relevant, it's not always necessary to change the tense. This might happen when the speaker has used a present tense.

- 'I work in the office downtown.'

Jenny told me that she works in the office downtown. I'm thinking of visiting her!

- 'I'm studying for my exams this week.'

He told me he's studying for his exams this week. Maybe I should call him!

- 'I've just eaten lunch!'

She said she's just eaten lunch, so she's not hungry.

5. Pronouns, demonstratives, and adverbs of time and place

Pronouns also usually change in indirect speech.

- 'I love painting,' said Tom.

Tom said that he loved painting.

- 'We competed in the tournament last year,' said Lisa.

Lisa told me they had competed in the tournament last year.

However, if you are the person or one of the people who spoke, then the pronouns don't change.

- 'I'm excited about the trip,' I said.

I told her that I was excited about the trip.

- 'We want our old uniforms back!' we said.

We said that we wanted our old uniforms back.

We also change demonstratives and adverbs of time and place if they are no longer accurate.

- 'That is my favorite book.'

He said that was his favorite book. [You are not currently near the book.]

- 'We enjoy living here.'

She told me they enjoyed living here. [You are currently in the place they enjoy.]

- 'I'm planning to go shopping today.'

She told me she's planning to go shopping today. [It is currently still the same day.] She told me she was planning to go shopping that day. [It is not the same day anymore.]

In the same way, these changes to those, now changes to then, yesterday changes to the day before, tomorrow changes to the next/following day, and ago changes to before.

Exercise 1: Read the following passage and answer the questions

When approaching a suspect, law enforcement officers must remain vigilant and strategic to ensure their safety and the safety of others. The approach should be calm and controlled, allowing officers to assess the situation and avoid escalating it unnecessarily. Officers are trained to use clear communication when speaking with the suspect and should always be aware of the environment, ensuring they are not positioned in a way that could make them vulnerable. It is essential to observe the suspect's body language, listen for any unusual sounds, and assess any potential risks before taking further action. Maintaining a professional demeanor while approaching the suspect helps ensure that the interaction is as effective and safe as possible.

Questions:

1. Why is it important for officers to remain calm when approaching a suspect?

2. What should officers observe and assess when approaching a suspect?
3. How can body language help officers during the approach?
4. What should officers do if they feel that the situation might escalate during the approach?
5. Why is communication key when approaching a suspect?

Exercise 2: Read the statements and write True or False

1. Officers should approach a suspect aggressively to show authority.
2. It's important for officers to be aware of their environment when approaching a suspect.
3. Body language and verbal communication are crucial when interacting with a suspect.
4. Officers should always rush toward the suspect to control the situation quickly.
5. Officers should approach suspects in a way that minimizes risks and avoids escalation.

Exercise 3: Fill in the blanks with the correct words from the list below

(communication, environment, approach, body language, escalation)

1. Before making an _____, officers should assess the _____ to ensure safety.
2. Clear and calm _____ is crucial when approaching a suspect.
3. Officers should observe the suspect's _____ to understand their emotional state and intentions.
4. The goal when approaching a suspect is to prevent _____ and keep the situation under control.

Exercise 4: Match the actions with the correct description

1. Observation
2. Clear Communication
3. Avoiding Escalation
4. Assessing Risks
 - a) Using calm and professional language to address the suspect
 - b) Analyzing the situation for potential threats or dangers
 - c) Not allowing the situation to become violent or out of control
 - d) Watching the suspect's movements, facial expressions, and surroundings

Exercise 5: Writing task

Describe the process an officer should follow when approaching a suspect. Include the importance of staying calm, assessing the environment, and observing the suspect's body language. How should officers communicate with the suspect to maintain control of the situation?

Exercise 6: Scenario-Based Questions

Imagine you are an officer approaching a suspect who is acting nervously in a crowded area. Describe what steps you would take to approach the suspect. How would you use communication to defuse any tension? What would you observe in the suspect's behavior to ensure that the approach is safe?

Exercise 7: Fill in the blanks with appropriate phrases

1. Before approaching a suspect, officers must first assess the _____ for any immediate threats.
2. Using clear _____ helps officers maintain control of the situation.
3. Observing the suspect's _____ can give clues about their intentions or emotional state.
4. Officers must always be prepared to de-escalate a situation to prevent _____.

Exercise 8: Change the direct speech to reported speech

1. "Do you like the new design?" she asked.
2. "What time does the meeting start?" he asked.
3. "Can I borrow your phone?" she asked.
4. "Where did you go on holiday?" they asked.
5. "Will you be available tomorrow?" he asked.
6. "Have you finished the report?" she asked.
7. "How did you find the conference?" they asked.
8. "Are we meeting at 3 p.m.?" she asked.

Exercise 9: Choose the correct reporting verb

1. "I can help you with that task," he said. He _____ to help me with that task.
 - a) suggested
 - b) offered
 - c) complained
2. "I forgot to send the email," she said. She _____ being late in sending the email.
 - a) mentioned
 - b) denied
 - c) admitted
3. "We will have a team meeting on Monday," they said. They _____ to have a team meeting on Monday.
 - a) promised
 - b) reminded
 - c) decided
4. "Please send me the files by 5 p.m.," he said. He _____ us to send the files by 5 p.m.
 - a) advised
 - b) instructed

- c) suggested
5. "I think we should start earlier tomorrow," she said. She _____ starting earlier tomorrow.
- a) insisted on
b) invited
c) suggested

Exercise 10: Change the following sentences to reported speech (*offers, requests, and suggestions*)

1. "Would you like some help with that?" she asked.
2. "Could you please send me the details?" he said.
3. "Let's start early tomorrow," she suggested.
4. "Can I offer you a ride to the airport?" he asked.
5. "Please don't be late for the meeting," she said.

Exercise 11: Report the questions

1. "Do you like my new project?" he asked.
2. "Why are you late?" she asked.
3. "Will you attend the meeting tomorrow?" they asked.
4. "What is your opinion on the proposal?" he asked.
5. "Where is the nearest bus stop?" she asked.

Exercise 12: Choose the correct reporting verb and form

1. "I'm sorry for the confusion," he said. He _____ for the confusion.
a) admitted
b) apologized
c) suggested
2. "We should consider a different approach," they said. They _____ considering a different approach.
a) suggested
b) decided
c) invited
3. "Don't forget to bring your ID," she said. She _____ us not to forget to bring our ID.
a) reminded
b) promised
c) complained
4. "I will finish the project on time," he said. He _____ to finish the project on time.
a) promised
b) insisted
c) offered
5. "We need to review the documents together," they said. They _____ reviewing the documents together.

- a) mentioned
- b) suggested
- c) demanded

Exercise 13: Correct the mistakes in reported speech

1. She asked me where do you live.
2. They offered helping us with the report.
3. He suggested to start the meeting earlier.
4. She promised to coming on time tomorrow.
5. He wanted to know what time the event starts.

Exercise 14: Read the following passage and answer the questions

The arrest process is a critical procedure in law enforcement. When officers arrest a suspect, they must follow legal procedures to ensure that the arrest is valid and the suspect's rights are protected. The process typically begins with the officer identifying themselves and informing the suspect that they are being arrested. The officer must state the reason for the arrest, such as the crime the suspect is suspected of committing. After informing the suspect, the officer physically restrains them by placing them in handcuffs, making sure to avoid excessive force. Once the suspect is secured, they are transported to a detention facility, where they will be processed. During the arrest, officers should remain professional, document the event, and ensure the suspect's rights are upheld, including the right to remain silent and the right to an attorney.

Questions:

1. What is the first step officers must take in the arrest process?
2. Why must officers inform the suspect of the reason for their arrest?
3. What must officers do to ensure that the suspect's rights are protected during the arrest?
4. Why is it important for officers to remain professional during an arrest?
5. What happens after a suspect is arrested?

Exercise 15: Read the statements and write True or False

1. Officers must inform the suspect of the reason for the arrest.
2. The arrest process involves physically restraining the suspect and taking them to a detention facility.
3. Officers are allowed to use excessive force when making an arrest.
4. A suspect's rights, such as the right to remain silent, should be respected during the arrest.
5. Once the arrest is made, officers do not need to document the event.

Exercise 16: Fill in the blanks with the correct words from the list below

(Words: restraint, rights, reason, professional, transported)

1. Officers must clearly state the _____ for the arrest before taking any action.

2. Once arrested, the suspect must be properly _____ to a detention facility.
3. The officer must ensure that the suspect's _____ are respected during the entire process.
4. After informing the suspect of their rights, the officer can apply physical _____ to safely restrain the suspect.
5. Throughout the process, officers must maintain a _____ demeanor, ensuring the suspect is treated fairly.

Exercise 17: Match the terms with their correct definitions

1. Arrest
2. Miranda Rights
3. Detention Facility
4. Excessive Force
 - a) The place where suspects are taken after an arrest to be processed
 - b) Legal rights that must be read to the suspect, including the right to remain silent
 - c) An action that involves physically restraining and taking someone into custody due to suspected criminal activity
 - d) Using more force than necessary, violating the suspect's rights or causing unnecessary harm

Exercise 18: Writing task

Describe the process that officers should follow when making an arrest. Include the steps of informing the suspect of their rights, restraining the suspect, and transporting them to a detention facility. Why is it important to document the arrest and maintain professionalism during the entire process?

Exercise 19: Scenario-based questions

Imagine you are an officer and have just identified a suspect who has been involved in a crime. The suspect is cooperative but nervous. Describe how you would approach the arrest process. What steps would you take to ensure the suspect's rights are respected and that the arrest is carried out professionally and legally?

Exercise 20: Fill in the blanks with appropriate phrases

1. When making an arrest, the officer must clearly state the _____ for the arrest to the suspect.
2. Officers must ensure they use reasonable _____ when restraining a suspect.
3. After the arrest, the suspect should be _____ to a detention facility for processing.
4. During the arrest, officers must treat the suspect with _____ to avoid any legal issues.

Exercise 21: Convert direct speech into reported speech (statements)

1. "I work as a software developer," John said.
2. "I was reading a book when you called," she said.
3. "I have already eaten lunch," he said.
4. "They visited Paris last year," they said.
5. "I go to the gym every morning," Sarah said.
6. "She was studying for her exam all week," he said.
7. "We played tennis yesterday," they said.
8. "I have just completed my project," Mark said.

Exercise 22: Change the direct speech to reported speech (with backshift)

1. "I am going to the meeting now," she said.
2. "We are planning to visit the museum tomorrow," he said.
3. "I have never been to Japan," she said.
4. "They were watching a movie when I arrived," he said.
5. "I don't like spicy food," she said.
6. "We saw a fantastic show last weekend," they said.
7. "I had already finished my homework," she said.
8. "The weather is perfect for a picnic," he said.

