

UNIT 23. LESSON 39

INTERNATIONAL COOPERATION

Get ready!

Before you begin the lesson, talk about these questions.

1. What kinds of things at a crime scene could be used as evidence?
2. What can police officers do to protect possible evidence?

VOCABULARY

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

establish – о’рнатмоq,
isbot qilmoq (*dalil*) /
устанавливать,
установить (*факт*)

important stage –
muhim bosqich /
важный этап

initial – dastlabki
/ первоначальный

treatment – muhokama
qilish, ko‘rish, ko‘rib
chiqish / рассмотрение,
обращение

break a case – vaziyatni
izdan chiqarmoq /
нарушать случай;
обстоятельство,
положение; дело

respond – javob bermoq,
javobgar bo‘lmoq /
отвечать

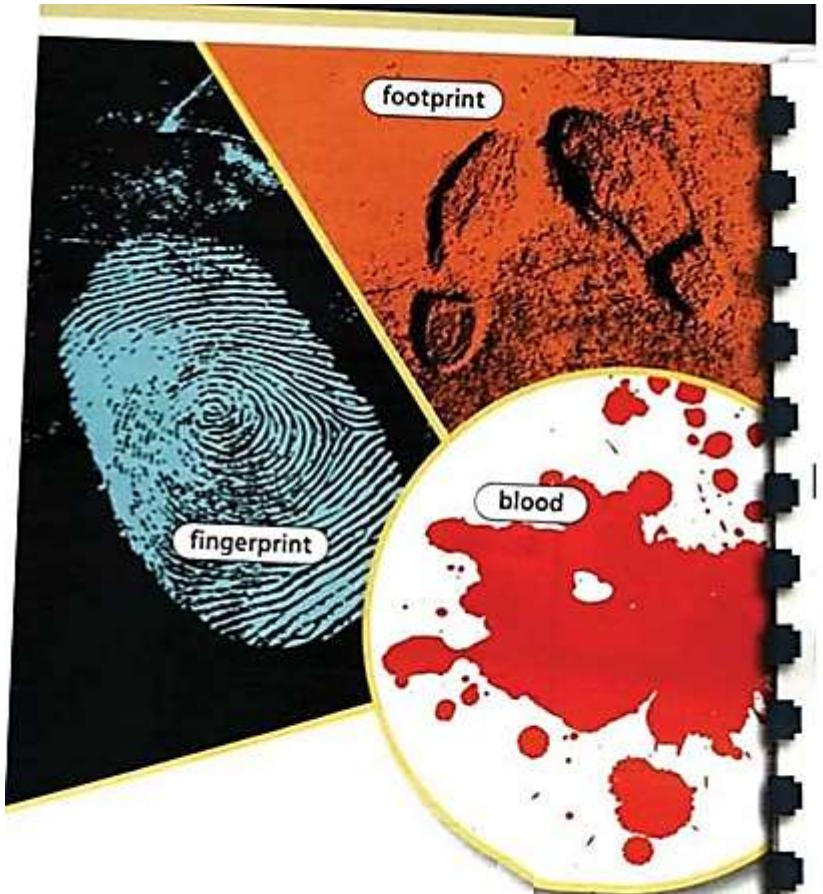
survey – so‘roqlamoq,
so‘roq o‘tkazmoq,
ko‘pchilikdan ma’lumot (*fikr*) to‘plamoq / проводить опрос, анкетирование

ongoing – ayni vaqtida (*kunda*) sodir bo‘lgan, kelib chiqqan / происходящий в
настоящее время

unrelated to – poyintar-soyintar, bog’lanmagan (biror narsa bilan) / несвязанный,
несоотносящийся, несоотносимый (*сchem-л*)

vehicle – avtotransport /автомобильное средство, машина (*автобус,*
трактор, танк и т.п.)

odd – ajoyib, qiziq, g‘alati, o‘zgacha hid / странный, необычный запах; аромат



note – yozib olmloq (qo‘ymoq), ro‘yxatga olmoq / записывать, отмечать; указывать

pull aside – o‘xshab ketmoq, hidи / (mazasi, ta’mi) kelmoq, hidini bermoq / отзывать (кого-л.) в сторону для приватной беседы

dissappear – yo‘q bo‘lmoq, yo‘q bo‘lib ketmoq, yo‘qolmoq, g‘oyib bo‘lmoq, ko‘rinmay ketmoq / исчезать (из поля зрения), пропадать, теряться

cordon off – o‘rab olmoq, to‘smoq, berkitmoq / окружать; блокировать; оцеплять

perimeter – perimetр (yassi kshp)

