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**H thng bài tp thc hành phc v giáo trình English for Law
Enforcement: Bài tp tình hung - Lu hành ni b**

Phm Th Anh Th

2025

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BỘ CÔNG AN
TRƯỜNG ĐẠI HỌC CẢNH SÁT NHÂN DÂN

BÀI TẬP TÌNH HUỐNG

HỆ THỐNG BÀI TẬP THỰC HÀNH PHỤC VỤ
GIÁO TRÌNH ENGLISH FOR LAW ENFORCEMENT

(Dùng cho đào tạo trình độ đại học CSND, các hệ học)

TP. HỒ CHÍ MINH - 2025

BAN BIÊN SOẠN

Chủ biên: ThS. Phạm Anh Thư

Giảng viên chính, Khoa Ngoại ngữ - Tin học

HỘI ĐỒNG THẨM ĐỊNH CHUYÊN ĐỀ

(Thành lập theo Quyết định số 768/QĐ-T05, ngày 10 tháng 4 năm 2025 của Hiệu trưởng Trường Đại học Cảnh sát nhân dân)

TT	Họ tên	Chức vụ	Đơn vị công tác	Chức danh trong hội đồng
1.	PGS, TS. Nguyễn Thành Phúc	Phó Hiệu Trưởng	T05	Chủ tịch HĐ
2.	PGS, TS. Hoàng Đức Mạnh	Phó Trưởng khoa	T05	UV phản biện 1
3.	ThS. Tạ Đức	Giám đốc TT	T05	UV phản biện 2
4.	ThS. Nguyễn Phan Trung Anh	Cán bộ	T05	Thư ký
5.	PGS, TS. Trần Đức Trung	Phó Trưởng phòng	T05	Ủy viên
6.	PGS, TS. Lê Hương Hoa	Phó Trưởng khoa	T05	Ủy viên
7.	TS. Lê Tiến Hoàng	Phó Trưởng khoa	T05	Ủy viên

LỜI NÓI ĐẦU

Trong xu thế phát triển của thời đại, tiếng Anh đã trở thành một ngôn ngữ quốc tế và được sử dụng rộng rãi tại nhiều quốc gia trên thế giới. Giáo trình English for Law Enforcement được thiết kế và đưa vào giảng dạy nhằm đáp ứng nhu cầu giao tiếp của các sĩ quan thực thi pháp luật hiện nay. Với mục đích giúp học viên trường Đại học CSND tiếp cận có hiệu quả cuốn giáo trình này và sử dụng tiếng Anh chuyên ngành một cách thành thạo trong các tình huống công tác hàng ngày, tài liệu “**Hệ thống bài tập thực hành phục vụ giáo trình English for Law Enforcement**” được biên soạn. Hơn thế nữa, thông qua việc thực hiện các nhiệm vụ trong tài liệu, học viên có cơ hội rèn luyện các dạng bài tập giống đề thi hết học phần môn tiếng Anh chuyên ngành dành cho các hệ học.

Cuốn tài liệu đặc biệt phù hợp để sử dụng trên lớp học với sự hướng dẫn của giảng viên, nhưng học viên cũng có thể dùng để tự học. Mỗi một phần bài tập đều có đáp án gợi ý giúp người học luyện tập và nâng cao vốn từ vựng, ngữ pháp và các kỹ năng giao tiếp: đọc, nói và viết tiếng Anh cho lực lượng thực thi pháp luật.

Tài liệu “**Hệ thống Hệ thống bài tập thực hành phục vụ giáo trình English for Law Enforcement**” có bố cục như sau:

PART I: MULTIPLE CHOICE (Chọn câu trả lời đúng)

PART II: READING COMPREHENSION (Đọc hiểu)

PART III: CLOZE TEST (Điền từ)

PART IV: REWRITING (Viết lại câu)

PART V: WRITING TEST (Đề thi viết)

PART VI: SPEAKING TEST (Đề thi nói)

Trong quá trình biên soạn không khỏi có nhiều khiếm khuyết, rất mong nhận được và cảm ơn sự đóng góp ý kiến từ phía các giảng viên và học viên để chúng tôi có thể chỉnh sửa và ngày càng hoàn thiện.

TRƯỜNG ĐẠI HỌC CSND

PART I: MULTIPLE CHOICE

Choose the best answer.

1. What might be affected by alcohol leading to dangerous driving?
 - a) Hair colour
 - b) Ability to speak clearly
 - c) Choice of music
 - d) Preference for food
2. In the context of "Miranda warning," what right does a person have?
 - a) The right to drive any vehicle
 - b) The right to remain silent
 - c) The right to get free healthcare
 - d) The right to ignore police officers
3. If someone has a 'welt', he/she has _____.
 - a) a deep cut
 - b) a raised mark on the skin
 - c) a broken bone
 - d) a temporary bruise
4. Why might the police be called to the football match?
 - a) Because it was a very exciting game.
 - b) Because the crowd was singing loudly.
 - c) Because there was violence and fighting among supporters.
 - d) Because the weather was bad.
5. What is a purpose of conducting an identity parade?
 - a) To provide entertainment for the public.
 - b) To allow a victim or witness to identify a suspect.
 - c) To allow suspects to meet each other.
 - d) To practice fingerprinting techniques.
6. What is a potential problem in a community that might require police intervention?

- a) People are organizing street parties.
- b) A local supermarket is offering discounts.
- c) Anti-social behaviour is causing distress to residents.
- d) Children are playing in the park.

7. What is "football hooliganism" associated with?

- a) People are enjoy a sport event peacefully.
- b) Violence at football matches.
- c) Players are demonstrating good sportsmanship.
- d) Families are having picnics near the stadium.

8. What is a key focus of INTERPOL's initiatives?

- a) Promoting tourism
- b) Targeting counterfeiting and helping police in Africa
- c) Organizing international sports events.
- d) Providing language lessons to police officers.

9. What is one of the primary responsibilities of a law enforcement officer?

- a) Creating new laws
- b) Law enforcement
- c) State budget management
- d) Construction of transport infrastructure

10. Which phrase accurately describes the job of a patrol officer?

- a) Manage records at the police station
- b) Patrol areas and respond to incidents
- c) Interview the suspect in the interrogation room
- d) Organize community education programs

11. In radio communication, what word does the letter "A" in the international alphabet represent?

- a) Alpha
- b) Association
- c) Arrest
- d) Assassination

12. What type of vehicle does "HGV" stand for?

- a) Private car
- b) Bicycle
- c) Heavy duty truck
- d) Motorcycle.