Exercise 23: Convert direct speech with no backshift into reported speech

1. "I work in a hospital," Tom said.
2. "I am studying for my exams this week," he said.
3. "I've just finished my lunch," she said.
4. "I play the piano," she said.
5. "I'm going on holiday next week," he said.
6. "I always wake up early," she said.
7. "I want to go to the concert," they said.
8. "I need to make a phone call," he said.

Exercise 24: Change pronouns, demonstratives, and adverbs of time/place in reported speech

1. "That is a beautiful painting," she said.
2. "I love my new phone," Tom said.
3. "We will meet you here tomorrow," they said.
4. "I will visit my parents this weekend," she said.
5. "I'm going to the cinema later," he said.
6. "This is the best day ever," she said.
7. "We ate at a great restaurant yesterday," they said.
8. "I am going to the party now," she said.

Exercise 25: Fill in the blanks with the correct form of reported speech

1. She said that she _____ (visit) her grandmother last weekend.
2. He told me that he _____ (study) for his exams all week.
3. They said they _____ (go) to the cinema the following day.
4. I told him that I _____ (finish) the report yesterday.
5. John mentioned that he _____ (not like) spicy food.
6. She said she _____ (be) excited for the trip the next month.
7. We told them that we _____ (have) lunch in the new café.
8. Mark said he _____ (already, see) the movie before.

Exercise 26: Correct the mistakes in reported speech

1. She said that she studies English every day.
2. He said that they will visit the museum next week.
3. I told her that I had just eaten my lunch.
4. They said they had played football yesterday.
5. I said that I were planning a trip to Italy next summer.
6. Tom said that he didn't like going to the gym.
7. He told me he have been to Japan last year.
8. They said that they enjoyed living there since five years.

Exercise 27: Report the following statements with changes to time expressions

1. "I will send the email tomorrow," he said.
2. "I met her yesterday," she said.
3. "I have a meeting this afternoon," he said.
4. "We will be going on holiday next week," they said.
5. "I bought this jacket last month," she said.
6. "I'm planning to call you later," he said.
7. "I've never been to Paris," she said.
8. "I've just completed the assignment," they said.

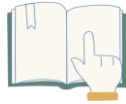


Task for IWC: With a partner, act out the roles below.

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

- the law she/he broke;
- reason that she/he is being arrested

Cadet B: You are being arrested. Make claims that you are not guilty



Theme 14: Processing suspects

Stative verbs

The process of handling suspects after their arrest is an essential part of the law enforcement procedure. This procedure ensures that the rights of the arrested individuals are respected while also gathering the necessary information for legal action. Processing includes booking, interrogation, and the formal initiation of legal proceedings. Below is a breakdown of the key steps involved in processing suspects in Kazakhstan:

1. Booking the suspect

Once a suspect is arrested, they are taken to a police station or detention facility, where they undergo the booking process. The booking involves:

- **Identification:** the suspect's full name, date of birth, address, and other personal details are recorded.
- **Photographing and fingerprinting:** the suspect is photographed and fingerprinted as part of the official record.
- **Personal property:** any personal belongings (e.g., mobile phones, wallets) are cataloged, inventoried, and secured for safekeeping.
- **Medical examination:** in some cases, a medical check may be carried out, especially if there are concerns about the suspect's health or if injuries were sustained during arrest.

2. Informing the suspect of their rights

Suspects must be informed of their rights once they are taken into custody:

- **Right to remain silent:** the suspect has the right not to answer any questions and to remain silent.
- **Right to legal counsel:** the suspect is entitled to request legal representation and may contact a lawyer.
- **Right to be informed of charges:** the suspect must be told why they have been arrested and the charges they face.
- **Right to a court hearing:** if the arrest is extended beyond 48 hours, the suspect has the right to a court hearing, where a judge will decide whether they should remain in custody.

3. Interrogation/questioning

Once a suspect is processed, law enforcement may proceed with questioning or interrogation:

- **Voluntary statements:** police officers may ask the suspect questions related to the case. The suspect is not required to answer but must be informed of their right to remain silent.
- **Legal representation:** if the suspect has a lawyer, the lawyer can be present during the interrogation to ensure that the process follows legal protocols.
- **Recording the interrogation:** the interrogation is usually recorded, and the suspect may be asked to sign a statement or confession if they choose to provide one.
- **Coercion prohibited:** suspects cannot be coerced, tortured, or threatened to

obtain confessions. Any evidence obtained through illegal methods is inadmissible in court.

4. Detention and investigation

- Detention limit: a suspect can be detained for up to 48 hours without formal charges. Within this time frame, police must either file charges or release the individual.

- Investigative procedures: the police will investigate the alleged crime, which may involve collecting evidence, interviewing witnesses, and examining any relevant documents or items seized during the arrest.

- Decision to charge or release: after the initial investigation, the authorities must decide whether to formally charge the suspect or release them. If charges are filed, the case is referred to the courts for trial.

5. Court proceedings

- Preliminary hearing: after charges are filed, a judge will review the case, and a preliminary hearing will be scheduled. During this phase, the judge will determine if there is sufficient evidence to proceed with a trial.

- Bail or detention: the suspect may be granted bail or remain in detention pending trial, depending on the severity of the charges and the risk of flight.

- Trial: if the case proceeds to trial, the suspect will have the opportunity to defend themselves, present evidence, and challenge the prosecution's case.

6. Final decision and sentencing

- Verdict: after the trial, a judge will issue a verdict based on the evidence presented. The suspect may be found guilty, acquitted, or the case may be dismissed if the evidence is insufficient.

- Sentencing: if the suspect is found guilty, the judge will determine the appropriate punishment, which may include imprisonment, fines, or other penalties as specified by law.

Processing suspects follows a structured legal process designed to uphold justice while safeguarding individual rights. The key steps involve booking the suspect, informing them of their rights, conducting lawful interrogations, and ensuring that they are either charged or released within the legally prescribed time. The overall goal is to maintain fairness in the criminal justice process, prevent unlawful detention, and ensure that suspects are treated according to the law.



Grammar explanation - Stative verbs

Stative verbs describe a state rather than an action. They aren't usually used in the present continuous form.

- *I don't believe you. I'm not believing you.*
- *She really loves that movie. She's really loving that movie.*
- *He seems tired today. He's seeming tired today.*

1. Stative verbs often relate to:

- thoughts and opinions: agree, believe, doubt, guess, imagine, know, mean, recognize, remember, suspect, think, understand

- feelings and emotions: dislike, hate, like, love, prefer, want, wish
- senses and perceptions: appear, be, feel, hear, look, see, seem, smell, taste
- possession and measurement: belong, have, measure, own, possess, weigh.

2. Verbs that are sometimes stative

A number of verbs can refer to states or actions, depending on the context.

- *I know the answer.*
- *Wait a moment! I'm knowing the answer.*

The first sentence expresses knowledge, which is a mental state, so we use the present simple. In the second example, the speaker is actively trying to learn something new, making it an action in progress, so we use present continuous.

3. Some other examples are:

Have

- *I have a lovely garden. (state – possession)*
- *I'm having a quick chat. (action – having a chat is an activity)*

See

- *Do you see that building over there? (state – opinion)*
- *We're seeing a play tonight. (action – we're attending the play)*

Be

- *She's so talented! (state – her permanent quality)*
- *She's being very quiet today. (action – she is temporarily behaving this way)*

Taste

- *This dish tastes amazing. (state – our perception of the dish)*
- *Look! The chef is tasting the ingredients. (action – tasting the ingredients is an activity)*

Other verbs like this include agree, appear, doubt, feel, guess, hear, imagine, look, measure, remember, smell, weigh, wish.

Exercise 1: Read the following passage and answer the questions

Booking the suspect is a crucial part of the arrest process that takes place after a suspect has been detained. During the booking process, the suspect's personal information, such as their name, address, date of birth, and fingerprints, is recorded. A mugshot (photograph) is taken, and the suspect is informed of the charges against them. This is also when the officer or booking officer verifies the suspect's identity and checks for any outstanding warrants or prior criminal records. Once the booking is completed, the suspect is assigned to a holding cell or released on bail, depending on the severity of the charges. The information gathered during booking is important for the legal process and ensures the suspect's case is documented for court proceedings.

Questions:

1. What information is typically recorded during the booking process?
2. Why is it important to take a mugshot and fingerprints of the suspect?
3. What happens after the booking process is completed?

4. How does booking help in verifying the suspect's identity?
5. Why is booking essential for the legal process?

Exercise 2: Read the statements and write True or False

1. The booking process is the first step after an arrest.
2. A mugshot is taken during booking to help identify the suspect in future proceedings.
3. Booking includes recording personal information like the suspect's address and fingerprints.
4. Officers may skip the booking process if they believe the suspect is guilty.
5. Booking helps ensure the suspect's case is properly documented for court proceedings.

Exercise 3: Fill in the blanks with the correct words from the list below
(*identity, charges, fingerprinting, mugshot, documentation*)

1. During the booking process, officers gather the suspect's personal information and take a _____ to help identify them in the future.
2. The suspect's _____ are recorded to document their arrest and verify their identity.
3. After the arrest, the officer must inform the suspect of the _____ they are facing.
4. _____ is an essential part of the booking process, as it helps verify the suspect's criminal history.
5. Proper _____ is critical in the booking process to ensure the suspect's case is documented accurately.

Exercise 4: Match the term with its correct definition

1. Mugshot
2. Booking
3. Fingerprinting
4. Charges
 - a) The process of recording personal details and criminal information about a suspect after an arrest
 - b) The criminal accusations made against the suspect
 - c) A photograph of the suspect taken during booking
 - d) The process of collecting the suspect's fingerprints for identification and record-keeping

Exercise 5: Writing task

Describe the booking process and explain why it is essential for law enforcement. Include the types of information gathered, such as the suspect's name, fingerprints, and mugshot. How does booking contribute to the legal process, and what happens after the booking is completed?

Exercise 6: Scenario-based questions

Imagine you are the booking officer for a suspect who has just been arrested. Describe the steps you would take to complete the booking process. What information would you gather, and why is each step important? If the suspect has a prior criminal record, how would you handle this information during the booking?

Exercise 7: Fill in the blanks with appropriate phrases

1. After an arrest, the suspect's _____ and criminal history are verified during the booking process.
2. The _____ taken during booking serves as an official photograph for the suspect's records.
3. The officer must inform the suspect of the _____ against them as part of the booking process.
4. Booking is critical for _____ and ensuring the suspect's case is prepared for court.

Exercise 8: Correct the sentences below by removing the incorrect use of the present continuous with stative verbs

1. I am believing in ghosts.
2. She is owning a car now.
3. They are thinking that it's going to rain.
4. He is wanting a new phone.
5. The cake is smelling delicious.

