

POLICE

CAREER
PATHS



John Taylor - Jenny Dooley



Express Publishing

Published by Express Publishing

Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW

Tel.: (0044) 1635 817 363

Fax: (0044) 1635 817 463

e-mail: inquiries@expresspublishing.co.uk

<http://www.expresspublishing.co.uk>

© Express Publishing, 2011

Design and Illustration © Express Publishing, 2011

Color Illustrations: Victor © Express Publishing, 2011

First published 2011

Made in EU

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, photocopying, or otherwise, without the prior written permission of the publishers.

This book is not meant to be changed in any way.

ISBN 978-0-85777-871-0

Acknowledgements

Authors' Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Alex Newton (Editor in Chief); Sean Todd (senior editor); Steve Miller (editorial assistant); Richard White (senior production controller); the Express design team; Sweetspot (recording producers). We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

Every effort has been made to trace all the copyright holders. If any have been inadvertently overlooked, the publishers will be pleased to make the necessary arrangements at the first opportunity.

**CAREER
PATHS**

POLICE

BOOK

1

John Taylor - Jenny Dooley



Express Publishing

Scope and Sequence

Unit	Topic	Reading Context	Vocabulary	Function
1	Describing Suspects	Wanted poster	height, build, complexion, facial hair, distinctive mark, dress, overweight, mustache, pale, tattoo	Describing a person
2	Describing Citizens	Bulletin	minor, thin, blonde, glasses, jeans, t-shirt, scar, freckles, sneakers, report	Confirming details
3	Describing Vehicles	Stolen Vehicle List	make, model, horsepower, body type, year, identifiable, registration, license plate, dent, distinguishing feature	Getting more information
4	Describing Personal Items 1	Newspaper Article	camera, backpack, wallet, watch, jewelry, bracelet, credit card, checkbook, cell phone, briefcase	Listing items
5	Describing Personal Items 2	Police Report	value, brand, shape, thickness, style, make-up, weight, gold, silver, diamond	Asking for repetition
6	Directions – Walking	Pamphlet	cross, police station, bus stop, train station, on foot, block, crosswalk, across, past, beside, go down	Giving directions
7	Directions - Driving	Website	side street, freeway, exit, intersection, parking lot, u-turn, light, go over, go through, take	Describing a location
8	Emergency Calls	Police Manual	dispatch, identify, emergency, respond, code, badge number, location, offense, suspect, back up	Accepting a task
9	Traffic Stops	Traffic Ticket	traffic stop, ticket, moving violation, speed, zone, failure (to stop), insurance, driver's license, expired, offense, citation	Apologizing
10	Car Accidents	Accident Report	accident, injury, damage, vehicle, witness, point of impact, run, collision, on scene, working order	Describing past events
11	Theft: Pickpocket	Newspaper Article	pickpocket, theft, valuables, personal items, purse, distraction, bump into, victimize, protect, awareness	Asking for help
12	Theft: Hotel Room	Police Report	hotel, room key, break into, safe, burglary, staff, rob, thief, suspect, forced entry	Disagreeing with an opinion
13	Robbery	Police Report	robbery, mug, knifepoint, threaten, steal, cash, ring, approach, come up, demand	Checking on someone's condition
14	Fraud: Taxi	Website	taxi, cab, licensed, fare, charge, luggage, safety, ID badge, regulation, kidnap, overcharge, fraud	Warning someone
15	Theft: Auto	Bulletin	rental car, tourist, idle, ignition, keys, running, recover, VIN, joy ride, spike strip	Asking for agreement

Table of Contents

Chapter 1 – Descriptions

Unit 1 – Suspects	4
Unit 2 – Citizens	6
Unit 3 – Vehicles	8
Unit 4 – Personal items 1	10
Unit 5 – Personal items 2	12

Chapter 2 – Operations

Unit 6 – Walking directions	14
Unit 7 – Driving directions	16
Unit 8 – Emergency calls	18
Unit 9 – Traffic stops	20
Unit 10 – Car accidents	22

Chapter 3 – Crimes

Unit 11 – Pickpocket	24
Unit 12 – Hotel room theft	26
Unit 13 – Robbery	28
Unit 14 – Taxi fraud	30
Unit 15 – Auto theft	32

Appendix

Glossary	34
----------------	----

1 Descriptions: Suspects



WANTED

George Collins

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

Description:

Age: 35

Height: 5'10"

Weight: 210 lbs

Build: Large / **Overweight**

Hair: Brown

Eyes: Blue

Complexion: **Pale**

Sex: Male

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

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

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



Get ready!

- Before you read the passage, talk about these questions.
 - What features do you use to describe people?
 - What are some features that make suspects easy to recognize?

Reading

- Read the wanted poster. Then, mark the statements as true (T) or false (F).
 - The suspect stole money from a bank.
 - The suspect has no distinctive marks.
 - The suspect had a mustache during the robbery.

Vocabulary

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

- | | |
|---------------------------------------|---|
| 1 <input type="checkbox"/> mustache | 4 <input type="checkbox"/> complexion |
| 2 <input type="checkbox"/> height | 5 <input type="checkbox"/> distinctive mark |
| 3 <input type="checkbox"/> overweight | 6 <input type="checkbox"/> pale |

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

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

Word BANK

dress facial hair build tattoo

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

5 Listen and read the poster again. Where did Collins commit his crime?

Listening

6 Listen to a conversation between a police officer and a citizen. Check (✓) the characteristics mentioned in the conversation.

- | | |
|---------------------------------------|--|
| 1 <input type="checkbox"/> tattoo | 4 <input type="checkbox"/> facial hair |
| 2 <input type="checkbox"/> hair color | 5 <input type="checkbox"/> eye color |
| 3 <input type="checkbox"/> height | 6 <input type="checkbox"/> build |

7 Listen again and complete the conversation.

Officer: St. Louis Police Department.
 Citizen: Hi, I think I just saw George Collins, the bank robber.
 Officer: Okay, sir. Can you tell me what he 1 _____?
 Citizen: Let's see... he had brown hair. He was a 2 _____. Large build, and looked kind of overweight.
 Officer: Did he have 3 _____?
 Citizen: Yes, he had a mustache.
 Officer: Did you notice 4 _____?
 Citizen: Oh, yeah. He had a 5 _____ on his arm.
 Officer: 6 _____ it could be him.

Speaking

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

USE LANGUAGE SUCH AS:

Can you tell me what he looks like?
Did he have ...
Did you notice anything else?

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

- build
- hair
- distinguishing marks

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

Writing

9 Use the poster and the conversation from Task 8 to fill out the officer's notes.

SUSPECT DESCRIPTION

Suspect wanted for: _____

Hair color: _____

Height: _____

Facial Hair: Y N

Eye color: _____

Build: _____

Dress: _____

2 Descriptions: Citizens



freckles

blond



t-shirt



thin

jeans



sneakers

MISSING Child Bulletin

Name: JUSTIN PATE
 Sex: Male
 Age: 7
 Height: 3' 7"
 Weight: 53 lbs
 Build: **Thin**
 Hair Color: **Blond**
 Eye Color: Brown
 Complexion: Pale with **freckles**

Location Last Seen: Palisades Park at 3:47 pm
 Additional Information: The **minor** disappeared at an arts festival in Palisades Park. He is wearing blue **jeans**, a red **t-shirt** with a skateboard on it, and white **sneakers**. He wears **glasses** with dark blue frames. He has a **scar** above his left eyebrow and a chipped front tooth. His parents **reported** him missing two hours ago.

Get ready!

- Before you read the passage, talk about these questions.
 - When do police have to describe citizens and civilians?
 - What are the most important features to describe when talking about a missing person?

Reading

- Read the police bulletin. Then, mark the statements as true (T) or false (F).
 - The missing child is wearing red glasses.
 - The missing child has a scar on his face.
 - The child has been missing for two days.

Vocabulary

- Complete the word or phrase so that it has the same meaning as the underlined part.
 - Jackie has small, brown spots on skin on her face. _ r _ _ k _ _ _
 - The girl is wearing a collarless, short sleeved shirt. _ - _ h _ _ t
 - The man had marks left on his skin after wounds healed on his knuckles. _ c _ _ s
 - The man is wearing blue pants made of denim fabric. j _ _ n _

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

- | | |
|----------------------------------|-------------------------------------|
| 1 <input type="checkbox"/> thin | 4 <input type="checkbox"/> report |
| 2 <input type="checkbox"/> blond | 5 <input type="checkbox"/> sneakers |
| 3 <input type="checkbox"/> minor | 6 <input type="checkbox"/> glasses |
- A a person who is not legally an adult
 B a shoe designed for sports
 C to give information to someone
 D lenses that help someone see better
 E having very little body fat
 F pale yellow hair

- 5 Listen and read the bulletin again. Describe the missing boy's complexion.

Listening

- 6 Listen to a conversation between dispatch and an officer. Choose the correct answers.
- Why does the patrol officer call dispatch?
 - A to ask if anyone has found the missing boy
 - B to report information about the missing boy
 - C to confirm details about the missing boy
 - D to request a copy of the missing boy's bulletin
 - What will the officer likely do next?
 - A approach the boy
 - B call the boy's parents
 - C get a photo of the boy
 - D ask for the boy's description

- 7 Listen again and complete the conversation.

Dispatch: Beaumont Police Department. This is Sergeant Ames.

Officer: Sergeant, this is Officer Cline. I think I see that kid. The boy who went missing a couple of hours ago. I want to 1 _____ it's the right kid, though.

Dispatch: OK, I've got the bulletin 2 _____.

Officer: Blond hair, thin, about seven years old?

Dispatch: Yeah, 3 _____.
What's the kid wearing?

Officer: Jeans, red T-shirt, and...white sneakers. He wears glasses, 4 _____?

Dispatch: Yes. You'd better 5 _____ and confirm.

Officer: 6 _____.

Speaking

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

USE LANGUAGE SUCH AS:

Blond hair, thin, about seven years old?

What's he wearing?

He wears glasses, right?

Student A: You are an officer. You have spotted a missing child. Talk to Student B about:

- the child's clothes
- the child's physical appearance

Make up a name for the officer.

Student B: You are a dispatch operator. Talk to Student A about a missing child.

Make up a name for the police department.

Writing

- 9 Use the bulletin and the conversation from Task 8 to fill out the missing child bulletin.

Missing Child Bulletin

Name: _____

Age: _____

Height: _____

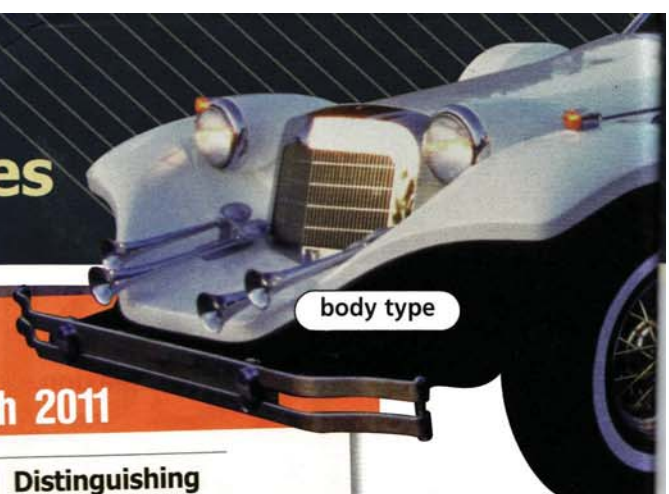
Weight: _____

Build: _____

Dress: _____

Other information: _____

3 Descriptions: Vehicles

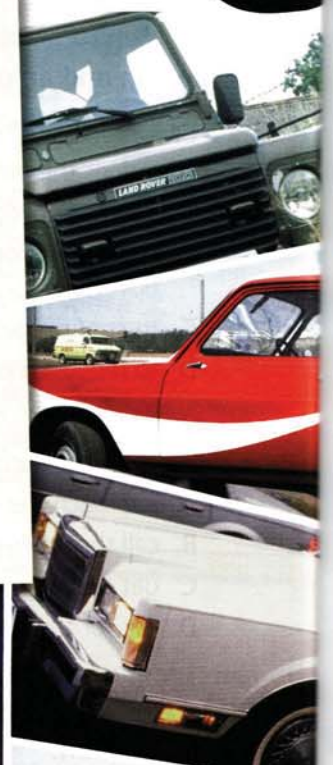


body type

Branson Police Department

STOLEN VEHICLES LIST - March 2011

License Plate	Make	Model	Year	Body Type	Color	Distinguishing Features
NV-GMBLR	Tolento	Cyclone	2011	sports car	black	tinted windows, extra wide tires
NV-326 PWK	Gocar	Flyer	1996	pick-up truck	silver	white cap over bed, cracked windshield
NV-346 BKE	BykeCo	Beast 900	2002	racing motorcycle	yellow	high horsepower racing, very loud
No registration	Hunter Feather	Gold	1979	touring motorcycle	black	Dent in gas tank (left side)
IL-517 6239	Steele	Seville	1997	Sedan	blue	identifiable by rust spots on driver-side door



registration

Get ready!

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

- 1 What types of vehicles are most common in your country?
- 2 What distinguishing features do you use to describe a vehicle?

Reading

2 Read the stolen vehicles list from the Branson Police Department. Then, mark the statements as true (T) or false (F).

- 1 ___ The Tolento Cyclone has a large dent.
- 2 ___ Two motorcycles have been stolen.
- 3 ___ The stolen Steele Seville is a truck.

Vocabulary

3 Match the words (1-5) with the definitions (A-E).

- | | |
|--------------------|------------------------------|
| 1 ___ model | 4 ___ distinguishing feature |
| 2 ___ registration | 5 ___ license plate |
| 3 ___ make | |

- A the company that manufactures a vehicle
- B something that makes a vehicle unique
- C a metal sign with numbers or letters
- D one type of car made by a company
- E state documentation of a vehicle



license plate



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

WORD BANK

horsepower body type dent
year identifiable

- The suspect's car is _____ by a cracked rear window.
- Her truck has a(n) _____ in the door.
- What _____ is this used motorcycle?
- That engine puts out a lot of _____.
- Her vehicle had a sports car _____.

5 Listen and read the list again. How might the police identify the stolen sports car?

Listening

6 Listen to a conversation between an officer and a citizen reporting a stolen vehicle. Check (✓) the information the man provides.

- ___ vehicle make
- ___ vehicle model
- ___ license plate number
- ___ distinguishing characteristics
- ___ body type

7 Listen again and complete the conversation.

Operator: Branson Police Department
1 _____ Division,
what can I do for you?

Citizen: Hi. I need to 2 _____ a stolen
motorcycle.

Operator: What is your name sir?

Citizen: Vincent Girardi. G-I-R-A-R-D-I.

Operator: Okay, Mr. Girardi, can you tell me the
make and 3 _____?

Citizen: It's a BykeCo Beast 9000, yellow,
4 _____ two thousand and two.

Operator: Got it. Now, does the vehicle have any
5 _____, sir?

Citizen: There's a green stripe on the gas tank.
And a 6 _____ in the left side.

Speaking

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

USE LANGUAGE SUCH AS:

Can you tell me the...?
Does the vehicle have...?
There is a...

Student A: You are reporting a stolen vehicle. Talk to Student B about:

- vehicle's make and model
- the year of the vehicle
- distinguishing characteristics

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

Make up a name for the police department.

Writing

9 Use the list and the conversation from Task 8 to fill out the stolen vehicle report. Use today's date.

Branson Police Department

Stolen Vehicle Report

Name: _____ Date: _____

Make and Model: _____

Year: _____

Color: _____

Body Type: _____

Distinguishing Characteristics: _____

4 Descriptions: Personal items 1



Get ready!

- 1 Before you read the passage, talk about these questions.
 - 1 Where do most thefts of personal items take place?
 - 2 What are the most commonly stolen personal items?

Reading

- 2 Read the newspaper article. Then, choose the correct answers.

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

Train Station Crime Spree

Davis Times reporter: Joe Stevens



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



Vocabulary

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

Descriptions: Personal items 1 4

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

- 1 ___ A Shopping with a credit card is safer than using cash.
___ B He has a backpack on his wrist.
- 2 ___ A People wear jewelry for decoration.
___ B The briefcase is in the wallet.
- 3 ___ A Steve carries files in his briefcase.
___ B Sarah buys things with her jewelry.
- 4 ___ A The thief grabbed John's wallet off his back.
___ B He called the police on his cell phone.
- 5 ___ A The man stole a bracelet from Amy's wrist.
___ B This watch holds cash, cards, and IDs.

5 🎧 Listen and read the article again. Who told the reporter about what they had had stolen?

Listening

6 🎧 Listen to a conversation between a police officer and a victim of theft. Mark the statements as true (T) or false (F).

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

7 🎧 Listen again and complete the conversation.

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

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

Officer: 2 _____ the briefcase, sir?

Victim: My 3 _____ was in there with all my credit cards and my checkbook.

Officer: 4 _____ cash in it?

Victim: Just 5 _____ dollars.

Officer: Did you notice anything 6 _____ while you were sitting here?

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

Speaking

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

USE LANGUAGE SUCH AS:

What was the item ...

What was in ...

Did you notice ...

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

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

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

Writing

9 Use the article and the conversation from Task 8 to fill out the stolen items report. Use today's date. Make up a name for the reporting officer and victim.



Davis Police Department
Stolen Items Report

Reporting Officer: _____

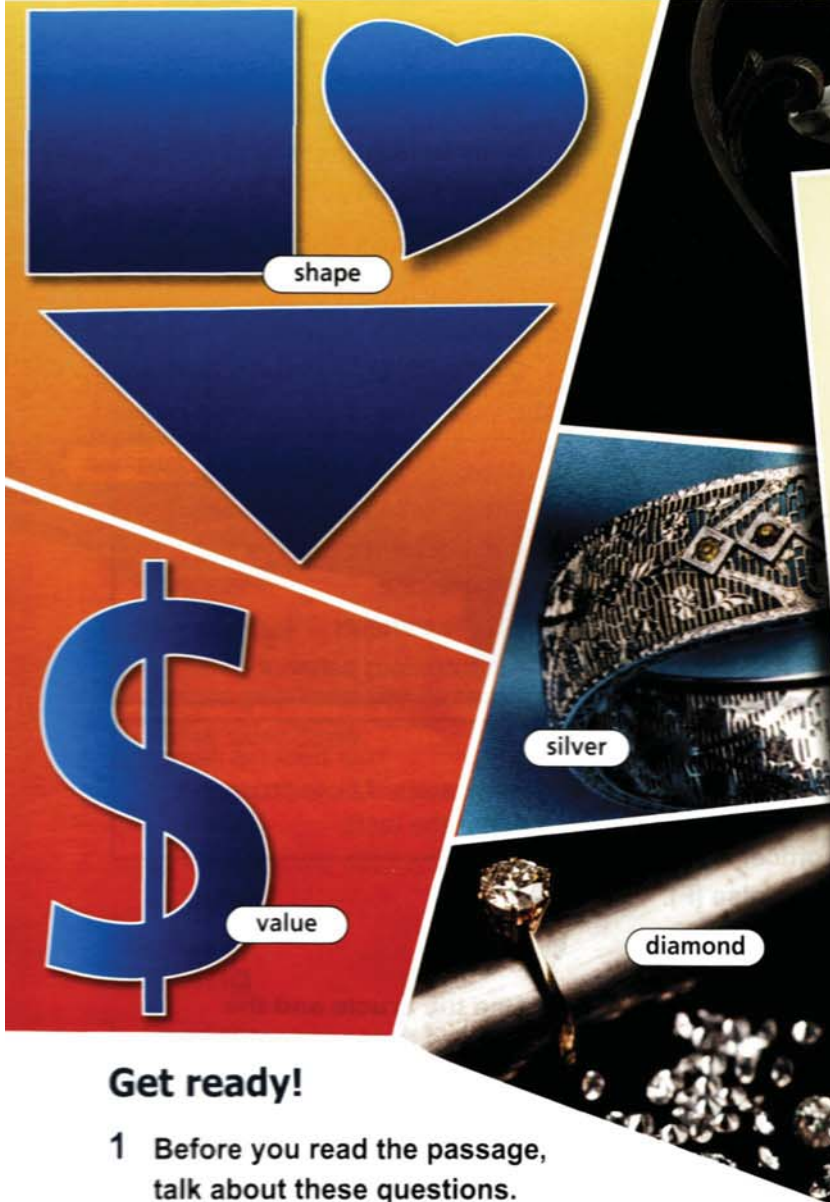
Date: _____

Victim Name: _____

Theft Location: _____

Description of stolen items: _____

5 Descriptions: Personal items 2



Victim Name: Lucy Jones
 Victim Address: 56 Alpine Lane

Suspect Name: Sophie C. Viles
 Suspect Address: 52 Alpine Lane, Apt. #3

Relation of suspect to victim: Tenant

Description of Stolen Item(s): The missing item is a woman's high-end **style**, Glossex **brand** wristwatch. The watch has a **thickness** of approximately one centimeter and a **weight** of 120 grams. The **makeup** of the watch is **silver** and **gold**. There is a small scratch on the watch face. The wristband is studded with **diamonds** in the **shape** of hearts. There is an engraving of the name "Lucy Jones" on the back. The estimated **value** of the watch is approximately \$2,500.

Get ready!

- 1 Before you read the passage, talk about these questions.
 - 1 What details should be included in a description of a stolen item?
 - 2 Is theft of personal items a large problem in your country?

Reading

- 2 Read the Stolen Property Report. Then, mark the statements as true (T) or false (F).
 - 1 The watch is not made of pure gold.
 - 2 The suspect and victim live at the same address.
 - 3 The victim is offering a \$2,500 reward.

Vocabulary

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

Word BANK

silver shape value weight

- 1 The _____ of the stone was twenty grams.
- 2 A small scratch on the watch face decreased its _____.
- 3 The package was of a circular _____.
- 4 The thief stole a set of _____ spoons.

Descriptions: Personal items 2 5

4 Choose the correct word for each blank.

- 1 gold / style
A Jane has a simple _____ and never wears jewelry.
B Ann's earrings were made of _____.
- 2 brand / thickness
A The _____ of the window is 1 cm.
B What _____ of cell phone is that?
- 3 diamond / makeup
A The ring was decorated with a large _____.
B The _____ of the ring was silver.

5 Listen and read the report again. How much is the stolen watch worth?

Listening

6 Listen to a conversation between an officer and a robbery victim. Check (✓) the qualities that describe the stolen item.

- 1 pink 4 leather
2 valuable 5 one strap
3 large

7 Listen again and complete the conversation.

- Officer:** 1 _____ what happened. You were standing in line. And then what?
- Victim:** The man ran by and grabbed my 2 _____. He went right out the door after.
- Officer:** 3 _____ the purse, ma'am?
- Victim:** Well, it was made of leather. It's pink, with two shoulder straps.
- Officer:** Is it large?
- Victim:** No, it's pretty small.
- Officer:** 4 _____ the purse was pink?
- Victim:** Yes, sort of a light pink.
- Officer:** Okay. What is the 5 _____ of the purse and its contents?
- Victim:** Oh, I don't know. The purse itself isn't valuable. But I 6 _____ three hundred dollars in it.

Speaking

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

USE LANGUAGE SUCH AS:

Let's go over ...
Can you describe the ...
You said the

Student A: You are robbery victim. Talk to Student B about:

- the robbery
- the item's description
- the item's value

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

Writing

9 Use the report and the conversation from Task 8 to fill out the stolen items report. Make up name for the officer and the theft location. Use today's date.

 **Clovis Police Department**
Stolen Items Report

Reporting Officer: _____

Date: _____

Victim Name: _____

Theft Location: _____

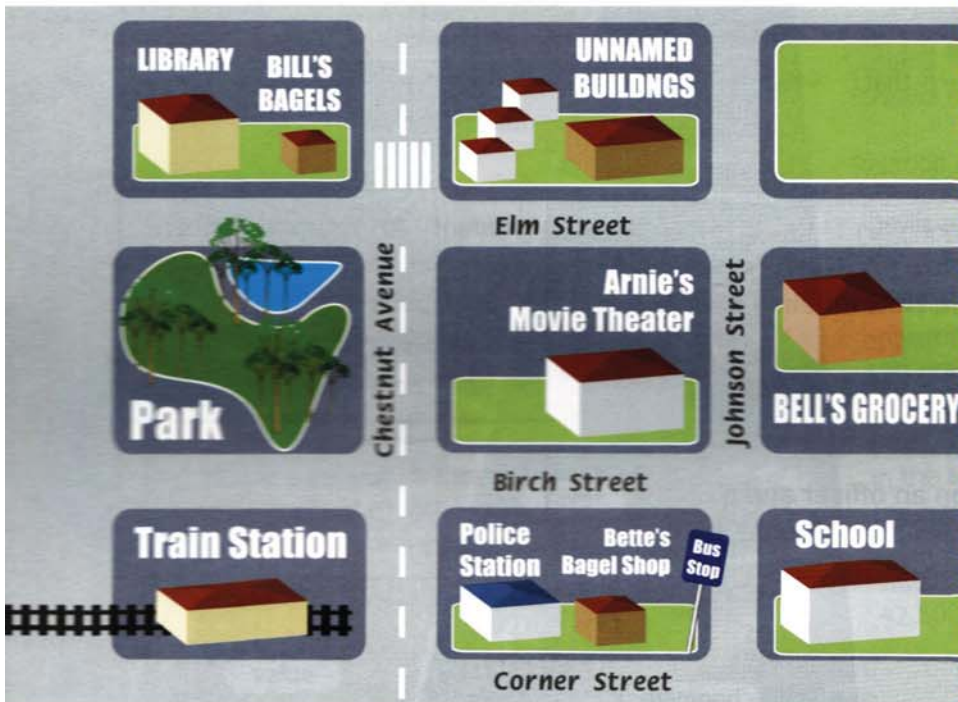
Description of stolen items: _____

6 Operations: Walking directions

Get ready!

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

- 1 What are some places that tourists walk to in your town or city?
- 2 Is your town or city easy to walk around? Why or why not?



Directions to the Watson Area Police Station

*The following routes can all be taken **on foot**.

From the library: Walk one **block** down Elm Street **past** Bill's Bagels. Take the **crosswalk** at the corner onto Chestnut Avenue. **Go down** two more blocks to arrive at the police station.

From Bell's Grocery: Walk one block down Johnson Street. **Cross** the street. You will be on the same side as the **train station**. Walk one block on Corner Street to arrive at the police station.

From Annie's Movie Theater: Go **across** Birch Street and walk one block. Take a right at the **bus stop**. Up ahead you will see Bette's Bagel Shop. The police station is right **beside** the bagel shop.

Reading

2 Read the pamphlet from a police station. Then, choose the correct answers.

- 1 What is the purpose of this pamphlet?
 - A to describe the Watson police force
 - B to explain ways to get to the police station
 - C to promote businesses that donate to the police
 - D to show the locations of different police stations
- 2 Which is NOT indicated by the pamphlet?
 - A what street Bette's business is on
 - B how to reach the police station from the library
 - C how to drive from Bell's Grocery to the police station
 - D what business is next to the police station
- 3 What can you infer from this pamphlet?
 - A Watson does not have an airport.
 - B Watson has at least two bagel shops.
 - C The bus stop is across from Bell's Grocery.
 - D More people walk than drive in Watson.

Vocabulary

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

- 1 ___ beside
- 2 ___ block
- 3 ___ on foot
- 4 ___ cross
- 5 ___ go down
- 6 ___ past

- A to travel in a specific direction
- B next to
- C the distance between one street and another
- D to be walking
- E to go from one side to another
- F to pass without stopping

Operations: Walking directions 6

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

Word BANK

police station bus stop across
train station crosswalk

- The man was taken to the _____ after he was arrested.
- Mary had to go _____ the street to get to the dentist.
- Use the _____ when crossing the street.
- Brenda went to the _____ to wait for the bus to arrive.
- Dave spent all day at the _____ because his train was late.

- 5 Listen and read the pamphlet again. Which location is probably closest to the police station?

Listening

- 6 Listen to a conversation between a pedestrian and an officer. Mark the statements as true (T) or false (F).

- The hotel is far from the pedestrian's location.
- The officer recommends that the pedestrian wait for a bus.
- The hotel is located on Park Street.

- 7 Listen again and complete the conversation.

Pedestrian: Well, I'm here on vacation. I'm
1 _____ for the Grand Hotel.

Officer: It's not far from here, only a few 2 _____.

Pedestrian: Okay. So what's the best way to get there?

Officer: 3 _____ Park street until you get to the 4 _____.

Pedestrian: Okay. Then what?

Officer: Cross Baldwin Avenue. It's just after the bus stop. The Grand Hotel will be 5 _____.

Pedestrian: Great, so it's not 6 _____
_____. Thank you officer.

Speaking

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

USE LANGUAGE SUCH AS:

I'm looking for ...
What is the best way ...
It will be on your right/left.

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

- his / her destination
- the best way to walk there

Student B: You are a tourist. Ask Student A for directions. Make up a destination.

Writing

- 9 Use the conversation from Task 8 to fill out the directions to your destination.



Destination:

How do you get there?

- Take _____.
- Cross _____ at the _____.
- The _____ will be _____.

7 Operations: Driving directions



MAYFIELD COUNTY POLICE STATION LOCATION

Located at 332 Main Street. Easy access driving routes:

From downtown - Take a right from Jefferson Street onto Blake Street. **Go through** the first intersection. Turn left onto Main Street. The **parking lot** is just past the police station on the right.

From Somerville - Drive down Ross Road to the freeway. Take the **freeway** south to exit 95. Take a left onto highway 141. Take a right at the first **light**. Continue down Main Street.

From Silver Lake - Take Route 17 to Westboro Ave. Then, make a **u-turn** at the light. Take a right onto the first **side street**, Harrison Ave. **Go over** the Harrison Bridge. Take a left onto Main Street.

Vocabulary

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

- | | |
|--------------|-----------------|
| 1 __ exit | 4 __ light |
| 2 __ u-turn | 5 __ go over |
| 3 __ freeway | 6 __ go through |

- A a traffic signal to drive slowly, stop, or go
 B to pass an area without stopping
 C a 180 degree change in direction
 D a ramp for leaving a freeway or highway
 E to drive on a bridge over water or a road
 F a road with many lanes and no intersections

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

word BANK

take parking lot intersection side street

- _____ exit 74 to leave the freeway.
- The major roads are busy; go down a(n) _____.
- The _____ was full, so Nancy parked in the street.
- There was a red light at the _____.

Get ready!

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

- How would you describe traffic in your town or city?
- Is it difficult for tourists to drive in your town or city? Why or why not?

Reading

2 Read the police department website. Then, mark the statements as true (T) or false (F).

- ___ The police station is on Main Street.
- ___ Drivers from Somerville start on Ross Road.
- ___ Drivers from Silver Lake must take the freeway.

- 5 Listen and read the website again. On which route don't you come across a traffic signal?

Listening

- 6 Listen to a conversation between a police officer and dispatch. Mark the statements as true (T) or false (F).
- 1 ___ The officer contacts dispatch to get directions.
 - 2 ___ Dispatch tells the officer to turn onto Hill Street.
 - 3 ___ The grocery store is on Merrill Ave.
- 7 Listen again and complete the conversation.

Officer: Dispatch, this is unit 20. I'm heading to the grocery store call. But I need directions.

Dispatch: What is your location, unit 20?

Officer: I'm on a 1 _____ . It's Merrill Ave.

Dispatch: Okay. Tell me the cross street at your next 2 _____ .

Officer: I just arrived at the intersection of Merrill Ave and 3 _____ .

Dispatch: I see where you are, 20. 4 _____ on Merrill Ave.

Officer: Will do. The 5 _____ is on this street?

Dispatch: Correct. It's Anderson's Grocery. It'll be 6 _____ .

Speaking

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

USE LANGUAGE SUCH AS:

I need directions ...

I'm on ...

I just arrived at ...

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

- your current location
- the location of a call

Student B: You are a dispatch worker. Give Student A directions to a call.

Writing

- 9 Use the website and the conversation from Task 8 to fill out the directions to the police station.