13. What is the function of a "registration plate"?

- a) To decorate the vehicle
- b) To identify the vehicle
- c) To show the type of fuel the vehicle uses
- d) To assess the value of the vehicle

14. What does "Community Policing" mean?

- a) Police only work in police stations.
- b) Police work with the community to solve problems .
- c) Police only focus on major cases.
- d) Police control all activities of the people.

15. What does "Anti-social behavior" mean?

- a) It means a behavior that helps the community.
- b) It means a behavior that obeys the law.
- c) It means a behavior that causes trouble or inconvenience to others .
- d) It means a behavior that is accepted in society

16. In an emergency call, what is the first important thing to do?

- a) Provide detailed information about the caller.
- b) Reassure the caller
- c) Call a co-worker
- d) Begin an investigation immediately

17. Which of the following is a type of traffic accident?

- a) A house fire
- b) A murder
- c) A car crash
- d) A terrorist attack

18. What does "theft" mean?

- a) Damaging property
- b) Taking someone else's property without permission
- c) Using someone else's property legally

d) Trading in property illegally

19. Which of the following measures can prevent property crime?

a) Leaving your home unlocked

b) Leaving your car keys in plain sight

c) Installing a security system

d) Never reporting a crime to the police

20. What advice might the police give a person regarding home security?

a) Locking all windows and doors

b) Leaving the door open when you are away.

c) Leaving your keys under the doormat

d) Not caring about security

21. What is a common fate for stolen vehicles?

a) They are used for spare parts

b) They are given away as gifts

c) They are converted into public transportation

d) They are used to create sculptures

22. Why do police conduct vehicle checks at borders?

a) To expedite traffic flow

b) To admire different car models

c) To identify weaknesses in vehicle identification

d) To provide tourist information

23. International vehicle trafficking is a problem because of _____

a) Lack of police checks on individual vehicles when they cross borders

b) Not enough police checks on individual vehicles across borders

c) The growing numbers of legitimate car dealers who export stolen luxury cars

d) All of the above

24. Vehicle crime includes _____.

a) Types of vehicles

b) Registration plates

c) Vehicle offences

d) All of the above

25. What might a person do to commit a crime against property?
- a) Give away money
 - b) Protect animals
 - c) Steal from shops
 - d) Help the elderly
26. What is something that law enforcement might do to prevent crime?
- a) Giving professional advice
 - b) Ignoring the problem
 - c) Encouraging criminal activity
 - d) Joining the criminals
27. Which of the following drug-related behaviors is illegal?
- a) Using prescription drugs
 - b) Recycling drug packaging
 - c) Manufacturing and selling drugs
 - d) Getting medicine for a sick person
28. What is "driving under the influence"?
- a) Driving carefully after drinking alcohol
 - b) Driving with a blood alcohol level above the legal limit
 - c) Driving while using prescription drugs
 - d) Driving while drowsy
29. What is one way to describe someone affected by drugs or alcohol?
- a) Impaired speech
 - b) Loss of coordination
 - c) Impaired judgement
 - d) All of the above
30. What are drug laws constantly doing in the UK?
- a) Staying the same to avoid confusion
 - b) Becoming more relaxed
 - c) Changing to keep up with drug criminals
 - d) Disappearing entirely
31. What happens to Class A drugs offenders in the UK?
- a) They get lighter sentences
 - b) They are not considered harmful
 - c) They often mean the harshest penalties
 - d) They come with a reward

32. What is a common effect of drugs or alcohol?
- a) Happiness
 - b) Euphoria
 - c) Intoxication
 - d) All of the above
33. What is one tactic that the police use to deal with a crowd?
- a) Not reacting
 - b) Using shields and batons
 - c) Joining in on the protest
 - d) Causing more chaos
34. Which word describes the actions of the police when they try to control a protest?
- a) Dispersing
 - b) Joining in on
 - c) Ignoring
 - d) Preventing
35. To deal with a riot, what methods might the police use?
- a) Dispersing the crowd and arresting the troublemakers
 - b) Waiting for things to end on their own
 - c) Ignoring the violence
 - d) Joining in on the riot
36. Which of the following is a reason for international car thieves to target expensive, high-end vehicles?
- a) They are easy to drive across borders.
 - b) There might be a buyer who is only interested in Mercedes or BMW.
 - c) They are less likely to be tracked by police.
 - d) They can be sold for a higher price within the same country.
37. What is one aspect of car theft that is increasing?
- a) The decrease in international trafficking by criminal gangs
 - b) The decrease in police checks on individual vehicles when they cross borders
 - c) International trafficking by criminal gangs
 - d) The growing number of legitimate car dealers who export stolen luxury cars

38. What is the purpose of police forces coordinating their efforts at an international level?
- a) To avoid dealing with car thefts in their own country.
 - b) To allow car thieves to operate more freely.
 - c) To control international vehicle crime.
 - d) To encourage competition between police forces.
39. What are the penalties for drug-related offenses generally like in most of Europe?
- a) Lighter and more focused on medical treatment
 - b) The same as for trafficking or production
 - c) More severe for trafficking and production
 - d) Non-existent
40. What are Class A drugs considered in the UK?
- a) Less harmful
 - b) Acceptable with a prescription
 - c) The most harmful and often the most addictive
 - d) Only harmful if mixed with alcohol.
41. What could sometimes be an alternative to punishment or imprisonment for drug users?
- a) A fine
 - b) Community service
 - c) Medical treatment or counselling
 - d) A warning
42. What powers do police have in the UK regarding football matches?
- a) The power to encourage hooliganism
 - b) The power to ignore public order offences
 - c) The powers to arrest and detain
 - d) No specific powers related to football matches
43. What might police do when confronting a crowd of rioters or football hooligans?

- a) Slowly advance in a line parallel to the front line of the rioters
 - b) Threaten rioters with harsh words
 - c) Ignore the rioters
 - d) Attack the demonstration at several points
44. What is one of the first results of international co-operation at football matches?
- a) More violence
 - b) More arrests of innocent bystanders
 - c) Confiscated alcohol
 - d) Reduced attendance
45. Where are weapons and ammunition typically stored in a police station?
- a) Canteen
 - b) Locker room
 - c) Armoury
 - d) Archive
46. Where do police officers typically receive their briefings at the station?
- a) Kennels
 - b) Canteen
 - c) Briefing room
 - d) Locker room
47. What is the main purpose of the custody suite in a police station?
- a) To store evidence
 - b) To provide meals for officers
 - c) To process people under arrest
 - d) To conduct fingerprinting
48. Which officer is often the first point of contact for people coming to a police station?
- a) Fingerprint Officer
 - b) Communications Officer/Dispatcher
 - c) Identification Officer
 - d) Reception Officer
49. What is the role of a Fingerprint Officer?
- a) Dealing with people who come into the station to report a crime.