Exercise 9: Choose the correct form (stative verb or present continuous) to complete the sentences

1. I usually _____ (know) the answer to these questions.
2. Right now, I _____ (think) about my holiday plans.
3. He _____ (own) a beautiful house in the city.
4. She _____ (like) to read books before bed.
5. We _____ (feel) tired after the long trip.

Exercise 10: Circle the stative verb in the following sentences

1. He doesn't understand why the meeting was canceled.
2. I can hear the music from across the street.
3. They are enjoying their vacation in Italy.
4. She seems happy with the results of the test.
5. I have three pets at home.

Exercise 11: Rewrite the following sentences in indirect speech, making necessary changes to the tense and pronouns

1. "I am reading a book," she said.
2. "We own a house by the beach," they said.
3. "I like ice cream," he said.
4. "She is thinking about the future," Tom said.

5. "I know the answer to that question," Mark said.

Exercise 12: Choose the correct stative verb from the list (believe, know, like, feel, have) to complete each sentence

1. I _____ in magic and miracles.
2. We _____ a meeting at 10 am tomorrow.
3. He really _____ hiking in the mountains.
4. I _____ that I left my keys at home.
5. She _____ nervous before the presentation.

Exercise 13: Read the following passage and answer the questions

Interrogation is a critical part of the investigation process in law enforcement. It involves questioning a suspect to gather information about a crime or incident. During interrogation, officers must ensure that they follow legal protocols and respect the suspect's rights, including the right to remain silent and the right to an attorney. Officers are trained in various techniques to encourage suspects to provide truthful statements. These techniques may include establishing rapport, using direct questioning, or presenting evidence. However, interrogation must never involve coercion or threats. The goal of an interrogation is to obtain accurate information while ensuring that the rights of the suspect are upheld. If the suspect confesses, this information can be used as evidence in court.

Questions:

1. What is the main goal of an interrogation?
2. What are some common interrogation techniques used by officers?
3. Why is it important to respect a suspect's rights during interrogation?
4. What should officers avoid during an interrogation?
5. How can a confession obtained during an interrogation be used?

Exercise 14: Read the statements and write True or False

1. The goal of interrogation is to force the suspect to confess.
2. Officers can use threats to obtain information during interrogation.
3. Interrogation involves questioning the suspect to gather information about the crime.
4. A suspect has the right to remain silent during an interrogation.
5. The information gathered during an interrogation can be used as evidence in court.

Exercise 15: Fill in the blanks with the correct words from the list below
(Words: confession, rights, rapport, questioning, coercion)

1. Officers should build _____ with the suspect to encourage cooperation.
2. It is important to respect the suspect's _____, including the right to remain silent.
3. Direct _____ can be used to gather accurate information from the

suspect.

4. A _____ obtained through interrogation can be crucial in solving a case.

5. Officers should avoid using _____ to extract information, as this is illegal and unethical.

Exercise 16: Match the term with its correct definition

1. Interrogation

2. Rapport

3. Coercion

4. Confession

a) A technique used by officers to build trust with the suspect

b) The process of questioning a suspect to gather information

c) Using force or threats to obtain information from a suspect (which is illegal)

d) A statement made by the suspect admitting to a crime

Exercise 17: Writing Task

Describe the proper process and ethical considerations when interrogating a suspect. Include the importance of respecting the suspect's rights and using appropriate questioning techniques. Why is coercion not allowed during interrogation, and how does establishing rapport help in obtaining useful information?

Exercise 18: Scenario-Based Questions

Imagine you are interrogating a suspect who has been arrested for a serious crime. They are initially uncooperative, but you've established rapport and gathered some information. Describe how you would proceed with the questioning. What types of questions would you ask, and how would you ensure the suspect's rights are respected throughout the process?

Exercise 19: Fill in the blanks with appropriate phrases

1. During interrogation, officers must use _____ questioning techniques to gather accurate information.

2. A suspect has the legal right to _____, and officers must respect this right during interrogation.

3. Officers must avoid _____ or using threats to force a suspect into giving a confession.

4. Building _____ with the suspect can help make the interrogation more productive and cooperative.

Exercise 20: Decide whether the verb in the sentence is being used as a **stative** verb or as an **action** verb. Write "stative" or "action" next to each sentence.

1. I **feel** happy about the result.

2. She is **feeling** the texture of the fabric.
3. They **see** each other every weekend.
4. I am **seeing** a lot of friends this week.
5. Do you **know** where the book is?
6. He is **knowing** that it's time to go.
7. The dish **tastes** wonderful.
8. The chef is **tasting** the sauce right now.
9. She **has** a beautiful voice.
10. We are **having** dinner with my parents tonight.

Exercise 21: Fill in the blanks with either the **stative** verb or the **action** verb form of the verb in parentheses.

1. He _____ (know) how to solve this problem.
2. They _____ (have) a great time at the party.
3. I _____ (see) a movie with my friends tonight.
4. She _____ (feel) tired after the long trip.
5. We _____ (wish) you a happy birthday!
6. I _____ (taste) the soup to see if it needs more salt.
7. The car _____ (look) amazing in the sunlight.
8. Right now, I _____ (measure) the ingredients for the cake.

Exercise 22: Rewrite the following sentences, changing the verbs from stative to action, or vice versa, depending on the context. Pay attention to tense changes as well.

1. I am seeing that she's upset.
2. The kids have a lot of toys.
3. We are tasting the new dish in the kitchen.
4. He is being very polite today.
5. I see a bird flying across the sky.
6. They are feeling confident about the test.

Exercise 23: Find and correct the mistakes in the sentences. Some sentences use stative verbs incorrectly in the present continuous.

1. She's knowing the answer to the question.
2. They are having three children.
3. He's smelling the flowers in the garden.
4. We're agreeing on the new project proposal.
5. I'm wishing for a new laptop.

Exercise 24: Choose the correct verb from the list (have, see, be, taste, feel) and complete the sentences.

1. I _____ that she is the best person for the job.
2. My parents _____ a beautiful house by the beach.
3. You _____ great today!

4. I don't _____ very well today; I think I'm getting sick.
5. We _____ a delicious dessert at the restaurant last night.

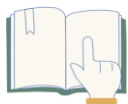


Task for IWC: With a partner, act out the roles below.

Cadet A: You are a clerk. Ask Cadet B about:

- emergency contacts;
- personal property.

Cadet B: You are an arrestee. Answer Cadet A's questions.



Theme 15: Detention centers

Verbs followed by “*ing*” or infinitive to change meaning

Detention centers are facilities where individuals are held after being arrested but before their trial or while serving short-term sentences. These centers are managed by law enforcement and correctional authorities to ensure that detainees are securely confined and their rights are protected during the detention period.

Key aspects of detention centers

1. Types of detention centers:

- Temporary detention centers (УҮИ-ИБК): these centers are for individuals who are awaiting trial or investigation. They provide temporary holding for suspects who have been arrested but not yet convicted.
- Pre-trial detention centers: detainees who are suspected of committing serious crimes may be placed in pre-trial detention, where they remain while their cases are being processed in court.
- Remand prisons: these are a subset of detention centers focused specifically on individuals awaiting trial. They are more secure than temporary detention centers and house individuals who are considered a flight risk or a danger to society.

2. Function and purpose:

- Detaining suspects: individuals arrested for alleged crimes are taken to detention centers to await legal proceedings, including investigations, interrogations, and court hearings.
- Security: detention centers are equipped with security measures such as surveillance cameras, guard patrols, and secure cells to prevent escapes and maintain order.
- Prevention of tampering: detainees may be held to prevent tampering with evidence, influencing witnesses, or committing further crimes before trial.

3. Conditions in detention centers:

- Living conditions: while conditions in detention centers can vary, detainees are typically provided basic necessities, including food, water, bedding, and access to hygiene facilities. However, overcrowding, insufficient space, and limited amenities have sometimes been reported as challenges.
- Medical care: detainees have the right to access medical care, especially if they are injured or have underlying health conditions. However, the quality and timeliness of medical services can vary between facilities.
- Visitation: detention centers usually allow family members or legal representatives to visit detainees, but visits may be restricted for security reasons. Some facilities also permit communication via phone or written letters.

4. Rights of detainees:

- Right to a lawyer: detainees are entitled to legal representation during their detention and questioning. They may request the assistance of a lawyer during interrogations or hearings.

- Right to a fair trial: detainees must be brought before a court within a reasonable period, generally within 48 hours of arrest, where the legality of their detention will be reviewed. A judge will decide whether they should remain in detention or be granted bail.

- Protection from torture: Kazakhstan is bound by international conventions prohibiting torture and inhumane treatment. Detainees should not be subjected to any form of physical or psychological abuse during their time in detention centers.

5. Duration of detention:

- Pre-trial detention: the maximum duration for pre-trial detention in Kazakhstan is typically 48 hours, but this can be extended by a court order for more serious cases. After that, a suspect must either be charged and brought before court or released.

- Post-conviction detention: if someone is convicted and sentenced to a short-term sentence, they may remain in detention centers until they are transferred to correctional facilities. Long-term prisoners are generally moved to prisons after their sentencing.

6. Transfers and extradition:

- Transfers to other facilities: if a detainee's legal status changes or if they need a more secure facility, they can be transferred from one detention center to another, such as from a temporary detention center to a pre-trial detention center.

- Extradition: in cases where the detainee is not a national of Kazakhstan, and their offense is also punishable in their home country, the authorities may seek their extradition to face trial or serve a sentence in their home country.

7. Challenges:

- Overcrowding: detention centers, especially in major, sometimes face issues with overcrowding, which can lead to poor living conditions and delays in processing detainees.

- Human rights concerns: there are ongoing efforts to improve the conditions in detention centers, but concerns about detainee treatment, lack of access to legal representation, and other human rights issues persist in some cases.

Detention centers in Kazakhstan play a critical role in the country's criminal justice system, providing secure facilities for suspects and detainees while they await trial. Although these centers are designed to ensure the safety of the public and the proper functioning of investigations, challenges such as overcrowding and the need for better living conditions remain. Continued reform and adherence to international human rights standards are key to improving the system.



Grammar explanation - Verbs followed by '-ing' or infinitive to change meaning

Some verbs have a different meaning depending on whether they are followed by an -ing form or to + infinitive.

1. Stop

Stop + -ing means the action is not happening anymore.

- I've stopped watching television because I prefer reading books.

Stop + to + infinitive means that someone or something stops an activity so that they can do something else.

- She stopped her workout to answer a phone call.

2. Try

Try + -ing means that you are trying something as an experiment, especially as a possible solution to a problem, to see if it works or not.

- Have you tried adding more salt to the recipe?

Try + to + infinitive means that something is difficult but you are making an effort to do it.

- I'm trying to finish my report by the deadline, but it's challenging.

3. remember/forget

Remember + -ing and forget + -ing refer to having (or not having) a memory of something in the past.