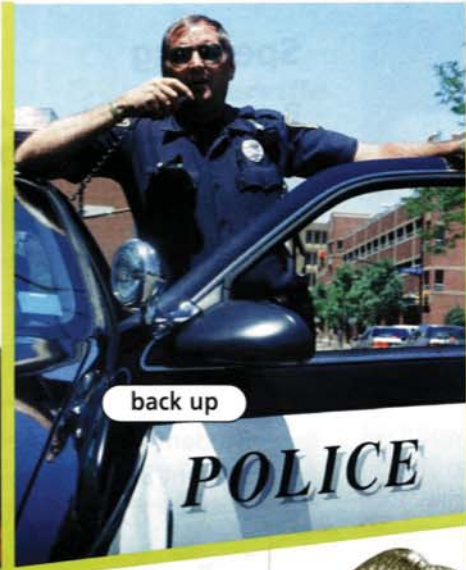
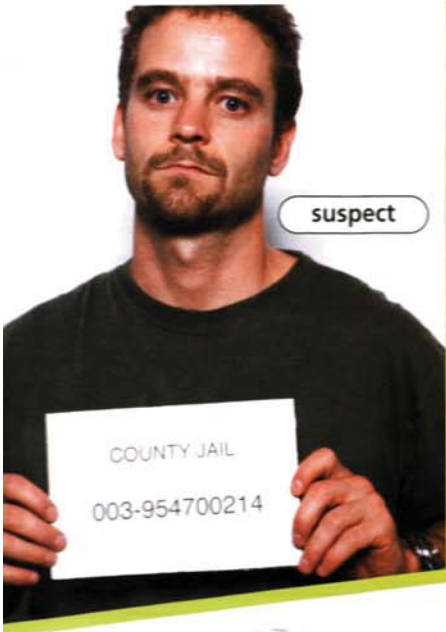
Destination:



How do you get there?

1. Take _____ .
2. Pass the _____ .
3. Go through _____ .
4. It will be _____ .

8 Operations: Emergency calls



Get ready!

- 1 Before you read the passage, talk about these questions.
- 1 What are some reasons people call the police?
 - 2 How quickly can police respond to emergencies in your town or city?

Reading

- 2 Read the page from a police manual. Then, mark the statements as true (T) or false (F).
- 1 Officers identify themselves by name.
 - 2 Officers verify codes before offering their location.
 - 3 Officers call the dispatcher for backup.

Vocabulary

- 3 Match the words (1-5) with the definitions (A-E).
- 1 emergency
 - 2 code
 - 3 suspect
 - 4 location
 - 5 offense

- A a potential criminal
- B a crime
- C a specific place
- D an unexpected or dangerous situation
- E numbers that represent other information

CHAPTER 12 - page 142

Responding to Emergency Calls

12.8.1 Responding to calls from the dispatcher

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

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

code

CODE 1 = ROUTINE
CODE 3 = EMERGENCY

4 Fill in the blanks with the words below:

identify, dispatch, respond, back up, badge number.

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

5 Listen and read the manual again. What is the first thing an officer should do when responding to a call from the dispatcher?

Listening

6 Listen to a conversation between a dispatcher and an officer. Check (✓) the information the officer gives.

- Type of emergency
- Badge number
- Present location
- Description of suspect

7 Listen again and complete the conversation.

Dispatch: We have a code 357 in East Liberty. Officer needs back up. 1 _____

Officer: 5963 responding.

Dispatch: 5963, are you 2 _____?

Officer: I'm currently on Aiken at 19th Street and 3 _____.

Dispatch: Proceed to 24th and Aiken immediately. Suspect is fleeing the scene 4 _____.

Officer: I'm 5 _____ right now.

Dispatch: Suspect is a Caucasian male in a black jacket and brown pants. About 6 ft tall, heavysset built.

Officer: 6 _____ . 5963 out.

Speaking

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

USE LANGUAGE SUCH AS:

We have a code ...

I'm on my way.

Got it.

Student A: You are an emergency dispatcher. Talk to Student B about:

- an emergency
- the offense
- the suspect

Student B: You are an officer. Respond to Student A's call.

Writing

9 Use the conversation from Task 8 to fill out the emergency response record. Use today's date and time.

Police Department



Time: _____

Date: _____

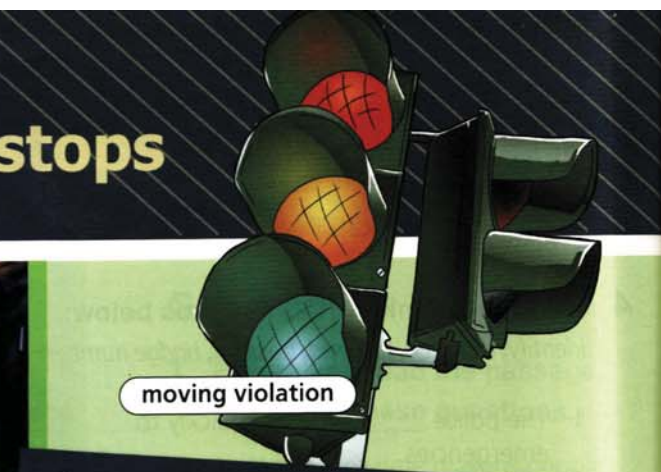
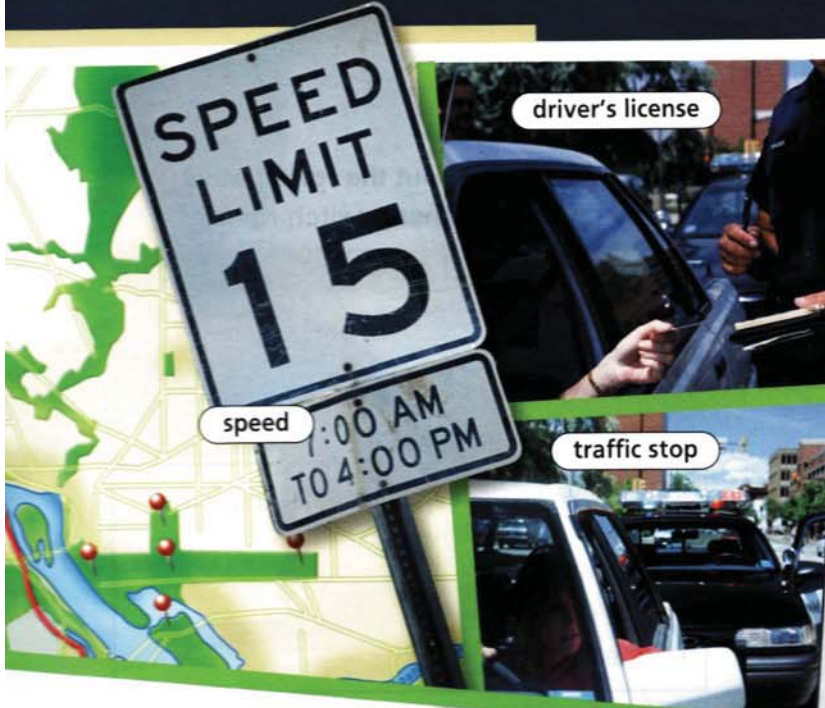
Describe the emergency: _____

Responding officer's badge number: _____

Describe the response:

1. Dispatch announced a _____
2. I responded and _____
3. Dispatch directed me to _____
4. Dispatch provided a _____

9 Operations: Traffic stops



STATE OF OHIO - DEPARTMENT OF MOTOR VEHICLES

Traffic Ticket for Moving Violations

Name: Fred H. Yerkes
 Address: 112 Hazelton Way, Youngstown, OH 38995
 Phone number: (443) 555-5999
 Date of birth: 11/5/80
Driver's license number: 759906
 Time and date of **traffic stop:** 4:35 pm 12/6
 Location: 12th and Broad St.
 Officer issuing the **citation:** Janet Walker
 Badge number: 500066

Type of **offence** (check all that apply)

Failure to obey posted **speed** limit (If so, was violation in school **zone**? (Y / N))

Failure to stop at red light/ stop sign

Illegal turn

Driving with **expired** license

Driving without **insurance**

Other: _____

Get ready!

- Before you read the passage, talk about these questions.
 - What are some traffic laws people often break in your country?
 - What happens when people break those laws?

Reading

2 Read the traffic ticket. Then, choose the correct answers.

- What was the reason for the ticket?
 - The driver was speeding.
 - The driver ran a stop sign.
 - The driver made an illegal turn.
 - The driver did not have insurance.
- What can you infer about the driver?
 - He is from out of state.
 - He has an expired license.
 - He has automobile insurance.
 - He got the ticket near a school.
- What information is NOT included on the ticket?
 - the driver's home address
 - the officer's badge number
 - what kind of car the driver has
 - when the moving violation occurred

Vocabulary

3 Match the words (1-5) with the definitions (A-E).

- | | |
|-------------------|-----------------------|
| 1 __ citation | 4 __ moving violation |
| 2 __ failure | 5 __ speed |
| 3 __ traffic stop | |

- how fast one is traveling
- not doing something one is expected to do
- breaking the law while driving
- the act of pulling over a driver
- a notice of punishment for an offense

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

- 1 ___ A She got a ticket for speeding.
___ B He parked in a moving violation.
- 2 ___ A His driver's license is expired.
___ B Bad weather caused a traffic stop.
- 3 ___ A She got a citation for driving well.
___ B This is a no-parking zone.
- 4 ___ A You must pass a test to get a driver's license.
___ B Parked cars have high speeds.
- 5 ___ A She received a failure for speeding.
___ B His insurance costs a lot of money.

5 Listen and read the ticket again. What must you have to drive a car?

Listening

6 Listen to a conversation between an officer and a driver in a traffic stop. Mark the statements as true (T) or false (F).

- 1 ___ The driver was pulled over for speeding.
- 2 ___ The driver does not have his license.
- 3 ___ The officer will give the man a ticket.

7 Listen again and complete the conversation.

Officer: Do you know why I 1 _____ ?

Driver: No, officer, I don't. Was I speeding?

Officer: No. You failed to stop at a stop sign 2 _____ back.

Driver: Oh, no. 3 _____ about that. I didn't even see it.

Officer: I'm going to 4 _____ give you a citation. Can I see your license?

Driver: 5 _____. Here it is, officer.

Officer: Please remain in the vehicle while I 6 _____ the ticket.

Driver: Yes, ma'am.

Speaking

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

USE LANGUAGE SUCH AS:

Can I see your license?

I'm really sorry about that.

Yes, sir. / Yes, ma'am.

Student A: You are a police officer conducting a traffic stop. Talk to Student B about:

- the reason you stopped him or her
- his or her license
- what you are going to do

Make up a moving violation.

Student B: You are a driver. Talk to Student A about your moving violation.

Writing

9 Use the traffic ticket and conversation from Task 8 to fill out the traffic ticket. Make up a name for the officer and a license number.

Officer: _____

Driver's name: _____

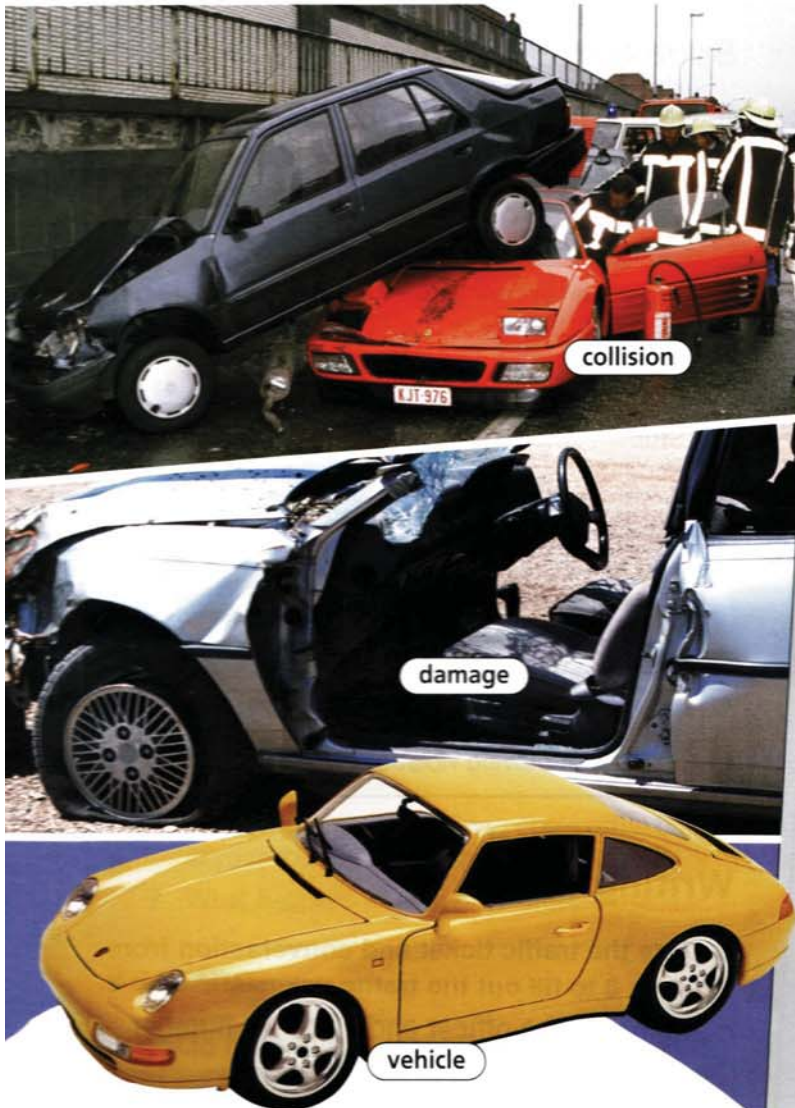
Driver's license number: _____

Will driver receive ticket? Y / N

Check the moving violation:

- Failure to obey posted speed limit
- Failure to stop at red light/ stop sign
- Illegal turn
- Driving with expired license
- Driving without insurance
- Other: _____

10 Operations: Car accidents



ACCIDENT INVESTIGATION Report

VEHICLE 1

Driver: Paul Harvey Phone: 555-4004

License number: 400589

Passenger(s): Melissa Harvey

Vehicle make/model/year: Fairline F80 2002

License plate/state: HPO-399 / Missouri

VEHICLE 2

Driver: Wendy Kline Phone: 555-2390

License number: 874090

Passenger(s): none

Vehicle make/model/year: Tamaya Primus 2008

License plate/state: T54-RU5/ Kansas

Description of the accident:

Vehicle 1 **ran** a red light striking vehicle 2. **Point of impact** was passenger side door of vehicle 2. **Collision** caused minor **damage**, primarily to vehicle 2. Both vehicles are in **working order**. No **injuries** reported. One **witness on scene** gave his name and phone number: Mark Taylor (555-1212). Witness agrees with driver of vehicle 2.

Get ready!

- Before you read the passage, talk about these questions.
 - What are some common causes of car accidents?
 - What must police do when responding to an accident?

Reading

- Read the accident report. Then, mark the statements as true (T) or false (F).
 - Wendy Kline crashed into Paul Harvey.
 - Vehicle 2 received the most damage.
 - A witness was injured in the accident.

Vocabulary

- Complete the word or phrase so that it has the same meaning as the underlined part.

- Jane had a wound from the accident.
_ n _ _ r _
- The car was not in drivable condition.
_ _ r _ _ _ _ _ _ _ d _ _
- We saw the car crash from our window.
_ _ _ _ i _ _ _ n
- James was a person who saw the crash.
_ _ _ n _ s _
- The car is parked in the wrong space.
_ _ h _ c _ _

Operations: Car accidents 10

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

Word BANK

accident damage point of impact run on scene

- 1 The car's paint was scratched at the _____.
- 2 If you _____ a red light, you get a ticket.
- 3 The crash caused _____ to the car.
- 4 Tim has never had a car _____.
- 5 Police were _____ right after the car crash.

5 Listen and read the report again. How did the two drivers probably leave the crash site?

Listening

6 Listen to a conversation between a police officer and a driver after an accident. Choose the correct answers.

- 1 What is the conversation mostly about?
A how badly a driver was injured
B what happened before the accident
C the damage caused by the collision
D why the truck driver couldn't stop
- 2 What can you infer about the accident?
A It happened at a stop sign.
B It was caused by weather.
C It involved only two cars.
D It occurred at high speeds.

7 Listen again and complete the conversation.

Officer: Can you explain 1 _____ ?
Driver: Sure, officer. I 2 _____. Then the light turned green, and I stepped on the gas.
Officer: Was the intersection 3 _____ ?
Driver: I 4 _____ any vehicles in it at that time.
Officer: What happened next?
Driver: I entered the intersection. Right then, I saw a truck 5 _____ .
Officer: What did you do?
Driver: I 6 _____. He did too. But he still hit me. He crashed into my passenger side door.

Speaking

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

USE LANGUAGE SUCH AS:

Can you explain what happened?

What happened next?

Right then, ...

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

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

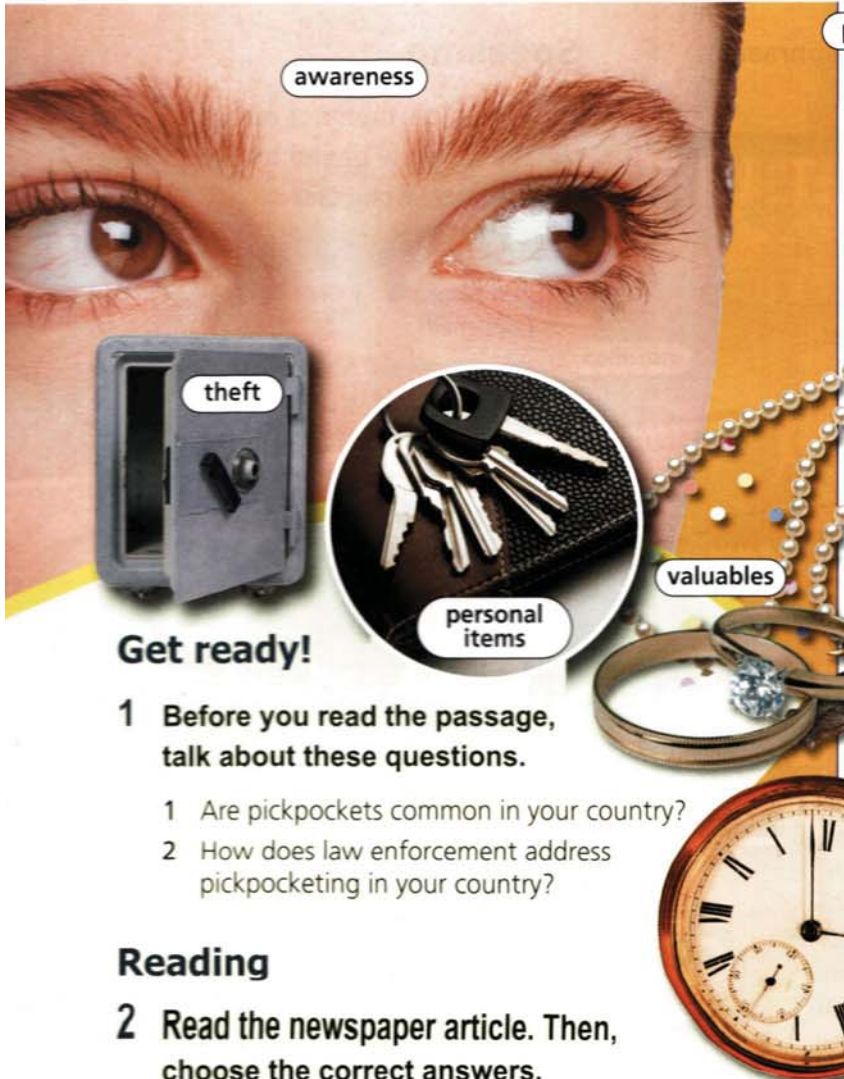
Student B: You are a driver who just had a car accident. Tell Student A about the car accident.

Writing

9 Use the accident report and the conversation from Task 8 to fill out the accident report. Make up a driver's name and location. Use today's date and time.

Accident Report	
Driver's name:	_____
Date/time of accident:	_____
Description of accident:	_____
Location:	_____
Cause:	_____
Injuries:	<input type="checkbox"/> yes <input type="checkbox"/> no
Describe:	_____
Damage:	<input type="checkbox"/> yes <input type="checkbox"/> no
Describe:	_____

11 Crimes: Pickpocket



THE LAKELAND GAZETTE
SATURDAY JUNE 14

Wave of Thefts Worries Locals

Last summer, Lakeland residents reported only two criminal acts. This year, twelve thefts were reported in June alone. "I felt someone **bump into** me and my **purse** was gone," local woman Shirley Andrews explains. "He got my wallet and other **personal items**. I didn't even see him."

Sheriff Bill Grady shared his thoughts with us. "The police will do what they can. But people need to **protect** themselves from being **victimized**." So, what does Sheriff Grady suggest? "**Awareness** is important. **Pickpockets** work together to create distractions and then take advantage." Fortunately, Grady points out, pickpockets are not typically violent. "Just leave your **valuables** at home," Grady says. "Lakeland is still a safe place."

Were you a victim of pickpocketing?
Share your story with the Lakeland Gazette.

Call (583) 555-2969.

Get ready!

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

- 1 Are pickpockets common in your country?
- 2 How does law enforcement address pickpocketing in your country?

Reading

2 Read the newspaper article. Then, choose the correct answers.

- 1 What is this article mostly about?
A how the police are stopping pickpockets
B how to protect oneself from pickpockets
C how to improve the Lakeland community
D how to deal with a violent pickpocket
- 2 What can you infer about Lakeland?
A It needs more police officers on duty.
B It has more crime this year than last year.
C It has had several homes robbed this year.
D It has many tourists during the summer.
- 3 Which of the following is NOT common pickpocket behavior?
A using violence
B stealing in crowded places
C working in groups
D distracting people

Vocabulary

3 Read the sentence pairs. Choose where the words best fit in the blanks.

- 1 awareness / distraction
A Pickpockets create a(n) _____ to steal valuables.
B _____ prevents you from having your things stolen.
- 2 protect / victimize
A _____ yourself from pickpockets by being aware.
B Pickpockets _____ unaware people.
- 3 theft / personal items
A Purses often contain _____.
B The punishment for _____ varies by state.

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

Word BANK

purse pickpocket valuables bumped into

- 1 Many women keep their personal items in a _____.
- 2 Pickpockets steal backpacks hoping to find _____.
- 3 A man _____ Mr. Jones and stole his wallet.
- 4 A _____ often steals things in crowded places.

5 Listen and read the article again. What is the best way to keep expensive items safe?

Listening

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

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

7 Listen again and complete the conversation.

- Officer:** Are you 1 _____, Miss?
- Citizen:** No, not at all. Someone just stole my 2 _____!
- Officer:** All right, try to 3 _____. Did you see the person who stole your purse?
- Citizen:** No – it was very 4 _____. I just felt someone bump into me. Then my purse was gone.
- Officer:** What did you have in your purse?
- Citizen:** Some 5 _____. A little money and my ID.
- Officer:** Okay, well don't worry Miss. We'll do what we can to find the 6 _____ and your purse.

Speaking

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

USE LANGUAGE SUCH AS:

- Did you see ...*
- What did you have ...*
- Don't worry ...*

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

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

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

Writing

9 Use the conversation from Task 8 to fill out the police report.



COMPLAINT: Pickpocketing

Did the victim see the pickpocket?
Y / N

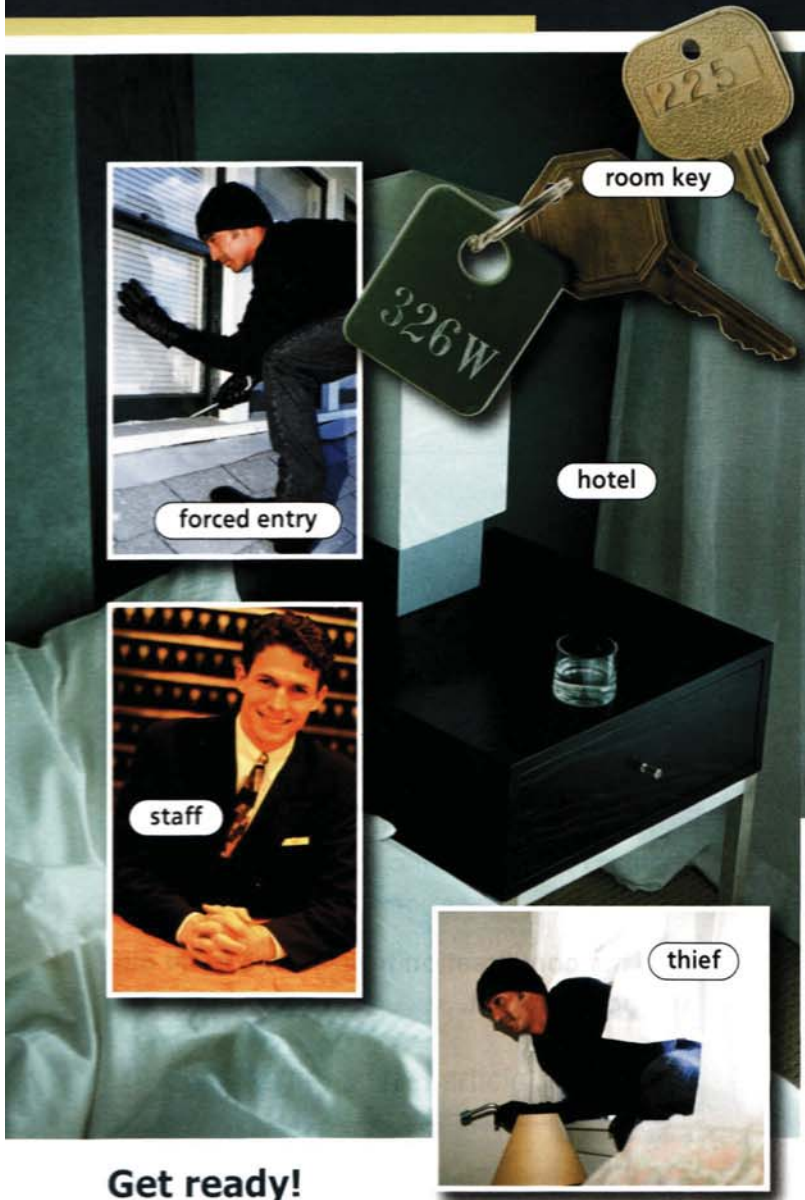
APPEARANCE: _____

Provide a brief description of the incident:

What items did the pickpocket steal?

12 Crimes: Hotel room theft

safe



POLICE REPORT

Report Number: 0007133712

Incident Type: Hotel Room Theft

Officer: James LeBlanc

I answered a **burglary** call at the Simpson Hotel at 9:00 PM on December 3. The hotel manager reported that someone **had broken into** several guest rooms. There were no signs of **forced entry**. The **thief** likely had **room keys** for each room. The hotel **safe** appears damaged. However, nothing is missing. The thief **robbed staff** members' lockers as well. No guests or employees reported seeing anything unusual. The hotel does not have a security camera, so there is no **suspect** at this time.

Vocabulary

3 Read the sentence and choose the correct word.

- 1 A broken lock on the door showed there had been a **staff** / forced entry .
- 2 A **thief** / burglary stole George's car last night.
- 3 The manager gave Harriet a **room key** / suspect for number 119.
- 4 Franklin stayed at a **safe** / hotel during his vacation.

4 Fill in the blanks with the words below: *rob, broke into, burglary, safe, staff, suspect.*

- 1 Paula keeps her valuable jewelry in a _____.
- 2 The thief _____ the house when no one was home.
- 3 John went to jail for committing a _____.
- 4 Only _____ members are allowed in the office.
- 5 The police questioned a _____ about the stolen bags.
- 6 A man tried to _____ Jennifer on the street, but the police caught him.

Get ready!

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

- 1 What are some ways that people steal other people's items?
- 2 How do people avoid losing valuable items while traveling?

Reading

2 Read the police report. Then, mark the statements as true (T) or false (F).

- 1 The hotel manager saw the thief.
- 2 The thief did not take anything from the hotel safe.
- 3 The thief left evidence of forced entry.

Crimes: Hotel room theft 12

- 5 Listen and read the report again. What was taken from the hotel's safe?

Listening

- 6 Listen to a conversation between a police officer and a hotel manager. Choose the correct answers.

- Who does the officer suspect is the thief?
A a staff member
B a hotel guest
C the hotel manager
D an unknown suspect
- What will the officer likely do next?
A call the hotel manager
B arrest one of the hotel guests
C stop the investigation
D question the staff members

- 7 Listen again and complete the conversation.

Officer: Ms. Clemons, I have one more question about the burglary.

Manager: Certainly, officer. 1 _____ to help.

Officer: Good. 2 _____ where you keep the room keys?

Manager: Well, besides me, the maintenance and desk staff.

Officer: 3 _____, the thief is usually someone who knows the place well.

Manager: What do you mean?

Officer: I think 4 _____ was involved.

Manager: Oh, no, 5 _____. I trust everyone who works here.

Officer: I'd still like to talk to your employees.

Manager: 6 _____. I'll call them in right away.

Speaking

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

USE LANGUAGE SUCH AS:

Can you tell me who knows ...
In this situation ...
I think ...

Student A: You are a police officer. Ask Student B about:

- a robbery
- room keys
- staff members

Make up a name for the hotel manager.

Student B: You are a hotel manager. Answer Student A's questions.

Writing

- 9 Use the conversation from Task 8 to fill out the page in the police officer's notebook.

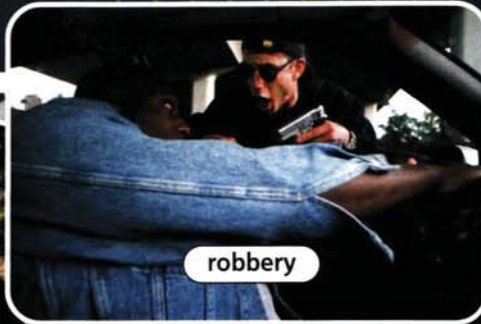
Incident Details: Hotel Theft

Incident type: _____

Who has access to room keys: _____

Hotel manager's opinion: _____

13 Crimes: Robbery



Get ready!

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

- 1 What are some valuable items that people often carry?
- 2 How can people avoid being robbed?

Reading

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

word BANK

money robbery thief knife

A 1 _____ approached Rosa Hernandez in an alley. He demanded her 2 _____ and wedding ring. The thief threatened to hurt Rosa with a 3 _____ if she did not cooperate. Rosa put her valuable items on the ground. The thief stole the items and ran away. Rosa reported the 4 _____ to the police.



POLICE REPORT

On January 17 at 1:00 AM, I answered a call to 112 4th Street about a **robbery**.

I spoke to the victim, Rosa Hernandez. She stated that a tall man **approached** her in an alley and **mugged** her. The thief **came up** behind Hernandez and held her at **knifepoint**. The thief then **demande**d all of her valuable items. He **threatene**d to harm Hernandez unless she cooperated.

Hernandez dropped her **cash** and wedding **ring** on the ground. The thief **stole** the items and then ran to the street.

Hernandez did not see the attacker's face clearly.

Vocabulary

3 Check (✓) the sentence that uses the underlined part correctly.

- 1 A A thief demanded Vera outside her house yesterday.
 B A married person often wears a ring.
- 2 A People use cash to buy things.
 B Everyone praised the officer for stealing the suspect.
- 3 A The thief ran away when he saw the officer approach him.
 B A robbery is a way to catch a criminal.

4 Choose the correct word for each blank.

- 1 demanded / threatened
 A Sharon _____ that the suspect stop running.
 B The officer _____ to arrest the man.
- 2 knifepoint / robbery
 A The man was held at _____.
 B The police caught Sergio after he committed a _____.
- 3 come up / mug
 A Someone tried to _____ Amy in the alley.
 B Marty turned around when he heard someone _____ behind him.
- 4 steal / approach
 A Criminals would rather _____ items than pay for them.
 B _____ the suspect quietly so he does not hear us coming.