- b) Answering emergency and non-emergency calls from the public.
- c) Taking fingerprints from suspects and processes/stores fingerprint data
- d) Everything related to crime reduction

50. What is a VIPER system used for?

- a) Analysing DNA samples
- b) Managing police budgets
- c) Creating identity parades
- d) Tracking crime statistics

51. What is the purpose of an identity parade?

- a) To allow suspects to choose their punishment
- b) To train new police recruits
- c) To allow a witness to identify a suspect
- d) To showcase police equipment

52. What is one thing the police have to charge the suspect?

- a) The suspect's life story
- b) Evidence
- c) A good mood
- d) The suspect's alibi

53. Which of the following is a place where weapons and documents might be stored in a police station?

- a) Canteen
- b) Kennels
- c) Evidence room
- d) Muster room

54. Where are police dogs kept at the police station?

- a) Archive and records room
- b) Sally port
- c) Kennels
- d) Custody suite

55. Which of the following tasks might a Custody Sergeant perform at a police station?

- a) Interviewing suspects
- b) Patrolling the streets
- c) Establishing identity and organizing identity parades
- d) Analyzing forensic evidence

56. What might a person need to show when reporting to a police station?

- a) A shopping list
- b) Their passport and driving license
- c) Their favourite book
- d) An invitation

57. Why might someone be at the front desk of a police station?

- a) To buy coffee
- b) To report a lost cat
- c) To answer inquiries from the public
- d) To attend a party

58. What is the role of a 'fingerprint officer' at a police station?

- a) To deal with lost property
- b) To take fingerprints and process crime scene marks
- c) To manage the police vehicles
- d) To provide first aid

59. What might a Crime Prevention Officer at a police station be involved in?

- a) Driving patrol cars
- b) Processing arrested individuals
- c) Offering advice on home security
- d) Maintaining police equipment

60. Where might officers receive their briefing at a police station?

- a) Locker room
- b) Canteen
- c) Archive and records room
- d) Muster room

61. Which of the following is considered “physical evidence” at a crime scene?

- a) Eyewitness statements
- b) Theories about the crime
- c) Forensic techniques
- d) DNA samples

62. Which of the following might be labeled as “forensic evidence” collected at a crime scene?

- a) A suspect's alibi
- b) The weather conditions
- c) Fibres and hairs
- d) The time of day

63. What is the advantage of using “fingerprint scanners”?

- a) They are difficult for the police to use.
- b) They store fingerprint information in digital data form.
- c) They always provide a clear and perfect fingerprint.
- d) They are only effective on certain surfaces.

64. What can “trace evidence” such as fibres, hairs, and glass fragments be used for?

- a) Determining the exact time of death
- b) Reconstructing the suspect's psychological profile
- c) Connecting a suspect or victim to a crime scene
- d) Predicting future criminal behavior

65. Where can DNA be found?

- a) Only in blood
- b) In blood, semen, saliva, hair roots, and skin cells
- c) Only in hair roots and fingerprints.
- d) Only in samples collected in a laboratory.

66. What is the EFIT™ system used for in crime scene investigation?

- a) Analyzing DNA samples.
- b) Creating a facial composite based on witness descriptions.
- c) Examining fingerprints for identification.
- d) Recording witness statements

67. What might “E-fits and fingerprints” be used for in forensic science?

- a) Predicting the weather at the time of the crime

- b) Identifying suspects
- c) Determining the type of weapon used
- d) Analyzing the victim's medical history

68. Why is PCR (Polymerase Chain Reaction) mentioned in the context of DNA analysis?

- a) It is used to make large quantities of DNA from a small amount.
- b) It is a method for cleaning contaminated evidence.
- c) It is a type of fingerprinting technique.
- d) It is used to determine the time of death.

69. When labeling forensic evidence, what type of fluids found at a crime scene might include blood, semen, saliva, and vomit?

- a) Solid fluids
- b) Gas fluids
- c) Body fluids
- d) Environmental fluids

70. Criminal Justice focuses on _____.

- a) Police patrol strategies and community engagement
- b) Crime and punishment, legal systems, and sentencing
- c) Traffic laws and vehicle regulations
- d) Drug classifications and the effects of alcohol

71. In a Crown Court, where can the judge be seen?

- a) Behind the lawyers for the defence
- b) At the front of the court, behind the bench
- c) On the left-hand side of the court
- d) In the public gallery

72. What is being reviewed in the second step of the criminal justice process?

- a) The police prevent the crime.
- b) The police have enough evidence to charge the suspect.
- c) The suspect is guilty or innocent.
- d) The defendant is found not guilty and is free.

73. Where can the lawyer for the prosecution (the Crown) be seen in a Crown Court?

- a) In the dock
- b) On the left-hand side of the court
- c) On the bench
- d) Opposite the defence lawyers

74. What happens if the charges are not proven in the initial review within the criminal justice process?

- a) The suspect is immediately sentenced.
- b) The charges are dismissed, and no further action is taken.
- c) The police gather more evidence.
- d) The case proceeds directly to trial.

75. Where can the defendant be seen in a Crown Court?

- a) At the witness stand
- b) In the jury box
- c) In the dock
- d) In the public gallery

76. What is included in INTERPOL notices?

- a) Details of local traffic violations
- b) Weather forecasts for different countries
- c) Punishments or penalties related to crimes
- d) Tourist information for major cities

77. What happens if the defendant pleads guilty or is convicted?

- a) The evidence is re-examined.
- b) The defendant is sentenced.
- c) The police conduct further investigations.
- d) The public is asked for their opinion.

78. In a Crown Court, where can the jury be seen?

- a) Next to the judge
- b) On the left-hand side, between the witness stand and the public gallery
- c) Opposite the witness stand

d) Behind the prosecution lawyers

79. Who decides whether or not to proceed (there is enough evidence) with a criminal case after the police investigation?

a) The judge

b) The charges department

c) The GPS proceeds with the case

d) The suspect

80. What term is used to refer to a large number of people involved in crime?

a) Community policing units

b) Organized criminal groups

c) Neighbourhood watch associations

d) Traffic enforcement teams

81. What is the key area when discussing organized crime?

a) Patrolling regularly

b) Describing criminal activities associated with organized crime

c) Responding to emergency calls

d) Investigating traffic accidents

82. Referring to the content of the course book, what is presented as "the mindset of a victim of human trafficking"?

a) A feeling of empowerment and control

b) An understanding of their rights and available support

c) A sense of loyalty towards the traffickers

d) A feeling of fear or debt, and a belief that their future has been stolen.