- I remember visiting that museum last summer.
- I'll never forget celebrating my birthday with friends last year.

Remember + to + infinitive and forget + to + infinitive refer to recalling (or not recalling) that there is something we need to do before we do it.

- Please remember to send the email before noon.
- He forgot to take his umbrella when he left the house.

Exercise 1: Read the following passage and answer the questions

Once a suspect is arrested, they are transported to a detention center for holding and processing. The holding process ensures that the suspect is securely confined while awaiting further legal procedures. During this stage, officers verify the identity of the suspect, record their personal information, and conduct a search for any contraband or weapons. The processing involves taking fingerprints, a mugshot, and completing necessary forms for legal documentation. Officers also check for any medical conditions or injuries and ensure that the suspect's rights are respected throughout the process. After processing, the suspect may be either held for further investigation or released on bail, depending on the circumstances. Proper documentation and adherence to legal protocols are essential to ensure the suspect's rights are upheld and the case proceeds smoothly.

Questions:

1. What is the first step when a suspect is taken to a detention center?
2. What types of information are recorded during the processing of a suspect?
3. Why is it important to conduct a search for contraband or weapons during processing?
4. How do officers ensure that the suspect's rights are respected during the holding and processing process?
5. What happens to the suspect after they have been processed in the detention center?

Exercise 2: Read the statements and write True or False

1. The first step when a suspect is taken to a detention center is to conduct a search for contraband.
2. Personal information such as name and date of birth is recorded during processing.
3. Suspects are not required to have their fingerprints taken during processing.
4. Officers must check for medical conditions or injuries when processing a suspect.
5. A suspect may be released on bail after being processed at the detention center.

Exercise 3: Fill in the blanks with the correct words from the list below

(Words: *identity, processing, contraband, injuries, rights*)

1. During _____, the suspect's personal details, such as their name and address, are recorded.
2. It is important to check for _____ or weapons that the suspect may be hiding.
3. Officers must ensure the suspect's _____ are respected, including the right to remain silent.
4. If a suspect has any _____ or medical conditions, officers must ensure they receive proper attention.
5. Verifying the suspect's _____ ensures the correct individual is processed in the detention center.

Exercise 4: Match the term with its correct definition

1. Mugshot
2. Contraband
3. Bail
4. Search
 - a) Illegal items such as drugs or weapons found on the suspect
 - b) A photograph taken to identify the suspect during processing
 - c) The temporary release of a suspect from detention, usually for a fee
 - d) A process used to check for illegal items or weapons on the suspect's body or belongings

Exercise 5: Writing task

Describe the process of holding and processing a suspect in a detention center. Include the steps involved in verifying the suspect's identity, recording their information, and ensuring their safety and rights. Why is the search for contraband and weapons a critical step? How do proper documentation and legal protocols play a role in the process?

Exercise 6: Scenario-based questions

Imagine you are processing a suspect in a detention center. After taking the suspect's mugshot and fingerprints, you find they are carrying an illegal substance. Describe how you would handle this situation. What actions would you take to ensure the suspect is properly documented and the evidence is secured?

Exercise 7: Fill in the blanks with appropriate phrases

1. After the suspect is arrested, they are transported to a _____ for holding and processing.
2. One of the first steps in processing is to verify the suspect's _____ to ensure they are who they claim to be.
3. The officers must _____ the suspect for any illegal substances or weapons that may be concealed.
4. If the suspect has any _____, they must be documented and given proper medical attention if necessary.
5. After being processed, the suspect may be held in detention or released on _____ until their court date.

Exercise 8: Fill in the blanks with the correct form of the verb (either -ing or infinitive).

1. I _____ (stop) by the grocery store to buy some apples on my way home.
2. She _____ (try) _____ (solve) this difficult problem, but it's taking longer than expected.
3. I _____ (remember) _____ (meet) her at the conference last year.
4. He _____ (regret) _____ (miss) the party last weekend.
5. After finishing the book, she _____ (go on) _____ (write) a new novel.

Exercise 9: Choose the correct verb form to complete each sentence (either -ing or infinitive).

1. Have you ever _____ (try / tried) cooking Thai food at home?
2. I _____ (hate / hating) being late for meetings.
3. We _____ (remember / remembered) to buy the tickets for the concert.
4. She _____ (stopped / stopped to) work to help her colleague with a project.
5. After all the excitement, I _____ (regret / regretting) not staying at home.

Exercise 10: Correct the mistakes in the sentences below (if any).

1. I regret to say that I won't be able to attend the party.
2. He stopped to play football every weekend.
3. We tried to cooking a new recipe last night.

4. I remember going to the park when I was a child.
5. She likes to swim in the lake every summer.

Exercise 11: Write your own sentences using the verbs “stop”, “try”, “remember”, “regret”, and “go on” with both the -ing form and the infinitive form

1. Stop + -ing:
2. Stop + to + infinitive:
3. Try + -ing:
4. Try + to + infinitive:
5. Go on + -ing:
6. Go on + to + infinitive:

Exercise 12: Choose the correct meaning of the sentences below based on the verb forms used.

1. *She stopped cooking dinner to answer the phone.*
 - a) She no longer cooks dinner.
 - b) She took a break from cooking to do something else.
2. *I tried swimming in the lake last weekend.*
 - a) I made an effort to swim in the lake, but I didn't manage to do it.
 - b) I experimented with swimming in the lake to see if it was enjoyable.
3. *He remembers meeting her at the conference.*
 - a) He recalls having met her at the conference.
 - b) He is planning to meet her at the conference.
4. *They went on to study at the university after high school.*
 - a) They continued studying at the university.
 - b) They started studying at the university after high school.
5. *I hate being late for meetings.*
 - a) I dislike the specific action of being late for meetings.
 - b) I dislike the idea of being late for meetings in general.

Exercise 13: Read the following passage and answer the questions

Detention centers are facilities designed to hold individuals who have been arrested and are awaiting trial or sentencing. Security and control are vital aspects of managing a detention center. The primary goal is to prevent escapes and ensure the safety of both detainees and staff. Security measures include surveillance systems, controlled access points, and strict protocols for searching detainees and their property. Officers in detention centers must be vigilant, monitoring for any signs of unrest or violations of rules. In addition to physical security, there are rules and regulations in place to maintain order and prevent violence between detainees. Inmates who violate the rules may face disciplinary actions, including confinement to their cell or loss of privileges. Proper training for staff members is essential in maintaining control and ensuring the smooth operation of the detention center.

Questions:

1. What is the primary goal of security in a detention center?
2. What types of security measures are used in detention centers?
3. How do officers maintain control and order in a detention center?
4. What happens if a detainee violates the rules?
5. Why is staff training important in maintaining security and control?

Exercise 14: Read the statements and write True or False

1. The primary goal of a detention center is to house individuals awaiting trial.
2. Surveillance systems are one of the security measures used in detention centers.
3. Detention officers do not need any training to maintain control and security.
4. Inmates who break the rules face no consequences in detention centers.
5. Maintaining safety and security is critical in detention centers to protect staff and detainees.

Exercise 15: Fill in the blanks with the correct words from the list below
(*security, surveillance, control, detainees, staff*)

1. Effective _____ measures are essential to prevent escapes and ensure safety in detention centers.
2. _____ systems are used to monitor activities within the facility and detect any unusual behavior.
3. Officers need to maintain strict _____ to prevent violence and maintain order.
4. _____ are individuals held in detention centers awaiting trial or sentencing.
5. Proper training for _____ is necessary to manage detainees effectively and maintain a secure environment.

Exercise 16: Match the term with its correct definition

1. Surveillance Systems
2. Disciplinary Actions
3. Controlled Access Points
4. Detainees
 - a) Measures taken against individuals who break the rules, such as confinement or loss of privileges
 - b) Persons held in custody, typically awaiting trial or sentencing
 - c) Systems used to monitor the activities of detainees, ensuring security
 - d) Locations where access is restricted to authorized personnel only, such as gates or doors

Exercise 17: Writing task

Describe the role of security and control in a detention center. Discuss the importance of monitoring detainees, using surveillance systems, and enforcing rules. How do officers manage and prevent violence in detention centers? Why is it necessary to train staff for effective security and control?

Exercise 18: Scenario-based questions

Imagine you are working as a detention officer in a high-security facility. One of the detainees has been observed acting suspiciously, possibly planning a violent altercation. Describe how you would respond to maintain security and control. What actions would you take, and how would you ensure the safety of other detainees and staff?

Exercise 19: Fill in the blanks with appropriate phrases

1. In a detention center, maintaining _____ is critical to ensure the safety of both detainees and staff.
2. _____ are often used to monitor detainee behavior and prevent any potential issues.
3. If a detainee violates the rules, they may face _____, such as being placed in solitary confinement.
4. Officers must be trained in _____ techniques to manage detainees and handle situations effectively.

Exercise 20: Complete the sentences using the correct form of remember or forget followed by -ing or to + infinitive

1. I _____ (remember) visiting that museum when I was on holiday last summer.
2. Don't _____ (forget) to bring your ID card when you go to the airport.
3. I'll never _____ (forget) playing in that park as a child.
4. We _____ (remember) to book a table at the restaurant for tonight.
5. I _____ (forget) meeting him at the conference last year.

Exercise 21: Find and correct the mistake in each sentence

1. She remembers to invite her friends to the party last week.
2. He forgot visiting his grandmother last weekend.
3. I will never forget to meet my old friend at the café tomorrow.
4. Please remember sending the report to your manager before 5 PM.
5. I forgot calling my parents when I arrived home.

Exercise 22: Choose the correct verb form

1. He _____ (remembers / remembered) meeting her at the event last year.
2. Don't _____ (forget / forgetting) to buy milk when you go to the store.
3. I _____ (remember / remembering) the day we went to the beach last summer.
4. I _____ (forgot / forgetting) to lock the door when I left the house.

5. I'll never _____ (forget / forgetting) attending that concert.

Exercise 23: Write two sentences for each of the following

1. Remember + -ing (referring to a past event)
2. Forget + -ing (referring to a past event)
3. Remember + to + infinitive (referring to a future action)
4. Forget + to + infinitive (referring to an action you forgot to do)

Exercise 24: Choose the correct sentence

1. a) I remember to study for the test yesterday. b) I remember studying for the test yesterday. c) I remember studying for the test tomorrow.
2. a) He forgot to bring his lunch at home. b) He forgot bringing his lunch at home. c) He forgot to bring his lunch to work.
3. a) I'll never forget to go to that concert last night. b) I'll never forget going to that concert last night. c) I'll never forget going to that concert tomorrow.
4. a) She forgot to send me an email yesterday. b) She forgot sending me an email yesterday. c) She forgot to send me an email next week.
5. a) I remember to take the medicine every day. b) I remember taking the medicine every day. c) I remember to take the medicine yesterday.