5 Listen and read the report again. Would Ms. Hernandez be able to identify the robber easily?

Listening

6 Listen to a conversation between a police officer and a woman. Mark the statements as true (T) or false (F).

- 1 ___ The thief cut the woman during the robbery.
 2 ___ The woman did not see the thief's face.
 3 ___ The officer disagreed with the woman's actions.

7 Listen again and complete the conversation.

- Officer:** Please take a 1 _____, Ms. Hernandez, and tell me what happened.
- Woman:** Okay, officer. I was returning to my hotel. And a man suddenly 2 _____ me.
- Officer:** What did he 3 _____?
- Woman:** I don't know. He wore a mask over his face. 4 _____ he had a knife.
- Officer:** Are you hurt?
- Woman:** No, he didn't cut me. He just held the knife out and 5 _____. So I gave him my cash and ring.
- Officer:** Well, I'm glad 6 _____. You did the right thing.

Speaking

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

USE LANGUAGE SUCH AS:

Tell me ...
 Are you ...
 He didn't ...

Student A: You are a police officer. Ask Student B about:

- a robbery
- the thief
- his / her condition

Make up a name for the victim.

Student B: You were robbed at knifepoint. Answer Student A's questions.

Writing

9 Use the conversation from Task 8 to fill out the police report. Make up a name for the officer.



Police Report

Officer: _____

Victim: _____

Incident type: _____

Describe the incident: _____

If items were stolen, list items:

14 Crimes: Taxi fraud

kidnap

luggage

cab

fare

TAXI FARE

\$ 2.50	INITIAL CHARGE
40 ¢	Per 1/5 Mile
40 ¢	Per 2 Minutes Stopped/Slow traffic
\$ 1.00	Weekday Surcharge 4 pm - 8 pm
50 ¢	Night Surcharge 8 pm - 6 am

charge

When traveling, take precautions to avoid transportation **fraud**. This is especially important when traveling by taxi. Most taxis are safe, but you must be careful. Some criminals drive **unlicensed** taxis. In most cases, the driver simply **charges** passengers an unreasonable **fare** to leave the **cab**. Others steal passengers' **luggage**. The worst will **kidnap** passengers and charge money for their release. You can take steps to prevent being targeted. Legitimate taxis have **licensed** drivers who follow **regulations**. How can you tell if your driver is licensed? Make sure your driver has an **ID badge**. The badge shows the driver's name, photograph and company information. You can contact the company if the driver overcharges you.

Get ready!

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

- 1 What are the dangers of traveling by unlicensed taxi?
- 2 How do people find safe taxis in your country?

Reading

2 Read the webpage. Then, choose the correct answers.

- 1 What is the purpose of the webpage?
 - A to advertise a taxi service
 - B to warn travelers of taxi dangers
 - C to offer training for taxi drivers
 - D to explain how to find a taxi
- 2 Which is NOT a tip offered in the webpage?
 - A Keep your luggage with you at all times.
 - B Travel only in taxis with licensed drivers.
 - C Check if your driver has an ID badge.
 - D Call the company about unreasonable charges.
- 3 What can you infer about licensed taxi drivers?
 - A They charge extra to carry luggage.
 - B They have more comfortable taxis.
 - C They work for taxi companies.
 - D They only drive taxis that they own.

Vocabulary

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

- 1 ___ charge
 - 2 ___ kidnap
 - 3 ___ regulation
 - 4 ___ licensed
 - 5 ___ overcharge
 - 6 ___ luggage
 - 7 ___ fare
 - 8 ___ cab
- A has official authorization for something
 - B the money that passengers pay a taxi driver
 - C to request money in return for something
 - D the items that someone travels with
 - E to demand too much money for a service you provide
 - F an organization's official rule
 - G another name for a taxi
 - H to hold someone somewhere by force

4 Read the sentence and choose the right word.

- 1 Jean accidentally left her bags in a luggage / taxi.
- 2 The taxi driver who committed safety / fraud went to jail.
- 3 Robert wrote down his taxi driver's ID badge / fare number.
- 4 Legitimate taxi companies ensure their passengers' safety / regulation.

5 Listen and read the webpage again. What should you do if you think you paid too much for your journey?

Listening

6 Listen to a conversation between a man and a police officer. Mark the statements as true (T) or false (F).

- 1 The taxi driver tried to overcharge the man.
- 2 The man wrote down the driver's ID badge number.
- 3 The officer thinks the luggage will be returned.

7 Listen again and complete the conversation.

Man: Officer, 1 _____!
A taxi driver took my luggage. My passport is in it!

Officer: 2 _____, sir, and tell me what happened.

Man: The driver refused to remove my bags from the front seat. He said I owed him double 3 _____.

Officer: And then what?

Man: Well, I didn't pay him. And 4 _____ drove off.

Officer: Did you get the driver's 5 _____?

Man: I don't think he had identification.

Officer: In that case, I'm not sure how much we can do. 6 _____, be more careful. You can't trust unlicensed taxis.

Speaking

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

USE LANGUAGE SUCH AS:

Tell me ...

And then ...

I didn't ...

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

- a crime involving a taxi driver
- items lost or stolen
- driver identification

Student B: You lost something to a taxi driver. Answer Student A's questions.

Writing

9 Use the conversation from Task 8 to fill out the officer's notes.

Incident Notes

According to the victim, a taxi driver _____

The driver demanded _____

The passenger _____

15 Crimes: Auto theft

STOLEN VEHICLE BULLETIN

Make: Charlotte

Model: Impreza

Year: 2009

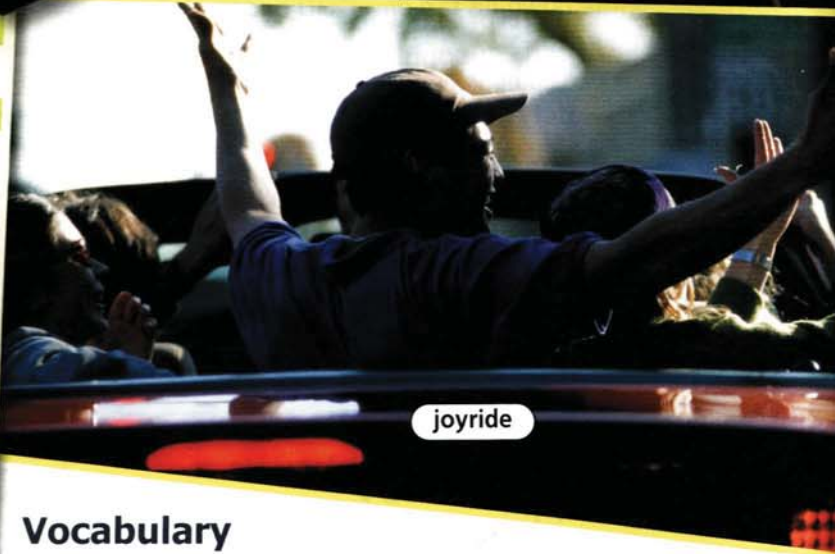
Color: White

License Plate Number: CXR269

Vehicle Identification Number (VIN):

JH4NA1157MT061832

Incident Information: At approximately 1:30 pm, a **tourist** driving a **rental car** arrived at the gas station on the corner of 3rd Street and Main. He left the engine **running** with the **keys** in the **ignition** and entered the building. While the car was **idling**, witnesses say two teenage boys entered the vehicle and drove off. It is believed the vehicle was taken for a **joyride**. If the vehicle is **recovered**, Sunset Rental Cars should be notified immediately. Do not use **spike strips** to stop the vehicle unless absolutely necessary.



Get ready!

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

- 1 What types of cars are stolen most often in your country?
- 2 What are some ways to discourage auto theft?

Reading

2 Read the bulletin. Then, mark the statements as true (T) or false (F).

- 1 ___ The tourist owned the vehicle that was stolen.
- 2 ___ The keys were in the ignition when the car was stolen.
- 3 ___ The car was likely stolen so that it could be sold for parts.

Vocabulary

3 Complete the word or phrase with the same meaning as the underlined part.

- 1 The police got back Mr. Cole's car four days after it was stolen. _ e _ _ v _ _ _ _
- 2 People traveling away from home need to be aware of bad neighborhoods in the area. _ _ u _ _ s _ _
- 3 The sheriff used a device that has sharp points to stop the reckless driver. s _ _ _ e _ t _ _ p
- 4 Leave the car in its operational mode while I run into the store. _ _ n _ _ _ g

4 Match the words (1-6) with the definitions (A-F).

- | | |
|----------------|------------------|
| 1 ___ key | 4 ___ VIN |
| 2 ___ ignition | 5 ___ joyride |
| 3 ___ idle | 6 ___ rental car |

- A the mechanism that starts a vehicle's engine
- B to let an engine run while the vehicle is not moving
- C the act of stealing a car and driving it at high speeds for entertainment
- D a vehicle a person pays to use
- E a piece of metal with grooves that operates a mechanism
- F a combination of letters and numbers that identifies a vehicle

- 5 Listen and read the bulletin again. Why did the teenagers steal the car?

Listening

- 6 Listen to a conversation between two patrol officers. Choose the correct answers.

- What is the conversation mostly about?
 - the increasing number of stolen cars in the area
 - the location of other patrol officers
 - the possibility of a high speed chase
 - the details regarding a stolen vehicle
- What will the woman likely do next?
 - get a spike strip ready
 - notify the car rental company
 - contact other police officers
 - recover the stolen vehicle

- 7 Listen again and complete the conversation.

- Officer 1:** Wasn't that bulletin about a stolen Charlotte Impreza?
- Officer 2:** Yes. A tourist 1 _____ outside a gas station.
- Officer 1:** It was a white rental car, 2 _____ ?
- Officer 2:** I think so. Let me see. Yes. Why?
- Officer 1:** Doesn't the car in front of us 3 _____ ?
- Officer 2:** That's it! Do you think we can 4 _____ it without an incident?
- Officer 1:** As long as those kids don't start a high-speed chase.
- Officer 2:** I'll 5 _____ up the street to get a spike strip ready, 6 _____ .

Speaking

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

USE LANGUAGE SUCH AS:

Wasn't that bulletin about a stolen ...
Doesn't the car in front of us fit the description?
As long as those kids don't ...

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

- a stolen car bulletin
- the make and model
- the car in front of you

Student B: You are a patrol officer. Confirm Student A's description of the stolen vehicle.

Writing

- 9 Use the bulletin and the dialogue from Task 8 to fill out the bulletin.

Stolen Car Bulletin

Make and Model: Charlotte Impreza
 Year: 2009 Color: White
 _____ : JH4NA1157MT061832

Incident information: A _____ left a _____ .
 He left _____. It is believed two teenagers took the car for a _____. If the vehicle is _____, contact _____ .

Glossary

accident [N-COUNT-U10] An **accident** is an unexpected and sudden event that results in injury and/or damage.

across [PREP-U6] If something moves **across**, it moves from one side to the other side.

approach [V-T-U13] To **approach** someone is to get closer to someone.

awareness [N-UNCOUNT-U11] **Awareness** is the state of knowing about your surroundings.

back up [N-UNCOUNT-U8] **Back up** is additional police officers that support a police officer responding to an incident.

backpack [N-COUNT-U4] A **backpack** is a bag with two straps worn on a person's back.

badge number [N-COUNT-U8] The **badge number** is a number that identifies an individual police officer and is typically displayed on his or her badge.

beside [PREP-U6] If something is **beside** something else, it is next to it.

block [N-COUNT-U6] A **block** is the distance in a city between one street and the next.

blonde [ADJ-U2] **Blonde** is hair that is a pale yellow color.

body type [N-COUNT-U3] A vehicle's **body type** is its general style of vehicle, as in pick-up truck, sedan, or sports car.

bracelet [N-COUNT-U4] A **bracelet** is decorative apparel worn on a person's wrist.

brand [N-COUNT-U5] A **brand** is the name given to a product by the company that manufactures an item.

break into [V-T-U12] To **break into** something is to enter or access something by damaging it or forcing it open.

briefcase [N-COUNT-U4] A **briefcase** is a rectangular container with a handle used for carrying paper documents.

build [N-COUNT-U1] **Build** is the size and shape of a person's body.

bump into [V-T-U11] To **bump into** a person means to collide with him.

burglary [N-COUNT-U12] A **burglary** is the act of stealing things from a home or other building.

bus stop [N-COUNT-U6] A **bus stop** is where people get on and off buses.

cab [N-COUNT-U14] A **cab** is another name for a taxi.

camera [N-COUNT-U4] A **camera** is an object for taking photographs or videos.

cash [N-UNCOUNT-U13] **Cash** is money in the form of paper bills (notes) or coins.

cell phone [N-COUNT-U4] A **cell phone** is a handheld, personal electronic communication device.

charge [V-T-U14] To **charge** someone is to take money from someone in exchange for a product or service.

checkbook [N-COUNT-U4] A **checkbook** is a book of personalized bank notes used to make purchases through a person's checking account.

citation [N-COUNT-U9] A **citation** is an official document requiring you to appear in court and/or pay a fine for breaking the law.

code [N-COUNT-U8] A **code** is a set of numbers, letters, and/or symbols that communicates information to someone.

collision [N-COUNT-U10] A **collision** is when a vehicle crashes into another vehicle or object.

come up [V-I-U13] To **come up** is to quickly come nearer.

complexion [N-COUNT-U1] **Complexion** is the way the skin on someone's face looks.

credit card [N-COUNT-U4] A **credit card** is a small rectangular piece of plastic used to make purchases.

cross [V-I-U6] To **cross** is to go from one place to another.

crosswalk [N-COUNT-U6] A **crosswalk** is a specific area where people cross the street.

damage [N-UNCOUNT-U10] **Damage** is physical harm to something.

demand [V-T-U13] To **demand** something is to say strongly that something must be done.

dent [N-COUNT-U3] A **dent** is a visibly damaged area on the body of a vehicle that has been forced inward by contact.

diamond [N-UNCOUNT-U5] A **diamond** is a valuable white stone used in making jewelry.

dispatch [V-T-U8] To **dispatch** someone is to send them somewhere to complete a task.

distinctive mark [N-COUNT-U1] A **distinctive mark** is something on a person's body that makes them easier to recognize.

distinguishing feature [N-COUNT-U3] A **distinguishing feature** is some aspect of a vehicle that sets it apart from others like it.

distraction [N-COUNT-U11] A **distraction** is something which takes someone's attention.

dress [N-UNCOUNT-U1] **Dress** is the type of clothing a person wears.

driver's license [N-COUNT-U9] A **driver's license** is an official document that gives you permission to drive a vehicle.

emergency [N-COUNT-U8] An **emergency** is when something dangerous or serious happens in a way that is not expected.

exit [N-COUNT-U7] An **exit** is a ramp where cars can leave a freeway or highway.

expired [ADJ-U9] If something is **expired**, it is no longer usable.

facial hair [N-COUNT-U1] **Facial hair** is the hair growth on a person's face.

failure [N-UNCOUNT-U9] **Failure** to do something is to not do something you were expected to do.

fare [N-COUNT-U14] A **fare** is the money that someone pays to travel in a vehicle such as a taxi.

forced entry [N-UNCOUNT-U12] **Forced entry** is the act of moving onto someone else's property by force.

fraud [N-UNCOUNT-U14] **Fraud** is the act of illegally taking something valuable from someone by using dishonest methods.

Glossary

freckle [N-COUNT-U2] A freckle is a small, brown spot on someone's skin.

freeway [N-COUNT-U7] A freeway is a road with many lanes and no intersections that can accommodate lots of traffic.

glasses [N-PLURAL-U2] Glasses are a set of lenses held in frames that help people to see better.

go down [V-I-U6] To go down means to travel in a specific direction.

go over [V-T-U7] To go over is to drive on a bridge that is above water or another road.

go through [V-T-U7] To go through is to pass an area without stopping.

gold [N-UNCOUNT-U5] Gold is a valuable, shiny yellow metal used to make jewelry.

height [N-COUNT-U1] Height is how high something is or how tall a person is.

horsepower [N-UNCOUNT-U3] Horsepower is a unit for measuring the power produced by an engine.

hotel [N-COUNT-U12] A hotel is a place where people pay to stay in a room, usually while traveling.

ID badge [N-COUNT-U14] An ID badge is a card with information about a person, usually used to prove that the person is part of a particular group or organization.

identifiable [ADJ-U3] A vehicle is identifiable by characteristics that distinguish it, or set it apart, from other vehicles.

identify [V-T-U8] To identify is to know and name what something or someone is.

idle [V-T-U15] To idle is to let an engine run while the vehicle is not moving.

ignition [N-COUNT-U15] An ignition is the mechanism that starts a vehicle's engine.

injury [N-COUNT-U10] An injury is physical damage to a person.

insurance [N-UNCOUNT-U9] Insurance is an agreement in which you pay a company in exchange for them paying your bills if you have an accident.

intersection [N-COUNT-U7] An intersection is where two roads meet.

jeans [N-PLURAL-U2] Jeans are pants made of denim fabric.

jewelry [N-UNCOUNT-U4] Jewelry is decorative apparel such as rings, necklaces, and bracelets.

joyride [N-COUNT-U15] A joyride is the crime of stealing a car and driving it at high speeds.

key [N-COUNT-U15] A key is a piece of metal with grooves that operates a mechanism such as a lock or ignition.

kidnap [V-T-U14] To kidnap someone is to take or keep someone somewhere by force.

knifepoint [N-UNCOUNT-U13] To be at knifepoint is to have a knife held to one's throat.

license plate [N-COUNT-U3] A license plate is an identifying sign, usually made of metal, that displays a unique series of numbers or letters, and attaches to the front and rear of a vehicle.

licensed [ADJ-U14] If someone is licensed, he or she has official authorization to do something.

light [N-COUNT-U7] A light indicates to car drivers whether to stop, go, or slow down.

location [N-COUNT-U8] A location is a place.

luggage [N-UNCOUNT-U14] Luggage is the bags and other items that a person travels with.

make [N-COUNT-U3] A vehicle's make is its brand, or the name of the company that manufactured it.

makeup [N-UNCOUNT-U5] An item's makeup is the material of which it is made.

minor [N-COUNT-U2] A minor is a person who is not legally old enough to be an adult.

model [N-COUNT-U3] A vehicle's model is its specific type among different types of vehicles manufactured by the same company.

moving violation [N-COUNT-U9] A moving violation is when a person driving a vehicle breaks a traffic law.

mug [V-T-U13] To mug someone is to steal something directly from someone, usually through an unexpected attack.

mustache [N-COUNT-U1] A mustache is hair that has been allowed to grow above someone's upper lip.

offense [N-COUNT-U8] An offense is an action that breaks the law.

on foot [ADJ-U6] To travel on foot means to walk.

on scene [ADJ-U10] If you are on scene, you are present at the location of the accident.

overcharge [V-T-U14] To overcharge someone is to make someone pay more money than is appropriate for a product or service.

overweight [ADJ-U1] If a person is overweight, that person weighs more than is healthy.

pale [ADJ-U1] If a person is pale, that person has light skin.

parking lot [N-COUNT-U7] A parking lot is an area where people park their cars.

past [PREP-U6] If something is past something else, it is farther away.

personal items [N-COUNT-U11] Personal items are possessions which one can carry with or on oneself.

pickpocket [N-COUNT-U11] A pickpocket is someone who steals money or personal items in crowded places.

point of impact [N-COUNT-U10] The point of impact is the specific place on a vehicle where it collided with another object.

police station [N-COUNT-U6] A police station is where law officers meet and where arrested people are taken.

protect [V-I or T-U11] To protect a person is to keep him from being harmed.

purse [N-COUNT-U11] A purse is a handbag in which a woman carries her personal items.

recover [V-T-U15] To recover something is to get it back again.

Glossary

registration [N-UNCOUNT-U3] A **registration** is a vehicle's official certification with the state in the form of documents and license plates.

regulation [N-COUNT-U14] A **regulation** is an official rule within an industry or organization.

rental car [N-COUNT-U15] A **rental car** is a vehicle a person pays to use for a certain amount of time.

report [V-U2] To **report** something is to give information about it.

respond [V-I-U8] To **respond** is to do something about an action or event that is happening.

ring [N-COUNT-U13] A **ring** is a type of jewelry worn around the finger.

rob [V-T-U12] To **rob** someone is to steal something from that person.

robbery [N-COUNT-U13] A **robbery** is the crime of stealing something by threatening someone with bodily harm.

room key [N-COUNT-U12] A **room key** is a key or card that opens a particular hotel room.

run [V-I-U15] To **run** something is to put or leave it in its operational mode.

run [V-T-U10] To **run** a red light or stop sign is to go through the intersection without stopping as required by law.

safe [N-COUNT-U12] A **safe** is a strong, lockable container used to store valuable things.

safety [N-UNCOUNT-U14] **Safety** is the state of being without danger.

scar [N-COUNT-U2] A **scar** is a mark left on the skin after a wound has healed.

shape [N-COUNT-U5] The **shape** of something is its form, as in, circular, square, triangular or egg-shaped.

side street [N-COUNT-U7] A **side street** is a small road with little traffic.

silver [N-UNCOUNT-U5] **Silver** is a valuable, lustrous gray/white metal used in making jewelry, tableware, and other items.

sneaker [N-COUNT-U2] A **sneaker** is a comfortable shoe designed for playing sports but also worn for everyday activities.

speed [N-UNCOUNT-U9] **Speed** is the rate at which an object is moving.

spike strip [N-COUNT-U15] A **spike strip** is a device that has sharp points which puncture a vehicle's tires.

staff [N-COUNT-U12] A **staff** is a group of employees who work in a particular place.

steal [V-T-U13] To **steal** something is to take something without permission from the person who owns it.

style [N-COUNT-U5] An item's **style** is its specific type with respect to form or appearance.

suspect [N-COUNT-U12] A **suspect** is someone who is considered possibly guilty of a crime.

suspect [N-COUNT-U8] A **suspect** is a person who the police think committed a crime.

take [V-T-U7] To **take** is to follow a specific road or use a specific exit.

tattoo [N-COUNT-U1] A **tattoo** is a design made on a person's skin by pricking the skin with a sharp object dipped in permanent ink.

taxi [N-COUNT-U14] A **taxi** is a car with a driver whom people pay to take them from one place to another.

theft [N-COUNT-U11] **Theft** is the act of stealing.

thickness [N-COUNT-U5] **Thickness** is how wide something is.

thief [N-COUNT-U12] A **thief** is someone who steals things.

thin [ADJ-U2] **Thin** is used to describe someone who has very little body fat.

threaten [V-T-U13] To **threaten** someone is to say that someone will be harmed unless he or she does something in particular.

ticket [N-COUNT-U9] A **ticket** is a document that a police officer gives a person who violates a traffic law, requiring the offender to pay a fine or appear in court.

tourist [N-COUNT-U15] A **tourist** is a person who is visiting a place away from home.

traffic stop [N-COUNT-U9] A **traffic stop** is when a police officer stops a vehicle for violating a traffic law.

train station [N-COUNT-U6] A **train station** is where people buy train tickets and get on and off trains.

t-shirt [N-COUNT-U2] A **t-shirt** is a collarless, short sleeved shirt made of cotton.

unlicensed [ADJ-U14] If someone is **unlicensed**, he or she is not officially authorized to do something.

u-turn [N-COUNT-U7] A **u-turn** is a 180 degree turn that people use to change direction.

valuables [N-COUNT-U11] **Valuables** are property which have high money value or high personal value.

value [N-UNCOUNT-U5] The **value** of something is its monetary worth.

vehicle [N-COUNT-U10] A **vehicle** is any machine used for transportation.

vehicle identification number (VIN) [N-COUNT-U15] A **vehicle identification number** is a combination of letters and numbers that identifies a specific vehicle.

victimize [V-T-U11] To **victimize** a person is to steal from or hurt him or her.

wallet [N-COUNT-U4] A **wallet** is a small folding item that holds a person's money, identification, and credit cards.

watch [N-COUNT-U4] A **watch** is an item, often worn on a person's wrist, that displays the time of day.

weight [N-UNCOUNT-U5] Something's **weight** is how heavy it is.

witness [N-COUNT-U10] A **witness** is a person who was present at the scene of an accident or crime and saw what happened.

working order [ADJ-U10] If car is in **working order** after an accident, you can drive it.

year [N-UNCOUNT-U3] A vehicle's **year** is the year it was manufactured.

zone [N-COUNT-U9] A **zone** is an area different in some way from what is around it.

**CAREER
PATHS**

POLICE

BOOK

2

John Taylor - Jenny Dooley



Express Publishing

Scope and Sequence

Unit	Topic	Reading Context	Vocabulary	Function
1	Basic Equipment	Retail Website	restraints, handcuffs, zip tie, badge, flashlight, bulletproof vest, duty belt, boot, gloves, radio, multi-tool, holster	Listing pros and cons
2	Vehicles	Police Website	fleet, cruiser, squad car, lights, siren, patrol car, traffic car, unmarked, modifications, equipment console, barrier, suspect enclosure, mobile data terminal	Talking about capabilities
3	Weapons	Police Manual	standard issue, ammunition, firearm, revolver, pistol, magazine, bullet, rifle, cartridge, shotgun, shell, deadly force	Explaining a decision
4	Non-lethal Weapons	Police Manual	use of force continuum, verbal command, comply, strike, hard hands, pepper spray, mace, K-9 unit, baton, taser, bean bag	Describing a series of events
5	Radio Communications	Poster	channel, frequency, 10 code, priority, dispatch, unit ID, response code, code 1, code 2, code 3, brevity	Describing an emergency
6	Providing First Aid	Guide	first aid, CPR, cut, burn, sterilize, chest compressions, rescue breathing, bandage, defibrillator, kit, pulse, airway	Offering assistance
7	Directing Traffic	Memo	manual traffic control, direct, traffic, face, flow, intersection design, t-shape, one way, reflective gear, horizontal, vertical, whistle	Reminding someone
8	Interviewing Witnesses and Victims	Incident Report	interview, questioning, investigation, testimony, record, statement, emotional state, victim, rapport, observation, summarize, interpreter	Pressing for more information
9	Handling Lost and Stolen Property	Lost Property Form	property, lost, restitution, finder, owner, receipt, claim, proof of ownership, stolen, goods, chain of custody	Explaining requirements
10	Patrolling	Newspaper Article	patrol, community policing, service call, alarm, observe, arrest, encounter, assist, motorists, hazard, enforce, protect	Reprimanding behavior
11	Disturbing the Peace	Report	disturb, disorderly conduct, drunk, noise violation, public, loiter, verbally assault, intoxicated, open container, charge	Stating possible charges
12	Weapons Possession	Poster	weapon, possession, concealed, handgun, prohibited, switchblade, seize, custody, penalty, carry	Listing choices
13	Assault	Police Report	assault, violence, threat, show of force, aggravated assault, deadly weapon, intentionally, bodily injury, self-defense, provoke	Calming angry people
14	Battery	Police Manual	battery, willful, offensive touching, harmful, contact, privilege, apply, exemption, lawsuit, excessive force, against (someone's) will, restrain, immunity	Describing conditions
15	Prostitution	Tourist Publication	prostitution, prostitute, soliciting, escort, curb crawling, sting, undercover, registry, brothel, red light district	Talking about repeat offenders

Table of Contents

Chapter 1 – Equipment

Unit 1 – Basic equipment	4
Unit 2 – Vehicles	6
Unit 3 – Weapons	8
Unit 4 – Non-Lethal weapons	10

Chapter 2 – Operations

Unit 5 – Radio communications	12
Unit 6 – Providing first aid	14
Unit 7 – Directing traffic	16
Unit 8 – Interviewing witnesses and victims	18
Unit 9 – Handling lost and stolen property	20
Unit 10 – Patrolling	22

Chapter 3 – Crimes

Unit 11 – Disturbing the peace	24
Unit 12 – Weapons possession	26
Unit 13 – Assault	28
Unit 14 – Battery	30
Unit 15 – Prostitution	32

Appendix

Glossary	34
----------------	----

1 Equipment: Basic equipment



badge

duty belt

multi-tool

handcuffs

bulletproof vest

Get ready!

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

- 1 What are some tools police use?
- 2 What equipment does a police officer typically carry in your country?

Reading

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

- 1 What is the purpose of the webpage?
 - A to list products available
 - B to show a completed order
 - C to state required equipment
 - D to describe a business
- 2 Which item is NOT sold with all its needed parts?
 - A zip tie
 - B multi-tool
 - C handcuffs
 - D flashlight
- 3 What is true of the bulletproof vest?
 - A It is the most expensive item.
 - B It includes plates in all models.
 - C It is available in multiple sizes.
 - D It can only be ordered by phone.

Strong Arm Police Equipment Suppliers

Current Inventory

Item Code	Description	Cost
P141	Badge: standard five point star. Engraving extra.	\$8
P198	Boots: black, leather, reinforced toe and sole. Avail. sizes M 7-13 W 4-12.	\$110
P509	Bulletproof vest: adjustable size, fits over uniform. Optional reinforced front/back plates extra. Call for details.	\$400
P040	Duty belt: adjustable, holds up to ten items.	\$70
P588	Flashlight: lightweight, 20 cm length, uses C batteries (not included).	\$15
P422	Gloves: black leather. Avail sizes S, M, L, XL.	\$20
P188	Handcuffs: stainless steel.	\$30
P454-P499	Holster: all leather. Locking belt clip. Specify gun make and model when ordering.	\$45-\$200
P098	Multi-tool: 9 useful tools in one! Case included.	\$65
P905	Radio: five channels. Rechargeable.	\$100
P112	Restraint (pair): nylon web. 12 cm.	\$8
P113	Zip tie (pack of 12): white.	\$6

Click [here](#) to place an order.

Strong Arm is committed to complete customer satisfaction. Call 1-888-499-5999 or [email](#) us for assistance at any time.

Vocabulary

3 Match the words (1-5) with the definitions (A-E).

- 1 __ zip tie
- 2 __ duty belt
- 3 __ multi-tool
- 4 __ radio
- 5 __ boot

- A a device with many uses
- B a strap that holds an officer's tools
- C a device used for communication
- D equipment that protects the foot
- E an item that binds suspects' hands

zip tie



4 Choose the correct word for each blank.

- 1 badge / handcuffs
 - A The criminal couldn't move because of the _____.
 - B Robert wears his _____ on his uniform.
- 2 gloves / bulletproof vests
 - A These _____ protect officers' hands.
 - B Modern _____ can stop most bullets.
- 3 flashlight / restraints
 - A The _____ prevented him from moving.
 - B Use your _____ if it is too dark outside.

5 Listen and read the website again. Where does a police officer keep his or her pistol?

Listening

6 Listen to a conversation between two officers. Mark the statements as true (T) or false (F).

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

7 Listen again and complete the conversation.

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

Officer 2: True, that's their main advantage.

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

Officer 2: Sure, that's something else they have 1 _____.

Officer 1: And they're 2 _____. I could go on and on. So, what are their downsides then?

Officer 2: The biggest downside is that they're difficult to put on correctly when you only have 3 _____.

Officer 1: I see your point.

Officer 2: I can slap 4 _____ on a suspect with one hand and have my other one free. I feel a lot safer and more in control that way.

Officer 1: True, that's 5 _____.

Officer 2: And 6 _____, that outweighs all their negatives.

Speaking

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

USE LANGUAGE SUCH AS:

That's its main advantage.

That's something they have going for them.

One downside is ...