83. Relating to surveillance, what might law enforcement officers aim to deal with the activities of organized crime?

a) To openly discuss

b) To reveal

c) To cancel or reduce

d) To publicly promote

84. What type of crime is mentioned as a target of their initiatives?

a) Minor traffic offences

b) Littering and vandalism

c) Counterfeiting

d) Parking violations

85. Which of the following is mentioned as a characteristic of the Yakuza?

a) They are a newly formed group with limited influence.

b) Their activities are fully transparent to the public.

c) They are a Japanese secret society involved in extortion and racketeering.

d) They primarily focus on charitable activities within Japan.

86. Where does the Italian Mafia originate?

a) Japan

b) Russia

c) Italy

d) The United States

87. What is identified as an example of organized crime?

a) Local community gardening clubs

b) The Russian Mafia

c) School parent-teacher associations

d) Volunteer fire departments

88. What is "human trafficking" associated with?

a) Setting up a surveillance operation

b) Dealing with victims or human trafficking

c) Describing criminal activities associated with organized crime

d) Defining organized crime groups

89. What type of information is included these notices contain regarding criminals?

a) Their favourite foods and hobbies

b) Their opinions on international politics

c) Information about fugitives wanted for serious crimes

d) Details about their travel plans and accommodation.

90. What is the key focus of international co-operation in policing?

a) Investigating local traffic accidents

b) Dealing with emails and telephoning

c) Patrolling national borders independently

d) Managing domestic legal systems

91. What is the term for international police?

- a) Transnational email
- b) Cultural property crime
- c) INTERPOL
- d) Email language

92. What is one of the functions of INTERPOL mentioned in the context of international cooperation?

- a) To handle local police complaints
- b) To manage national prison systems
- c) To share international notices and issue alerts
- d) To regulate international trade agreements.

93. Which of the following is an example of information requested in international police assistance?

- a) Details about local school events
- b) Opinions on national economic policies
- c) Respecting information and assistance in cross-border co-operation
- d) Preferences for certain types of food.

94. What is one type of crime that their international notices provide information about?

- a) Parking fines
- b) Overdue library books
- c) Fugitives wanted for serious crimes
- d) Noise complaints

95. Referring to the INTERPOL profile, what is the organization's full name?

- a) International Criminal Police Organization
- b) Internal Crime Prevention Office
- c) Inter-National Policing Agency
- d) Independent Criminal Prosecution Office

96. Where are INTERPOL's headquarters located?

- a) Berlin
- b) Washington D.C.

c) Lyon

d) Geneva

97. Regarding INTERPOL initiatives, which of the following is listed as a focus area?

a) Local traffic management

b) Helping children

c) Domestic political disputes

d) Management of national parks

98. According to Article 40 of the Schengen Convention, what are law enforcement officers from one Schengen member state allowed to do in another one?

a) To permanently establish police stations

b) To conduct surveillance in emergency situations and when following suspects across the border under specific conditions

c) To enforce all national laws of their home country

d) To arrest any individual without prior notification

99. Which of the following is a key topic covered under Criminal Justice?

a) Traffic and vehicle regulations

b) Drug classifications and alcohol effects

c) Crime and punishment

d) Border crossing procedures

100. What are identified as the three main legal systems in the world today?

a) Parliamentary, presidential, and federal law

b) Civil law, common law, and religious law

c) Constitutional, statutory, and case law

d) International law, national law, and local law

PART II: READING COMPREHENSION

Read the text and answer the questions by choosing A, B, C or D.

Reading 1

The first modern organized law enforcement agency was probably the London Metropolitan Police, which was set up by British Politician Sir Robert Peel in 1829. Many subsequent law enforcement groups including the US police, formed in New York City in 1845, based themselves on the British system, the organizational principles of which, such as the introduction of patrols on regular beats remain influential in modern law enforcement today. In the early days, the police had a very broad role; although they were often closely associated with keeping the peace and maintaining public order, they were expected to deal with all aspects of law enforcement. Modern law enforcement, by contrast, is becoming an increasingly specialized activity. Most modern police forces are organized according to areas of expertise. There exist specialized divisions within each force to deal with different areas of criminal activity, such as drugs, vice, organized crime, prevention of terrorism, domestic incidents, traffic and vehicles, etc. and also different processes such as crime scene investigation, forensic investigations and identification. Moreover, the term *law enforcement* covers a range of organizations other than the police who work in specialized but independent areas such as border control, customs and excise, profiling and various areas of security. The security sector, both public and private, is a fast growing one and often employs military and police personnel.

1. The first modern organized law enforcement agency was _____.

- a) The US police
- b) A security sector
- c) The London Metropolitan Police
- d) Homeland security

2. Modern law enforcement is _____.

- a) a general activity
- b) encompasses only the police force

- c) keeps the peace and maintains public order
 - d) an increasingly specialized activity
3. The security sector _____.
- a) is shrinking
 - b) only employs police personnel
 - c) is not part of law enforcement
 - d) is fast growing and often employs military and police personnel
4. Modern police forces are organized according to _____.
- a) height
 - b) geographical region
 - c) political affiliation
 - d) areas of expertise
5. Robert Peel _____
- a) formed the US police
 - b) worked in customs and excise
 - c) set up the London Metropolitan Police
 - d) was a crime scene investigator

Reading 2

Apart from speeding, jumping red traffic lights and illegal parking, the most common driving offences worldwide are dangerous or aggressive driving, driving under the influence of alcohol, and (where illegal) using a mobile phone while driving.

However, what is considered an offence in one country may not be in another, so it is necessary for motorists to find out about regulations before they drive abroad, as law enforcers do not consider ignorance as an adequate excuse for breaking the law. In many Western European countries (including France, Spain and Italy), for example, it is a legal requirement to keep a reflector vest in your vehicle for the driver to wear for increased visibility in case of an accident or any other reason which might necessitate him or her to leave the vehicle at night. Police are allowed to fine motorists who do not carry them in their cars, even if they have driven from a country where this is not yet a legal requirement. Most countries require that motorcyclists must wear helmets and car drivers must wear seatbelts, but the laws regarding passengers and seatbelts vary from country to country, as does the use of mobile phones while driving, or having alcohol in the car (even if you are not drinking it). The age at which a child may sit in the front seat of a car also varies from country to country: in the UK children

are normally allowed to sit in the front of cars if they use the correct restraints, whereas in France children under the age of 10 cannot be seated in the front seat, unless they have a special rear-facing seat.