Task for IWC: With a partner, act out the roles below.

Cadet A: You are an arrestee at a police station. Make requests to Cadet B to:

- call a lawyer;
- use the bathroom.

Cadet B: You are a police officer. Process Cadet A and refuse any requests.

List of questions

1. Which of the following adjectives is gradable?

- A) Dead
- B) Tired
- C) Unique
- D) Impossible
- E) Perfect

2. Which of the following adjectives is non-gradable?

- A) Happy
- B) Big
- C) Excellent
- D) Tall
- E) Expensive

3. Choose the correct adjective to complete the sentence: "The cake was so _____ that I couldn't eat it all!"

- A) Delicious
- B) Horrible
- C) Spicy
- D) Expensive
- E) Broken

4. Which adjective can be used in degrees (*e.g., more, less, very*)?

- A) Freezing
- B) Extremely
- C) Beautiful
- D) Perfect
- E) Unique

5. Which of these adjectives is non-gradable?

- A) Tall
- B) Old
- C) Terrible
- D) Heavy
- E) Gorgeous

6. Which sentence uses an apostrophe correctly?

- A) Its going to rain soon.
- B) She has a dog thats very friendly.
- C) This is the girls book.
- D) He's my best friend.
- E) The childrens toys are everywhere.

7. Choose the sentence with the correct use of capital letters

- A) My dad works in London, england.
- B) The Eiffel Tower is in paris, france.
- C) The london bridge is a famous landmark.
- D) We visited Rome last summer.
- E) They are going to the park in january.

8. If it rains tomorrow, we _____ (stay) at home.

- A) stayed
- B) will stay
- C) stays
- D) will staying
- E) stay

9. If I _____ (be) you, I would take the job offer.

- A) am
- B) were
- C) will be
- D) have been
- E) is

10. If he _____ (study) harder, he would have passed the exam.

- A) study
- B) studied
- C) has studied
- D) had studied
- E) studies

11. If we _____ (leave) now, we will catch the train.

- A) left
- B) will leave
- C) leave
- D) have left
- E) had left

12. If they _____ (not forget) the meeting, they would be here right now.

- A) didn't forget
- B) wouldn't forget
- C) don't forget
- D) hadn't forgotten
- E) hadn't forget

13. If she _____ (know) about the party, she would have come.

- A) knows
- B) would know
- C) will know
- D) had known
- E) knew

14. If I _____ (have) enough money, I would buy a new car.

- A) had
- B) will have
- C) have
- D) would have
- E) having

15. If it _____ (be) sunny, we will go to the beach.

- A) is
- B) will be
- C) was
- D) were
- E) be

16. If he _____ (not be) so busy, he would help us.

- A) is
- B) wasn't
- C) were
- D) will be
- E) would be

17. If I _____ (see) her, I would have told her the news.

- A) will see
- B) had seen
- C) see
- D) would see
- E) saw

18. If it _____ tomorrow, we will go for a picnic.

- A) Rains
- B) Rain
- C) Will rain
- D) Rained
- E) Would rain

19. If I _____ you, I would take the job offer.

- A) Am
- B) Were

- C) Was
- D) Will be
- E) Have been

20. If he _____ harder, he would have passed the exam.

- A) Studies
- B) Studied
- C) Will study
- D) Had studied
- E) Would study

21. If she _____ the money, she would buy a new car.

- A) Had
- B) Has
- C) Will have
- D) Would have
- E) Having

22. If they _____ earlier, they could have caught the bus.

- A) Leave
- B) Left
- C) Had left
- D) Will leave
- E) Would leave

23. If I _____ enough time, I would help you with the project.

- A) Have
- B) Had
- C) Will have
- D) Would have
- E) Having

24. If we _____ a map, we wouldn't have gotten lost.

- A) Have
- B) Had
- C) Would have
- D) Will have
- E) Would

25. If she _____ the invitation, she would have attended the party.

- A) Accepts
- B) Accepted
- C) Will accept
- D) Had accepted

E) Would accept

26. _____ he was tired, he kept working.

- A) Although
- B) In case
- C) Despite
- D) Though
- E) Even though

27. _____ the weather was bad, we went for a walk.

- A) Though
- B) In spite of
- C) Despite
- D) Although
- E) On the other hand

28. She went to the party _____ she didn't feel well.

- A) Even though
- B) As if
- C) Despite
- D) Though
- E) In spite of

29. _____ his efforts, he didn't win the competition.

- A) Despite
- B) Although
- C) In spite of
- D) Though
- E) Because of

30. I decided to go to work _____ feeling sick.

- A) although
- B) despite
- C) in spite of
- D) despite of
- E) though

31. _____ she studied hard, she didn't pass the test.

- A) Even though
- B) Though
- C) Despite
- D) In spite of
- E) Although

32. _____ the fact that he was late, he managed to finish the project on time.

- A) Despite
- B) Though
- C) In spite of
- D) Because of
- E) Although

33. _____ his apology, she didn't forgive him.

- A) Despite
- B) Though
- C) Even though
- D) In spite of
- E) Although

34. _____ she was tired, she continued to work.

- A) Although
- B) Though
- C) Despite
- D) Even though
- E) In spite of

35. _____ the difficulties, they managed to finish the task on time.

- A) Despite
- B) Even though
- C) Though
- D) On the contrary
- E) In spite of

36. I _____ go to the gym every morning, but now I prefer running outside.

- A) used to
- B) am used to
- C) get used to
- D) is used to
- E) will use to

37. She _____ wake up early, but she now stays up late working.

- A) used to
- B) was used to
- C) is used to
- D) uses to
- E) get used to

38. We _____ eat out every weekend when we lived in the city.

- A) used to
- B) will use to
- C) got used to
- D) are used to
- E) use to

39. He _____ drive a sports car, but now he prefers something more practical.

- A) used to
- B) was used to
- C) gets used to
- D) used
- E) uses to

40. When I was a child, I _____ play outside all day without worrying about time.

- A) used to
- B) am used to
- C) get used to
- D) will use to
- E) uses to

41. It was _____ a great performance that everyone applauded for minutes.

- A) so
- B) such
- C) very
- D) too
- E) really

42. The book was _____ interesting that I couldn't put it down.

- A) such
- B) so
- C) too
- D) very
- E) extremely

43. She has _____ a nice personality that everyone loves her.

- A) so
- B) very
- C) such
- D) too
- E) really

44. It was _____ a hot day that we decided to go to the beach.

- A) so
- B) such
- C) very
- D) too
- E) rather

45. The concert was _____ loud that I had to leave early.

- A) too
- B) so
- C) such
- D) really
- E) very

46. It was _____ a challenging task that no one managed to finish it.

- A) so
- B) such
- C) very
- D) really
- E) too

47. She is _____ an amazing cook that everyone asks for her recipes.

- A) so
- B) such
- C) very
- D) really
- E) quite

48. The weather is _____ cold that I don't want to go outside.

- A) so
- B) such
- C) very
- D) really
- E) too

49. He is _____ a good teacher that his students always get top marks.

- A) so
- B) such
- C) very
- D) really
- E) too

50. The movie was _____ boring that I fell asleep halfway through.

- A) so
- B) such
- C) too
- D) really
- E) very

51. He _____ gone to the party last night; I didn't see him there.

- A) must have
- B) can't have
- C) could have
- D) might have
- E) should have

52. She _____ been the one who broke the vase because she wasn't even in the room.

- A) must have
- B) can't have
- C) should have
- D) might have
- E) could have

53. They _____ left early; the house was empty when I arrived.

- A) must have
- B) could have
- C) might have
- D) should have
- E) can't have

54. He _____ been very tired after the long trip.

- A) must have
- B) should have
- C) might have
- D) could have
- E) can't have

55. You _____ known about the surprise party, but I didn't tell you.

- A) should have
- B) might have
- C) could have
- D) must have
- E) can't have

56. They _____ arrived earlier, but they missed the train.

- A) must have

- B) should have
- C) could have
- D) might have
- E) can't have

57. He _____ been at the office; I saw him at a café this morning.

- A) must have
- B) should have
- C) might have
- D) can't have
- E) could have

58. She _____ been very happy with the gift I gave her.

- A) must have
- B) should have
- C) could have
- D) can't have
- E) might have

59. You _____ forgotten to buy the bread; I saw you leave the store without it.

- A) must have
- B) might have
- C) should have
- D) could have
- E) can't have

60. They _____ arrived earlier, but their car broke down on the way.

- A) must have
- B) should have
- C) could have
- D) might have
- E) can't have

61. Which rank is responsible for overseeing the work of a police department in Kazakhstan?

- A) Sergeant
- B) Colonel
- C) Lieutenant
- D) Major
- E) General

62. Translation: The rank of "Лейтенант" in English is _____.

- A) Lieutenant

- B) Luitenant
- C) Lieutenant
- D) Lietinant
- E) Leitenant

63. Which department in Kazakhstan is responsible for traffic control and enforcement?

- A) Criminal Investigation
- B) Traffic Police
- C) Special Forces
- D) Counterterrorism
- E) Border Patrol

64. The Department of Criminal Investigation is responsible for _____.

- A) Patrolling streets
- B) Managing emergencies
- C) Investigating crimes
- D) Directing traffic
- E) Enforcing road laws

65. Fill in the gap: The _____ department handles the investigation of organized crime.

- A) Criminal Investigation
- B) Border Police
- C) Counterterrorism
- D) Patrol Police
- E) Traffic Police

66. Translation: The Department of Internal Affairs in Kazakhstan is called _____.

- A) Құқық қорғау органдары
- B) Ішкі істер министрлігі
- C) Төтенше жағдайлар
- D) Қылмыстық тергеу бөлімі
- E) Жол полициясы

67. Which department is responsible for the protection of state borders in Kazakhstan?

- A) Special Forces
- B) Border Guard Service
- C) Traffic Police
- D) Criminal Investigation
- E) National Guard

68. Which of the following is a type of non-lethal weapon used by law enforcement in Kazakhstan?

- A) Firearms
- B) Taser
- C) Knife
- D) Grenade
- E) Rocket launcher

69. Fill in the gap: Police officers in Kazakhstan are authorized to carry _____ for protection.

- A) Shields
- B) Guns
- C) Drones
- D) Knives
- E) Mace

70. Translation: The word "Қапы" means _____ in English.

- A) Shield
- B) Gun
- C) Weapon
- D) Taser
- E) Batons

71. Which of the following weapons is typically used by Kazakhstan police for crowd control?

- A) Rocket launcher
- B) Taser
- C) Water cannon
- D) Knife
- E) Firearms

72. Non-lethal weapons are primarily used for _____.

- A) Disabling suspects
- B) Destroying vehicles
- C) Killing criminals
- D) Bombing locations
- E) Preventing vehicle collisions

