

## 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** – oʻrnatmoq, isbot qilmoq (*dalil*) / устанавливать,

установить (*факт*)

**important stage** – muhim bosqich / важный этап

**initial** – dastlabki / первоначальный

**treatment** – muhokama qilish, koʻrish, koʻrib chiqish / рассмотрение, обращение

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

**respond** – javob bermoq, javobgar boʻlmoq / отвечать

**survey** – soʻroqlamoq, soʻroq oʻtkazmoq,

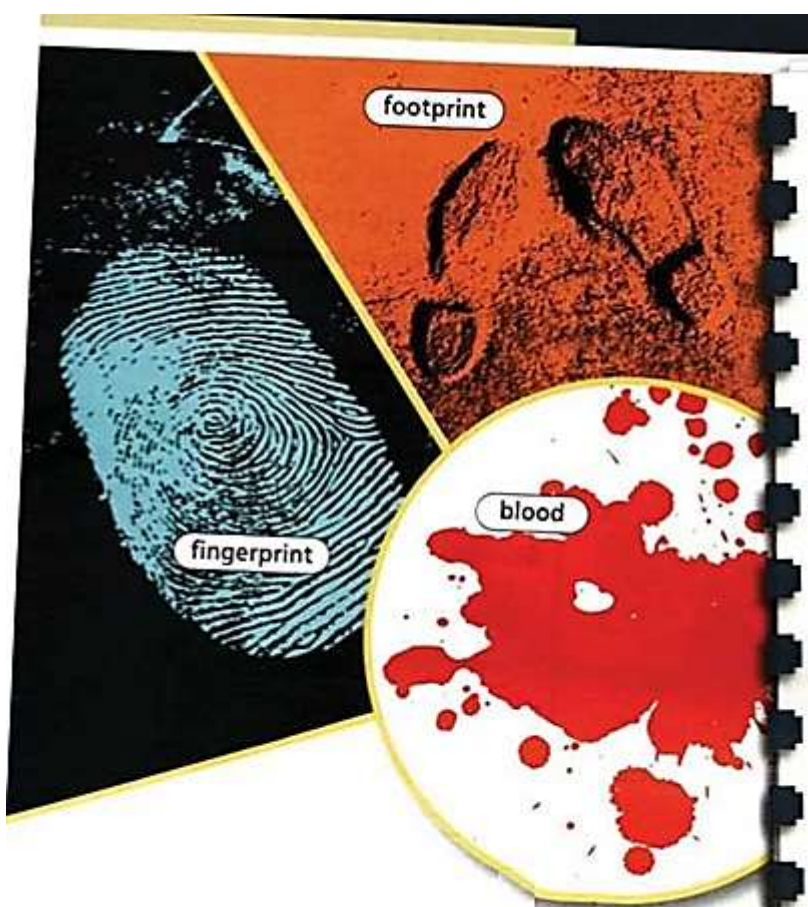
koʻpchilikdan maʼlumot (fikir) toʻplamoq / проводить опрос, анкетирование

**ongoing** – ayni vaqtda (kunda) sodir boʻlgan, kelib chiqqan / происходящий в настоящее время

**unrelated to** – royintar-soyintar, bogʻlanmagan (biror narsa bilan) / несвязанный, несоотносящийся, несоотносимый (*с чем-л*)

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

**odd** – ajoyib, qiziq, gʻalati, oʻzgacha hid / странный, необычный запах; аромат



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

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

**disappear** – 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 olmloq, to‘smoq, berkitmoq / окружать; блокировать; оцеплять

**perimeter** – perimetr (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 olmloq(qo‘ymoq), ehtiyot 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.**



**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.

**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 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

**Task 8. 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**

**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