1. Which of the following is mentioned as one of the most common driving offences worldwide

- a) Driving with the windows down
- b) Driving a vehicle that is the wrong color
- c) Dangerous or aggressive driving**
- d) Driving without a music license

2. In many Western European countries, what legal requirement is mentioned for drivers in case of an accident or other necessity at night?

- a) Carrying a spare tire and tools
- b) Having a first-aid kit in the vehicle
- d) Possessing a fire extinguisher

c) Keeping a reflector vest in the vehicle for the driver to wear

3. What is the consequence for motorists in many Western European countries if they do not carry a legally required reflector vest in their cars?

c) Police are allowed to fine them.

- a) Their car insurance may be invalidated.
- b) They may receive a warning from the police.
- d) They may be required to attend a safety seminar.

4. Which of the following statements is true across all countries mentioned?

a) Children are always allowed to sit in the front seat if they use the correct restraints.

b) Children under a certain age are universally prohibited from sitting in the front seat.

c) The age at which a child may sit in the front seat of a car varies from country to country.

d) All countries have the same regulations regarding rear-facing seats for young children.

5. What is mentioned as varying from country to country regarding car regulations?

- a) The requirement for motorcyclists to wear helmets
- b) The requirement for car drivers to wear seatbelts
- d) The illegality of speeding and drunk driving
- c) The laws regarding passengers and seatbelts**

Reading 3

The UK government defines antisocial behaviour as any ‘aggressive, intimidating or destructive activity that damages or destroys another person’s quality of life’. Such behaviours are divided into three categories: street problems, nuisance neighbours and environmental crime. Anti-social Behaviour Orders (ASBOs) were the British government's response to what was considered a growing problem of unacceptable behaviour, particularly amongst young people, which threatened social order and quality of life, particularly in deprived areas with high levels of unemployment and general poverty, and were first handed out in 1999. They are civil orders which legally bind the person to whom they apply to certain restrictions on their behaviour and movements - for example only to spend the night at their nominated address, not go out between the hours of 6.00 p.m. and 6.00 a.m., not to approach or speak to certain individuals, not to carry anything which could be used as a weapon or a missile. The purpose of ASBOs, often used in conjunction with Acceptable Behaviour Contracts or ABCs (the specific role of which is to actively promote positive behaviour such as community service) is to protect the community from the effects of anti-social acts and to prevent reoccurrence of such behaviour. They are generally effective for a period of two years, sometimes longer. As an ASBO is a civil order handed down by a court, it does not appear on a person's criminal record. If, however, the holder breaches the terms of their ASBO, they will have committed a criminal offence, which may be punishable by a fine or prison sentence.

1. Which of the following best describes antisocial behaviour?

- a) Minor disagreements between neighbours about parking
- b) Any activity that is considered impolite or rude.
- c) Aggressive, intimidating, or destructive activity that damages another person’s quality of life.**

- d) Loud music played during the day.
2. Why were Anti-social Behaviour Orders (ASBOs) introduced in the UK in 1999?
- a) To respond to a decline in the national economy.
 - b) To respond to an increase in international crime.
 - c) To respond to a growing problem of unacceptable behaviour, particularly amongst young people, which threatened social order and quality of life.
 - d) To respond to a decrease in community engagement.
3. What is the primary purpose of Anti-social Behaviour Orders (ASBOs)?
- a) To provide a criminal record for individuals exhibiting unacceptable behaviour.
 - b) To immediately imprison individuals who engage in antisocial acts.
 - c) To protect the community from the effects of anti-social acts and to prevent reoccurrence of such behaviour.
 - d) To encourage individuals to move out of deprived areas.
4. If someone who is subject to an ASBO violates its terms, what is the potential legal consequence?
- a) The ASBO is automatically extended for a longer period.
 - b) They will receive a warning from the local authorities.
 - c) They will have committed a criminal offence, which may be punishable by a fine or prison sentence.
 - d) The ASBO will be immediately revoked.
5. What is the specific role of ABCs as described in the source?
- a) To punish individuals for past antisocial behaviour.
 - b) To enforce the restrictions outlined in an ASBO.
 - c) To actively promote positive behaviour such as community service.
 - d) To document instances of antisocial behaviour for future reference.

Reading 4

The police are often the first to arrive at the scene of an RTA (road traffic accident), so have the responsibility of taking immediate control of the often distressing and confusing situation and looking after the victims until the ambulance services come. As soon as they arrive on the scene, the officers start

assessing what kind of back-up they need - paramedics, fire services, tow trucks, etc. - and organizing their dispatch. Alongside this, the first priority is always to secure the area: this is in order to ensure the safety of passers-by or other vehicles on the road and to prevent any other injuries or further incidents occurring as a result of the original accident. Secondly, they need to see if there are any victims or injured people still in the vehicles and give emergency first aid as required. After this has been done, the police will start to secure any evidence of how the accident occurred by marking the positions of the vehicles on the road and measuring the distances between them. They will take photos of the vehicles and of any other visual evidence, such as skid marks. Once the evidence has been safely recorded, they can begin their investigations to find out what caused the accident, which vehicles were involved, and whether there were any witnesses. *Speed* is of the essence when taking witness statements and contact details: witnesses tend to be anxious to get away as soon as possible and to leave the distressing scene behind them. However, the police will rarely have to do this all these actions by themselves and so many of the stages above will be carried out simultaneously. Only after all the evidence has been secured can the vehicles be removed and the roads cleaned (possibly by special companies in cases of spillage, etc.).

As a further procedure, the police may have to follow the victims and perpetrators to hospital and take blood samples and statements.

1. What is typically the first priority for police officers when they arrive at the scene of a road traffic accident (RTA)?
 - a) To interview potential witnesses.
 - b) To take photographs of the vehicles.
 - c) To secure the area to ensure safety.
 - d) To begin investigations into the cause of the accident.
2. What is one of the immediate tasks the police undertake upon arriving at an RTA scene, alongside securing the area?
 - a) Arranging for the removal of damaged vehicles.
 - b) Assessing the need for back-up services like paramedics and fire services.
 - c) Collecting personal details of all individuals present.
 - d) Issuing traffic violation tickets.