73. Which of the following is an example of a non-lethal weapon?

- A) Firearms
- B) Stun gun
- C) Knife
- D) Hand grenade
- E) Rocket launcher

74. Fill in the gap: A _____ is used to immobilize a suspect without causing permanent harm.

- A) Knife
- B) Firearm
- C) Taser
- D) Baton
- E) Grenade

75. Which non-lethal weapon is used to subdue suspects without permanent injury?

- A) Stun gun
- B) Shotgun
- C) Knife
- D) Knife
- E) Baton

76. The primary vehicle used by police for patrolling in Kazakhstan is the _____.

- A) Helicopter
- B) Police car
- C) Bus
- D) Truck
- E) Motorcycle

77. Which of the following vehicles is commonly used in police chases in Kazakhstan?

- A) Tank
- B) Police car
- C) Motorcycle
- D) Helicopter
- E) Bicycle

78. Fill in the gap: The police _____ is equipped with sirens and flashing lights to signal emergencies.

- A) Tank
- B) Bicycle
- C) Motorcycle
- D) Car
- E) Bus

79. What is the primary purpose of radio communications for police officers?

- A) To give orders to criminals
- B) To communicate with other officers

- C) To send letters
- D) To communicate with the press
- E) To make emergency calls

80. Fill in the gap: Officers use _____ to report their location and status.

- A) Sirens
- B) Radio communication
- C) Hand signals
- D) Flashlights
- E) Megaphones

81. Translation: "Радио байланыс" means _____ in English.

- A) Radio communication
- B) Mobile phone
- C) Telephone
- D) Satellite signal
- E) Internet

82. Which of the following is NOT a common use of radio communications by law enforcement?

- A) Reporting crimes
- B) Coordinating efforts during emergencies
- C) Directing traffic
- D) Sending personal messages
- E) Responding to patrol requests

83. The primary purpose of patrolling is to _____.

- A) Write tickets
- B) Enforce road laws
- C) Maintain a visible police presence
- D) Arrest criminals
- E) Issue fines

84. Which type of patrol is typically conducted by officers on foot?

- A) Motorcycle patrol
- B) Foot patrol
- C) Car patrol
- D) Helicopter patrol
- E) Boat patrol

85. Fill in the gap: Police officers on _____ patrol focus on ensuring safety in busy areas like malls and parks.

- A) Helicopter
- B) Foot

- C) Car
- D) Motorcycle
- E) Boat

86. What is the main goal of nighttime patrols in urban areas?

- A) Catch speeding drivers
- B) Prevent nighttime crimes
- C) Inspect traffic signs
- D) Monitor street lighting
- E) Respond to emergencies

87. What is another term for "death sentence"?

- A) Life imprisonment
- B) Capital punishment
- C) Bail
- D) Community service
- E) Furlough

88. Punishment is a _____.

- A) defendant
- B) penalty
- C) prison
- D) law
- E) judgment

89. Crime is _____.

- A) misconduct, forbidden by law
- B) a room, where trial is held
- C) a penalty
- D) an act of violence
- E) an illegal act

90. Bail is _____ .

- A) a sentence
- B) a judge
- C) money, paid so that the defendant can leave prison till trial
- D) a prison term
- E) a fine

91. A person accused of a crime is a _____.

- A) sentence
- B) group of people in a court who decide if the accused is guilty
- C) person who is supposed to commit the crime
- D) defendant

E) victim

92. Law-breaker is a ____.

- A) person, who does something illegal
- B) a person, obeying laws
- C) set of rules, people must follow
- D) criminal
- E) suspect

93. A building for imprisoning persons convicted of a crime is ____.

- A) a prison
- B) a court room
- C) a jail
- D) a detention center
- E) a correctional facility

94. «To take an oath» means ____.

- A) to swear not to lie
- B) to keep silence
- C) to promise to tell the truth
- D) to pledge allegiance
- E) to make a formal promise

95. The English equivalent for «құқық, право» is ____.

- A) judge
- B) law
- C) legal
- D) illegal
- E) jury

96. A synonym to «criminal» is ____.

- A) culprit
- B) law-breaking
- C) penalty
- D) defender
- E) attorney

97. An antonym to «guilt» is ____.

- A) innocent
- B) innocence
- C) not guilty
- D) not innocent
- E) to find guilty

98. A synonym to «an accused» is _____.

- A) criminal
- B) defender
- C) defendant
- D) attorney
- E) witness

99. Things found on the crime scene, used in crime investigation and on the trial to prove the guilt or innocence of an accused is called _____.

- A) witnesses
- B) evidence
- C) weapon
- D) losers
- E) testimonies

100. Law-breaker is a _____.

- A) person, who does something illegal
- B) a person, obeying laws
- C) set of rules, people must follow
- D) lawyer who defends an accused
- E) juror in a court who decides if the accused is guilty

101. Choose the correct deduction based on the following statement: *He must be at home right now because his car is in the driveway.*

- A) He is certainly at home.
- B) He might be at home.
- C) He can't be at home.
- D) He may not be at home.
- E) He could be at home.

102. Choose the correct deduction based on the following statement: *She can't be telling the truth; she looks nervous.*

- A) She must be telling the truth.
- B) She may not be telling the truth.
- C) She should be telling the truth.
- D) She must not be telling the truth.
- E) She might be telling the truth.

103. Choose the correct deduction based on the following statement: *They could be on vacation since no one is answering the door.*

- A) They are definitely on vacation.
- B) They can't be on vacation.
- C) They might be on vacation.
- D) They are probably on vacation.

E) They must be on vacation.

104. Choose the correct deduction based on the following statement: *He may not be working today; I haven't seen him at the office.*

- A) He could be working today.
- B) He is probably working today.
- C) He must be working today.
- D) He can't be working today.
- E) He might not be working today.

105. Choose the correct deduction based on the following statement: *She must have finished her homework by now; it's already late.*

- A) She might have finished her homework.
- B) She definitely finished her homework.
- C) She could have finished her homework.
- D) She should have finished her homework.
- E) She must not have finished her homework.

106. Choose the correct meaning based on the following statement: *You may leave once the bell rings.*

- A) You can leave now.
- B) You should leave now.
- C) You are allowed to leave.
- D) You have to leave soon.
- E) You must leave now.

107. Choose the correct meaning based on the following statement: *You must wear a helmet while riding a bike.*

- A) It is optional to wear a helmet.
- B) It's forbidden to wear a helmet.
- C) You are required to wear a helmet.
- D) It is allowed to wear a helmet.
- E) You should wear a helmet.

108. Choose the correct meaning based on the following statement: *Could I borrow your book for the weekend?*

- A) You must borrow the book.
- B) It's not allowed to borrow the book.
- C) You are permitted to borrow the book.
- D) You are required to borrow the book.
- E) You may not borrow the book.

109. Choose the correct meaning based on the following statement: *You should apologize for your behavior.*

- A) It is recommended that you apologize.
- B) It is not necessary to apologize.
- C) You may apologize.
- D) You must apologize.
- E) You might apologize.

110. Choose the correct meaning based on the following statement: *They shouldn't be late to the meeting.*

- A) They are allowed to be late.
- B) They must be on time.
- C) They may be late.
- D) They could be late.
- E) They might be late.

111. Choose the correct modification of the comparative: *This chair is more comfortable than that one.*

- A) This chair is most comfortable.
- B) That chair is more comfortable than this one.
- C) This chair is less comfortable than that one.
- D) This chair is equally comfortable as that one.
- E) This chair is much more comfortable than that one.

112. Choose the correct modification of the comparative: *She is as intelligent as her sister.*

- A) She is more intelligent than her sister.
- B) She is less intelligent than her sister.
- C) She is equally intelligent to her sister.
- D) She is not as intelligent as her sister.
- E) She is the most intelligent person.

113. Choose the correct modification of the comparative: *This book is slightly more interesting than the last one.*

- A) This book is much less interesting.
- B) This book is equally interesting.
- C) This book is somewhat less interesting.
- D) This book is a little more interesting.
- E) This book is less interesting.

114. Choose the correct modification of the comparative: *That movie was way more exciting than the last one.*

- A) That movie was less exciting than the last one.
- B) That movie was more boring.
- C) That movie was much more exciting than the last one.
- D) That movie was equally exciting as the last one.

E) That movie was slightly more exciting than the last one.

115. Choose the correct modification of the comparative: *Your explanation is clearer than mine.*

- A) My explanation is clearer than yours.
- B) Your explanation is the clearest.
- C) Your explanation is not as clear as mine.
- D) Your explanation is less clear.
- E) Your explanation is more clear.

116. Choose the correct form to describe past habits: *I used to play tennis every Saturday when I was younger.*

- A) I didn't play tennis on Saturdays.
- B) I would play tennis every Saturday.
- C) I play tennis every Saturday.
- D) I still play tennis every Saturday.
- E) I never played tennis on Saturdays.

117. Choose the correct form to describe past habits: *We would visit our grandparents every summer.*

- A) We didn't visit our grandparents every summer.
- B) We used to visit our grandparents every summer.
- C) We visit our grandparents every summer.
- D) We will visit our grandparents every summer.
- E) We never visited our grandparents.

118. Choose the correct form to describe past habits: *She used to live in New York, but now she lives in London.*

- A) She still lives in New York.
- B) She lives in New York now.
- C) She never lived in New York.
- D) She lived in New York in the past.
- E) She is currently living in New York.

119. Choose the correct form to describe past habits: *We would always go camping during the holidays when we were children.*

- A) We never went camping during the holidays.
- B) We went camping every holiday.
- C) We would go camping during the holidays when we were kids.
- D) We went camping this holiday.
- E) We will go camping every holiday.

120. Choose the correct form to describe past habits: *He didn't use to like pizza, but now he eats it every week.*

- A) He still doesn't like pizza.
- B) He used to like pizza.
- C) He didn't eat pizza before.
- D) He likes pizza now, but not in the past.
- E) He has never liked pizza.

121. Choose the correct relative clause: *The woman who lives next door is very kind.*

- A) The woman living next door is very kind.
- B) The woman that lived next door is very kind.
- C) The woman next door is very kind.
- D) The woman who lived next door is very kind.
- E) The woman whose house is next door is very kind.

122. Choose the correct relative clause: *The book that I borrowed from you is excellent.*

- A) The book I borrowed from you is excellent.
- B) The book I borrowed is excellent.
- C) The book I have borrowed from you is excellent.
- D) The book that you borrowed from me is excellent.
- E) The book that I borrowed was excellent.

123. Choose the correct relative clause: *The house where I grew up is being renovated.*

- A) The house which I grew up is being renovated.
- B) The house I grew up in is being renovated.
- C) The house that I grew up is being renovated.
- D) The house where I grew up is not being renovated.
- E) The house I grew up at is being renovated.