Student A: You are a police officer. Talk to Student B about a piece of equipment. Talk about:

- its most useful feature
- other advantages
- comparison with other equipment

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

Writing

9 Use the website and the conversation from Task 8 to fill out the customer feedback form.

Strong Arm Police Equipment Suppliers Customer Feedback Form

Item ordered: _____

Item Strengths: _____

Item Weaknesses: _____

Would you recommend this item to a friend? Y N

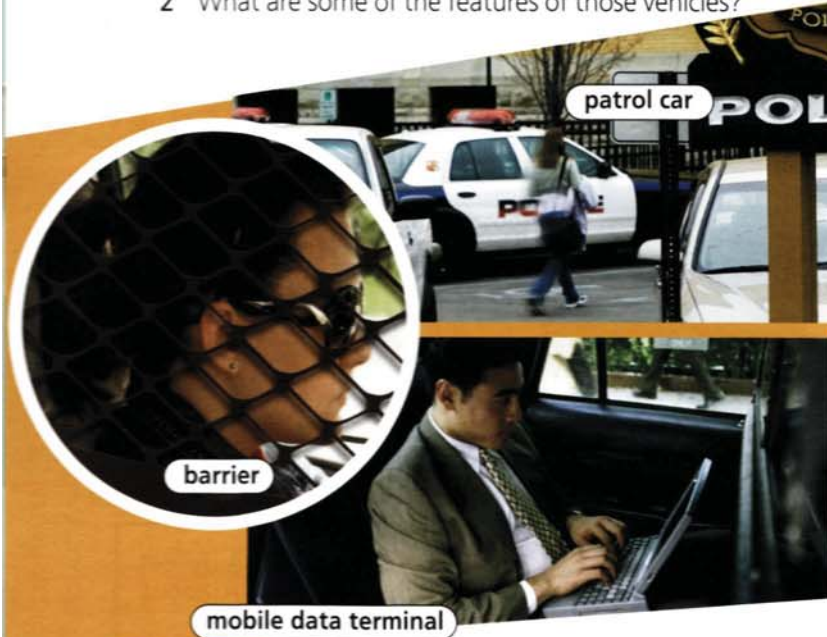
Why or why not? _____

2 Equipment: Vehicles

Get ready!

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

- 1 What type of vehicles do police use in your country?
- 2 What are some of the features of those vehicles?



ARLINGTON Police Department



Our Fleet

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

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

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

Reading

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

- 1 What is the purpose of the website?
A to advertise used cruisers for sale
B to describe a fleet of police cars
C to announce recent modifications
D to promote police services
- 2 What can you infer about the traffic cars?
A They lack department identification.
A They contain suspect enclosures.
C They have a size modification.
D They have bullet-proof windows.
- 3 Which is NOT a feature of the cruisers?
A a secure area to hold suspects
B means to signal to the public
C an unmarked exterior
D a way to access databases

Vocabulary

3 Check (✓) the sentence that uses the underlined parts correctly.

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

4 Complete the table with words and phrases from the word bank.

Word BANK

equipment console lights barrier mobile data terminal sirens

Exterior of vehicle	Interior of vehicle
_____	_____
_____	_____
_____	_____

5 Listen and read the website again. How many types of car do Arlington police department use?

Listening

6 Listen to a conversation between two officers. Check (✓) the features of the cars.

- 1 convenient computers
- 2 protective glass
- 3 enhanced sirens
- 4 powerful engines

7 Listen again and complete the conversation.

- Officer 2: The engines are much more powerful than those in the old patrol cars.
- Officer 1: Tell me about it. They're capable of going from zero to sixty in three seconds.
- Officer 2: It'll be hard for suspects to get away from us now.
- Officer 1: 1 _____.
- Officer 2: I also like the new mobile data terminals. They're very 2 _____.
- Officer 1: I agree. The records and reports 3 _____ much faster.
- Officer 2: Exactly, no more waiting for headquarters to radio back.
- Officer 1: And I have to say, I feel a lot 4 _____.
- Officer 2: Oh, you mean because of bullet-proof windows and the 5 _____ barrier.
- Officer 1: Yeah. The manufacturer says the glass 6 _____ stop bullets. It's actually able to protect us from explosions.
- Officer 2: Sounds good to me.

Speaking

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

USE LANGUAGE SUCH AS:

It can ...
It is able to ...
It is capable of ...

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

- the engine
- the communication features
- the protective features

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

Writing

9 Use the website and the conversation from Task 8 to fill out the upgrade request.

Cruiser Upgrade Survey

What would you like upgraded in our new cruisers? (Check those that apply and explain why).

- engine: _____
- communication devices: _____
- protective devices: _____
- other (please specify): _____

3 Equipment: Weapons



TULSA POLICE DEPARTMENT Training Manual

5 Standard Issue Weapons

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

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

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

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

Get ready!

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

- 1 How common are guns in your country?
- 2 What are some weapons used by police?

Reading

2 Read the page from a police manual. Then, mark the statements as true (T) or false (F).

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

Vocabulary

3 Match the words (1-5) with the definitions (A-E).

- | | |
|--------------------|-----------------|
| 1 ___ shot | 4 ___ cartridge |
| 2 ___ firearm | 5 ___ bullet |
| 3 ___ deadly force | |

- A a rifle or pistol
- B ammunition placed in a gun
- C the object fired from a gun
- D the firing of a gun
- E the use of a gun with the intent to kill

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

word BANK

standard issue shell shotgun magazine
ammunition

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

- 5 Listen and read the manual again. What kind of weapon are detectives issued?

Listening

- 6 Listen to a conversation between a senior and a junior officer. Choose the correct answers.

- What is the purpose of the conversation?
 - A to discuss the risks faced by police officers
 - B to describe investigative procedures
 - C to explain why an officer fired her gun
 - D to request additional support for an arrest
- When did the officer fire her gun?
 - A as soon as she saw the suspect
 - B after the suspect failed to stop
 - C after the suspect crashed his vehicle
 - D as soon as the suspect drew his weapon

- 7 Listen again and complete the conversation.

Officer 1: It says in the report the suspect drove his van directly toward you.

Officer 2: Correct. I 1 _____ he would hit me. So I moved to the side of my car and signaled him to stop.

Officer 1: And he continued to drive toward you.

Officer 2: Exactly. Since he failed to 2 _____, I thought it best to draw my pistol.

Officer 1: That's when you 3 _____?

Officer 2: Negative. I 4 _____ give a verbal warning first. Then I fired a shot at his vehicle.

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

Officer 2: Correct. I didn't know if he was armed, so I approached the vehicle with my weapon 5 _____.

Officer 1: Did you fire any additional shots?

Officer 2: Negative. That wasn't necessary. He 6 _____ and cooperated.

Speaking

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

USE LANGUAGE SUCH AS:

I thought that ...
I didn't know if ...
I decided to ...

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

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

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

Writing

- 9 Use the manual and the conversation from Task 8 to fill out the report. Make up a name for the officer.

DISCHARGE OF WEAPON REPORT

Officer's name: _____

Number of shots fired: _____

Reason shot(s) fired: _____

Describe the incident: _____

4 Equipment: Non-Lethal weapons



NORTH CITY POLICE DEPARTMENT Officer Training Manual

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

Use of Force Continuum

- Level 1: The **verbal command**. Speak clearly and authoritatively.
- Level 2: Empty Hand Control - When individuals do not comply with verbal commands, use **empty hand control**, including both **soft hands** and **hard hands**.
- Level 3: Chemical Agents - If a suspect does not comply or begins to show more aggressive resistance to empty hand control, use a chemical agent such as **pepper spray**.
- Level 4: CEW, K-9, Strikes - Certain suspects show strong resistance to **mace**. In such circumstances, utilize a **conducted energy weapon (CEW)**. This device will render a suspect immobile, even if he or she is unaffected by the pain that it inflicts. If a CEW is unavailable, use of **batons** and **K-9 units** is acceptable.
- Level 5: Deadly Force - As a last resort, deadly force including blows to the head and firearms is authorized. Such force should only be used to protect the life of the officer and members of the public.

Get ready!

- 1 Before you read the passage, talk about these questions.
 - 1 What are some ways that police officers restrain suspects?
 - 2 How does an officer decide what weapons and tactics to use?

Reading

- 2 Read the passage from a training manual. Then, choose the correct answers.
 - 1 What is the passage mainly about?
 - A choosing an appropriate level of force
 - B selecting a conducted energy weapon
 - C rendering a suspect immobile
 - D training methods for police officers
 - 2 When should empty hand control be used?
 - A when soft hands are ineffective
 - B if a suspect shows resistance to mace
 - C after verbal commands don't work
 - D only when a CEW is not available
 - 3 What can you infer about batons?
 - A They are not always available to officers.
 - B They are more harmful than chemical agents.
 - C They are only for use while protecting lives.
 - D They are the favored weapon of most officers.

Vocabulary

- 3 Match the words (1-4) with the definitions (A-D).

1 ___ comply	3 ___ empty hand control
2 ___ baton	4 ___ pepper spray

 - A the use of hands without a weapon
 - B a use of force involving a painful chemical
 - C a blunt weapon
 - D to obey

4 Choose the correct word for each blank.

- 1 use of force continuum / K-9 unit
 - A The officer's actions followed the _____.
 - B The _____ is hiring a new dog trainer.
- 2 hard hands / mace
 - A The chemicals in _____ hurt the eyes.
 - B Using _____ can bruise suspects.
- 3 soft hands / verbal commands
 - A The officer gave _____ to the suspects.
 - B _____ is the lowest level of physical force.

5 Listen and read the passage again. What are officers permitted to use if nothing else works when trying to apprehend a suspect?

Listening

6 Listen to a conversation between an attorney and an officer. Mark the statements as true (T) or false (F).

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

7 Listen again and complete the conversation.

Attorney: Officer Benton, did you 1 _____ the use of force continuum?

Officer: Yes, I did.

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

Officer: Yes, I do.

Attorney: How could it be appropriate when Mr. Henry 3 _____?

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

Attorney: And what did you do?

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

Speaking

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

USE LANGUAGE SUCH AS:

Did you receive training ...
When I arrived on the scene ...
And what did you do?

Student A: You are an attorney interviewing a police officer. Talk to Student B about:

- the use of force continuum
 - the details of an arrest
 - the weapons and tactics
- Make up a name for the officer.

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

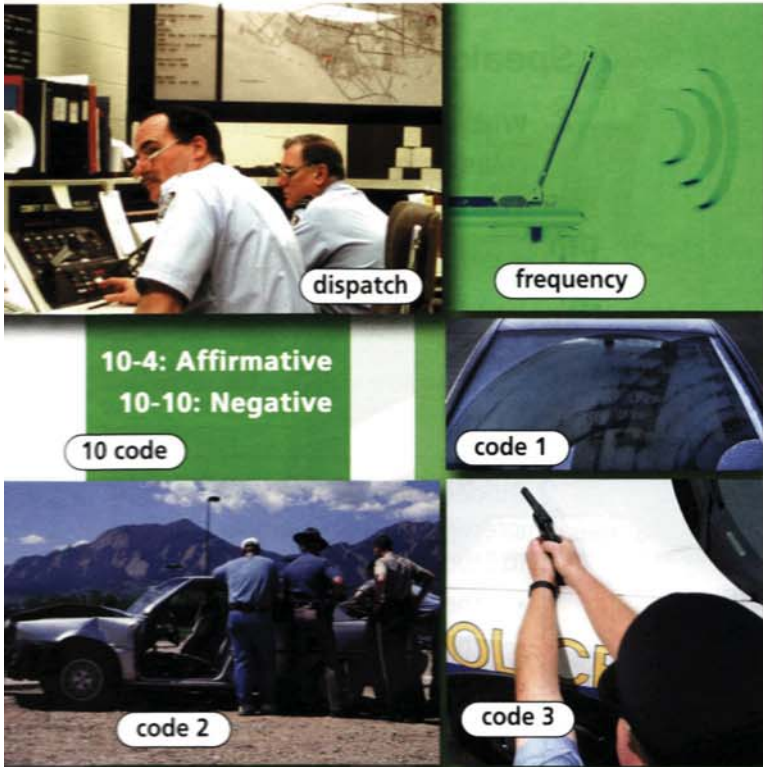
Writing

9 Use the passage and the conversation from Task 8 to summarize the officer's use of force.

Officer Use of Force

Summary: _____

5 Operations: Radio communications



Back to Basics

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

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

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

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

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

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

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

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

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

Get ready!

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

- 1 What do the most important and least important calls for police involve?
- 2 Why do police use codes during radio communication?

Reading

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

- 1 What is the poster mainly about?
 - A assigning units to calls
 - B listing types of 10 codes
 - C providing efficient communication
 - D explaining the consequences of errors
- 2 Which is NOT recommended in the poster?
 - A Keep the messages on channel 1 short.
 - B Learn unit IDs to increase efficiency.
 - C Speak quickly to increase dispatch time.
 - D Keep the dispatch messages impersonal.
- 3 How can dispatch endanger officers?
 - A by using incorrect channels
 - B by looking up unit IDs too slowly
 - C by providing an incorrect priority code
 - D by delaying response to code 1 calls

Vocabulary

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

- | | |
|--------------|--------------------|
| 1 __ code 1 | 4 __ dispatch |
| 2 __ code 2 | 5 __ frequency |
| 3 __ brevity | 6 __ response code |

- A the act of giving information quickly
- B how often a vibration occurs in a period
- C a label that describes priority
- D giving information by radio
- E a routine incident
- F an urgent incident

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

word BANK

code 3 10 code priority unit IDs channel

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

5 Listen and read the poster again. How many response codes are described in the poster?

Listening

6 Listen to a conversation between a dispatcher and an officer. Mark the statements as true (T) or false (F).

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

7 Listen again and complete the conversation.

Dispatch: All units, we 1 _____

Officer: This is 22. Go ahead.

Dispatch: 22, an officer is injured. 11-99.

Officer: All right. 2 _____?

Dispatch: That's 576 3 _____.

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

Dispatch: There is a 459 4 _____.

Officer: 22 is on scene.

Dispatch: 22, suspects are two males. First suspect 5'10", 200 lbs. 5 _____ . Wearing jeans, and a white t-shirt.

Officer: Copy.

Dispatch: Second suspect 6'1", 190 lbs. Long blonde hair, worn in a ponytail. Wearing jeans and a blue t-shirt.

Officer: 6 _____?

Dispatch: Suspect 2 carrying a semi-automatic. Unknown whether suspect 1 has a weapon. Code 4 now, 22. Stay in contact.

Speaking

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

USE LANGUAGE SUCH AS:

We have a code ...

The suspects are ...

Suspect is carrying ...

Student A: You are a dispatcher. Talk to Student B about:

- the priority of the incident
- the location of the incident
- the suspects

Student B: You are a police officer. Talk to Student A about the specifics of the incident.

Writing

9 Use the poster and the conversation from Task 8 to fill out the dispatch report.

Incident code: _____

Reason for call: _____

Officer responding: _____

Description of Suspect(s): _____

6 Operations: Providing first aid



Get ready!

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

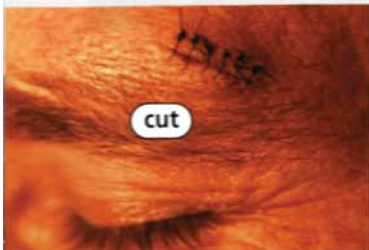
- 1 What are situations in which officers use first aid?
- 2 What are some first aid treatments?



Reading

2 Read this page from a training manual. Then, complete the table using information from the first aid manual.

Medical Problem	Interior of vehicle
Superficial Injury	_____
Choking	_____
Cardiac Arrest	_____



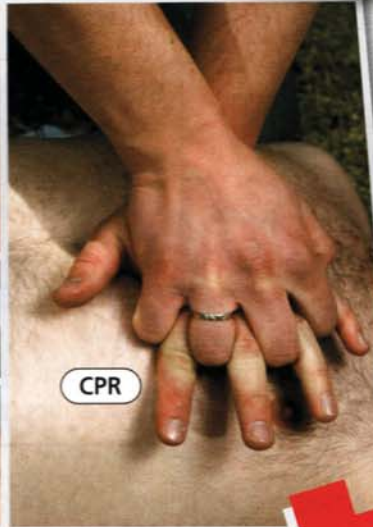
cut



bandage



burn



CPR

Vocabulary

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

- | | |
|-------------|-------------------------|
| 1 __ cut | 4 __ first aid |
| 2 __ kit | 5 __ chest compressions |
| 3 __ airway | 6 __ rescue breathing |

- A a collection of tools
 B a technique that pumps blood
 C a tube that brings air to the lungs
 D an injury where the skin breaks
 E a process used to help someone breathe
 F medical care given to an injured person

4 Fill in the blanks with the correct words from the word bank.

Word BANK

CPR pulse sterilized burn
 bandage defibrillator

- 1 Doctors used a _____ to normalize the woman's heartbeat.
- 2 The officer applied pressure to the wound before he _____ it.
- 3 The police officer gave _____ because the injured man was not breathing.
- 4 The man covered his cut with a _____.
- 5 The man spilled boiling water and received a _____.
- 6 A steady _____ indicated the man had a normal heartbeat.

First Aid Guidelines

Until an ambulance arrives, it's your duty to give medical attention and **first aid**. Your initial treatment of an injured person can save lives. Every squad car has a first aid **kit** - be aware of its location.

Superficial Injuries - For minor **cuts** and **burns**, **sterilize** the injured area. Then wrap the injury in a **bandage**. For a cut that is bleeding heavily, apply pressure to reduce blood flow.

Choking - Clear the **airway**. Use chest thrusts or fingers to remove the object. After the object is removed, check for a **pulse**. If the victim has no pulse, give **CPR**.

CPR - Begin with **chest compressions**. After 30 compressions, perform **rescue breathing**.

Cardiac Arrest - Turn on the **defibrillator**. Remove all metal jewelry and the victim's shirt. Secure the pads to the victim's chest. The machine will tell you when to give a shock. After giving the shock, check the pulse. If the heart is beating, but the victim is not breathing, give **CPR**.

- 5 Listen and read the manual again. How does an officer know when to use a defibrillator?

Listening

- 6 Listen to a conversation between two police officers. Choose the correct answers.

- What is the primary focus of this discussion?
 - the steps of CPR
 - how to care for the wound
 - when the ambulance will arrive
 - the condition of the injured man
- What can you infer about this scenario?
 - The man was injured in a car accident.
 - The man has other injuries that are untreated.
 - The injured man will not survive his injury.
 - The cut is worse than the man originally thought.

- 7 Listen again and complete the conversation.

Officer 2: I came as soon as I could. The 1 _____ was bad.

Officer 1: I know. I wish the ambulance would hurry up and get here. This guy is 2 _____.

Officer 2: Looks like it. What can I do to help until the ambulance arrives?

Officer 1: Well, he has a pretty big 3 _____ where he hit his head on the steering wheel. We'll need to 4 _____ it.

Officer 2: Okay.

Officer 1: I'll get the 5 _____ while you apply pressure to the wound.

Officer 2: Sure.

Officer 1: Let's 6 _____.

Oh. That doesn't look too bad.

Officer 2: No, it's not as bad as I was 7 _____.

The bleeding stopped I think.

Officer 1: Yeah. I think now is a good time to sterilize the wound. You can hold back his hair while I swab the area.

Speaking

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

USE LANGUAGE SUCH AS:

What can I do ...
We'll need to ...
Now is a good time to ...

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

- the severity of an injury
- how to treat an injury

Student B: You are a police officer. Talk to Student A about what first aid to provide the victim.

Writing

- 9 Use the manual and the conversation from Task 8 to fill out the report.



Injury Assessment

Nature/Severity of the injury: _____

First aid given: _____

Status of victim after treatment: _____



7 Operations: Directing traffic



traffic



reflective gear



manual traffic control

Bureau of Police Hampton County Inter-Office Memorandum

DATE: 02/10
TO: ALL OFFICERS
FROM: LIEUTENANT JAMES
SUBJECT: DIRECTING TRAFFIC/SAFETY



Last week one of our officers had an unfortunate accident. While conducting **manual traffic control**, Officer Davies was hit by a motorist. As a result, I'd like to remind you of proper methods for directing traffic.

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

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

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

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

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

Stay safe and enjoy your work.



whistle

Get ready!

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

- 1 When do police officers help direct traffic?
- 2 What are some rules police follow while directing traffic?

Reading

2 Read the memo. Then, mark the statements as true (T) or false (F).

- 1 ___ Maximum traffic flow is the primary goal while directing traffic.
- 2 ___ The memo suggests interacting one-on-one with each driver.
- 3 ___ Using a whistle is the best way to stay safe.

Vocabulary

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

- | | |
|---------------|------------------------------|
| 1 ___ one way | 4 ___ vertical |
| 2 ___ face | 5 ___ t-shape |
| 3 ___ flow | 6 ___ manual traffic control |

- A an up-down position
- B the movement of traffic
- C an intersection that has traffic approaching it from three directions
- D when traffic moves in one direction
- E to stand in the direction of something
- F a method of directing cars

Operations: Directing traffic 7

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

Word BANK

traffic direct reflective gear whistle
horizontally intersection design

- 1 The officer had to _____ motorists when the lights stopped working.
 - 2 Officers must wear _____ at night.
 - 3 The officer blew his _____ to get the attention of a motorist.
 - 4 The officer held his arm _____ and pointed his finger at the driver.
 - 5 _____ flow is slow after an accident.
 - 6 Check the _____ before directing traffic.
- 5 Listen and read the memo again. Why is it important for an officer to make clear arm and hand movements?

Listening

- 6 Listen to a conversation between two officers. Mark the statements as true (T) or false (F).
- 1 ___ The officers are directing traffic due to an accident.
 - 2 ___ One officer will direct traffic toward a one way.
 - 3 ___ The officers will wear reflective gear because it is dark out.
- 7 Listen again and complete the conversation.

Officer 2: But the lights went out at least half an hour ago.
Officer 1: True. Where should we go to direct traffic?
Officer 2: I think one of us should be 1 _____
_____ Second and North Street.
Officer 1: North Street? I'm not 2 _____ it.
Officer 2: It's not a 3 _____, but it's usually pretty busy.
Officer 1: Okay. 4 _____ go to that intersection?
Officer 2: Will do. Where will you be?
Officer 1: I'll stay here and 5 _____ the flow of traffic toward Carol Street.
Officer 2: That makes sense. Traffic should move well on Carol since it's a 6 _____.
Officer 1: That's what I was thinking. Oh. And before you go, don't forget your 7 _____.

Speaking

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

USE LANGUAGE SUCH AS:

Where should we go ...
Traffic should move well on ...
Don't forget ...

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

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

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

Writing

- 9 Use the memo and the conversation from Task 8 to fill out the police survey. Use today's date.

Date: _____

Reason for manual traffic control: _____

Weather conditions: _____

Locations of officers while directing traffic: _____

Other notes: _____



Berkeley Police Department

INCIDENT REPORT

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

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

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

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

Get ready!

- 1 Before you read the passage, talk about these questions.

1 What questions should police ask the victim of a crime?

2 How does interviewing witnesses help to catch criminals?

Reading

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

- ___ the witness required an interpreter.
- ___ The suspects approached from behind.
- ___ Kim Li saw a suspect holding a pistol.

Vocabulary

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

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

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

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

Word BANK

investigation emotional state
 questioning summarize statement
 observation

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



Operations: Interviewing witnesses and victims

8

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

Listening

- 6 Listen to a conversation between an officer and a witness. Check (✓) the information the witness provides.

- 1 ___ suspects' heights
- 2 ___ suspects' voices
- 3 ___ suspects' dress
- 4 ___ suspects' faces
- 5 ___ suspects' weapons

- 7 Listen again and complete the conversation.

Officer: Okay. What can you tell me

1 _____?

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

2 _____.

Officer: Did you notice what 3 _____, ma'am?

Witness: They were both wearing black sweatshirts.

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

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

Officer: Did you 5 _____ about the suspects? Did they say anything as they ran by? Maybe you saw their

6 _____?

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

Speaking

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

USE LANGUAGE SUCH AS:

What can you tell me about the suspects?

I need you to think hard now ...

Did you notice anything else ...

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

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

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

Writing

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

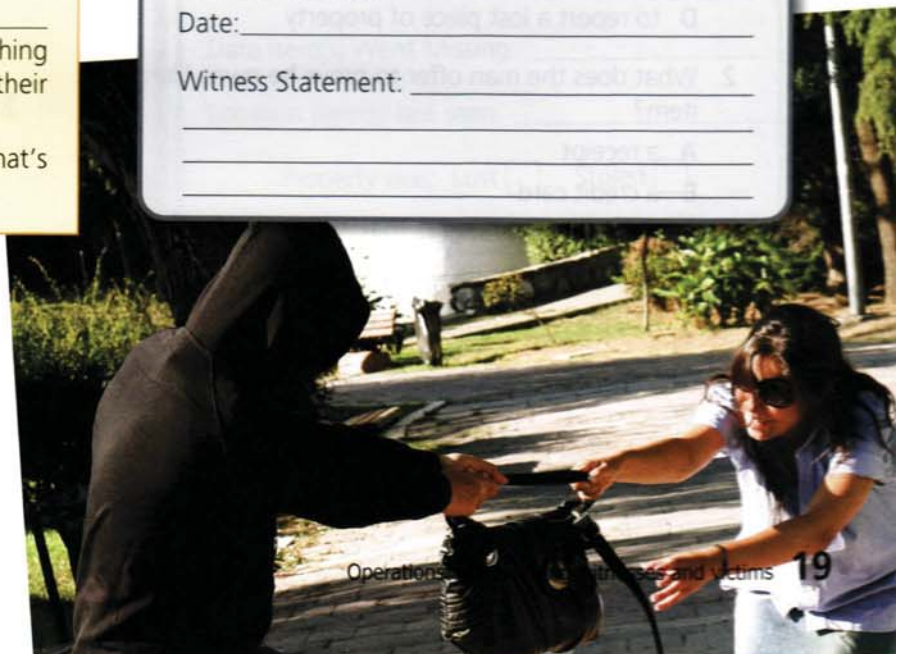
Homewood Police Department

INCIDENT REPORT witness testimony

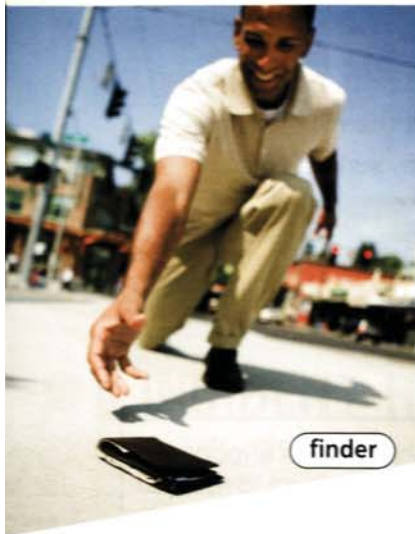
Name of Witness: _____

Date: _____

Witness Statement: _____



9 Operations: Handling lost and stolen property



BRANSON POLICE DEPARTMENT

Lost/Stolen Property Form

Owner: Brian Holmes
 Date Items Went Missing: February 12
 Location items last seen: Common Ground Coffee Shop 5160 N. Prescott

Property was: **Lost** **Stolen**

Description of Property: The lost item is one BELL Laptop Computer, black in color, 14 inches by eleven inches by one inch. The owner forgot the item on a table when he left the Common Ground Coffee Shop. The owner returned in twenty minutes and the computer was gone. Coffee Shop employees report no findings of the item and **claim** no responsibility for its disappearance. Owner possesses **proof of ownership** in the form of a credit card **receipt** and owner's manual with serial number. The owner is offering a reward of \$300 to the **finder** for **restitution** of the lost item. He can be reached by telephone at (555) 613-5555.

Chain of Custody (Stolen Goods Only):
 Original Owner/purchaser: _____
 Unlawful Possessor: _____
 Illegitimate Purchasers (1): _____
 (2): _____

Get ready!

- Before you read the passage, talk about these questions.
 - What should people do when they find a wallet?
 - What do police do with lost property in your country?

Reading

- Read the lost/stolen property form. Then, choose the correct answers.
 - Why did Brian Holmes file a report?
 - to notify police of stolen property
 - to collect a reward for lost property
 - to provide proof of ownership
 - to report a lost piece of property
 - What does the man offer to prove he owns the item?
 - a receipt
 - a credit card
 - a telephone number
 - a photograph
 - Which is NOT included on the form?
 - whether the property is lost or stolen
 - the property's chain of custody
 - the man's phone number
 - a description of the property

Vocabulary

- Choose the correct word for each blank.
 - property / claim
 - The boys _____ they found the wallet.
 - The thief was found with stolen _____.
 - chain of custody / owner
 - The _____ of the purse was angry with the thieves.
 - Police must record the _____ of all stolen items that come into their possession.
 - receipt / lost
 - To prove the phone belonged to her, Mary produced the _____.
 - She dropped the ring into the river. It was _____ forever.

4 Complete the word or phrase with the same meaning as the underlined part.

- Beth sought to be compensated for the stolen property. _e__i__t__
- The person that discovered it returned the wallet to its owner. __n__e__
- The speakers Jordan purchased on the street were taken from their original owner. __o__n__o__d__
- The police would not give the purse to Mary without something to show that it was hers. _r__f__f__e__s__

5 Listen and read the form again. How much money will the owner give to the person who returns the missing laptop?

Listening

6 Listen to a conversation between an officer and a tourist. Mark the statements as true (T) or false (F).

- ___ The man is reporting a lost bag.
- ___ The employees saw a man grab the item.
- ___ The man is offering a reward for the item.

7 Listen again and complete the conversation.

- Officer:** Did you ask the museum employees about it?
- Citizen:** Yeah, but they didn't notice anything.
- Officer:** Well, we can post it in the Lost and Stolen section of our website. 1 _____ provide proof of ownership.
- Citizen:** I have the original 2 _____ and my name is printed on the side of it.
- Officer:** Okay. We'll also have to post your 3 _____.
- Citizen:** That's fine. The phone number you have will work. Can you say something about a 4 _____?
- Officer:** I can mention it in the 5 _____. How much?
- Citizen:** I'll give sixty dollars to the person 6 _____.

Speaking

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

USE LANGUAGE SUCH AS:

- Did you ask ...*
- You will have to ...*
- I can mention ...*

Student A: You have lost something. Talk to Student B about:

- where you last saw the item
- proof of ownership
- how to get it back

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

Writing

9 Use the form and the conversation from Task 8 to fill out the lost/stolen property form. Make up an owner's name. Use today's date.

Farland Police Department
Lost/Stolen Property Form

Name: _____

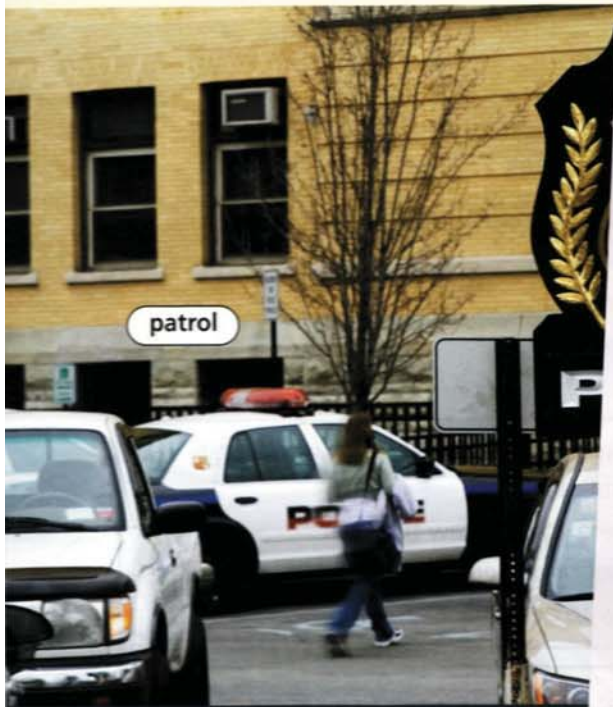
Date Item(s) Went Missing: _____

Location Item(s) last seen: _____

Property was: Lost Stolen

Description of Item(s): _____

10 Operations: Patrolling



Increased Patrols in South Watertown

Don Regal - Associated Press

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

In another incident, officers **assisted** several **motorists** with flat tires on Surrey Blvd. The situation was due to a box of

roofing nails that fell from the bed of a truck. It took several hours to clear the **hazards** from the roadway.

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



Get ready!

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

- 1 What do police officers do on patrol?
- 2 How do citizens help police find criminals?

Reading

2 Read the newspaper article. Then, mark the statements as true (T) or false (F).

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

Vocabulary

3 Check (✓) the sentence that uses the underlined parts correctly.

- 1 A The motorists were annoyed by the traffic jam.
 B Police officers assist drunk drivers.
- 2 A Dispatch send an alarm to the call.
 B Susan swerved to avoid the hazard in the road.
- 3 A The convict was sentenced to ninety hours of community policing.
 B The convict had a violent encounter with the police.
- 4 A The officers were determined to protect the murderer.
 B All officers enforce the speed limit.