3. What action do the police take after securing the area and attending to any injured people at an RTA scene?
- a) Immediately clear the road for traffic
 - b) Secure evidence by marking vehicle positions and taking photographs
 - c) Allow witnesses to leave the scene
 - d) Transport victims to the hospital
4. Why is '*speed*' considered important when the police need to take witness statements at the scene of an RTA?
- a) To finalize the paperwork quickly.
 - b) To avoid causing further traffic congestion.
 - c) Witnesses are often anxious to leave the distressing scene.
 - d) To prevent the media from arriving at the scene.
5. Which of the following actions might the police undertake AFTER securing all the evidence at the scene of a road traffic accident?
- a) Immediately interrogate the drivers involved
 - b) Arrange for the removal of the vehicles and cleaning of the road
 - c) Release all individuals involved without further questioning
 - d) Issue a preliminary accident report to the media

Reading 5

“For the final part of my talk, I'd like to tell you about our new campaign called 'Protect yourself - protect your stuff'. This is a campaign that targets students. We have a lot of local and international students studying here, so we've produced a new guide to offer advice on how they can protect not just their property, but also how to protect themselves.

We have produced a guide in the form of a leaflet with facts and advice. The first section is about accommodation and the first thing we say is always to lock your room door, even in a hall of residence. Thieves know that students are likely to have items such as laptops, stereos and MP4 players and deliberately target student residences for this reason. Never tell anyone your front door access code and never buzz strangers in. And of course it's important that you insure your valuables.

The next section is about going out at night. And you may be surprised to learn that it's male students who are most at risk at night, not female students. So, it's essential for male students to know which routes are safe around the university. Always walk quickly and purposefully when you are alone at night because if you look lost, you'll stand out as a potential victim. But the safest way to get home is by taxi."

1. What is the primary focus of the advice offered in the leaflet?
 - a) Academic success
 - b) Personal relationships
 - c) Personal safety and property protection
 - d) Financial management
2. Where can students find the advice mentioned in the text?
 - a) In a textbook
 - b) In a leaflet
 - c) On a website
 - d) From a police officer
3. Why are student residences a common target for thieves?
 - a) They are poorly secured
 - b) They are often located in high-crime areas
 - c) Students often possess valuable items
 - d) They are usually unoccupied
4. What should students do before allowing someone into their residence building?
 - a) Ask for identification
 - b) Ignore them
 - c) Never buzz strangers in
 - d) Offer them a drink
5. What is the recommended mode of transportation for students returning home late at night?
 - a) Public transportation
 - b) Walking

c) Taxi

d) Bicycle

Reading 6

The legislation concerning illegal drugs and the penalties for drug-related offences are subject to change and differ considerably across the world. In some countries and jurisdictions, the law allows for personal use of certain drugs: for example, at the time of publication, it is legal, under certain conditions, to consume marijuana and cannabis in the Netherlands, whilst in Columbia the law allows for personal use of marijuana and cocaine. There can also be a distinction made between possession of an illegal drug for personal consumption, and possession a drug with intent to supply (drug dealing). Some jurisdictions offer treatment to drug addicts as well as punishment; they reduce the penalty if the offender successfully completes a drug rehabilitation programme. However, the point at which the amount found in the offender's possession will rule out a possession charge and automatically attract a charge of drug dealing can differ widely and can be the subject of much bargaining and controversy. Drug trafficking, particularly in Class A drugs, such as heroin or cocaine, is considered a serious crime all over the world. The punishment can be a life prison sentence in UK and the US and the death penalty in Thailand, Singapore, China and Saudi Arabia.

1. Which of the following statements is true regarding drug legislation worldwide?
 - a) Laws concerning illegal drugs are consistent across all countries.
 - b) Penalties for drug-related offenses are the same globally.
 - c) Legislation and penalties for drug offenses vary considerably across the world.
 - d) All countries permit the personal use of certain drugs.
2. Which of the following specific countries with drug laws is provided in the text?
 - a) Canada, where all marijuana use is legal.
 - b) The Netherlands, where marijuana and cannabis consumption is legal under certain conditions.
 - c) The United States, where personal use of cocaine is permitted.
 - d) Australia, where penalties for drug trafficking are lenient.
3. What distinction is often made in drug-related offenses?

- a) The type of drug involved and the age of the offender
 - b) Whether the drug is a Class A drug or a Class B drug
 - c) Possession for personal consumption versus possession with intent to supply (drug dealing)
 - d) Whether the offender has previous convictions or not.
4. What alternative measures for drug addicts do some jurisdictions offer?
- a) Mandatory community service.
 - b) Increased fines for first-time offenders.
 - c) Treatment and reduced penalties upon successful completion of a drug rehabilitation programme.
 - d) Guaranteed anonymity for those seeking help.
5. How serious is the crime of Class A drugs trafficking?
- a) A minor offense with minimal penalties
 - b) An issue only in specific regions of the world
 - c) A serious crime all over the world
 - d) Subject to lenient punishments in most Western countries

Reading 7

When dealing with situations related to civil unrest, law enforcement officers will need to wear or carry specialized protective equipment. This may include weapons used to disperse crowds, for example, tear gas and water cannons and extra items to protect their bodies, such as helmets, body armour and riot shields.

There is ongoing controversy concerning the safety of what were commonly known as ‘non-lethal weapons’, such as rubber bullets and tasers. ‘Non-lethal force’ does include some risk of causing death, so for this reason two new terms, ‘less than lethal’ and ‘less lethal’ were introduced and are now being used in place of ‘non-lethal’ by many weapons manufacturers and law enforcement agencies. This new term emphasizes the fact that, although the risk of fatality cannot be ruled out, the weapons used tend to kill or injure far fewer targets than traditional weapons. Protesters and rioters are still sometimes badly injured or killed however, and in Western countries, this usually makes headline news. Typical causes of death from non-lethal weapons include insufficient

training or experience in handling the weapon on the part of the user and misplaced or ricocheting shots.

1. What protective equipment might law enforcement officers wear or carry when dealing with civil unrest?

- a) Only weapons designed to injure individuals.
- b) Only items to protect their bodies, such as helmets and body armour.
- c) Tear gas, water cannons, helmets and riot shields**
- d) Traditional firearms and sharp objects

2. Which weapon is used to disperse crowds?

c) Water cannons

- a) Rubber bullets
- b) Tasers
- d) Body armour

3. What are ‘non-lethal’, ‘less than lethal’, and ‘less lethal’ weapons like?

- a) They guarantee the safety of individuals they are used against.
- b) They are primarily designed to cause serious and lasting injuries.
- d) They are exclusively used for training purposes and never deployed in real civil unrest situations.

c) They are intended to kill or injure far fewer targets than traditional weapons, but still carry a risk of causing death or injury.