124. Choose the correct relative clause: *The students who finished early left the classroom.*

- A) The students who had finished early left the classroom.
- B) The students that finished early left the classroom.
- C) The students leaving early left the classroom.
- D) The students who were finished early left the classroom.
- E) The students who finish early left the classroom.

125. Choose the correct relative clause: *The man whose car was stolen reported it to the police.*

- A) The man who his car was stolen reported it to the police.
- B) The man whose car had been stolen reported it to the police.
- C) The man who car was stolen reported it to the police.
- D) The man whose car is stolen reported it to the police.

E) The man which his car was stolen reported it to the police.

126. Choose the correct reported speech form: *"I will call you tomorrow," she said.*

- A) She said she would call me tomorrow.
- B) She said she will call me tomorrow.
- C) She said she was calling me tomorrow.
- D) She said she has called me tomorrow.
- E) She said she calls me tomorrow.

127. Choose the correct reported speech form: *"I am going to the store," he said.*

- A) He said he is going to the store.
- B) He said he went to the store.
- C) He said he was going to the store.
- D) He said he had gone to the store.
- E) He said he will go to the store.

128. Choose the correct reported speech form: *"Did you finish your homework?" she asked.*

- A) She asked if I finish my homework.
- B) She asked if I had finished my homework.
- C) She asked if I finish my homework.
- D) She asked if I was finished my homework.
- E) She asked if I have finished my homework.

129. Choose the correct reported speech form: *"We have been waiting for two hours," they said.*

- A) They said they had been waiting for two hours.
- B) They said they have waited for two hours.
- C) They said they are waiting for two hours.
- D) They said they were waiting for two hours.
- E) They said they wait for two hours.

130. Choose the correct reported speech form: *"I can help you," John said.*

- A) John said he could help me.
- B) John said he can help me.
- C) John said he will help me.
- D) John said he helped me.
- E) John said he was helping me.

131. Which verb requires an infinitive to change the meaning:

- A) Stop
- B) Start
- C) Forget

- D) Remember
- E) Try

132. Fill in the blank with the correct form of the verb: *I don't mind _____ (help) you with your homework.*

- A) helping
- B) to help
- C) help
- D) to helps
- E) helps

133. Which of the following sentences has the correct usage of a stative verb?

- A) She enjoys to read books.
- B) I am knowing him well.
- C) He is thinking about the proposal.
- D) They love their new house.
- E) She is hating Mondays.

134. Which verb changes meaning depending on whether it is followed by an infinitive or “ing”?

- A) Try
- B) Want
- C) Hope
- D) Like
- E) Begin

135. Fill in the blank with the correct form of the verb: *He stopped _____ (watch) TV and started doing his homework.*

- A) watching
- B) to watch
- C) watched
- D) watches
- E) watch

136. Choose the correct form of the verb to complete the sentence: *She _____ (forget) to lock the door when she left.*

- A) forgets
- B) forgot
- C) forgetting
- D) to forget
- E) forget

137. Choose the correct sentence: *Which of the following is an example of a stative verb being used correctly?*

- A) I am loving the new movie.

- B) He is having a great time.
- C) She is knowing the answer.
- D) They were believing in magic.
- E) We are owning a house now.

138. Choose the correct form of the verb: *I remember _____ (see) her at the party last night.*

- A) seeing
- B) to see
- C) saw
- D) see
- E) sees

139. Fill in the blank with the correct verb form: *I tried _____ (open) the door, but it was stuck.*

- A) opening
- B) to open
- C) opened
- D) opens
- E) open

140. Which verb changes meaning when followed by “ing” or an infinitive?

- A) Begin
- B) Start
- C) Stop
- D) Forget
- E) All of the above

141. Choose the correct verb form to complete the sentence: *I love _____ (read) in the evening.*

- A) reading
- B) to read
- C) read
- D) reads
- E) to reads

142. Which of the following sentences is correct?

- A) I am thinking that it will rain today.
- B) She is having a problem with her computer.
- C) They believe in fairness.
- D) We are liking this new song.
- E) He is being tired today.

143. Fill in the blank with the correct form of the verb: *I forgot _____*

(call) my mom this morning.

- A) calling
- B) to call
- C) called
- D) calls
- E) to calls

144. Choose the correct verb form: *We _____ (try) to finish the project by Friday.*

- A) trying
- B) to try
- C) try
- D) tries
- E) to tries

145. Which of the following sentences uses a stative verb correctly?

- A) I am understanding the lesson.
- B) They know her very well.
- C) She is thinking to go home.
- D) He is having a big house.
- E) We are wishing to visit Paris.

146. Choose the correct form of the verb to complete the sentence: *She seems _____ (be) a bit tired today.*

- A) to be
- B) being
- C) be
- D) am
- E) are

147. Fill in the blank with the correct form of the verb: *He promised _____ (help) me with the presentation.*

- A) helping
- B) to help
- C) helped
- D) helps
- E) help

148. Which verb requires “ing” to change meaning?

- A) Start
- B) Forget
- C) Remember
- D) Stop
- E) Try

149. Which sentence uses the verb "stop" correctly?

- A) I stopped to smoke.
- B) I stopped smoking.
- C) I stopped to smoke yesterday.
- D) I stopped to smoking.
- E) I stop smoking.

150. Fill in the blank with the correct form of the verb: *I regret _____*
(tell) her the truth yesterday.

- A) telling
- B) to tell
- C) tell
- D) having told
- E) told

151. What is the first action a law enforcement officer should take when arriving at a crime scene in Kazakhstan?

- A) Secure the scene and ensure no one leaves
- B) Question the first witness on the scene
- C) Immediately search for the suspect
- D) Take photographs of the scene
- E) Conduct a preliminary investigation

152. According to Kazakhstan's Criminal Procedure Code, what is the role of a forensic expert at a crime scene?

- A) To take initial statements from witnesses
- B) To conduct a preliminary investigation
- C) To collect and analyze physical evidence
- D) To arrest the suspect
- E) To oversee the search of the scene

153. What document is required to authorize a search of a crime scene in Kazakhstan?

- A) A written order from the prosecutor
- B) A verbal instruction from the officer in charge
- C) A court order
- D) A warrant signed by the investigator
- E) Consent from the suspect

154. In Kazakhstan, who has the responsibility to establish the perimeter of a crime scene?

- A) The prosecutor
- B) The forensic expert

- C) The first officer to arrive at the scene
- D) The investigating judge
- E) The suspect

155. What is considered the primary goal when preserving a crime scene in Kazakhstan?

- A) To prevent contamination of evidence
- B) To identify and arrest suspects
- C) To interview witnesses
- D) To document the suspect's behavior
- E) To obtain a confession

156. In Kazakhstan, who can legally conduct the first interview with a victim?

- A) The police officer in charge of the case
- B) The prosecutor
- C) A legal advisor
- D) The judge
- E) A social worker

157. What is the primary objective when interviewing a witness in Kazakhstan's criminal justice system?

- A) To confirm the identity of the suspect
- B) To gather accurate and unbiased information
- C) To obtain a confession
- D) To determine the motive behind the crime
- E) To protect the suspect's rights

158. In Kazakhstan, what is a key legal requirement when interviewing a victim?

- A) The victim must be accompanied by a legal representative
- B) The interview must be recorded and documented
- C) The victim's statement must be taken under oath
- D) The victim must be informed of the charges against the suspect
- E) The interview must take place in a private facility

159. When conducting an interview with a witness, what is prohibited by Kazakhstan law?

- A) Asking leading questions
- B) Allowing the witness to remain anonymous
- C) Recording the interview without consent
- D) Taking detailed notes
- E) Conducting the interview without the presence of an attorney

160. In Kazakhstan, how should an officer handle a situation where a victim cannot recall certain details about the crime?

- A) The officer should avoid pressing the victim for answers
- B) The officer should suggest possible details to help the victim recall
- C) The officer should ignore the gaps and continue with the interview
- D) The officer should immediately end the interview
- E) The officer should contact the prosecutor for further instructions

161. Under Kazakhstan law, what is a law enforcement officer's responsibility when describing a suspect to the public?

- A) To give only the name and appearance
- B) To avoid disclosing sensitive personal information
- C) To release all known information
- D) To use the description for identification purposes only
- E) To ensure no prejudice is shown in the description

162. What key elements must be included in the description of a suspect in Kazakhstan?

- A) Name, date of birth, and address
- B) Gender, height, weight, age, clothing, and distinguishing marks
- C) Criminal history
- D) Ethnic background and nationality
- E) Occupation and personal relationships

163. If a suspect's description differs from witness testimonies in Kazakhstan, what should the officer do?

- A) Ignore the differences and proceed with the investigation
- B) Investigate the discrepancies through further questioning
- C) Immediately arrest the suspect based on available information
- D) Release the suspect to avoid public misunderstanding
- E) Record the differences but continue with the original description

164. What legal guidelines in Kazakhstan govern the publication of a suspect's image or likeness?

- A) Only after the suspect has been convicted
- B) With the permission of the suspect's legal representative
- C) When the case is under investigation and the suspect is a public threat
- D) Immediately after the arrest of the suspect
- E) Publication is never allowed in Kazakhstan

165. In Kazakhstan, what should law enforcement officers do when the suspect has no known or identifiable marks?

- A) Conduct a physical search for any distinguishing marks
- B) Rely on witness testimony for identification
- C) Request the public to assist in identifying the suspect

- D) Arrest the suspect immediately
- E) Make no attempt to describe the suspect

166. What is required by Kazakhstan law to conduct a search of a person's property?

- A) Verbal consent from the suspect
- B) Written consent from a judge or prosecutor
- C) The property owner's consent
- D) A search warrant issued by a police officer
- E) No legal requirement if the suspect is present

167. What is the protocol for searching a suspect's person in Kazakhstan?

- A) Search without a warrant if the suspect is a flight risk
- B) Always conduct the search in the presence of a witness
- C) The search must be conducted in a private area
- D) A judge must approve the search in advance
- E) The search can only be performed by a forensic expert

168. In Kazakhstan, what is the legal threshold for searching a suspect's property without a warrant?

- A) Immediate threat of danger
- B) Only if the property owner is suspected of a crime
- C) Consent must be given by the prosecutor
- D) The search must be approved by the investigating judge
- E) A search is permissible if the officer has reasonable suspicion of evidence

169. What should a law enforcement officer do if a search of a suspect's property in Kazakhstan yields illegal evidence?

- A) Immediately arrest the suspect and confiscate the evidence
- B) Continue the search without documentation
- C) Inform the prosecutor and stop further searching until instructed
- D) Secure the evidence but refrain from arresting the suspect
- E) Continue with the investigation but ignore the found evidence