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

Word BANK

protect arrest assist alarm
community policing service call observe

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

5 Listen and read the article again. What problem did many car drivers face the previous week?

Listening

6 Listen to a conversation between the police chief and an officer. Mark the statements as true (T) or false (F).

- The man was attacked by a group.
- The man should have waited for back up.
- The man was punished for his actions.

7 Listen again and complete the conversation.

- Chief: So, what happened out there, Officer Grimes?
- Officer: I was on patrol. I observed a group of people arguing. So I went up to see what the problem was.
- Chief: You know you're supposed to wait for 1 _____ when several people are present.
- Officer: I only encountered three at first. And then three more came around from the back.
- Chief: Did they 2 _____ you?
- Officer: No. They were fighting each other, three against three.
- Chief: Did they have 3 _____?
- Officer: One of them had a baseball bat, but no guns.
- Chief: A witness said you 4 _____.
- Officer: I did. The situation was very intense.
- Chief: That's precisely why you should have waited for back up. 5 _____, there will be consequences.

Speaking

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

USE LANGUAGE SUCH AS:

- So, what happened ...*
- You know you're supposed to ...*
- If this happens again ...*

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

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

Make up a name for the officer.

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

Writing

9 Use the article and the conversation from Task 8 to fill out the incident report. Use today's date.

Watertown Police Department Incident Report (weapons drawn)

Officer: _____

Date: _____

Description of incident: _____

Reason for use of Weapon: _____

11 Crimes: Disturbing the peace



Report Number: 0005888904
 Incident Type: Disturbing the peace
 Officer: Shirley Hansen

On April 4 at 11:25 PM, I answered a call to Stein's Bar on 7th Street. The bartender reported that a young man was **drunk** and **verbally assaulting** the other customers. The bartender said he refused to serve the man any more alcohol. The man then **loitered** outside and caused a further **public** disturbance. When I arrived, he was yelling and throwing bottles at the bar. I tried to interview him, but he threatened to fight with me. He was stumbling and appeared generally **intoxicated**. When he produced an **open container** of beer, I took the bottle away and forced him to sit down. I warned him that I was ready to **charge** him with **disorderly conduct** and a **noise violation**. He threatened me again and started to get up. I handcuffed the man and put him in the back seat of my police car.

Get ready!

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

- 1 What are some ways that a person can bother others in a public place?
- 2 How do people respond to public disturbances in your country?

Reading

2 Read the portion of a police report. Read the summary. Then, fill in the blanks with the correct words from the word bank.

Word BANK

calm handcuffs
 customers bottles drunk

A man was 1 _____ in a bar when the bartender refused to give him any more to drink. The man became upset and started to disturb 2 _____. A police officer arrived and found the man throwing 3 _____. The officer tried to get the man to 4 _____ down. When the man was uncooperative, the officer placed him in 5 _____.

Vocabulary

3 Check (✓) the sentence that uses the underlined parts correctly.

- 1 A Larry verbally assaulted the officer with his fist.
 B Paula was too intoxicated to drive.
- 2 A The manager reported the kids who loitered outside his store.
 B Greg was arrested for a noise violation after driving too fast.
- 3 A The loud music disturbed the neighbors.
 B Most officers encourage disorderly conduct.
- 4 A Laws exist to protect the public good.
 B Police charged the robbery victim.

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

Word BANK

drunk disorderly conduct open container charge
 noise violation verbally assaulted

- 1 Brian _____ the officer by using offensive language.
- 2 The _____ woman could barely stand.
- 3 The officers did not have enough evidence to _____ David with burglary.
- 4 It is illegal to drive with a(n) _____.
- 5 The man reported a(n) _____ at the loud party.
- 6 Six people were arrested for _____ after a fight broke out in the stadium.

Crimes: Disturbing the peace 11

- 5 Listen and read the summary again.
What charges is the suspect likely to face?

Listening

- 6 Listen to a conversation between a bartender and a police officer. Mark the statements as true (T) or false (F).
- 1 ___ The bartender denied the tourist a drink.
 - 2 ___ The tourist struck the bartender.
 - 3 ___ The tourist will be charged with disturbing the peace.
- 7 Listen again and complete the conversation.

Bartender: 1 _____ you're here officer. That kid ruined most of my business for the night.

Officer: What exactly happened here tonight, Mr. Stein?

Bartender: Well, officer, that tourist was in here all evening. 2 _____ becoming very drunk.

Officer: What 3 _____ ?

Bartender: I refused to give him 4 _____ . That's when he got really angry.

Officer: What happened then?

Bartender: He yelled insults at my customers and knocked over a table full of glasses. Then he went outside and started throwing things 5 _____ . He kept yelling the whole time.

Officer: Well, I think we've got him 6 _____ now.

Bartender: Are you going to arrest him?

Officer: We'll definitely charge him with disturbing the peace. With all that yelling, we can probably get him for a noise violation and disorderly conduct, too. Thank you for your time, Mr. Stein.

Speaking

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

USE LANGUAGE SUCH AS:

What did you do
I refused ...
And then ...

Student A: You are a bartender. Talk to Student B about:

- a drunk tourist in your bar
- how customers were affected
- items possibly damaged

Student B: You are a police officer. Talk to Student A about an incident in the bar. Make up a name for the bartender.

Writing

- 9 Use the report and the conversation from Task 8 to fill out the arrest report. Make up a name for the suspect and officer.

Arrest Report

Officer: _____
Suspect's name: _____
Reason for arrest: _____
Possible charges: _____
Was alcohol involved? Y / N



12 Crimes: Weapons possession



Get ready!

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

- 1 What are some weapons that are illegal in your country?
- 2 How are people punished for having illegal weapons?

Reading

2 Read the poster about transporting weapons. Then, choose the correct answers.

- 1 What is the purpose of the poster?
 - A to provide job training for Customs agents
 - B to authorize the transport of certain weapons
 - C to give a full list of prohibited items
 - D to notify travelers of weapons possession policies
- 2 Which statement is NOT expressed in the poster?
 - A Customs agents will seize illegal weapons
 - B Information about permits is available on the website.
 - C Travelers entering the country may be searched.
 - D People caught with weapons must pay penalty fines.
- 3 How can travelers transport weapons legally?
 - A by obtaining a permit from customs
 - B by showing them to agents before a search
 - C by carrying them only in luggage
 - D by entering weapons into police custody at customs

Costa Havana Customs Notice # 17a

Know the Law:

Bringing **Weapons** into Costa Havana
Costa Havana does not tolerate illegal **possession** of firearms and other dangerous items. You must notify customs of any such items that you plan to bring in. All weapons must have authorization before being allowed into the country. Before entering Costa Havana, you may be searched by customs agents. They will ensure that no one is bringing **concealed** weapons across our borders.

Do not try to transport weapons illegally. Customs agents will **seize** them and you will be taken into police **custody** immediately. Illegal possession of **handguns, switchblades** and other common weapons **carries a penalty** of up to ten years in prison.

A full list of **prohibited** items is available on the Costa Havana Customs website. Also visit the website for information about obtaining legal permits for your weapons.

Vocabulary

3 Read the sentence and choose the right word.

- 1 This **switchblade / handgun** holds twelve rounds.
- 2 Smoking is **prohibited / concealed** on most airplanes.
- 3 Police **seized / carried** 500 pounds of illegal narcotics from a drug dealer.
- 4 Ken was arrested for carrying a **weapon / possession** without a permit.
- 5 The officer released the suspect from **custody / penalty** after questioning.

Crimes: Weapons possession 12

4 Match the words (1-5) with the definitions (A-E).

- 1 __ carry 4 __ possession
2 __ penalty 5 __ switchblade
3 __ concealed

- A a knife with a springing blade
B not visible to others
C a legal punishment
D to have a particular consequence
E the state of having something

5 Listen and read the report again. What is the longest jail sentence for carrying weapons illegally?

Listening

6 Listen to a conversation between a tourist and a customs agent. Mark the statements as true (T) or false (F).

- 1 __ The man received the knife from his brother.
2 __ The man's plane has departed.
3 __ The agent needs to question the tourist further.

7 Listen again and complete the conversation.

- Tourist: What's going on? I have to 1 _____
_____. Why won't you let me through?
Agent: 2 _____, _____, but we found a
switchblade in your luggage.
Tourist: Well, that's just a gift that I'm 3 _____ for
my brother.
Agent: Where did you obtain the knife?
Tourist: I bought it at a street fair yesterday. Look, 4 _____
_____. I'm not going to hurt anyone with it.
Agent: Sir, do you know that it's illegal to bring 5 _____
_____ in or out of Costa Havana?
Tourist: It's just a souvenir. I didn't realize it was such a problem.
Agent: I need you to come with me, sir. I have 6 _____
_____ questions to ask you.

Speaking

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

USE LANGUAGE SUCH AS:

I'm sorry ...

It's just ...

You need to ...

Student A: You are a tourist. Talk to Student B about:

- a weapon in your bag
- where you bought it

Student B: You are a customs agent. Talk to Student A about a weapon you found.

Writing

9 Use the poster and the conversation from Task 8 to fill out the permit application. Make up some personal details for the applicant.

Application to Transport a Weapon

Applicant's name: _____

Applicant's country of citizenship: _____

Type of weapon: _____

Where was the weapon obtained? _____

What is the purpose of transporting the _____

13 Crimes: Assault



deadly weapon



assault



threat



violence

Report number: 000819726
 Incident type: **Assault**
 Officer: Leona Vicente

On October 9 at 12:35 AM, I answered a call to the Grey Tavern at 907 Oak Street. Witnesses reported a dispute between two men, Darren Rogen and Paul Cower.

I interviewed both suspects. Rogen claimed that Cower tried to **provoke** him into a fight several times that evening. He said Cower **intentionally** bumped into him several times and refused to apologize. Cower stated that Darren was mistaken. He claimed that he bumped into

Mr. Rogen accidentally. Witnesses reported that Rogen produced a knife and yelled **threats** at Cower. Cower began knocking over furniture and told Rogen, "Come and get me." When Rogen approached Cower, Cower threw a glass at Rogen's head. At that point, bar security ended the confrontation. Cower claimed he was acting in **self-defense**. Neither of the men sustained significant **bodily injury**. However, each man's show of force and use of **deadly weapons** showed intent to do **violence**. I arrested both men for **aggravated assault**.

Vocabulary

3 Complete the word or phrase with the same meaning as the underlined part.

- The burglar attacked the security guard with a(n) object that could kill someone. _ _ _ d l _ w _ _ _ o _ _
- In the process of protecting himself, Vernon punched his attacker. _ e l _ - _ _ f _ _ s e
- Using force to hurt people is an officer's last resort. _ i _ _ _ _ c e
- The crowd tried to get a reaction from the officers. _ _ _ v o _ _
- The man faces two years in prison for causing serious physical harm to others. _ g g _ _ _ _ t e _ _ s s _ _ _ _

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

Word BANK

threat bodily injury assault intentionally show of force

- Ann _____ hit the woman. It was not an accident.
- Police took the man's _____ to shoot seriously.
- A(n) _____ is a crime, even if no one is hurt.
- No one sustained _____ in the crash.
- Tristan's sentence was severe because the _____ he committed was on an officer.

Get ready!

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

- What are common items that can be used as weapons?
- Can a person be arrested for making threats in your country?

Reading

2 Read the police report. Then, mark the statements as true (T) or false (F).

- The arrestees agree on how the fight began.
- The police officer ended the fight.
- Cower sustained injuries in the fight.

- 5 Listen and read the report again. What weapons did the two men possess?

Listening

- 6 Listen to a conversation between a police officer and a suspect. Choose the correct answers.

- What is the officer mainly asking about?
 - where a weapon is now
 - what happened in a fight
 - how a fight was stopped
 - who was injured in a fight
- Why might the man go to jail?
 - He injured witnesses.
 - He would not obey commands.
 - He threatened to hurt the other man.
 - He refused to answer questions.

- 7 Listen again and complete the conversation.

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

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

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

Darren: This is ridiculous.

Officer: What caused the fight between you and Paul?

Darren: It was his fault. He was trying to start a fight 3 _____.

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

Darren: I told you, 4 _____.

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

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

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

Speaking

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

USE LANGUAGE SUCH AS:

What caused the ...
I didn't do anything!
Witnesses say that ...

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

- a recent fight
- possible charges

Student B: You are a suspect. Talk to Student A about what happened during a fight.

Writing

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

Incident Notes

Individuals involved: _____

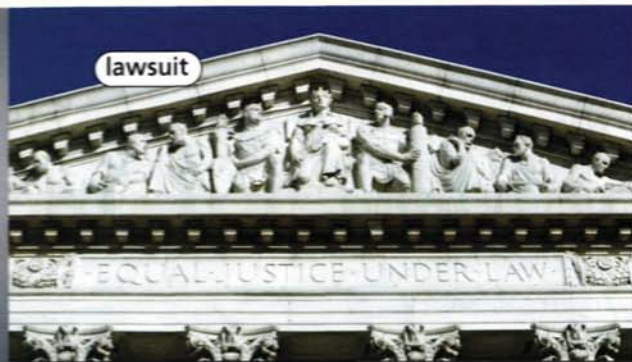
Events: _____

Possible Charges: _____



bodily injury

14 Crimes: Battery



North City Police Department

OFFICER TRAINING MANUAL

Although you are authorized to use force, it is essential to exercise caution and good judgment. Use of force may justly or unjustly result in charges of police misconduct. Both the department and individual officers may face **lawsuits**.

The most common charge of misconduct involves **battery**. In general, battery is defined as **offensive touching**, or touching another person **against his or her will**. The contact does not necessarily have to be **harmful** to be battery. It simply must be the **willful** touching of someone without that person's consent.

As a police officer, you are **exempt** from battery charges, even if a suspect is injured, as long as you faithfully follow the use of force continuum. However, this **immunity** is limited. Use of **excessive force** while **restraining** a suspect may result in battery charges. For this reason, it is crucial that you be familiar with the appropriate use of force.

Get ready!

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

- 1 What kinds of laws prevent people from hurting each other?
- 2 What is considered excessive force for a police officer in your country?

Reading

2 Read the passage from a training manual. Then, mark the statements as true (T) or false (F).

- 1 ___ Police departments may be sued if officers use excessive force.
- 2 ___ Accidental contact is considered battery.
- 3 ___ Officers lose immunity if they harm suspects.

Vocabulary

3 Match the words (1-4) with the definitions (A-D).

- | | |
|----------------|--------------------------------|
| 1 ___ exempt | 3 ___ battery |
| 2 ___ restrain | 4 ___ against (someone's) will |

- A to hold or control
- B without permission
- C not subject to a rule or law
- D the act of touching someone without his or her consent

4 Choose the correct word for each blank.

- 1 willful / harmful
 - A Even contact that isn't _____ can be battery.
 - B Contact can only be battery if it is _____.
- 2 lawsuit / offensive touching
 - A _____ is unwanted contact with someone.
 - B The _____ claims the officer was too forceful.
- 3 excessive force / immunity
 - A Use of _____ may result in legal problems.
 - B Officers have _____ regarding battery.

- 5 Listen and read the manual again. What must officers do to ensure they do not face charges of battery?

Listening

- 6 Listen to a conversation between an attorney and a police officer. Choose the correct answers.

- 1 What is the dialogue mostly about?
A instructions for using a CEW
B the police officer's training
C why an officer did not use force
D the legitimacy of a lawsuit
- 2 Why did the officer use a weapon?
A The suspect struck a civilian.
B The suspect had a weapon.
C Empty hand control failed.
D She was ordered to do so.

- 7 Listen again and complete the conversation.

Attorney: So was he presenting a 1 _____ to anyone?

Officer: Oh, definitely. He 2 _____ and he threatened to use it on the store clerk.

Attorney: Then 3 _____ you used an appropriate level of force.

Officer: There was nothing else I could have done.

Attorney: Here's the problem. He hit his head on the floor after you 4 _____.

Officer: I know. But 5 _____ that I used excessive force. He had a weapon, so I was authorized to use a weapon 6 _____ and the other people in the store.

Speaking

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

USE LANGUAGE SUCH AS:

So was he presenting ...

Oh, definitely ...

Here's the problem ...

Student A: You are an attorney. Ask Student A about:

- the suspect's behavior
- the officer's actions
- the reason for using force

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

Writing

- 9 Use the manual and the conversation from Task 8 to summarize the officer's use of force. Explain why the officer is exempt from battery charges. Make up a name for the officer.

Officer: _____

Type of Force Used: _____

Exempt from Battery? Y / N

Explanation: _____

15 Crimes: Prostitution



prostitution



Red light district



curb crawling

WARNING! PROSTITUTION IS A CRIME!

Five years ago, Easton formally outlawed **prostitution** within city limits. This ended the operation of all **brothels**, which had been legal for several years. Tourists and visitors should be aware that prostitution is no longer tolerated in any form.

The former **red light district** and **escort** services have been closed. Unfortunately, many workers continue to offer their services. To prevent this, police **stings** are in operation year-round. Officers will apprehend **prostitutes** as well as potential customers. **Undercover** officers record names and addresses of arrestees in the offender **registry**, which is available online. Officers routinely patrol locations known for **soliciting**. This includes the arrest of any driver found **curb crawling**.

These efforts keep Easton safe for residents and visitors alike. We thank you for your cooperation.

Cpt. James McElroy,
Easton Police Department

Get ready!

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

- 1 How is prostitution viewed by law enforcement in your country?
- 2 How do police catch prostitutes and their customers?

Reading

2 Read the publication for tourists. Then, mark the statements as true (T) or false (F).

- 1 ___ Prostitution was previously legal in Easton.
- 2 ___ People arrested for prostitution have their names posted online.
- 3 ___ Easton police officers pose as prostitutes to catch offenders.

Vocabulary

3 Match the words (1-5) with the definitions (A-E).

- | | |
|--------------------------|--------------|
| 1 ___ prostitution | 4 ___ escort |
| 2 ___ registry | 5 ___ sting |
| 3 ___ red light district | |

- A the act of selling sex
- B a person who is paid to spend time with someone
- C an area in which it is legal to purchase sex
- D a police operation designed to catch criminals in the act
- E a record of people or locations

4 Complete the word or phrase with the same meaning as the underlined part.

- 1 Four people who sell sex were arrested. _ r o _ _ _ _ _ s
- 2 The suspect was charged with attempting to purchase sex.
s _ _ _ c _ _ _ _ _
- 3 New laws made buildings used for prostitution illegal.
_ r _ _ _ _ l s
- 4 The driver was arrested for searching for prostitutes in a car.
_ u r _ c _ _ _ _ _ g
- 5 Officers who are working with a hidden identity often wear disguises. _ _ _ e _ _ _ v _ _ _

- 5 Listen and read the publication again. Where can you find out who has been found guilty of crimes relating to prostitution?

Listening

- 6 Listen to a conversation between two police officers. Choose the correct answers.

- What is the dialogue mostly about?
 - methods for controlling prostitution
 - the results of a police operation
 - additions to the offender registry
 - reasons for repeat offenses
- What can be inferred about past prostitution stings?
 - They resulted in fewer arrests.
 - They caught more first-time offenders.
 - They relied on undercover officers.
 - They involved fewer police officers.

- 7 Listen again and complete the conversation.

Officer 1: Oh, no. It wasn't Becky Stiles, was it?
 Officer 2: No. I 1 _____ she cleaned up her act after she got out of prison. No, it's Iris Fenton.
 Officer 1: Iris Fenton? Wow! Isn't this her 2 _____?
 Officer 2: Actually, it's her fifth. She's in 3 _____.
 Officer 1: No kidding. I 4 _____ a few years in prison this time.
 Officer 2: Yeah, it's sad. I'm 5 _____ her though. Maybe this will scare her into 6 _____.

Speaking

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

USE LANGUAGE SUCH AS:

Oh no. It wasn't ... was it?
Isn't this her ...
Actually, it's her ...

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

- a repeat offender
- what will likely happen to the suspect

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

Writing

- 9 Use the publication and the conversation from Task 8 to fill out the officer's notes.

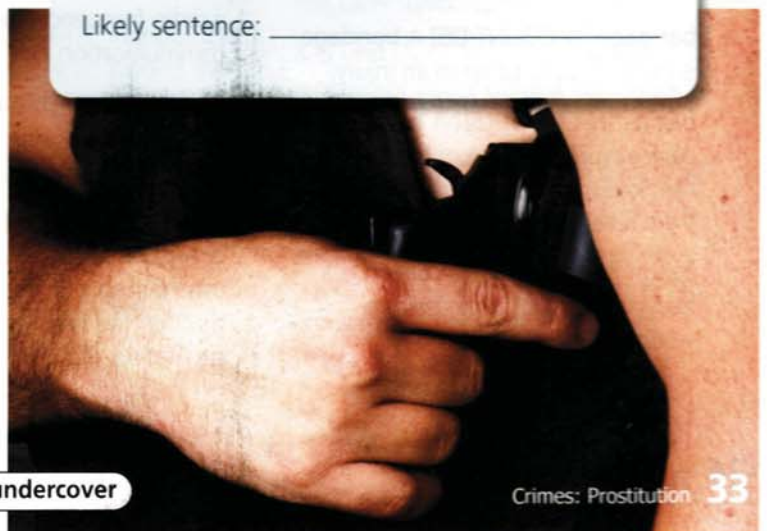
Prostitution Sting Summary

July 17

Name of arrestee: _____

Previous arrests: _____

Likely sentence: _____



Glossary

10 code [N-COUNT-U5] A **10 code** is an abbreviation used on the radio by dispatch and police for quick communication.

against (someone's) **will** [ADV-U14] If something is done **against** someone's will, it is done without that person's consent.

aggravated assault [N-COUNT-U13] **Aggravated assault** is a particularly serious form of assault, usually in which the attacker has used a deadly weapon or caused serious physical harm.

airway [N-COUNT-U6] An **airway** is a tube that allows air to travel from the nose or mouth to the lungs.

alarm [N-COUNT-U10] An **alarm** is a warning set off by a security system to notify people that something is wrong, for example, when a building is broken into.

ammunition [N-UNCOUNT-U3] **Ammunition** is the item that is placed into and fired from a gun.

arrest [V-T-U10] To **arrest** someone is to detain that person as the suspect of a crime and escort them to jail.

assault [N-COUNT-U13] An **assault** is the crime of causing or threatening to cause physical harm to someone.

assist [V-T-U10] To **assist** in something is to help in carrying it out.

badge [N-COUNT-U1] A **badge** is a piece of metal, usually worn on the chest, that identifies a police officer.

bandage [N-COUNT-U6] A **bandage** is material used to wrap an injury.

barrier [N-COUNT-U2] A **barrier** is a device typically made of wire mesh that keeps suspects in the back seat from reaching into the front seat.

baton [N-COUNT-U4] A **baton** is a heavy stick that police use as a weapon.

battery [N-UNCOUNT-U14] **Battery** is the act of touching someone without his or her consent.

bodily injury [N-UNCOUNT-U13] **Bodily injury** is physical harm caused to a person's body.

boot [N-COUNT-U1] A **boot** is a type of sturdy footwear.

brevery [N-UNCOUNT-U5] **Brevery** is the act of giving much information in a short amount of time.

brothel [N-COUNT-U15] A **brothel** is a house or building used for prostitution.

bullet [N-COUNT-U3] A **bullet** is a metal projectile fired from a gun.

bulletproof vest [N-COUNT-U1] A **bulletproof vest** is a vest that protects the wearer from being injured when shot.

burn [N-COUNT-U6] A **burn** is an injury caused by heat.

carry [V-T-U12] To **carry** something is to require something as a result or punishment.

cartridge [N-COUNT-U3] A **cartridge** is a metal or plastic cylinder containing gunpowder and a bullet that is placed into a gun.

chain of custody [N-UNCOUNT-U9] The **chain of custody** is the history of property's passage from person to person.

channel [N-COUNT-U5] A **channel** is a radio frequency used for communication.

charge [V-T-U11] To **charge** someone is to legally accuse someone of committing a particular crime.

chest compression [N-COUNT-U6] A **chest compression** is a technique used during CPR that pumps blood through the heart and provides circulation.

claim [V-T-U9] To **claim** something is to insist it is true, or to insist that it belongs to you.

code 1 [N-COUNT-U5] A **code 1** call is a routine incident.

code 2 [N-COUNT-U5] A **code 2** call is an urgent incident, but traffic laws must be obeyed.

code 3 [N-COUNT-U5] A **code 3** call is an emergency and the officer can use his light and siren.

community policing [N-UNCOUNT-U10] **Community policing** is when members of a community watch the community themselves and report any suspicious or criminal activity to the police.

comply [V-I-U4] To **comply** is to obey orders.

concealed [ADJ-U12] If something is **concealed**, it is hidden from view.

CPR [N-UNCOUNT-U6] **CPR** (Cardiopulmonary resuscitation) is a process to restore normal breathing or heart functioning.

cruiser [N-COUNT-U2] A **cruiser** is a police car used for patrols, also called a squad car or patrol car.

curb crawling [N-UNCOUNT-U15] **Curb crawling** is soliciting prostitution from a car.

custody [N-UNCOUNT-U12] **Custody** is the state of being forcefully held by legal authority, usually in a jail or prison.

cut [N-COUNT-U6] A **cut** is an injury where the skin breaks.

deadly force [N-UNCOUNT-U3] **Deadly force** is when a person uses force knowing that it can result in death.

deadly weapon [N-COUNT-U13] A **deadly weapon** is an item that can be used to kill someone or cause serious physical harm.

Glossary

defibrillator [N-COUNT-U6] A **defibrillator** is an electronic device used to restore normal heartbeat.

direct [V-I or T-U7] To **direct** is to guide.

disorderly conduct [N-UNCOUNT-U11] **Disorderly conduct** is behavior that is determined by law to disturb the peace.

dispatch [N-COUNT-U5] **Dispatch** is the act of giving information on the radio to police officers.

disturb [V-T-U11] To **disturb** something is to bother or interfere with it.

drunk [ADJ-U11] If someone is **drunk**, he or she has consumed enough alcohol to impair his or her ability to think and behave normally.

duty belt [N-COUNT-U1] A **duty belt** is a belt with pockets and harnesses for holding a police officer's equipment.

emotional state [N-COUNT-U8] Some one who is in an **emotional state** is highly influenced by their emotions and may not give an accurate statement.

empty hand control [N-UNCOUNT-U4] **Empty hand control** is a tactic for apprehending a suspect without using a weapon.

encounter [N-COUNT-U10] An **encounter** is an interaction between two or more people, violent, or otherwise.

enforce [V-T-U10] To **enforce** a law is to cite, arrest, convict, or punish those who do not follow it.

equipment console [N-COUNT-U2] The **equipment consol** is an area of the car used to control the radio, lights, and sirens.

escort [N-COUNT-U15] An **escort** is a person who is paid to spend time with someone.

excessive force [N-UNCOUNT-U14] **Excessive force** is any use of force that is unnecessary and potentially harmful.

exempt [ADJ-U14] If someone is **exempt**, he or she is not subject to a rule or law.

face [V-I or T-U7] To **face** is to stand in the direction of something else.

finder [N-COUNT-U9] A **finder** is someone who discovers something that has been lost by someone else.

firearm [N-COUNT-U3] A **firearm** is a general term for all types of guns.

first aid [N-UNCOUNT-U6] **First aid** is medical care given to someone who is injured.

flashlight [N-COUNT-U1] A **flashlight** is a hand-held device that produces a beam of light.

fleet [N-COUNT-U2] A **fleet** is a group of vehicles controlled by a police department.

flow [N-UNCOUNT-U7] **Flow** is the movement of traffic.

frequency [N-COUNT-U5] **Frequency** is the number of times a vibration occurs in a designated period.

gloves [N-COUNT-U1] **Gloves** are clothing worn over the hands for protection and/or warmth.

goods [N-UNCOUNT-U9] **Goods** are anything that can be exchanged or stolen.

handcuffs [N-COUNT-U1] **Handcuffs** are a metal device placed around the wrists to immobilize the hands.

handgun [N-COUNT-U12] A **handgun** is a type of gun that can be operated using one hand.

hard hands [N-UNCOUNT-U4] **Hard hands** is a police tactic involving punches, kicks, etc.

harmful [ADJ-U14] If something is **harmful**, it can cause damage.

hazard [N-COUNT-U10] A **hazard** is an object or situation that increases the possibility of an accident.

holster [N-UNCOUNT-U1] A **holster** is a container typically worn on a belt that holds a handgun.

horizontal [ADJ-U7] If something is in **horizontal** position is goes from side to side.

immunity [N-UNCOUNT-U14] **Immunity** is a state of not being subject to a rule or law.

intentionally [ADJ-U13] If someone does something **intentionally**, they planned to do it.

interpreter [N-COUNT-U8] An **interpreter** is someone who translates a conversation between parties that speak different languages.

intersection design [N-UNCOUNT-U7] **Intersection design** is the manner in which roads meet at an intersection.

interview [V-T-U8] To **interview** someone is to ask them questions about something.

intoxicated [ADJ-U11] If someone is **intoxicated**, he or she is under the influence of a substance that impairs behavior or judgment.

investigation [N-COUNT-U8] An **investigation** is the effort of a law enforcement department to discover the facts surrounding an incident.

K-9 unit [N-COUNT-U4] A **K-9 unit** is a group of police officers who work with trained dogs.

kit [N-COUNT-U6] A **kit** is a collection of tools.

lawsuit [N-COUNT-U14] A **lawsuit** is a legal proceeding that is intended to compensate the victim of another person's unlawful behavior.

Glossary

lights [N-COUNT-U2] Lights are devices typically on the top of a police car that flash and emit red and white light.

loiter [V-I-U11] To loiter is to be in an area without a particular reason for being there.

lost [ADJ-U9] If something is lost its owner cannot find it.

mace [N-UNCOUNT-U4] Mace is a liquid chemical substance that causes pain.

magazine [N-COUNT-U3] A magazine is a metal container that attaches to a gun and feeds it ammunition.

manual traffic control [N-UNCOUNT-U7] Manual traffic control is a method of moving traffic where a police officer gives signals to vehicles.

mobile data terminal [N-COUNT-U2] A mobile data terminal is a portable computer attached to a mount in the front seating area of the police car.

modifications [N-COUNT-U2] Modifications are special features added to a standard police car to enhance its functioning.

motorists [N-COUNT-U10] Motorists are people who are driving cars.

multi-tool [N-COUNT-U1] A multi-tool is a small metal item that contains several different tools such as a knife, screwdriver, and pliers.

noise violation [N-COUNT-U11] A noise violation is the crime of being too loud in a public place.

observation [N-UNCOUNT-U8] Observation is the watching closely of someone or someplace for suspicious activity.

observe [V-T-U10] To observe something is to watch it closely.

offensive touching [N-UNCOUNT-U14] Offensive touching is the act of touching a person who does not wish to be touched.

one way [ADJ-U7] If traffic is one way, it is all moving in the same direction.

open container [N-COUNT-U11] An open container is a bottle, glass or other container of alcohol that is open in a public place.

owner [N-COUNT-U9] An owner is a person to whom something belongs.

patrol [V-T-U10] To patrol an area is to watch it for suspicious or criminal activity.

patrol car [N-COUNT-U2] A patrol car is a police car used for patrols, also called a squad car or cruiser.

penalty [N-COUNT-U12] A penalty is a punishment for doing something illegal.

pepper spray [N-UNCOUNT-U4] Pepper spray is a liquid chemical substance that causes pain.

pistol [N-COUNT-U3] A pistol is any type of small gun that can usually be fired with one hand.

possession [N-UNCOUNT-U12] Possession is the state of owning something.

priority [N-UNCOUNT-U5] Priority is the importance of an incident.

prohibited [ADJ-U12] If something is prohibited, it is not allowed.

proof of ownership [N-UNCOUNT-U9] Proof of ownership is documentation that something belongs to someone, as in a receipt.

property [N-UNCOUNT-U9] Property is something that belongs to someone.

prostitute [N-COUNT-U15] A prostitute is a person who has sex for money.

prostitution [N-UNCOUNT-U15] Prostitution is the act of selling sex.

protect [V-T-U10] To protect someone or something is to take actions to keep it from harm.

provoke [V-T-U13] To provoke someone is to cause someone to act or respond.

public [ADJ-U11] If something is public, it affects or involves the general population of a particular area.

pulse [N-COUNT-U6] A pulse is a throb found in areas of the body with arteries and indicates the heartbeat.

questioning [N-UNCOUNT-U8] Questioning is the process of asking a suspect, victim, or witness of a crime questions regarding the crime.

radio [N-COUNT-U1] A radio is an electronic device that allows for communication.

rapprochement [N-UNCOUNT-U8] A rapprochement is a harmonious relationship based on mutual trust.

receipt [N-COUNT-U9] A receipt is a slip of paper that documents a purchase.

record [V-T-U8] To record something is to make an audio or written copy of it.

red light district [N-COUNT-U15] A red light district is an area in which prostitution is legal.

reflective gear [N-UNCOUNT-U7] Reflective gear is clothing that reflects light worn in circumstances of low-visibility.

registry [N-COUNT-U15] A registry is a document containing names and addresses of past offenders.

rescue breathing [N-UNCOUNT-U6] Rescue breathing is a process used to help someone breathe.