4. What are some typical causes of death associated with the use of ‘non-lethal’ or ‘less lethal’ weapons?

- a) Intentional misuse of the weapon by law enforcement and the inherent lethality of the weapons.
- b) Overwhelming force applied by protesters and the poor quality of protective equipment.

c) Insufficient training or experience in handling the weapon by the user and misplaced or ricocheting shots.

- d) The age and pre-existing health conditions of the individuals targeted.

5. What is typically the reaction in Western countries when protesters or rioters are badly injured or killed by ‘non-lethal’ weapons?

- a) It is usually ignored by the media.
- b) It rarely results in any public attention.
- d) It is considered an unavoidable consequence of maintaining order.
- c) It usually makes headline news.**

Reading 8

DNA analysis is one of the most recently developed methods to confirm the identity of suspects and victims, and its potential to aid law enforcers in making connections between a very small amount of biological material left at a crime scene and a potential suspect represents a significant breakthrough in forensic technology. DNA can be retrieved from the scene of a crime in many forms since it is obtainable not only from visible body fluids such as blood and semen, but also from hairs, skin particles, cigarette ends and used postage stamps (saliva). Once retrieved, it is taken to a specialized laboratory where the DNA profile can be developed, a process that usually takes three or four days. Since every individual - with the exception of identical twins - has a unique DNA profile, a DNA match can offer all but infallible proof of an individual's involvement in a crime. However, there have also been cases of mistaken or confused identity which have highlighted the dangers of relying too heavily on one method of suspect identification. Regardless of what measures are taken, there is always the possibility that material can become contaminated. In one recent case in Europe, it was discovered that a whole batch of sterilized swab kits, issued by a specialist company and used by forces across several European countries, had been contaminated with the DNA of one of the workers in the company.

1. What is the primary significance of DNA analysis in forensic science?
 - a) Its ability to definitively prove the guilt of all suspects in a crime.
 - b) Its low cost and ease of implementation at any crime scene.
 - c) Its potential to link a minute amount of biological material from a crime scene to a possible suspect.
 - d) Its complete infallibility in identifying identical twins involved in criminal activity.
2. Which of the following is NOT form of biological material from which DNA can be retrieved at a crime scene?

- a) Blood
 - b) Semen
 - c) Fingerprints
 - d) Hairs.
3. How long does it typically take to develop a DNA profile in a specialized laboratory after the material is retrieved?
- a) One day
 - b) Three or four days
 - c) One week
 - d) Two weeks
4. What key characteristic of DNA profiles makes them highly valuable for forensic identification?
- a) DNA profiles are identical for all individuals.
 - b) DNA profiles can be easily altered to confuse investigators.
 - c) With the exception of identical twins, every individual has a unique DNA profile.
 - d) DNA profiles degrade rapidly and become unusable after a short period.
5. What is a potential danger associated with relying too heavily on DNA analysis for suspect identification?
- a) The high cost of DNA testing can lead to biased investigations.
 - b) The requirement for large amounts of biological material limits its applicability.
 - c) The possibility of mistaken or confused identity due to factors like contamination.
 - d) The length of time it takes to develop a DNA profile can delay investigations.

Reading 9

Law enforcers have to attend court proceedings whenever they are ordered to do so by a judge. They are often called on as a key witness for the prosecution and may also be required to testify their expert knowledge in a particular forensic field, e.g. fingerprinting or DNA profiling. A court appearance often requires considerable preparation in the form of reading files, going over notes and looking

into background circumstances and preparing for court appearance is usually a part of law enforcement training. In court, the defendant's lawyer will often try to make the police officer look incompetent, confused, uncertain of the facts or even untrustworthy. To achieve this, the solicitor might repeatedly ask the same questions, but each time from a slightly different perspective, with the aim of provoking the police officer so that they might appear other than calm and in control, to try and make them slip up and contradict themselves in their account of events. If the solicitor succeeds, they may then question the validity and reliability of the police witness statement, so it is essential that the police officer remains calm and factual and in control of their emotions at all time. Police officers not only need to learn how best to play their role, but also to understand that the defendant's lawyer is only playing their role in the way that is expected of them.

1. What are the primary reasons a law enforcement officer might be required to attend court proceedings?

- a) To observe the judicial process and learn from experienced legal professionals.
- b) To provide administrative support to the court and ensure orderly conduct.
- c) To act as a key witness for the prosecution and potentially testify as an expert in a forensic field.
- d) To represent the interests of the law enforcement agency in legal disputes.

2. What does preparing for a court appearance typically involve for a law enforcement officer?

- a) Primarily focusing on physical fitness and maintaining a professional appearance
- b) Reviewing general legal principles and understanding courtroom etiquette
- c) Reading case files, reviewing notes, investigating background circumstances, and general preparation
- d) Delegating the preparation tasks to junior officers and legal assistants

3. What is a common tactic that a defendant's lawyer might employ when questioning a police officer in court?

- a) Directly accusing the officer of misconduct or bias
- b) Presenting fabricated evidence to confuse the witness

- c) Repeatedly asking the same questions from slightly different angles to provoke the officer or elicit contradictions
 - d) Threatening the officer with legal repercussions if they do not cooperate.
4. What is essential for a police officer to maintain while testifying in court?
- a) A friendly and conversational demeanor to build rapport with the jury.
 - b) An assertive and authoritative tone to convey confidence in their statements.
 - (c) A calm and factual approach, remaining in control of their emotions at all times
 - d) A detailed recollection of every minor detail, even if not explicitly documented.
5. Why is it important for police officers to understand that the defendant's lawyer might try to make them appear incompetent or untrustworthy?
- a) Because police officers can retaliate with similar tactics against the defense lawyer.
 - b) Because police officers can request the judge to intervene and limit the lawyer's questioning.
 - c) Because the lawyer is playing their expected role, and understanding this can help officers remain calm and focused
 - d) Because this understanding allows police officers to anticipate the lawyer's questions and prepare misleading answers.