bo‘rchakning hamma tomonlari o‘lchamining yig‘indisi) / периметр

crucial – kalitli, tanqidiy, yo‘l ochib beradigan, imkon tug‘diradigan, hal qiluvchi, eng muhim / ключевой; критический, решающий;

surface – yuza, sirt, bet, ust / поверхность;

protect – himoya qilmoq, qo‘riqlamoq, o‘rab olmoq(qo‘ymoq), ehtiyyot qilmoq / защищать; охранять, ограждать; предохранять;

saliva – so‘lak, tupuk / слюна

contamination – iflos (kir) qilib yuborish, zaharlanish / загрязнение; заражение

disturb – to‘lqinlantirmoq, hayajonga solmoq / tashvishlantirmoq, tashvishga solmoq bezovta qilmoq, ovora qilmoq, ozor bermoq / волновать, тревожить, беспокоить мешать (кому-л.).



Task 2. Match the words (1-6) with the definitions (A-F).

- | | | |
|-------------------|------------------|--------------------|
| 1 __ fingerprints | 3 __ specialist | 5 __ contamination |
| 2 __ cordon off | 4 __ crime scene | 6 __ saliva |

- A. the place where a crime has occurred
- B. someone who is trained for a specific task
- C. marks people leave on objects after touching them
- D. exposing evidence to uncontrolled conditions
- E. to prevent people from entering an area with rope or tape
- F. a bodily fluid produced in the mouth

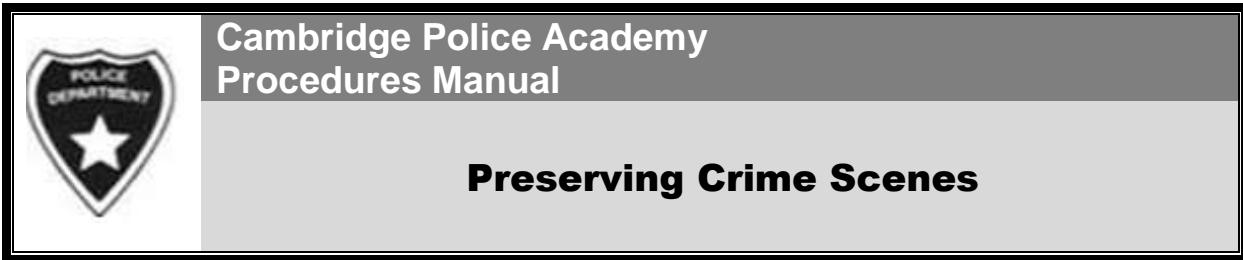
Task 3. Fill in the blanks with the correct words and phrases from the word bank.

Word bank: blood, document, post, footprints, crime scene, evidence

1. _____ a guard outside the courtroom.
2. The yard was blocked off as a(n) _____.
3. There was pool of red _____ on the floor.
4. Large _____ lead away from the house.
5. The knife was crucial _____ in the case.
6. The specialist will _____ the evidence.

READING

Task 4. Listen to the text, then read it yourself.



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.

Task 5. Read the page from an officer's manual. Read the summary. Then, fill in the blanks with the correct words and phrases from the word bank.

Word bank: survey establish crime scene contamination public

Proper treatment of the 1_____ is an important part of an investigation. Officers should 2_____ the scene, keep people out, and protect evidence. An initial check for safety conditions comes first. Then officers should 3_____ a means of separating the scene from the 4_____. Finally, officers should make efforts to protect evidence from 5_____ or disturbance.

LISTENING

Task 6. Listen and read the manual again. What might have fallen from a criminal's head in a crime scene?

Task 7. Listen to a discussion between one officer and another. Choose correct answers.

1. What evidence do the officers discuss?

- A a hair foud on the door
- B fingerprints on a pry bar
- C footprins in the walkway
- D blood stains on the couch

2. What will the woman likely do next?

- A post a guard
- B wait for the others
- C cordon off the front porch
- D tag blood stains for the pathologist

Task 8. Listen again and complete the conversation.

Officer 1: It appears the suspect stole the television.

Officer 2: Any evidense?

Officer 1: There are 1_____ on the couch. He may have cut himself 2_____.

Officer 2: Should I tag it for the pathologist?

Officer 1: Yes. But first I 3_____ cordon off the front porch.

Officer 2: Will do.

Officer 1: And 4_____ the walkway as well. Those 5_____ may be from our suspect.

Officer 2: Okay.

Officer 1: And when the others arrive, 6_____.
The media will be here soon.

SPEAKING

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

USE LANGUAGE SUCH AS:

any evidence?

need you to...

you'd better...

Student A: You are the first officer at a crime scene talk to student B about:

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

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

WRITING

Task 10. Use the conversation in Task 8 to write an officer's description of the crime scene. Talk about:

- the crime
- evidence
- how evidence was protected