Glossary

response code [N-COUNT-U5] A **response code** is an instruction given to an officer that tells him the priority of an incident.

restitution [N-UNCOUNT-U9] **Restitution** is the return of property to its rightful owner, or compensation for loss or damages.

restrain [V-T-U14] To **restrain** a person is to hold or control that person.

restraints [N-COUNT-U1] **Restraints** are items such as ropes that hold people or things in place.

revolver [N-COUNT-U3] A **revolver** is a small gun that can usually be fired with one hand that has a revolving chamber for the cartridges.

rifle [N-COUNT-U3] A **rifle** is a type of gun requiring two hands typically with more power and a longer range than a pistol.

seize [V-T-U12] To **seize** something is to take something away from someone by legal authority.

self-defense [N-UNCOUNT-U13] **Self-defense** is the act of protecting oneself from an assault.

service call [N-COUNT-U10] A **service call** is when the police come in response to a community member's report of suspicious or criminal activity.

shell [N-COUNT-U3] A **shell** is a metal or plastic cylinder that holds gunpowder and a bullet and is removed after a gun is fired.

shot [N-COUNT-U3] A **shot** is the discharge of a firearm.

shotgun [N-COUNT-U3] A **shotgun** is a type of gun that typically requires two hands and fires a broad spray of projectiles at a short range.

show of force [N-COUNT-U13] A **show of force** is a threatening action for the purpose of demonstrating one's intention or ability to harm another person.

siren [N-COUNT-U2] A **siren** is a device on a police car that make a distinctive, loud noise.

soft hands [N-UNCOUNT-U4] **Soft hands** is a police tactic involving the non-violent touching of a subject.

soliciting [N-UNCOUNT-U15] **Soliciting** is the act of attempting to buy or sell sex.

squad car [N-COUNT-U2] A **squad car** is a police car used for patrols, also called a cruiser or patrol car.

standard issue [ADJ-U3] If a gun or equipment is **standard issue**, it is normally given to all police officers.

statement [N-COUNT-U8] A **statement** is someone's written or spoken account of something.

sterilize [V-T-U6] To **sterilize** something is to clean or remove bacteria from it.

sting [N-COUNT-U15] A **sting** is an undercover police operation designed to catch criminals in the act.

stolen [ADJ-U9] If something is **stolen** it has been acquired by theft.

summarize [V-T-U8] To **summarize** something is to give a brief account of it.

suspect enclosure [N-COUNT-U2] A **suspect enclosure** is a steel and plastic barrier that ensures a suspect placed in the rear of a police car cannot harm a police officer in front.

switchblade [N-COUNT-U12] A **switchblade** is a type of knife with a blade that springs out at the press of a button.

testimony [N-UNCOUNT-U8] **Testimony** is a witness's account of an incident.

threat [N-COUNT-U13] A **threat** is a statement that someone will be harmed.

traffic [N-UNCOUNT-U7] **Traffic** is the movement of vehicles or people within a designated area.

traffic car [N-COUNT-U2] A **traffic car** is a police car equipped with radar or other means for monitoring traffic.

t-shape [ADJ-U7] If an intersection is **t-shape**, traffic comes into it from three directions and it is shaped like the letter 't'.

undercover [ADJ-U15] If someone is **undercover**, his or her identity is hidden.

unit ID [N-COUNT-U5] A **unit ID** is an identification given to an officer that is used on the radio.

unmarked [ADJ-U2] If a police car is **unmarked**, it does not have visible writing, lights, or sirens identifying it as a police car.

use of force continuum [N-UNCOUNT-U4] The **use of force continuum** is a categorization of police tactics from the least forceful to the most forceful.

verbal command [N-COUNT-U4] A **verbal command** is an order given by a police officer.

verbally assault [V-T-U11] To **verbally assault** someone is to say something to someone that is offensive or threatening.

vertical [ADJ-U7] If something is in **vertical** position it goes up and down.

victim [N-COUNT-U8] A **victim** is someone against whom a crime has been committed.

Glossary

violence [N-UNCOUNT-U13]

Violence is the act of using force to cause harm or damage to someone or something.

weapon [N-COUNT-U12] A **weapon** is a gun, knife or any other item that is used to attack or hurt someone.

whistle [N-COUNT-U7] A **whistle** is a device used to control traffic which makes a high-pitched sound.

willful [ADJ-U14] If a behavior is **willful**, it is done deliberately.

zip tie [N-COUNT-U1] A **zip tie** is a plastic device placed around the wrists to immobilize the hands.

**CAREER
PATHS**

POLICE

BOOK

3

John Taylor - Jenny Dooley



Express Publishing

Scope and Sequence

Unit	Topic	Reading Context	Vocabulary	Function
1	Organization	Training Manual	administration, field, supervisor, superior, subordinate, promotion, command, hierarchy, cadet, constable, sergeant, inspector, superintendent, commissioner	Expressing doubt
2	Departments	Police Website	department, division, IT, Explosive Device Dispersal, Bomb Squad, SWAT, K-9, Traffic, Forensics, Narcotics/Vice, Personnel and Training, Records, Field Operations	Talking about cause and effect
3	Detention Centers	Posted Notice	detention center, jail, inmate, prisoner, arrestee, bond, cell, holding room, contraband, escape, violent, toilet, escort, lock	Firmly declining requests
4	Crime prevention	Pamphlet	prevention, cooperation, discourage, anticipate, recognize, appraise, initiate, presence, unattended, unlocked, secure, notify	Commending someone's actions
5	Searching suspects and property	Newspaper Article	search, reasonable belief, carry out, grounds, suspicion, circumstances, authorization, search warrant, vehicle, residence, possession, seizure	Ordering drivers out of car
6	Establishing crime scenes	Police Manual	crime scene, evidence, cordon, fingerprint, post, blood, saliva, hair, contamination, document, footprint disturb, specialist	Assigning tasks
7	Crowd controls	Memo	presence, mounted police, riot, riot gear, water cannon, riot shield, helmet, tear gas, gas mask, hooligan, barrier, kettling	Describing a situation
8	Pursuit	Newspaper Editorial	pursuit, high-speed chase, risk, assess, apprehend, reasonable, reckless, nature, violation, population density, weather conditions, discontinue, call off	Describing speeds
9	Making an arrest	Police Manual	arrest warrant, probable cause, witness, personal safety, frisk, pat down, cause, advise, rights, under arrest, resist, handcuff, juvenile, mentally ill	Warning a suspect
10	Processing suspects	Poster	process, book, personal information, alleged, record search, criminal background, confiscate, bail, own recognizance, appear, court, flight risk, condition	Reassuring people
11	Anti-Terrorism	Security Guidelines	random, terrorism, attack, bomb, potential, passenger, profiling, unattended, advanced imaging technology, metal detector, hazardous, carry on, check, screen	Explaining the seriousness of a crime
12	Drug possession	Police Report	drug, controlled substance, willfully possess, simple possession, paraphernalia, marijuana, pipe, cocaine, influence, illicit, automatic sentence	Advising suspects
13	Drug distribution	Newspaper Article	distribution, trafficking, smuggling, intent to distribute, transportation, heroin, methamphetamine, package, conceal, convict, scales, unauthorized, prescription, dealer	Asking for a professional opinion
14	Identify theft	Website	identity theft, checkbook, traveler's checks, debit card, credit card, passport, laptop, PDA, travel pouch, fraudulent, ATM, embassy	Advising victims
15	Homicide	Newspaper Article	foul play, murder weapon, corpse, morgue, autopsy, coroner, cause of death, stab wound, bludgeon, motive, homicide, manslaughter	Assessing a crime scene

Table of Contents

Chapter 1 – The Station

Unit 1 – Organization	4
Unit 2 – Departments	6
Unit 3 – Detention centers	8

Chapter 2 – Operations

Unit 4 – Crime prevention	10
Unit 5 – Searching suspects and property	12
Unit 6 – Establishing crime scenes	14
Unit 7 – Crowd control	16
Unit 8 – Pursuit	18
Unit 9 – Making an arrest	20
Unit 10 – Processing suspects	22
Unit 11 – Anti-Terrorism	24

Chapter 3 – Crimes

Unit 12 – Drug possession	26
Unit 13 – Drug distribution	28
Unit 14 – Identity theft	30
Unit 15 – Homicide	32

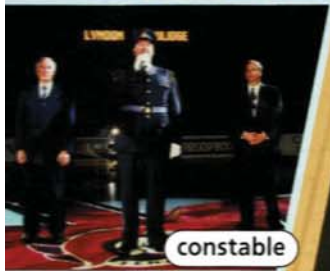
Appendix

Glossary	34
----------------	----

1 The Station: Organization



inspector



constable



cadet



officer



hierarchy



Zellwood Police Academy Cadet Training Manual Ch. 7: Hierarchy of Command

Chapter 7: Hierarchy of Command

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

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

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

Inspector
Sergeant
Detective
Officer

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

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

Get ready!

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

- 1 What are some of the different ranks in a police department?
- 2 How do police officers of different rank address each other in your country?

Comprehension

2 Read the page from a police training manual. Then, mark the statements as true (T) or false (F).

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

Vocabulary

3 Match the words (1-5) with the definitions (A-E).

- | | |
|---|---|
| 1 <input type="checkbox"/> promotion | 4 <input type="checkbox"/> subordinate |
| 2 <input type="checkbox"/> superior | 5 <input type="checkbox"/> superintendent |
| 3 <input type="checkbox"/> administration | |

- A a person below you in rank
- B an increase in one's rank
- C a person above you in rank
- D a top ranking police officer
- E a management structure

4 Fill in the blanks with the correct words from the word bank.

Word BANK

cadet commissioner field
hierarchy supervisor

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

5 Listen and read the manual again. What is the usual rank of a new recruit to a police department?

Listening

6 Listen to a conversation between two high-ranking officers. Check (✓) the factors that are important for granting a promotion.

- ___ number of arrests
- ___ time with department
- ___ popularity among peers
- ___ leadership experience

7 Listen again and complete the conversation.

Officer 1: So which constable do you think 1 _____ to sergeant?

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

Officer 1: Really? Why is that?

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

Officer 1: That is true. However, 3 _____ he has the necessary leadership skills for being a sergeant.

Officer 2: He did lead a group of officers during a recent operation.

Officer 1: And he did quite well. But 4 _____ he could lead on a daily basis.

Officer 2: Who do you think would be a better candidate, then?

Officer 1: I'd go with Constable Wilson. He's consistently 5 _____ when on assignments.

Speaking

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

USE LANGUAGE SUCH AS:

I'm not sure ...
I'm not convinced ...
Who do you think ...

Student A: You are considering two officers for a promotion.

Talk to Student B about:

- leadership
- experience
- your recommendation

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

Writing

9 Use the conversation in Task 8 to recommend an officer for a promotion. Talk about:

- leadership
- experience
- rank

2 The Station: Departments

Get ready!

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

- 1 What are some of the different jobs police officers do?
- 2 How are these jobs organized within police departments in your country?



REEDSBURG POLICE DEPARTMENT

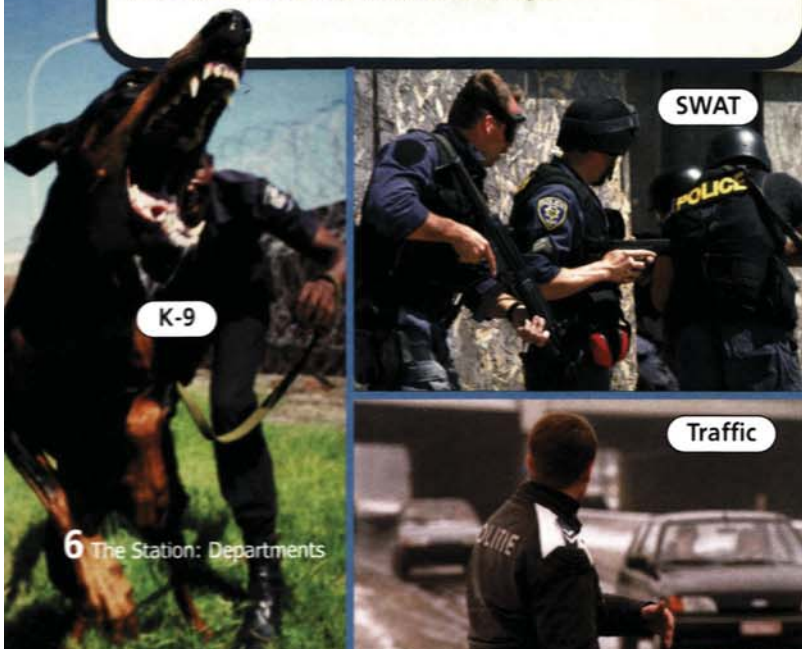
> About us: Divisions

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

Special Operations - Under the command of Assistant Chief Richard Wakes, this division maintains three specialized teams to deal with high-risk emergency situations and other non-standard operations. These include **Explosive Device Dispersal (Bomb Squad)**, **SWAT**, and **K-9** teams. The SWAT team has specialized training to deal with terrorism and hostage situations. This division is also responsible for staffing and maintaining the department's helicopters.

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

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



Reading

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

- 1 What is the purpose of the web page?
A to give a history of the department
B to introduce the divisions and their roles
C to provide department contact information
D to explain the role of operations
- 2 What can you infer about officers in the Investigations Division?
A They maintain a separate K-9 team.
B They determine the causes of car crashes.
C They can work in different sections.
D They conduct operations in other cities.
- 3 Which division deals with speeders?
A Field Operations
B Special Operations
C Investigations
D General Administration

Vocabulary

3 Check (✓) the sentence that uses the underlined part correctly.

- 1 A Traffic section gives out tickets for moving violations.
 B Field Operations officers work in administration.
- 2 A The K-9 team relies on dogs.
 B Explosive Device Disposal monitored the protest.
- 3 A Records provides officers with weapons.
 B Narcotics section arrested several drug dealers.
- 4 A SWAT's main responsibility is patrol.
 B New hires should report to Personnel and Training.
- 5 A Call IT about any Internet problems.
 B Report cars driving illegally to Forensics.

4 Read the sentence and choose the correct word.

- 1 Bring the crime scene evidence to Forensics / Bomb Squad.
- 2 Each municipality maintains its own police department / division.
- 3 Field Operations / IT responded to the robbery.
- 4 K-9 / Field Operations just got five new German Shepherds.
- 5 We have a hostage situation. Call SWAT / vice.

5 Listen and read the website again. Officers from which section will often not wear a uniform while working in the field?

Listening

6 Listen to a conversation between two officers. Mark the statements as true (T) or false (F).

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

7 Listen again and complete the conversation.

Officer 1: Due to the recent increase in property crime, he wants more officers 1 _____.

Officer 2: I 2 _____ . That would result in fewer property crimes.

Officer 1: I'd think so.

Officer 2: But that 3 _____ of us in Special Operations.

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

Officer 2: I hope you aren't thinking about cutting the SWAT team.

Officer 1: 4 _____ . We'd be ineffective in a serious terrorism or hostage situation.

Officer 2: So the cuts will have to come from 5 _____ and the Bomb Squad.

Officer 1: Exactly. We'll transfer 6 _____ from each.

Speaking

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

USE LANGUAGE SUCH AS:

That would result in ...

We'd be ...

So the cuts will have to come from ...

Student A: You are an officer in Field Operations. Talk to Student B about:

- why you want more officers
- how many you need
- what benefits will result

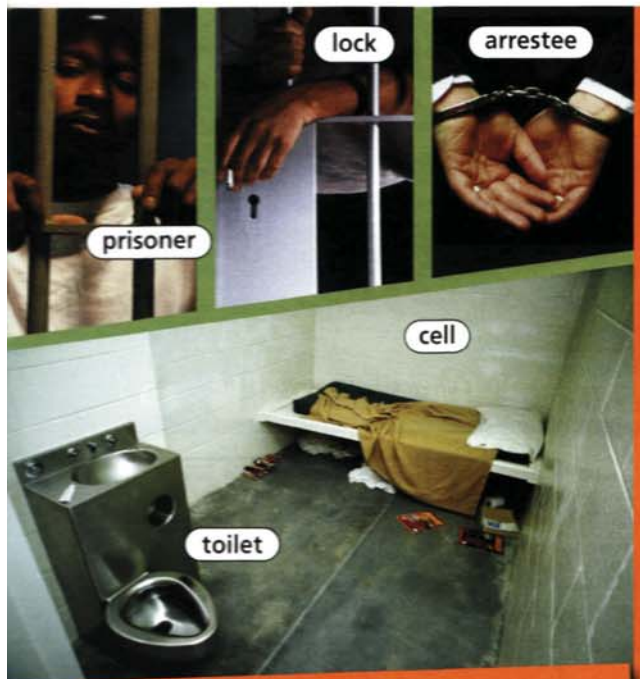
Student B: You are an officer in Special Operations. Talk to Student A about the effects of transferring officers.

Writing

9 Use the conversation in Task 8 to write a summary of a transfer of officers. Talk about:

- why officers are being transferred
- how many
- from what departments

3 The Station: Detention centers



BERN COUNTY JAIL

GUIDELINES FOR HANDLING NEW PRISONERS

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

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

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

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

Get ready!

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

- 1 What happens after a person is arrested?
- 2 How are prisoners treated in your country?

Reading

2 Read the notice stating a detention center's guidelines. Read the summary. Then, fill in the blanks with the correct words from the word bank.

Word BANK

belongings illegal items staff
prison garb inmates

Process a new prisoner immediately on his arrival and collect all of his 1 _____. Then perform a complete search and confiscate any 2 _____. Issue 3 _____ before guards take the inmate them to his cell. Restrain problematic 4 _____ right away. 5 _____ must evaluate such arrestees immediately.

Vocabulary

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

- | | |
|---------------|---------------|
| 1 __ prisoner | 4 __ escape |
| 2 __ lock | 5 __ escort |
| 3 __ violent | 6 __ arrestee |

- A intending to harm others
- B to walk with someone
- C a person in a detention center
- D to prevent a thing from opening
- E a person charged with a crime
- F to get out of confinement

4 Read the sentence pairs. Choose where the words best fit in the blanks.

- 1 cell / toilet
 - A Prisoner's use of the _____ is restricted.
 - B A prisoner must remain in his _____.
- 2 bond / contraband
 - A Your _____ is set at \$1 million.
 - B Guards should search for _____.

- 5 Listen and read the notice again. What happens to prisoners who resist when they enter a detention center?

Listening

- 6 Listen to a conversation between an officer and an arrestee. Choose the correct answers.

- Why was the woman arrested?
 - selling illegal drugs
 - getting into a fight
 - theft of private property
 - public intoxication
- What is true of the officer?
 - He was the officer who arrested the woman.
 - He will not take the woman to her cell.
 - He has processed this woman before.
 - He does not know the woman's crime.

- 7 Listen again and complete the conversation.

Officer : You have been charged with drunken and disorderly conduct.

Arrestee: I want to call my lawyer now.

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

Arrestee: You can't do this to me. You are violating my rights!

Officer : Ma'am, I need to take your 1 _____ at this time.

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

Officer : You will be able to use the toilet when the officers arrive to escort you to the 2 _____.

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

Officer : Ma'am, let me repeat what I said. You need to wait until the officers can 3 _____ you.

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

Officer : No. 4 _____.

Arrestee: Whatever.

Officer : So, let's continue where we 5 _____.

Arrestee: Fine, let's 6 _____.

Speaking

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

USE LANGUAGE SUCH AS:

You have been charged ...

You'll have a chance to ... once ...

That's final.

Student A: You are an arrestee at a police station. Make requests to Student B to:

- call a lawyer
- use the bathroom

Student B: You are a police officer. Process Student A and refuse any requests.

Writing

- 9 Use the conversation in Task 8 to fill out an arrestee intake form. Make up a name and charges for the prisoner.

Intake Form

Name: _____

Charges: _____

Request: _____

Behavior: _____

4 Operations: Crime prevention

TRENTON
POLICE



Crime Prevention Guide

POLICE LINE DO NOT CROSS POLICE LINE DO NOT CROSS

Crime prevention requires the cooperation of our city's residents, visitors, and police. Here's how you can help:

- **discourage** criminals by always being alert
- **anticipate** crimes before they happen and react accordingly
- **recognize** suspicious persons/behavior and avoid them
- **appraise** taxi cabs for safety and licensure before entering

Get ready!

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

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

Reading

2 Read the crime prevention pamphlet for tourists. Then, mark the statements as true (T) or false (F).

- 1 ___ Tourists should check if taxi drivers are licensed.
- 2 ___ Trenton Police recommend confronting suspicious people.
- 3 ___ Witnesses should wait at crime scenes until police arrive.

Some actions make it easier for crimes to occur.

DO NOT:

- **initiate** conversation with suspicious persons
- leave vehicles or hotel rooms **unlocked**
- reveal large amounts of money in the **presence** of strangers
- accept an opened beverage from someone you do not know
- make yourself a vulnerable target by becoming over-intoxicated

Regardless of prevention efforts, crimes still occur.

If you should become the witness or victim of a crime:

- **notify** the police immediately
- wait at a safe location, away from the crime, until police **secure** the area
- provide what information you can to the investigation

With these suggestions we hope that you can help Trenton Police and citizens keep the city a SAFE and enjoyable place to visit.

Vocabulary

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

- | | |
|----------------|------------------|
| 1 ___ initiate | 4 ___ recognize |
| 2 ___ secure | 5 ___ anticipate |
| 3 ___ appraise | 6 ___ notify |

- A to expect something will happen
B to evaluate the quality of something
C to make sure a place is free of danger
D to start something
E to identify something as previously seen
F to inform someone about something

4 Fill in the blanks with the correct words from the word bank.

word BANK

unlocked discourage presence
prevention cooperation

- A dog can _____ criminals from entering.
- No need for a key. The door is _____.
- Crimes are rare in the _____ of police.
- Reducing crimes requires _____ between citizens and police.
- Crime _____ is an important part of keeping the community safe.

5 Listen and read the pamphlet again. What should a victim do until the police make the area where a crime happened safe?

Listening

6 Listen to a conversation between an officer and a tourist. Choose the correct answers.

- Why is the tourist speaking to the officer?
 - to report a stolen item
 - to find a missing person
 - to describe an attempted theft
 - to notify her of a suspicious person
- What will the tourist likely do next?
 - make a phone call
 - identify the suspect
 - recover his backpack
 - describe his wife's clothing

7 Listen again and complete the conversation.

Officer : Did he 1 _____ the backpack?
 Tourist: Yes, he tried. But I ran up and 2 _____ from him. He was surprised.
 Officer : What did the suspect do then?
 Tourist: He ran off that way, through the 3 _____.
 Officer : 4 _____ what he looked like? What was he wearing?
 Tourist: He was about 5'6". He had dark hair, a pale complexion and a mustache. He was wearing a green raincoat.
 Officer : It sounds like 5 _____ . Could you identify him if you saw him?
 Tourist: Probably.
 Officer : We're going to ask you to do so. 6 _____ . We'll put this guy away with your help.

Speaking

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

USE LANGUAGE SUCH AS:

Did he try to take ...
What was he wearing?
We'll put this guy away with your help.

Student A: You are a tourist. Talk to Student B about:

- a suspect attempting a crime
- how you prevented the crime
- what the suspect did after

Student B: You are a police officer. Talk to Student A about a crime s/he prevented.

Writing

9 Use the conversation in Task 8 to write a short newspaper article about a prevented crime. Talk about:

- the crime
- how it was prevented
- the final outcome

5

Operations: Searching suspects and property



Get ready!

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

- 1 What reasons might the police have to search a person's vehicle?
- 2 When are law officers allowed to search a suspect's home?

Reading

2 Read the newspaper article. Then, choose the correct answers.

- 1 What is the article mainly about?
 - A the results of a trial
 - B a search and its outcome
 - C a series of violent robberies
 - D a criticism of unwarranted searches
- 2 What can you infer about illegal searches?
 - A They can result in dropped charges.
 - B They are based on reasonable belief.
 - C They can seize evidence from homes.
 - D They can provide the basis for a warrant.
- 3 What is NOT evidence against the suspect?
 - A a crowbar
 - B a ski mask
 - C televisions
 - D an automobile

FRUITFUL SEARCH LEADS TO BURGLAR'S ARREST

Cory Spires

THE DENVER GAZETTE

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

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

Vocabulary

3 Read the sentence pairs. Choose where the words best fit in the blanks.

- 1 **reasonable belief / search**
 - A The man's bloody hand gave officers _____ of his guilt.
 - B The officers found nothing illegal in the _____.
- 2 **possession / search warrant**
 - A The officer had probable cause. A _____ was not required.
 - B They arrested the driver for _____ of illegal weapons.
- 3 **vehicle / carry out**
 - A As soon as they acquire a warrant the officers will _____ a search.
 - B The officer found several empty beer cans in the driver's _____.

4 Complete the word or phrase with the same meaning as the underlined part.

- The officer had a thought that the man was armed.
_ u _ _ i c _ _ _
- Police completed a removal of stolen items. _ e _ _ u r _
- The woman's scream was a reason for officers to enter the home. _ r o _ n _ _
- Police found illegal weapons in the suspect's house.
_ e _ i _ e _ c _
- The nature of the situation lead police to believe the man was lying. _ i _ _ u m _ _ _ n _ _ _
- To enter the state prison the officers required permission from someone in charge. _ _ _ h _ r i _ _ _ _ o _

5 Listen and read the article again. What kind of metal device did the thief use to break into cars?

Listening

6 Listen to a conversation between an officer and a driver during a traffic stop. Mark the statements as true (T) or false (F).

- ___ The driver was pulled over for speeding.
- ___ A warrant is needed to search the car.
- ___ The driver denies drinking alcohol.

7 Listen again and complete the conversation.

Officer: All right. Do you know why I pulled you over, tonight, Mrs. Coleman?

Driver: I don't know, actually. Was I speeding?

Officer: No, you were obeying the speed limit. But you 1 _____ right back there at Hoyle Street.

Driver: Oh my gosh! I didn't even notice it.

Officer: Mrs. Coleman, I'm detecting the smell of 2 _____ on your breath. Have you been drinking tonight?

Driver: I had a couple of beers a few hours ago. But I'm not 3 _____!

Officer: I'm going to need you to 4 _____, ma'am. We're going to make sure you aren't hiding any open containers.

Driver: You can't 5 _____ me or my car without a warrant.

Officer: When you smell like alcohol we can. That's 6 _____ for suspicion of driving under the influence.

Speaking

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

USE LANGUAGE SUCH AS:

Do you know why ...
Have you been ...
I'm going to need you to ...

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

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

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

Writing

9 Use the conversation in Task 8 to write a search summary. Talk about:

- why you pulled a driver over
- grounds for a search
- what you discovered



6 Operations: Establishing crime scenes



CHAPTER 3



Cambridge Police Academy
Procedures Manual

Preserving Crime Scenes

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

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

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

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

Get ready!

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

- 1 What kinds of things at a crime scene could be used as evidence?
- 2 What can police officers do to protect possible evidence?

Reading

2 Read the page from an officer's manual. Read the summary. Then, fill in the blanks with the correct words and phrases from the word bank.

word BANK

survey establish crime scene
contamination public

Proper treatment of the 1 _____ is an important part of an investigation. Officers should 2 _____ the scene, keep people out, and protect evidence. An initial check for safety conditions comes first. Then officers should 3 _____ a means of separating the scene from the 4 _____. Finally, officers should make efforts to protect evidence from 5 _____ or disturbance.



Vocabulary

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

- | | |
|--------------------|---------------------|
| 1 ___ fingerprints | 4 ___ crime scene |
| 2 ___ cordon off | 5 ___ contamination |
| 3 ___ specialist | 6 ___ saliva |

- A the place where a crime has occurred
- B someone who is trained for a specific task
- C marks people leave on objects after touching them
- D exposing evidence to uncontrolled conditions
- E to prevent people from entering an area with rope or tape
- F a bodily fluid produced in the mouth

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

Word BANK

blood document
post fingerprints
crime scene evidence

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

5 Listen and read the manual again. What might have fallen from a criminal's head in a crime scene?

Listening

6 Listen to a discussion between one officer and another. Choose the correct answers.

- 1 What evidence do the officers discuss?
 - A a hair found on the door
 - B fingerprints on a pry bar
 - C footprints in the walkway
 - D blood stains on the couch
- 2 What will the woman likely do next?
 - A post a guard
 - B wait for the others
 - C cordon off the front porch
 - D tag blood stains for the pathologist

7 Listen again and complete the conversation.

Officer 1: It appears the suspect stole the television.
 Officer 2: Any evidence?
 Officer 1: There are 1 _____ on the couch. He may have cut himself 2 _____.
 Officer 2: Should I tag it for the pathologist?
 Officer 1: Yes. But first I 3 _____ cordon off the front porch.
 Officer 2: Will do.
 Officer 1: And 4 _____ the walkway as well. Those 5 _____ may be from our suspect.
 Officer 2: Okay.
 Officer 1: And when the others arrive, 6 _____ . The media will be here soon.

Speaking

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

USE LANGUAGE SUCH AS:

Any evidence?
I need you to ...
You'd better ...

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

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

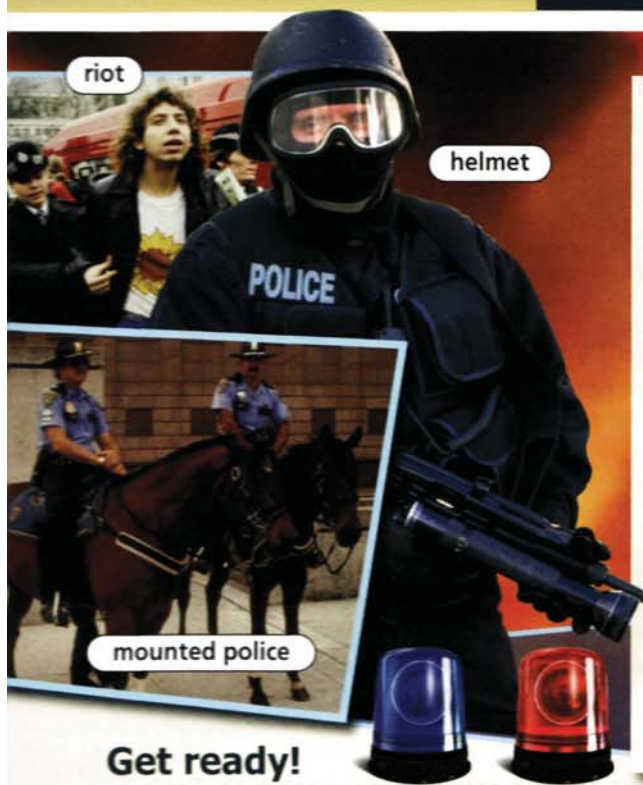
Student B: You are at a crime scene. Talk to Student A about preserving evidence.