170. In Kazakhstan, what is required when searching a suspect's vehicle?

- A) A verbal order from the officer
- B) A written search warrant from the prosecutor
- C) A legal representative must be present
- D) Consent from the driver or owner
- E) No permission is required if the suspect is arrested

171. What is the legal requirement for making an arrest in Kazakhstan?

- A) A warrant is always necessary
- B) The suspect must be informed of their rights immediately
- C) The arrest must take place only during daylight hours

- D) Arrests can be made without informing the suspect
 - E) Arrests are only allowed if the suspect is caught red-handed
- 172.** In Kazakhstan, what should an officer do if the suspect refuses to cooperate during an arrest?
- A) Use force to subdue the suspect
 - B) Immediately call for backup and continue with the arrest
 - C) Attempt to negotiate with the suspect until cooperation is achieved
 - D) Leave the scene and wait for the prosecutor
 - E) Release the suspect if they do not resist
- 173.** How does Kazakhstan law regulate the use of force during an arrest?
- A) Officers must always use the least amount of force necessary
 - B) Officers are permitted to use excessive force if the suspect is violent
 - C) Only firearms can be used to arrest a violent suspect
 - D) Use of force is prohibited in non-violent crimes
 - E) The use of force is left to the discretion of the arresting officer
- 174.** What is the maximum period of time a suspect can be held without charge following an arrest in Kazakhstan?
- A) 12 hours
 - B) 24 hours
 - C) 72 hours
 - D) 48 hours
 - E) 5 days
- 175.** When should an officer inform a suspect of their arrest in Kazakhstan?
- A) After the arrest is made
 - B) Before any questions are asked
 - C) Only when a charge is formally issued
 - D) After the suspect is detained for 24 hours
 - E) After the arresting officer finishes writing the report
- 176.** In Kazakhstan, what must an officer do immediately after arresting a suspect?
- A) Record the suspect's personal details in the arrest log
 - B) Ask the suspect for a confession
 - C) Begin a formal interview without delay
 - D) Inform the suspect's family of the arrest
 - E) Contact the prosecutor for approval
- 177.** When is it mandatory for a law enforcement officer in Kazakhstan to present a suspect to the court?
- A) Within 24 hours of the arrest
 - B) Within 48 hours of the arrest
 - C) Within 72 hours of the arrest

D) Within 96 hours of the arrest

E) Within 1 week of the arrest

178. What must be provided to a suspect in Kazakhstan at the time of their arrest?

A) A lawyer if the suspect requests one

B) A copy of the police report immediately

C) A hearing before a judge

D) A list of all charges filed

E) An opportunity to contact their family

179. What happens if the processing of a suspect in Kazakhstan does not meet legal requirements?

A) The arrest is invalid, and the suspect must be released

B) The suspect is prosecuted for obstruction of justice

C) The suspect can sue the officers involved

D) The case is delayed for further processing

E) The officers are subject to disciplinary actions

180. In Kazakhstan, which department is responsible for processing a suspect following an arrest?

A) The police department

B) The Ministry of Justice

C) The local prosecutor's office

D) The detention center

E) The Ministry of Internal Affairs

181. According to Kazakhstan law, what is the maximum period a suspect can be held in a detention center without formal charges?

A) 24 hours

B) 48 hours

C) 72 hours

D) 5 days

E) 14 days

182. Who is responsible for overseeing the conditions in detention centers?

A) The investigating judge

B) The Ministry of Justice

C) The local police department

D) The prosecutor

E) The prison governor

183. How should a detained suspect in Kazakhstan be treated according to international human rights standards?

A) They must be provided with a trial within 48 hours

B) They should not be subjected to any form of physical abuse

- C) They must be allowed to contact their family within 12 hours
- D) They are only entitled to basic food and water
- E) Detention conditions can be harsh if the suspect is violent

184. What is a fundamental right for suspects held in Kazakhstan detention centers?

- A) The right to remain silent during questioning
- B) The right to receive unlimited visitors
- C) The right to adequate medical care
- D) The right to participate in their trial proceedings
- E) The right to refuse any searches

185. Who can visit a suspect held in a detention center in Kazakhstan?

- A) Family members only
- B) Legal representatives or lawyers
- C) Only police officers
- D) Public visitors
- E) Only government officials

186. The sentence can be determined by _____.

- A) law
- B) judge
- C) jury
- D) prosecutor
- E) defender

187. The goals of punishment are _____.

- A) to prevent the person from hurting others
- B) to deter or discourage crime
- C) to rehabilitate crimes
- D) to punish criminals
- E) all the variants are proper

188. A law professional who tries to show that the defendant is innocent and not guilty of a crime is a _____.

- A) defender.
- B) prosecutor
- C) jury
- D) witness
- E) accused

189. An antonym to the word «law breaker» is _____

- A) criminal
- B) offender

- C) wrongdoer
- D) law-abiding citizen
- E) accused

190. If the defendant is found not guilty, he or she is _____.

- A) released
- B) put into prison
- C) released on bail
- D) placed on probation
- E) paroled

191. If the defendant is found guilty, he is _____.

- A) released
- B) punished
- C) released on bail
- D) accused
- E) paroled

192. A formal statement, as made by a witness in a court of law is a _____.

- A) evidence
- B) warrant
- c) order
- d) testimony
- e) questioning

193. A building for imprisoning persons convicted of a crime is _____.

- A) a prison
- B) a court room
- C) a jail
- D) a trial
- E) a verdict

194. A lawyer who tries to prove that the accused is guilty of a crime in a court of law is a _____.

- A) witness
- B) prosecutor
- C) defender
- D) defendant
- E) accused

195. A group of ordinary people who hear the evidence in serious criminal cases and some civil hearings is a _____.

- A) solicitor
- B) jury

- C) court officer
- D) barrister
- E) bar officer

196. When taking an oath the witness should ____.

- A) raise his/her hand
- B) close his/her eyes
- C) repeat the words of oath after the clerk
- D) repeat the words of oath after the judge
- E) show his/her ID

197. The lawyer who presents the case against the accused is a ____.

- A) solicitor
- B) crown prosecutor
- C) court officer
- D) barrister
- E) bar officer

198. Witness usually stands ____.

- A) in the witness box
- B) on the raised platform
- C) on the bench
- D) in the jury box
- E) on the witness chair.

199. _____ are sworn in and take an oath or affirmation.

- A) judges
- B) jurors
- C) witnesses
- D) accused
- E) barristers

200. A formal accusation against the suspect is called a\an ____.

- A) arrest
- B) testimony
- C) indictment
- D) information
- E) guilt

Пайдаланған әдебиеттер тізімі

1. Aldabergenova A. English-Russian-Kazakh glossary of labour law of the Republic of Kazakhstan: study guide / A. Aldabergenova <https://rmebrk.kz/book/1172435> Kostanai: A.Baitursynov Kostanai State University. 2018. – 201 p.
2. Атабаева Ф.К. Английский язык в магистратуре: учебное пособие / Ф.К. Атабаева <https://rmebrk.kz/book/1174123>. Алматы: Изд. Университет «Туран», 2017. – 128 с.
3. Әубәкір С.С. Профессионально-ориентированный иностранный язык (английский язык): учебно-методическое пособие для студентов юридических специальностей вузов / С.С. Әубәкір, А.Е. Оғузбаева <https://rmebrk.kz/book/1172391> Павлодар: Кереку, 2018. - 83 с.
4. Баданбекқызы З. Ағылшын және қазақ тілдерінің салыстырмалы грамматикасы: оқу құралы / З. Баданбекқызы. Алматы, 2010. - 420 б.
5. Есмамбетова Ж.М. Английская грамматика: учебное пособие / Ж.М. Есмамбетова. Ақтобе: АЮИ МВД РК им. М.Букенбаева, 2016. – 61 с.
6. Есмамбетова Ж.М. Словарь-разговорник для сотрудников полиции: учебное пособие / Ж.М. Есмамбетова. Ақтобе: АЮИ МВД РК им. М.Букенбаева, 2016. – 65 с.
7. Ешниязова Д.Б. Ағылшын тілінің грамматикалық ережелері бойынша жаттығулар жинағы: оқу-тәжірибелік құралы / Д.Б. Ешниязова. Ақтобе: ҚР ПМ М.Бөкенбаев атын. Ақтобе заң институты, 2016. – 63 б.
8. Ешниязова Д.Б. Ішкі істер органдары қызметкерлерінің кәсіи қарым-қатынас жғдайларындағы Ағылшын тілі: практикум / Д.Б. Ешниязова, Г.Б. Ибыжанова. Ақтобе: ҚР ПМ М.Бөкенбаев атын. Ақтобе заң институты, 2015. – 63 б.
9. Жданович Н.П. Английский язык для юристов: учебно-методическое пособие / Н.П. Жданович Караганда, 2015. – 162 с.
10. Зеликман А. Я., Английский язык для юристов. / А.Я. Зеликман. Феникс, 2011. - 410 с.
11. Караулова Ю.А., Английский язык для юристов (B2-C1): учебник для бакалавриата и магистратуры / Ю.А. Караулова Москва, 2018. – 302 с.
12. Қайырбаева Р.С. Учебник английского языка для студентов высших учебных заведений / Р.С. Қайырбаева, Г.С. Сулейменова, М.К. Макишева, Н.С. Пак. Алматы Қазақ университеті, 2002. -319 с.

Content

Preface	3
1. Rank structure. Departments. Adjectives: gradable and non-gradable.....	4
2. Weapons. Non-lethal weapons. Capital letters and apostrophes	10
3. Vehicles. Radio communications. Conditional sentences of the first and second types.....	16
4. Patrolling. Contrasting ideas: <i>although, even though, though, despite, in spite of</i>	22
5. Directing traffic. Traffic stops. Different uses of “ <i>used to</i> ”	28
6. Car accidents. Emergency calls. Intensifiers: “ <i>so</i> ” and “ <i>such</i> ”	33
7. Pursuit. Modals: deductions about the past.....	39
8. Crowd control. Modals: deductions about the present.....	45
9. Establishing crime scenes. Grammar: Modals: permission and obligation	52
10. Interviewing witnesses and victims. Grammar: Modifying comparatives	58
11. Describing suspects. Past habits: “ <i>used to</i> ”, “ <i>would</i> ”	64
12. Searching suspects and property. Relative clauses	70
13. Making an arrest. Reported speech	79
14. Processing suspects. Stative verbs	90
15. Detention centers. Verbs followed by “ <i>ing</i> ” or infinitive to change meaning.	99
List of questions	108
Пайдаланған әдебиеттер тізімі.....	142
Content	143

Мухтарова А.К.

Кәсіби-бағытталған шет тілі

Оқу-әдістемелік құралы

«02» тамыз 2024 ж. қол қойылды.

Пішімі: 60x84_{/16}

Ақтөбе 2024