Writing

9 Use the conversation in Task 8 to write an officer's description of the crime scene. Talk about:

- the crime
- evidence
- how evidence was protected

7 Operations: Crowd control



memo



From the Desk of Captain Lynwood

Re: **Crowd Control for Johnson City Soccer Tournament**

Thank you all for volunteering for this year's tournament squad. As many of you know, we are increasing police **presence** since last year's game sparked **riots** in and around the stadium. Unfortunately, we were unprepared for the level of violence that broke out. One of our officers was hospitalized because he had to enter a crowd of **hooligans** without proper **riot gear**. We hope our preparations and your hard work will keep our officers safe this year.

Firstly, we need to ensure that everyone maintains personal safety. This means that every officer on foot must wear a **helmet** and carry a **riot shield**. We will also have a unit of **mounted police**, who have the advantage of height and speed.

Secondly, we must have adequate resources for dispersing the crowd. Some of you will be assigned to the truck carrying the **water cannon**. All officers will be assigned **gas masks** in case we need to fire **tear gas**.

Finally, we plan to better control the area around the stadium. Before the game, we will set up **barriers** to limit the movement of people entering and exiting the stadium. This will make crowd control easier, especially if **kettling** becomes necessary.

Get ready!

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

- 1 Where do large crowds sometimes become violent?
- 2 How do police control crowds in your country?

Reading

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

- 1 What is the main purpose of the memo?
A to inform officers of new riot gear
B to describe plans for crowd control
C to summarize previous riot control efforts
D to educate officers on new crowd control techniques
- 2 Which is a statement NOT made in the memo?
A All officers on foot will carry riot shields.
B The squad may fire tear gas during the riot.
C Barriers will keep people confined to a limited area.
D The water cannon is the most effective way to disperse a crowd.
- 3 Why is extra preparation needed?
A the department does not have enough mounted police
B police were not prepared for the level of violence last year
C there will be a decrease in police presence this year
D the officers did not have enough time to prepare in the past

Vocabulary

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

Word BANK

riot riot shield riot gear
mounted police kettling
gas mask

- 1 Officer Grey protected herself from the tear gas with her _____.
- 2 Officers used _____ techniques to confine the crowd.
- 3 Without a _____, the officer could not defend himself from the crowd's attacks.
- 4 Several people were hurt in the _____.
- 5 The captain sent a unit of _____ into the middle of the crowd.
- 6 The department ordered new _____ after the old equipment was damaged.

4 Read the sentence and choose the correct word.

- 1 The mechanic repaired the hose on the riot gear / water cannon.
- 2 The soccer player was attacked by a gang of hooligans / riots after the game.
- 3 The officer set up a riot shield / barrier to keep people off the street.
- 4 The police presence / riot gear at the parade kept everyone calm.
- 5 Sergeant Harris wore a helmet / gas mask to protect him from flying bottles.
- 6 Rioters fled the area after the officers fired mounted police / tear gas.

5 Listen and read the memo again. Why are officers on horses useful?

Listening

6 Listen to a conversation between an officer and a captain. Mark the statements as true (T) or false (F).

- 1 The barriers did not keep out the rioters.
- 2 The squad was expecting a smaller crowd.
- 3 The man wants to use tear-gas.

7 Listen again and complete the conversation.

Officer : Things are 1 _____, sir. There's an angry crowd forming at the west entrance.

Captain: What? I thought we closed the west entrance after 2 _____.

Officer : We did, sir, but they're pushing through our barriers. 3 _____ of them than we expected.

Captain: How is your squad responding?

Officer : We sent a mounted unit over there, but it's not doing much good. The fans are 4 _____ at the officers.

Captain: Well, it sounds like 5 _____ more serious. Is the truck with the water cannon ready?

Officer : Yes, it's 6 _____ for your order, sir.

Captain: Good. Make sure your mounted officers are out of the way, and then send the truck out there.

Speaking

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

USE LANGUAGE SUCH AS:

I thought ...
How is your squad ...
Make sure ...

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

- a riot
- a response
- your orders

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

Writing

9 Use the memo and the conversation in Task 8 to write the captain's orders. Talk about:

- a description of the crowd
- the police response
- a back up plan



8 Operations: Pursuit

The City Examiner D7



SAFETY FIRST

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

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

That's why I have recommended a change in the department's policy regarding such pursuits. Some

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

Greg Howard

Sergeant, Brighton Police Dept.



Get ready!

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

- 1 What are some dangers of driving too fast?
- 2 In your country, how do police handle suspects who try to escape?

Reading

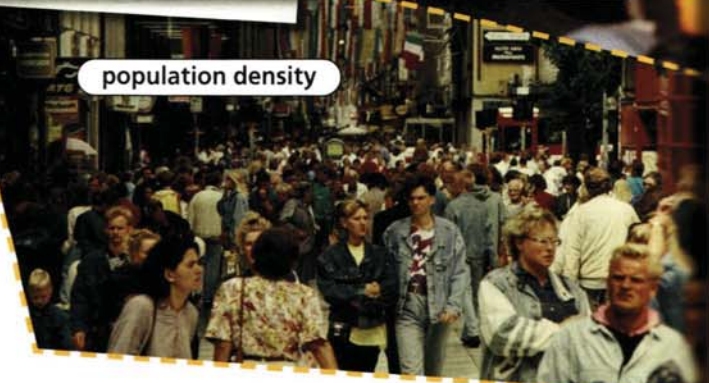
2 Read the newspaper opinion piece. Read the summary. Then, fill in the blanks with the correct words and phrases from the word bank.

WORD BANK

likely accident non-violent slowly
risk assess

It is important for everyone, including police officers, to drive more 1 _____. The police engage in too many high-speed chases, many of which are unnecessary. A(n) 2 _____ is more 3 _____ to occur when people drive too fast. Officers should 4 _____ the severity of a suspect's violation before a pursuit. 5 _____ criminals should not be chased if it poses a 6 _____ to others.

population density



Vocabulary

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

- | | |
|----------------|--------------------------|
| 1 ___ assess | 5 ___ discontinue |
| 2 ___ nature | 6 ___ reasonable |
| 3 ___ pursuit | 7 ___ weather conditions |
| 4 ___ reckless | 8 ___ population density |

- A fair or logical
- B the ratio of people to an area
- C to cancel something
- D to make a determination
- E without concern for safety
- F the overall quality of something
- G the act of chasing someone
- H the factors that affect climate

4 Complete the word or phrase with the same meaning as the underlined part.

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

5 Listen and read the opinion piece again. What are officers having to do more regularly these days?

Listening

6 Listen to a conversation between an officer and dispatch. Mark the statements as true (T) or false (F).

- ___ Dispatch confirmed the car was stolen.
- ___ The officer saw the car at the high school
- ___ Dispatch ordered the officer to stop the chase.

7 Listen again and complete the conversation.

Officer: Dispatch, this is 2402. I think 1 _____ a stolen car on Route 21 West. Wasn't there a green sedan with a broken taillight reported missing this afternoon? Over.

Dispatch: Affirmative, 2402. Did you get the 2 _____ ? Over.

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

Dispatch: 3 _____ the car. Can you apprehend the suspect? Over.

Officer: I'm attempting pursuit, but I think 4 _____ . He's speeding up. Over.

Dispatch: Where are you? Over.

Officer: I just passed the Interstate 4 junction, 5 _____ . He's going faster, now. We're approaching 100 miles per hour. Over.

Dispatch: You're heading towards the high school. Can you 6 _____ him before you get there? Over.

Officer: I don't think so.

Speaking

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

USE LANGUAGE SUCH AS:

Wasn't there ...
Can you ...
We're approaching ...

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

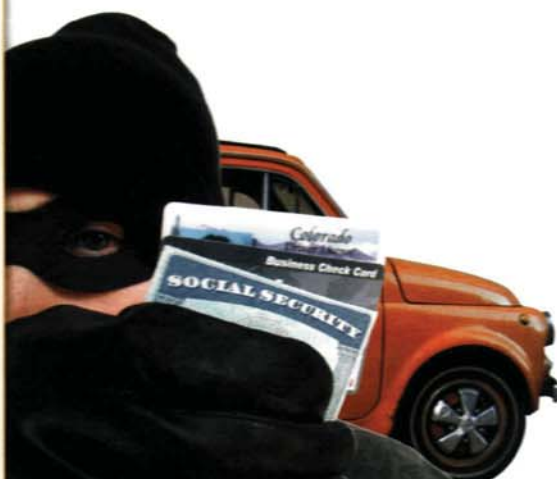
- a stolen car
- a high-speed chase
- your location

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

Writing

9 Use the conversation in Task 8 to write the officer's incident notes. Talk about:

- how the car was identified
- the speeds
- why the chase ended



9 Operations: Making an arrest



Reading

2 Read the page from a police manual. Then, mark the statements as true (T) or false (F).

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

Vocabulary

3 Match the words (1-7) with the definitions (A-G).

- | | |
|--------------------|-----------------------|
| 1 ___ rights | 5 ___ probable cause |
| 2 ___ witness | 6 ___ arrest warrant |
| 3 ___ under arrest | 7 ___ personal safety |
| 4 ___ pat down | |

- A reason to believe a crime was committed
- B to be in police custody
- C freedoms designated by the law
- D to check someone for weapons or drugs
- E to hear or see a crime being committed
- F the well-being of an individual
- G a document that allows an arrest to be made

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

Word BANK

frisked advised resisted cause
mentally ill juvenile handcuffed

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

ARRESTS



Section 107.03

Arrests can be made under several circumstances. An officer may arrest someone when:

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

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

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

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

Please note: When **juveniles** are arrested, their parents must be notified immediately. Oftentimes juveniles and **mentally ill** persons can be dealt with informally. Never arrest someone when a **warning would be as effective**.

Get ready!

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

- 1 What guidelines must police follow when making arrests in your country?
- 2 How do police address crimes committed by people who are not yet adults?

- 5 Listen and read the manual again. When are officers allowed to search someone?

Listening

- 6 Listen to a conversation between a police officer and a juvenile suspect. Choose the correct answers.

- What is the purpose of the conversation?
 - to determine if the girl is guilty
 - to place the girl in police custody
 - to give the suspect a warning
 - to find where stolen property is
- What is true of the suspect?
 - She is innocent.
 - She is going to jail.
 - She has not been searched.
 - She will be charged with resisting arrest.

- 7 Listen again and complete the conversation.

Officer: Let me explain to you why you're being arrested.
 Suspect: I'm listening.
 Officer: You're 1 _____ for breaking into a hotel room.
 Suspect: I didn't 2 _____. I'm staying at the hotel.
 Officer: Several guests witnessed you breaking a window to get in.
 Suspect: 3 _____. That window was already broken.
 Officer: A guest also reported several things missing from her room.
 Suspect: You can't prove that I took anything.
 Officer: 4 _____. Another officer is on her way to 5 _____. If she finds those items, we'll also charge you with theft. So at this point, 6 _____ to just cooperate and put your hands behind your back. I don't want to add 7 _____ to your charges.

Speaking

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

USE LANGUAGE SUCH AS:

You're under arrest for ...
Several guests witnessed ...
I advise you to ...

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

- the law s/he broke
- that s/he is being arrested

Student B: You are being arrested. Make claims that you are not guilty.

Writing

- 9 Use the conversation in Task 8 to write a police report. Talk about:

- the crime evidence
- the suspect's reaction
- what he or she was told



10 Operations: Processing suspects



Information for Arrestees

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

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

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

Get ready!

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

- 1 How does criminal processing work in your country?
- 2 How are the conditions of bail determined?

Reading

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

- 1 What is the poster mainly about?
 - A how criminal backgrounds affect bail
 - B how arrestees can schedule a court date
 - C when arrestees will be released from custody
 - D what arrestees should expect during booking
- 2 What will arrestees NOT provide?
 - A personal items
 - B bail conditions
 - C finger prints
 - D date of birth
- 3 What can you infer from the poster?
 - A health screening is an optional benefit
 - B judges handle the booking process
 - C high flight risks won't be released on their own recognizance
 - D paying bail allows an arrestee to bypass the record search

Vocabulary

3 Match the words (1-7) with the definitions (A-G).

- | | |
|--------------------------|---------------------------|
| 1 __ court | 5 __ flight risk |
| 2 __ process | 6 __ record search |
| 3 __ condition | 7 __ personal information |
| 4 __ criminal background | |

- A the chance a criminal may flee
- B an investigation of criminal history
- C a set restriction
- D a list of past crimes
- E details like name and date of birth
- F to record information about a suspect
- G where people are tried for crimes

Operations: Processing suspects 10

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

Word BANK

booking bail
confiscated alleged
appear own recognizance

- 1 The officer _____ keys from the man.
 - 2 The _____ went quickly because the arrestee was cooperative.
 - 3 The woman agreed to _____ in court.
 - 4 Because he had a good record, the man left on his _____.
 - 5 _____ was set high because the man had a long criminal record.
 - 6 The _____ crime was committed by a young woman.
- 5 Listen and read the poster again. What things are taken from an arrestee during booking?

Listening

- 6 Listen to a conversation between a booking clerk and an arrestee. Mark the statements as true (T) or false (F).
- 1 ___ The suspect gives his wife as an emergency contact.
 - 2 ___ The address on the arrestee's license is current.
 - 3 ___ The arresting officer confiscated the man's cash.

- 7 Listen again and complete the conversation.

Clerk: Yes. Now, I'll also need an emergency contact with a phone number.

Arrestee: 1 _____ is Linda Robinson. Her phone number is 483-555-2951.

Clerk: And 2 _____ to you?

Arrestee: She's 3 _____.

Clerk: All right. Now, do you have any other 4 _____?

Arrestee: Not much. 5 _____ and cigarettes and keys away from me when I got arrested.

Clerk: What else have you 6 _____?

Arrestee: Uh, I've got some 7 _____.

Clerk: 8 _____ that.

Arrestee: Oh, so you're going to take all my money, too? That's just great.

Clerk: There's no need to get upset. I guarantee that you will get all of your items back when your bail is granted.

Speaking

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

USE LANGUAGE SUCH AS:

I'll also need ...
We'll need to confiscate ...
I guarantee ...

Student A: You are a clerk. Ask Student B about:

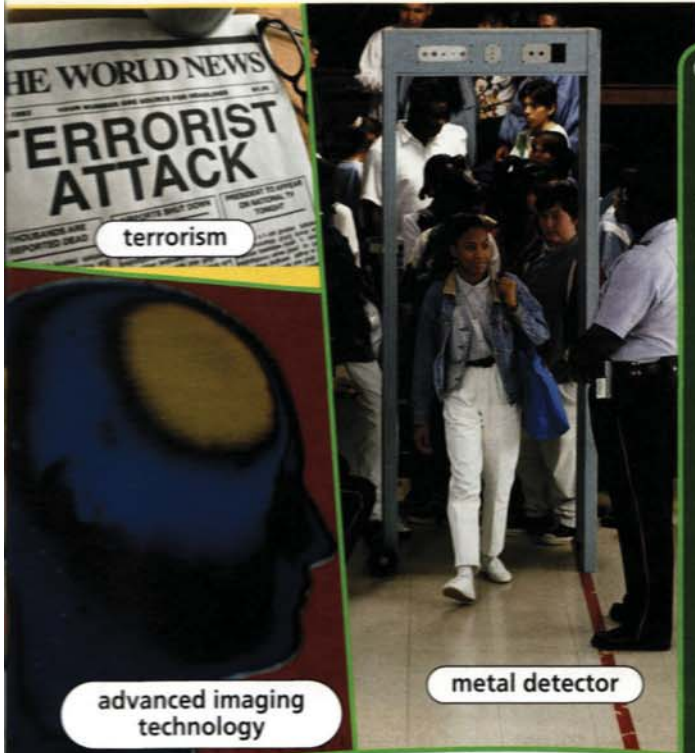
- emergency contacts
- personal property

Student B: You are an arrestee. Answer Student A's questions.

Writing

- 9 Use the conversation in Task 8 to write a processing report. Talk about:
- the arrestee's emergency contact information
 - their relationship
 - personal items

11 Operations: Anti-Terrorism



WELCOME TO GRIGGS INTERNATIONAL AIRPORT

In an effort to prevent acts of **terrorism**, Griggs International Airport adheres to strict security procedures. For your safety, please be aware of the following guidelines at all times. Any violation of these rules will be handled by law enforcement officials.

*Never leave your baggage **unattended**. Unattended bags will be seized by airport police.

*Only ticketed **passengers** may pass the security checkpoint. To aid the **screening** process, have your identification and ticket ready. Remove all objects from your pockets before entering the **metal detector**.

*No **hazardous** materials are allowed on flights. Lighters, liquids or sharp items are not allowed in **carry-on** bags. Such objects must be declared and placed in **checked** luggage.

*Passengers will be selected at **random** to be screened by **advanced imaging technology**. We assure all passengers that Griggs International Airport does not engage in **profiling**. Passengers who do not wish to be screened with this technology may opt for a pat down.

*Airport Security is no laughing matter. Law Enforcement treats all **potential** threats seriously. No mention of a **bomb** or **attack** will be taken lightly and passengers should not joke about them. Failure to comply with this policy WILL result in arrest, prosecution and jail time.

Get ready!

- 1 Before you read the passage, talk about these questions.
 - 1 What places are most vulnerable to acts of terrorism in your country?
 - 2 What anti-terrorism procedures are in place at airports in your country?

Reading

- 2 Read the security notice at an airport. Then, mark the statements as true (T) or false (F).
 - 1 ___ Lighters are not allowed in checked bags.
 - 2 ___ Passengers who refuse to be screened by imaging technology cannot board flights.
 - 3 ___ Passengers can go to jail for joking about terrorist attacks.

Vocabulary

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


- | | |
|------------------|-----------------|
| 1 ___ unattended | 5 ___ profiling |
| 2 ___ terrorism | 6 ___ random |
| 3 ___ passenger | 7 ___ screen |
| 4 ___ hazardous | 8 ___ check |

- A the use of violence to achieve political goals
- B not being watched or held
- C to place a bag in a plane's cargo hold
- D a person in a vehicle
- E occurring without pattern or reason
- F being harmful or dangerous
- G using people's traits to identify them as possible risks
- H to check a person for dangerous items before boarding a vehicle


- 4 Read the sentence pairs. Choose where the words best fit in the blanks.

- 1 attack / bomb
 - A Several people died during the _____.
 - B The _____ failed to explode.

- 2 potential / carry-on
- A Every passenger is a _____ threat.
- B Many items cannot go in _____ bags.
- 3 advanced imaging technology / metal detector
- A A(n) _____ cannot sense plastic weapons.
- B _____ allows security to see anything under a person's clothes.

5  **Listen and read the notice again. What should passengers not talk about for fun?**

Listening

6  **Listen to a conversation between an officer and a tourist. Choose the correct answers.**

- 1 Why was the tourist removed from line?
- A He hid a lighter in his bag.
- B He refused to be screened.
- C He was selected by profiling.
- D He joked about a terrorist threat.
- 2 What will the man likely do next?
- A Call a lawyer. C Turn over his knives.
- B Board his plane. D Apologize to the officer.

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

Officer: You were pulled out of line because of what is in your bag, and because of what you said.

Tourist: Oh, what, the joke I made? All I said was, "Yeah, I'm going to take over the plane." Everyone knew I wasn't serious.

Officer: Listen up. You're 1 _____ you realize. To begin with, you attempted to bring several knives onto a plane in your carry-on bag.

Tourist: Okay, that was just a mistake. I meant to pack them in my luggage and check it. But 2 _____, a mistake.

Officer: Doesn't matter. You tried to pass weapons through security and made a terrorist threat. And you'll 3 _____ for it.

Tourist: 4 _____ a second. This is ridiculous. I didn't make a threat. 5 _____.

Officer: That's what 6 _____ you. There is no joking about this. Every potential threat is treated equally.

Tourist: Look, I want to 7 _____. Now.

Speaking

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

USE LANGUAGE SUCH AS:

You were pulled out of line because ...

To begin with ...

That was just a mistake.

Student A: You are an officer in an airport. Talk to Student B about:

- items in a carry-on bag
- why he or she was pulled from line
- legal consequences

Student B: You are a tourist. Answer Student A's questions.

Writing

9 **Use the conversation in Task 8 to write an incident report. Talk about:**

- what a passenger possessed and said
- your response
- an explanation of your actions



12 Crimes: Drug possession

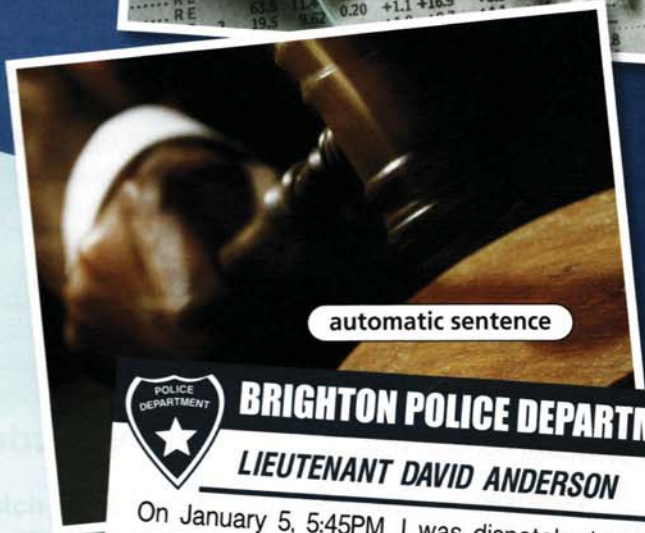
pipe



cocaine



marijuana



automatic sentence

Get ready!

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

- 1 What are the laws about illegal drug use in your country?
- 2 What are some signs a person is under the influence of drugs?

Reading

2 Read the police report. Then, mark the statements as true (T) or false (F).

- 1 ___ The suspects were arrested for purchasing illicit drugs.
- 2 ___ Both suspects were found with paraphernalia.
- 3 ___ Sentences for drug possession in Brighton depend on the amount a person possesses.

Vocabulary

3 Match the words (1-5) with the definitions (A-E).

- | | |
|-------------------------|----------------------------|
| 1 ___ drug | 4 ___ controlled substance |
| 2 ___ influence | 5 ___ paraphernalia |
| 3 ___ willfully possess | |

- A a drug regulated by the government
- B to knowingly have an illegal substance
- C equipment used to take drugs
- D a substance that alters one's perception
- E the effect a drug has on someone



BRIGHTON POLICE DEPARTMENT

LIEUTENANT DAVID ANDERSON

On January 5, 5:45PM, I was dispatched to Terry's Eatery at 3985 Grand Street, where two people were reportedly demonstrating bizarre behavior. I arrived on scene and spoke with Terry Moss, who made the report. He stated that the couple arrived at his shop and exhibited strange behavior. He feared they may rob him. I located the suspects in another store up the street. The two identified themselves as Marcus Randolph and Lisa Perkins, both tourists from the United States. They both appeared to be under the **influence** of one or more **illicit drugs**. They spoke very quickly and acted nervously. When asked to empty their pockets, Ms. Perkins withdrew a bag of **marijuana** and a **pipe**. I asked her if she knew that marijuana was a controlled substance in this area - she said she did. Again, I asked Mr. Randolph to empty his pockets. He also had **paraphernalia**: a pipe and bag containing **cocaine** residue.

Then I placed both individuals under arrest for **willfully possessing** illicit drugs. Both verbally protested and asked about their penalties as they were handcuffed. I informed them that our state carries an **automatic sentence** for **simple possession**.

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

Word BANK

cocaine simple possession
pipe illicit marijuana
automatic sentence

- The thief received a(n) _____.
 - The woman was addicted to a stimulant called _____.
 - The man acquired the prescription pills illegally and was charged with _____.
 - The police arrested the tourists who had a suitcase full of _____ drugs.
 - The men used a(n) _____ to smoke the drugs.
 - The drug dealer sold _____ that he harvested from his cannabis plants.
- 5 Listen and read the report again. What things that are used to take drugs was Mr. Randolph carrying?

Listening

- 6 Listen to a conversation between an officer and a tourist. Mark the statements as true (T) or false (F).

- The tourist denies owning paraphernalia.
- The officer asks if the tourist smoked marijuana from the pipe.
- The tourist is arrested for possession of a controlled substance.

- 7 Listen again and complete the conversation.

Officer: Sir, please remove all the contents of your pockets.
 Tourist: Fine. This is all I've got.
 Officer: Looks like about 1 _____.
 Tourist: It's not mine.
 Officer: It's illegal to 2 _____ marijuana in this country.
 Tourist: Yes, 3 _____. But it's not mine.
 Officer: Do you have anything else 4 _____ that I should know about?
 Tourist: Uh, I've got a 5 _____.
 Officer: 6 _____.
 Tourist: Okay. But that's not mine either. I was just 7 _____ for a friend.
 Officer: It's not about whether or not they're yours. You're willfully possessing them.
 Tourist: So it doesn't even matter if the drugs are mine?
 Officer: Sir, you're best off keeping quiet at this point. You're under arrest for simple possession.

Speaking

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

USE LANGUAGE SUCH AS:

It's illegal to ...

Do you have anything else ...

You're best off ...

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

- a drug he or she possessed
- potential consequences

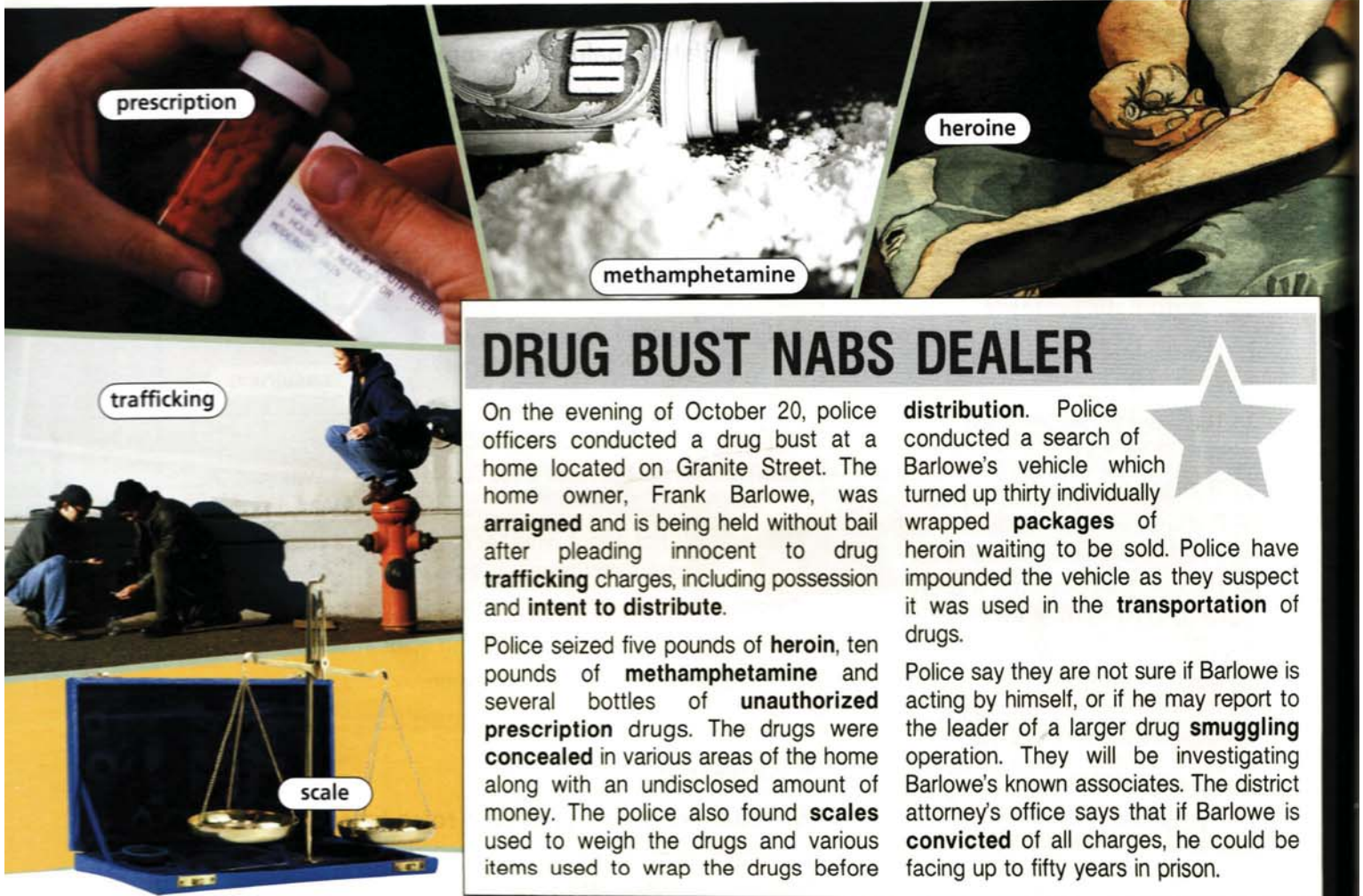
Student B: You are being arrested. Answer Student A's questions.

Writing

- 9 Use the report and the conversation in Task 8 to write a police report. Talk about:

- what you found
- why you arrested someone

13 Crimes: Drug distribution



DRUG BUST NABS DEALER

On the evening of October 20, police officers conducted a drug bust at a home located on Granite Street. The home owner, Frank Barlowe, was **arraigned** and is being held without bail after pleading innocent to drug **trafficking** charges, including possession and **intent to distribute**.

Police seized five pounds of **heroin**, ten pounds of **methamphetamine** and several bottles of **unauthorized prescription** drugs. The drugs were **concealed** in various areas of the home along with an undisclosed amount of money. The police also found **scales** used to weigh the drugs and various items used to wrap the drugs before

distribution. Police conducted a search of Barlowe's vehicle which turned up thirty individually wrapped **packages** of heroin waiting to be sold. Police have impounded the vehicle as they suspect it was used in the **transportation** of drugs.

Police say they are not sure if Barlowe is acting by himself, or if he may report to the leader of a larger drug **smuggling** operation. They will be investigating Barlowe's known associates. The district attorney's office says that if Barlowe is **convicted** of all charges, he could be facing up to fifty years in prison.



Get ready!

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

- 1 How common is the distribution of illegal drugs in your country?
- 2 What are signs that a person intends to sell drugs instead of use them?

Reading

2 Read the newspaper article. Then, mark the statements as true (T) or false (F).

- 1 Barlowe was charged with multiple crimes.
- 2 Barlowe was the head of a smuggling operation.
- 3 Barlowe's business associates were also arrested.

Vocabulary

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

- | | |
|---|---|
| 1 <input type="checkbox"/> trafficking | 5 <input type="checkbox"/> smuggling |
| 2 <input type="checkbox"/> distribution | 6 <input type="checkbox"/> conceal |
| 3 <input type="checkbox"/> transportation | 7 <input type="checkbox"/> convict |
| 4 <input type="checkbox"/> unauthorized | 8 <input type="checkbox"/> prescription |

- A not legally allowed
 B to prove a person is guilty
 C the process of supplying products
 D the practice of taking goods in or out of a country
 E the act of moving items from one place to another
 F requiring a doctor's authorization
 G to hide something
 H the purchase and sale of drugs

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

Word BANK

intent to distribute heroine
dealer scales
methamphetamine package

- _____ makes users feel energetic.
 - People with large amounts of drugs can be charged with _____.
 - The _____ contained illegal drugs.
 - _____ users show little energy.
 - _____ are used to measure weights.
 - Police arrested the _____ yesterday.
- 5 Listen and read the article again. Is the suspect aware of the charges he is facing?

Listening

- 6 Listen to a conversation between two officers. Choose the correct answers.
- What is the conversation mainly about?
 - describing an upcoming raid
 - listing evidence in a case
 - limiting drug distribution
 - getting a search warrant
 - Why does the woman mention a car salesman?
 - to explain how drugs were transported
 - to suggest that the suspect is guilty
 - to name a key witness in the case
 - to show where drugs were concealed

- 7 Listen again and complete the conversation.

Officer 2: Well, all the physical evidence we found at the house says he's guilty. Innocent people don't just have ten pounds of methamphetamine 1 _____ their homes.

Officer 1: 2 _____ the drug residue found on the scales and packaging. Those are pretty good signs of intent to distribute.

Officer 2: And don't forget the money we found. If that isn't proof that he was selling drugs, 3 _____ . He said his job was a car salesman? They just don't make that much cash.

Officer 1: Yeah, I guess it looks like the district attorney has an excellent chance of making 4 _____ .

Officer 2: We did everything 5 _____ and made sure we got the search warrant before going in. I just 6 _____ why he won't be convicted.

Speaking

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

USE LANGUAGE SUCH AS:

Those are pretty good signs of ...

And don't forget ...

We did everything ...

Student A: You are an officer. Talk to Student B about:

- his or her opinion of a drug case
- evidence of drug distribution
- evidence of drug sales

Student B: You are an officer. Talk to Student A about a case involving drug distribution.

Writing

- 9 Use the article and the conversation in Task 8 to write a newspaper article on an arrest for drug distribution. Talk about:
- items confiscated
 - charges
 - other evidence

14 Crimes: Identity Theft



Travel Tips

Identity theft is a growing concern, but it's not unavoidable. The following is a list of preventative measures that may save you from being another victim.

1. Leave your **checkbook** at home. Cash, **traveler's checks**, and **credit cards** are safer methods of payment.
2. If possible, leave your **debit card** at home and use credit instead. It is more difficult to resolve **fraudulent** purchases made with debit than credit.
3. If you do decide to use debit, be aware of your surroundings when using an **ATM**. A pickpocket may look over your shoulder to get your PIN before taking your wallet.
4. Lock up any valuables in a hotel safe. This includes your **passport**, **laptop**, **smart phone**, and other documents that contain personal information.
5. Carry photocopies of any important documents that you bring. This includes plane tickets, hotel reservations, and passport.
6. Carry your valuables in a **travel pouch**. Travel pouches should be worn beneath your clothing for added security.

While this list greatly reduces the risk of having your identity stolen, it's still good to have a backup plan. Know the location and phone number of your country's **embassy**. Contact the embassy immediately if you suspect your identity has been stolen.

Get ready!

- 1 Before you read the passage, talk about these questions.
 - 1 How do police officers address identity theft in your country?
 - 2 What are some measures police officers recommend to tourists to reduce identity theft?

Reading

- 2 Read the website with tips for tourists. Then, mark the statements as true (T) or false (F).
 - 1 Fraudulent credit card charges are easier to resolve than fraudulent debit purchases.
 - 2 Tourists should carry their passports with them at all times.
 - 3 Tourists should contact their embassy upon arrival in a new country.

Vocabulary

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

- | | |
|--|--|
| 1 <input type="checkbox"/> smart phone | 4 <input type="checkbox"/> traveler's checks |
| 2 <input type="checkbox"/> checkbook | 5 <input type="checkbox"/> fraudulent |
| 3 <input type="checkbox"/> debit card | 6 <input type="checkbox"/> identity theft |

- A a book of blank checks
- B imitating something of value
- C the act stealing someone's personal information
- D a card used to withdraw money from a bank account
- E an electronic device that runs many programs
- F checks of predetermined value

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

Word BANK

laptop ATM travel pouch
passport embassy credit card

- When her identity was stolen, the woman sought help at the _____.
- The man left his _____ at home because he didn't plan to write while on vacation.
- The girl was careful at the _____ because she did not want thieves to see her PIN.
- Carry your valuables inside a(n) _____.
- Using a(n) _____ is safer than using a debit card.
- Most countries require tourists to have a(n) _____ to enter or leave.

- 5** Listen and read the website again. Where should you go for help if you believe your identity has been stolen while traveling?

Listening

- 6** Listen to a conversation between a police officer and a tourist. Mark the statements as true (T) or false (F).

- ___ The woman was wearing her travel pouch when it was stolen.
- ___ A large sum of cash was stolen from the woman.
- ___ The police officer offers to take the woman to the embassy.

- 7** Listen again and complete the conversation.

Officer: How about you give me a list of the items that are missing from your 1 _____.

Tourist: Well, everything that was in my 2 _____ is gone. So that's my wallet and passport.

Officer: Did you have any cards in your wallet?

Tourist: My 3 _____ and credit cards.

Officer: Anything else?

Tourist: Let's see. There was some cash, but not much. Oh and my 4 _____.

Officer: Okay. Well, considering all of these things are gone, you need to worry about 5 _____.

Tourist: That's really bad, isn't it?

Officer: We have ways of dealing with it. 6 _____, I'd contact your bank and credit card companies to let them know what happened.

Speaking

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

USE LANGUAGE SUCH AS:

Did you have any ...

You need to worry about ...

I'd contact ...

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

- missing items
- what to do next
- identity theft

Student B: You have had important documents and financial materials stolen. Answer Student A's questions.

Writing

- 9** Use the conversation in Task 8 to write a police report.

Talk about:

- items stolen
- concerns
- recommendations

15 Crimes: Homicide



corpse



murder weapon



homicide

Tourist Murdered at Local Bar



The body of a 45-year-old man was found late last night outside a local bar. Police suspect **foul play**. The man was identified as Robert Hillson of Atlanta, GA. Hillson had been vacationing in South Summerville with his family since last week. Linda Sanders, a server at the bar, said she saw Hillson arguing with another man, but that the men left the bar separately.

Police have not found a **murder weapon**, and the body was apparently not discovered for several hours. "The **corpse** is in the **morgue**, and we will be conducting a detailed **autopsy** later today," said Thomas Ford, Summerville

County **Coroner**. "At this point, I can't tell you the exact **cause of death**, but I can say that the victim had multiple stab wounds and also appeared to have been **bludgeoned** with some type of blunt object."

Police say the **motive** for this **homicide** is unclear and that they are waiting for the coroner's report. No charges have been filed, but one suspect has been taken into custody. Jared Filler, a 33-year-old South Summerville native, has had two previous arrests and one conviction in 1998 for **manslaughter**. Filler is known to be a regular customer at the bar where Hillson's body was found.

Get ready!

- Before you read the passage, talk about these questions.
 - Is homicide a frequent crime in your country? In nearby countries?
 - What evidence do police look for in a murder case?

Reading

- Read the newspaper article. Then, mark the following statements as true (T) or false (F).
 - The server at the bar witnessed the murder.
 - The autopsy revealed that the victim died from stab wounds.
 - A suspect in the case had previously killed someone.

Vocabulary

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

- | | |
|--------------------------------------|---|
| 1 <input type="checkbox"/> motive | 4 <input type="checkbox"/> bludgeon |
| 2 <input type="checkbox"/> coroner | 5 <input type="checkbox"/> murder weapon |
| 3 <input type="checkbox"/> foul play | 6 <input type="checkbox"/> cause of death |

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

4 Read the sentence, in pairs. Choose where the words best fit in the blanks.

- 1 manslaughter / morgue
 - A The suspect was charged with _____.
 - B The body is still in the _____.
- 2 corpse / homicide
 - A Greg was guilty of committing a _____.
 - B The coroner's office is examining the _____.
- 3 autopsy / stab wound
 - A The _____ was the cause of death.
 - B A(n) _____ showed how the man died.

5 Listen and read the article again. Do the police know how the man died?

Listening

6 Listen to a conversation between two police officers. Choose the correct answers.

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

7 Listen again and complete the conversation.

- Officer 1: Do we have an ID on this guy yet?
 Officer 2: We do. He was a tourist. Officer Davenport's on the way to talk to his family at their hotel.
 Officer 1: So 1 _____? Was it just a bar fight?
 Officer 2: I asked a server if 2 _____. She said she saw him arguing with another guy in the bar 3 _____.
 Officer 1: It doesn't look like a robbery. They didn't take his wedding ring or his wallet.
 Officer 2: No, I think it was just an argument 4 _____. Would you mind calling the coroner's office again? They should be here already.
 Officer 1: No problem. It looks like the 5 _____ . Do you want me to tell them to leave?
 Officer 2: No, thanks. I'll do it. I want to keep them away so that 6 _____.

Speaking

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

USE LANGUAGE SUCH AS:

Was it just ...

I asked a server if ...

Would you mind calling ...

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

- the victim
- witness testimony
- a possible motive

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

Writing

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

- victim
- motives
- cause of death

Glossary

administration [N-COUNT-U1] An **administration** is the group of people who manage an organization.

advanced imaging technology [N-UNCOUNT-U11] **Advanced imaging technology** is a means of creating an image of a passenger that reveals what is underneath his or her clothing.

advise [V-I or T-U9] To **advise** is to make a suggestion.

alleged [ADJ-U10] If a crime is **alleged**, it is suspected but not yet proven.

anticipate [V-T-U4] To **anticipate** something is to expect its occurrence.

appear [V-I-U10] To **appear** is to be present.

appraise [V-T-U4] To **appraise** something is to evaluate its worth or essential quality.

apprehend [V-T-U8] To **apprehend** someone is to arrest or stop someone.

arrest warrant [N-COUNT-U9] An **arrest warrant** is a document given by a judge that allows for an arrest to be made.

arrestee [N-COUNT-U3] An **arrestee** is a person who has been arrested.

arraign [V-T-U13] To **arraign** someone is to call someone to court to answer charges against them.

assess [V-T-U8] To **assess** something is to make a judgment or determination about something.

ATM [N-COUNT-U14] An **ATM** (Automated Teller Machine) is a machine that gives cash when a card is swiped and a personal code entered.

attack [N-COUNT-U11] An **attack** is the use of violent force to damage or destroy something.

authorization [N-UNCOUNT-U5] **Authorization** is permission required to do something.

automatic sentence [N-COUNT-U12] An **automatic sentence** is a guarantee of punishment by law.

autopsy [N-COUNT-U15] An **autopsy** is an official examination of a corpse.

bail [N-COUNT-U10] **Bail** is the fee or conditions that must be met for an arrested person to leave jail.

barrier [N-COUNT-U7] A **barrier** is a physical obstacle that prevents people from moving past it.

blood [N-UNCOUNT-U6] **Blood** is a red substance that flows from human body when the skin is cut.

bludgeon [V-T-U15] To **bludgeon** someone is to hit that person with a heavy object.

bomb [N-COUNT-U11] A **bomb** is an explosive device.

Bomb Squad [N-UNCOUNT-U2] A **Bomb Squad** is a division within a police department responsible for disarming and removing explosives [also known as Explosive Device Disposal].

bond [N-COUNT-U3] A **bond** is an amount of money an arrestee can pay to be released from detention until their trial.

book [V-T-U10] To **book** someone is to record information about a suspect and his crime.

cadet [N-COUNT-U1] A **cadet** is student training to become a police officer.

call off [V-T-U8] To **call off** something is to say that something is cancelled or discontinued.

carry out [V-T-U5] To **carry out** a task is to begin and complete it.

carry-on [ADJ-U11] If luggage is **carry-on**, it can be brought with a person into an airplane.

cause [N-COUNT-U9] A **cause** is a reason for legal action.

cause of death [N-COUNT-U15] A **cause of death** is an injury that ended someone's life.

cell [N-COUNT-U3] A **cell** is a small room where a prisoner is kept in a jail or prison.

check [V-T-U11] To **check** luggage is to have it placed in the cargo hold of an airplane.

checkbook [N-COUNT-U14] A **checkbook** is a book that contains blank checks issued by a bank to be used by an account holder.

circumstances [N-COUNT-U5] **Circumstances** are all the conditions that comprise a situation.

cocaine [N-UNCOUNT-U12] **Cocaine** is a stimulant drug derived from the coca plant and is known for its addictiveness.

command [N-NONCOUNT-U1] **Command** is the power someone has over others within an organization.

commissioner [N-COUNT-U1] A **commissioner** is the top official in a police department's hierarchy (also known as a superintendent).

conceal [V-T-U13] To **conceal** something is to hide it so it will not be found.

condition [N-COUNT-U10] A **condition** is a set restriction.

confiscate [V-T-U10] To **confiscate** is to take items away from someone.

constable [N-COUNT-U1] A **constable** is a police officer with less jurisdiction and authority than a sheriff.

contamination [N-UNCOUNT-U6] **Contamination** is the compromising of evidence by exposing it to uncontrolled conditions.

contraband [N-UNCOUNT-U3] **Contraband** are objects brought into a prison illegally such as drugs or weapons.

Glossary

controlled substance [N-COUNT-U12] A **controlled substance** is a drug that is regulated by a government.

convict [V-T-U13] To **convict** someone is to prove he or she is guilty of a crime.

cooperation [N-UNCOUNT-U4] **Cooperation** is when two or more people work together toward a common goal.

cordon off [V-T-U6] To **cordon off** an area is to block entrance to it with rope or tape.

coroner [N-COUNT-U15] A **coroner** is a public official who investigates suspicious deaths.

corpse [N-COUNT-U15] A **corpse** is a dead body.

court [N-COUNT-U10] A **court** is the place where criminals receive sentences for their crimes.

credit card [N-COUNT-U14] A **credit card** is a plastic card that allows people to charge purchases and pay for them later.

crime scene [N-COUNT-U6] A **crime scene** is the place at which a crime took place.

criminal background [N-COUNT-U10] A **criminal background** is a list of past crimes committed by someone.

dealer [N-COUNT-U13] A **dealer** is a person who sells illegal drugs.

debit card [N-COUNT-U14] A **debit card** is a plastic card that allows people to use money from their bank account to make purchases.

department [N-COUNT-U2] A **police department** is a section of a government organization that is responsible for law enforcement.

detention center [N-COUNT-U3] A **detention center** is a place where people who committed crimes are held [also known as a jail or prison].

discontinue [V-T-U8] To **discontinue** something is to stop doing something.

discourage [V-T-U4] To **discourage** someone is to convince them not to do something.

distribution [N-UNCOUNT-U13] **Distribution** is the process of supplying goods from one place to many others.

disturb [V-T-U6] To **disturb** something is to alter or disrupt its position or state.

division [N-COUNT-U2] A **division** is a section within a police department that does certain tasks.

document [V-T-U6] To **document** something is to make a record of it in writing, photographs, or audio/video recordings.

drug [N-COUNT-U12] A **drug** is a substance used to alter one's perception or physical state.

embassy [N-COUNT-U14] An **embassy** is a government building that represents a country abroad.

escape [V-I-U3] To **escape** is to get out of a jail or other detention center illegally.

escort [V-T-U3] To **escort** someone is to guard and take a prisoner somewhere.

evidence [N-UNCOUNT-U6] **Evidence** is anything that shows a crime was committed and by whom.

Explosive Device Disposal [N-UNCOUNT-U2] **Explosive Device Disposal** is a division within a police department responsible for disarming and removing explosives [also known as Bomb Squad].

field [N-COUNT-U1] The **field** is where police engage with the public.

Field Operations [N-UNCOUNT-U2] **Field Operations** is a division within a police department responsible for responding to both emergency and non-emergency requests.

fingerprint [N-COUNT-U6] A **fingerprint** is a unique mark left on a surface that someone touched with his or her finger.

flight risk [N-COUNT-U10] **Flight risk** is the chance that a criminal may leave an area so that he does not have to appear in court.

footprint [N-COUNT-U6] A **footprint** is a mark left by someone's foot or shoe on the ground, floor, or other surface.

Forensics [N-UNCOUNT-U2] **Forensics** is a division within a police department responsible for solving crimes.

foul play [N-UNCOUNT-U15] **Foul play** is an act that intentionally causes death.

fraudulent [ADJ-U14] If something is **fraudulent**, it is a false imitation used for dishonest means.

frisk [V-T-U9] To **frisk** someone is to search someone's clothing for illegal substances or weapons.

gas mask [N-COUNT-U7] A **gas mask** is a face covering that protects the wearer from poisonous gases.

grounds [N-UNCOUNT-U5] **Grounds** are the reason or cause for an action or belief.

hair [N-UNCOUNT-U6] **Hair** is a part of the human body that grows in strands from the skin, predominately on the head.

handcuff [V-T-U9] To **handcuff** someone is to lock together the hands of an arrested person.

hazardous [ADJ-U11] If something is **hazardous**, it is dangerous.

helmet [N-COUNT-U7] A **helmet** is a hat made out of hard, protective material.

heroin [N-UNCOUNT-U13] **Heroin** is a highly addictive illegal drug that is usually injected.

Glossary

hierarchy [N-COUNT-U1] A hierarchy is a system of social or professional ranking.

high-speed chase [N-COUNT-U8] A high-speed chase is a pursuit by car at speeds that are faster than people normally drive.

holding room [N-COUNT-U3] A holding room is a small room where a prisoner is kept.

homicide [N-COUNT-U15] Homicide is the act of killing a human.

hooligan [N-COUNT-U7] A hooligan is a person who acts in a violent or disorderly manner, usually as part of a group.

identity theft [N-COUNT-U14] Identity theft is the act of stealing of someone's personal information and pretending to be that person.

illicit [ADJ-U12] If a drug is illicit it is illegal.

influence [N-UNCOUNT-U12] Influence is the effect a drug has on a person.

initiate [V-T-U4] To initiate something is to start it off or begin it.

inmate [N-COUNT-U3] An inmate, also known as a prisoner, is a person who is kept in a detention center.

inspector [N-COUNT-U1] An inspector is a police officer immediately below the rank of superintendent.

intent to distribute [N PHRASE-U13] The intent to distribute is having the purpose of selling an illegal substance to another person.

IT [Information Technology] [N-UNCOUNT-U2] IT is a division within a police department responsible for computers used to retrieve and store data.

jail [N-COUNT-U3] A jail is a place people who committed crimes are held [also known as a detention center or prison].

juvenile [N-COUNT-U9] A juvenile is someone below the age of eighteen who is not considered an adult.

K-9 [N-UNCOUNT-U2] K-9 is a division within a police department responsible for training and using dogs to assist police operations.

kettling [N-UNCOUNT-U7] Kettling is a police force's practice of controlling a riot by surrounding rioters and forcing them into a small area.

laptop [N-COUNT-U14] A laptop is a portable computer.

lock [V-T-U3] To lock something is to fasten something in a way that it cannot be opened, typically using a key.

manslaughter [N-UNCOUNT-U15] Manslaughter is the unintentional killing of a person.

marijuana [N-UNCOUNT-U12] Marijuana is a drug derived from the cannabis plant that people smoke to alter their perception.

mentally ill [ADJ-U9] If someone is mentally ill, he is not capable of making rational decisions.

metal detector [N-COUNT-U11] A metal detector is a security device that notifies security personnel when a person has a metal object on his or her person.

methamphetamine [N-UNCOUNT-U13] Methamphetamine is a highly addictive drug that causes users to feel very energetic.

morgue [N-COUNT-U15] A morgue is a facility in which dead bodies are stored.

motive [N-COUNT-U15] A motive is a reason for doing something.

mounted police [N-UNCOUNT-U7] Mounted police are police officers who are riding on horses.

murder weapon [N-COUNT-U15] A murder weapon is an object used to kill someone.

Narcotics/Vice [N-UNCOUNT-U2] Narcotics/Vice is a division within a police department responsible for the enforcement of drug laws.

nature [N-UNCOUNT-U8] The nature of something is the general quality of something.

notify [V-T-U4] To notify someone is to tell them about something.

own recognizance [N-UNCOUNT-U10] Own recognizance is a written promise from a criminal to appear in court while on bail.

package [N-COUNT-U13] A package is an object that is wrapped up and given to someone.

paraphernalia [N-UNCOUNT-U12] Paraphernalia is equipment used to take drugs.

passenger [N-COUNT-U11] A passenger is a person on a plane, train, or other vehicle.

passport [N-COUNT-U14] A passport is an identification document issued by a government that allows a person to enter other countries.

pat down [N-UNCOUNT-U9] A pat down is the act of checking the body of a person for weapons or drugs.

personal information [N-UNCOUNT-U10] Personal information includes details such as name, date of birth, social security number, and physical characteristics.

personal safety [N-UNCOUNT-U9] Personal safety is the well-being of an individual.

Personnel and Training [N-UNCOUNT-U2] Personnel and Training is a division within a police department responsible for the hiring, training, pay, and firing of department employees.

pipe [N-COUNT-U12] A pipe is a device that is used to smoke tobacco or other drugs.

Glossary

population density [N-UNCOUNT-U8] **Population density** is the number of people per unit of area living in a particular place.

possession [N-UNCOUNT-U5] **Possession** is the condition of having something on your person, in your vehicle or in your residence.

post [V-T-U6] To **post** is to position yourself in a place for some purpose, as in posting guard.

potential [ADJ-U11] If something has **potential**, it could be developing something or have certain qualities.

prescription [N-ADJ-U13] If a drug is **prescription**, people need a doctor's authorization before it can be purchased.

presence [N-UNCOUNT-U4] **Presence** is the state of being in or at a particular place.

presence [N-UNCOUNT-U7] **Presence** is the state of being in a particular area.

prevention [N-UNCOUNT-U4] **Prevention** is actions taken to keep something from happening.

prisoner [N-COUNT-U3] A **prisoner**, also known as an inmate, is a person who is kept in a detention center.

probable cause [N-UNCOUNT-U9] **Probable cause** is reason to believe that a crime was committed.

process [V-T-U10] To **process** is to record information about a suspect and his crime.

profiling [N-UNCOUNT-U11] **Profiling** is the practice of using a person's race, age or appearance as justification to single him or her out for search because that race, age or appearance matches the type of person who might commit a certain crime.

promotion [N-COUNT-U1] A **promotion** is a move up a hierarchy to a more important position.

pursuit [N-COUNT-U8] A **pursuit** is the act of following someone, usually for the purpose of stopping or capturing the person.

random [ADJ-U11] If something is **random**, it occurs without a pattern or reason.

reasonable [ADJ-U8] If something is **reasonable**, it is fair or logical.

reasonable belief [N-UNCOUNT-U5] **Reasonable belief** is the condition of having sufficient evidence to suspect someone is guilty of a crime. Reasonable belief of someone's guilt denotes probable cause for search and seizure.

reckless [ADJ-U8] If something is **reckless**, it is done without consideration of possible dangerous consequences.

recognize [V-T-U4] To **recognize** something is to identify it as previously seen.

record search [N-COUNT-U10] A **record search** is an investigation of someone's criminal history.

Records [N-UNCOUNT-U2] **Records** is a division within a police department responsible for maintaining official public records of police documents.

residence [N-COUNT-U5] A **residence** is the place where someone lives.

resist [V-T-U9] To **resist** someone is to try to escape or disobey that person.

rights [N-COUNT-U9] **Rights** are freedoms designated by law.

riot [N-COUNT-U7] A **riot** is a disorderly situation in which a large number of people act violently.

riot gear [N-UNCOUNT-U7] **Riot gear** is the equipment and protective clothing used by police officers who are trying to stop a riot.

riot shield [N-COUNT-U7] A **riot shield** is a large, clear shield that is used by police officers entering a riot.

risk [N-COUNT-U8] A **risk** is something that carries the possibility of something bad happening.

saliva [N-UNCOUNT-U6] **Saliva** is a colorless fluid that is emitted from the mouth.

scales [N-PLURAL-U13] **Scales** are equipment used to weigh people or things.

screen [V-T/U11] To **screen** a passenger is to check him or her for dangerous items before entering a vehicle or area.

search [N-COUNT-U5] A **search** is the act of looking through someone's house, car, clothing, or belongings to find items that are illegal to possess.

search warrant [N-COUNT-U5] A **search warrant** is a court document issued by a judge to search a person or location for evidence of a crime.

secure [V-T-U4] To **secure** an area is to make sure it is free of danger.

seizure [N-UNCOUNT-U5] **Seizure** is the act of taking something from someone.

sergeant [N-COUNT-U1] A **sergeant** is a police officer with a rank under that of captain or lieutenant.

simple possession [N-COUNT-U12] **Simple possession** is the act of having a controlled substance without the permission of a physician.

smart phone [N-COUNT-U14] A **smart phone** is a cell phone that can run multiple programs.

smuggling [N-UNCOUNT-U13] **Smuggling** is the illegal practice of secretly taking goods into or out of a country.

specialist [N-COUNT-U6] A **specialist** is someone that is highly trained for a specific task.

stab wound [N-COUNT-U15] A **stab wound** is an injury caused by stabbing someone with a sharp object.

Glossary

subordinate [N-COUNT-U1] A **subordinate** is a person in a position below you in a hierarchy.

superintendent [N-COUNT-U1] A **superintendent** is the top official in a police department's hierarchy (also known as a commissioner).

superior [N-COUNT-U1] A **superior** is a person in a position above you in a hierarchy.

supervisor [N-COUNT-U1] A **supervisor** is a person who supervises another employee.

suspicion [N-COUNT-U5] A **suspicion** is a thought that something is probably true.

SWAT [N-UNCOUNT-U2] **SWAT** [Special Weapons and Tactics] is a division within a police department responsible for performing high-risk operations.

tear gas [N-UNCOUNT-U7] **Tear gas** is a gas that causes people's eyes to produce tears and causes a burning sensation. Tear gas is used by police officers to control people participating in a riot.

terrorism [N-UNCOUNT-U11] **Terrorism** is the use or threat of violence to achieve political goals.

toilet [N-COUNT-U3] A **toilet** is a place where a person goes to the bathroom.

Traffic [N-UNCOUNT-U2] **Traffic** is a division within a police department responsible for the enforcement of traffic laws.

trafficking [N-UNCOUNT-U13] **Trafficking** is buying and selling illegal drugs or weapons.

transportation [N-UNCOUNT-U13] **Transportation** is the act of moving things or people from one place to another.

travel pouch [N-COUNT-U14] A **travel pouch** is a small bag designed to be worn inside a shirt that holds important personal documents.

traveler's checks [N-COUNT-U14] **Traveler's checks** are checks of predetermined value and must be signed by the purchaser to be valid.

unattended [ADJ-U11] If something is **unattended**, no one is watching it or near it.

unauthorized [ADJ-U13] If something is **unauthorized**, it means it is not legally allowed or officially approved.

under arrest [ADJ-U9] If someone is **under arrest**, he is in police custody.

unlocked [ADJ-U4] If something is **unlocked** it is easy to open.

vehicle [N-COUNT-U5] A **vehicle** is a machine that someone drives for transportation.

violation [N-COUNT-U8] A **violation** is an act that is against a law or rule.

violent [ADJ-U3] If a person is **violent**, he uses force with the intent to harm or kill someone.

water cannon [N-COUNT-U7] A **water cannon** is a hose that shoots water at high pressure, usually for the purpose of controlling people participating in a riot.

weather conditions [N-COUNT-U8] **Weather conditions** are the states of temperature, wind, precipitation and other factors that affect the climate.

willfully possess [V-T-U12] To **willfully possess** is to keep a controlled substance with the knowledge that it's illegal.

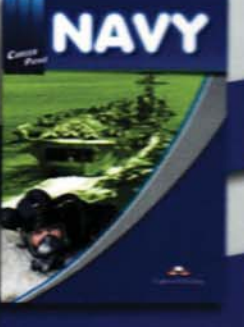
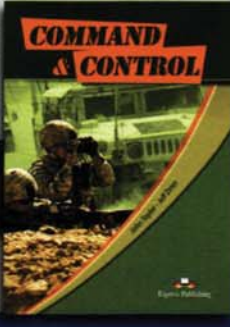
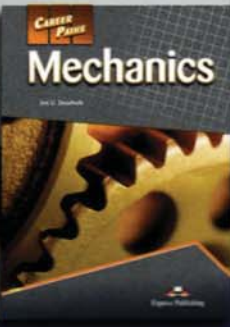
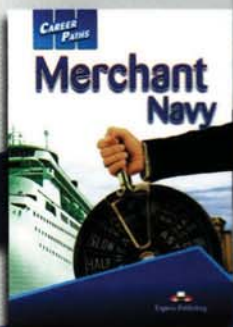
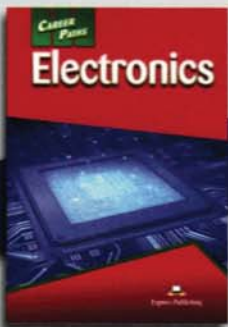
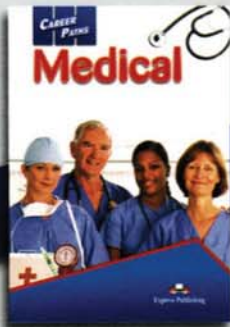
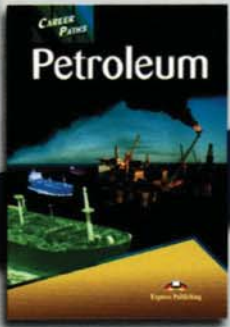
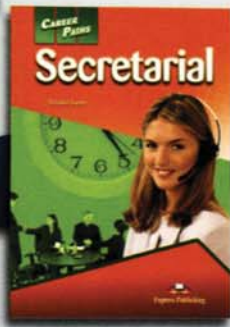
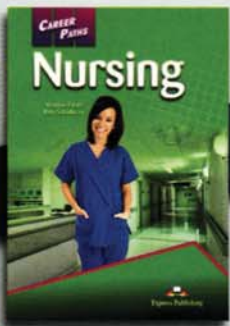
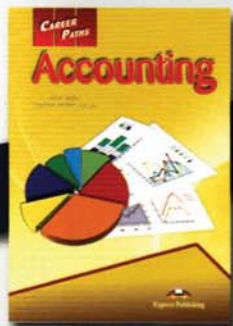
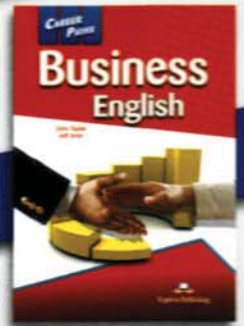
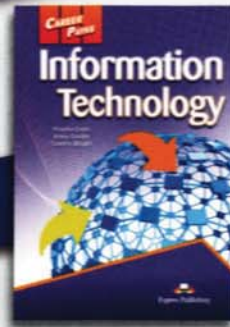
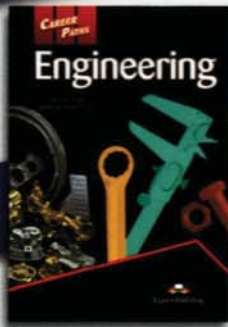
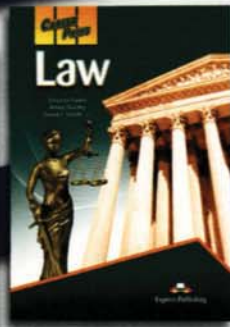
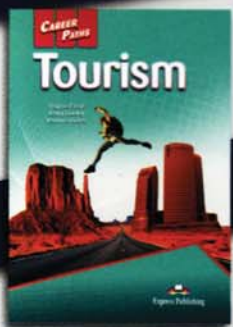
witness [V-T-U9] To **witness** is to see or hear a crime being committed.

English for Specific Purposes

<http://www.expresspublishing.gr>

CAREER PATHS

The ideal series to help professionals and students develop the language skills they need to succeed in a professional work situation



Express Publishing

POLICE

Career Paths English: Police is a new educational resource for people who are serving or intending to serve as professionals in law enforcement, and who want to improve their English communication skills in a profession-oriented environment.

Incorporating career-specific vocabulary and contexts, each unit offers step-by-step instruction that immerses students in the key language components.

Career Paths English: Police addresses topics including: descriptions of people, vehicles and possessions; specific police operations; types of crime; police equipment; administration, organization and command; and many more.

The series is organized into three levels of difficulty and offers over 500 vocabulary terms and phrases. Every unit includes a test of reading comprehension, vocabulary, and listening skills, and leads students through written and oral production.

Included Features:

- A variety of reading passages in a wide range of realistic work-related formats
- Career-specific dialogues
- 45 reading and listening comprehension checks
- Over 500 vocabulary terms and phrases
- Guided speaking and writing exercises
- Complete glossary of terms and phrases

The *Teacher's book* contains a full answer key and audio scripts.

The *audio CDs* contain all recorded material in American English and British English.

Books 1-3 of *Career Paths English: Police* are rated for the Common European Framework of Reference for Languages at B1, B2 and C1 respectively.



Express Publishing

ISBN 978-0-85777-871-0



9 780857 778710