Reading 10

Since capital punishment, also known as ‘the death penalty’, was abolished in England and Wales in 1969 (although the last executions by hanging took place before that in 1964), the severest sentence that can be passed down by a court of law is life imprisonment or an indeterminate sentence of 'Imprisonment for Public Protection' (IPP). ‘Life imprisonment’ means that the prisoner must serve a minimum length of time in prison - decided by the judge presiding over each individual case - after which time the prisoner may or may not be released. A prisoner serving a life sentence may only be released when they have served the minimum time and a parole board decides that they no longer represent a threat to the public. There are different kinds of life sentences: a mandatory life sentence is the only sentence that can be imposed on anyone over the age of 21 who is convicted of murder; a discretionary life sentence is the maximum penalty for those over 21 convicted of a serious offence, e.g. manslaughter, attempted murder, rape, armed robbery, arson, etc. Anyone convicted of a serious crime, such as a serious violent or sexual offence for a second time, will also incur a

mandatory life sentence. The overwhelming percentage of prisoners serving life sentences are male.

At the other end of the scale, the community payback system provides an alternative to a custodial sentence. A court may decide that, instead of going to prison, a criminal who is deemed to pose no threat to the public should pay for their crime by working a certain amount of hours (usually between 40 and 300, depending on the severity of the crime committed) for the benefit of the community. Offenders are made to wear bright orange jackets marked 'Community Payback', so that they are publicly seen to be paying for their crimes.

1. What is the severest sentence that can be passed down by a court of law in England and Wales since the abolition of capital punishment?

- a) A lengthy prison sentence with the possibility of parole after a fixed period.
- b) An indeterminate sentence with no possibility of release.
- c) Life imprisonment or an indeterminate sentence of 'Imprisonment for Public Protection' (IPP).
- d) Community service for an extended period.

2. What determines the minimum length of time a prisoner serving a life sentence in England and Wales must serve before they can be considered for release?

- a) It is a fixed term set by law for all life sentences.
- b) It is determined by the parole board based on the severity of the crime.
- c) It is decided by the judge presiding over each individual case.
- d) It is subject to review by the Home Secretary after a certain number of years.

3. Under what circumstances is a mandatory life sentence the only sentence that can be imposed in England and Wales for individuals over the age of 21?

- a) For any serious violent or sexual offense committed for the first time.
- b) For serious offenses such as manslaughter, attempted murder, rape, armed robbery, or arson.
- c) For anyone over the age of 21 who is convicted of murder
- d) For any crime deemed to pose a significant threat to public safety.

4. What is the primary purpose of the community payback system in England and Wales?

- a) To provide employment opportunities for offenders after their release from prison.
- b) To provide an alternative to a custodial sentence for criminals deemed to pose no threat to the public, allowing them to pay for their crime by working for the benefit of the community.
- c) To ensure that offenders are housed in a less restrictive environment while still serving a sentence.
- d) To rehabilitate offenders through vocational training and educational programs.

5. What is a visual marker used in the community payback system in England and Wales to identify offenders?

- a) Electronic monitoring tags
- b) Distinctive tattoos mandated by the court
- c) Bright orange jackets marked
- d) Specific identification badges that must be worn at all times

PART III: CLOZE TEST

Read the text and fill in the gap with an appropriate word.

TEST 1

In the UK, all criminal cases are initially (1) _____ at a Magistrates' Court. These are presided over by (2) _____, who are unpaid volunteers from the local community, not professional judges or lawyers. Magistrates, also known as (3) _____ of the Peace, usually sit on a 'bench' of three. They are assisted in court by a trained legal (4) _____ who provides legal guidance. Magistrates (5) _____ with the vast majority, around 95%, of criminal cases in the UK to completion. However, their sentencing powers are limited; they cannot typically order (6) _____ exceeding 6 months (or 12 months for consecutive sentences) or fines over £5000. More serious offences, known as (7) _____ offences, such as murder, are tried at the Crown Court. Nevertheless, even in these cases, the first hearing always takes place at the Magistrates' Court, where (8) _____ is decided.

TEST 2

In the 1960s, the Dutch government introduced a policy of (1) _____ which allowed the legal consumption of cannabis in designated coffee shops. Until recently, this decriminalization was considered (2) _____. It was claimed that it played a role in reducing the use of (3) _____ drugs. However, organized crime (4) _____ have started moving in to capitalize on the large (5) _____ there are to be made from producing and selling cannabis. Billions of (6) _____ -worth of cannabis is grown in the Netherlands for export. Legitimate business people have gradually found themselves sucked into the world of money (7) _____ and organized crime. Drug-related gang (8) _____, smuggling and other crimes have become an enormous problem.

TEST 3

In both the British and Australian police forces, the individuals who initially attend a crime scene are known as (1) _____ of Crime Officers. Their role as a (2) _____ examiner involves securing and gathering forensic evidence. This evidence can include items such as (3) _____, fibres, DNA, and photographs. While many of these professionals are based at police stations, the London Metropolitan (4) _____ in the UK employs the largest number.

Interestingly, these individuals are not required to be trained police (5) _____ ; a university degree in forensic (6) _____ or crime scene science is considered more crucial. In the United States, the equivalent term is (7) _____, or Crime Scene Investigator . These CSIs might be sworn officers with specialized training or (8) _____ who possess a background in biology or chemistry.

TEST 4

When law enforcers arrive at a crime scene, the very first thing they do is to seal (1) _____ the area using crime-scene tape . They also decide who is and isn't allowed to (2) _____ it by using clearly defined paths. Depending on the circumstances, investigators will typically take photographs and (3) _____, make sketches, record observations, and then collect (4) _____ such as fingerprints and DNA . To prevent (5) _____ of the crime scene, CSI officers often wear protective clothing including gloves and (6) _____ protectors . These officers might also wear a (7) _____ suit made of high-density polyethylene (8) _____ that covers them from head to ankle.

TEST 5

Drugs and drug-related crime are a (1) _____ issue for law enforcement officers and agencies. Buying and selling illegal drugs is a highly (2) _____ activity which generates large amounts of (3) _____. For this reason, the narcotics trade is very attractive to (4) _____ crime groups and is the root cause of murders and various other (5) _____-related crimes and atrocities committed in the interests of gaining and maintaining (6) _____ of the illegal drug market networks. Law enforcement officers in some parts of the world, e.g., Mexico, Columbia, and southern Italy, may deal almost exclusively with (7) _____-related crime and its knock-on effects. There is also a lot of secondary crime associated with drug users who commit crimes in order to raise money to feed their (8) _____.

TEST 6

When someone reports a (1) _____ at a property, the police's initial response is to dispatch officers to the location. Upon arrival, these officers will immediately work to secure (2) _____ such as fingerprints and shoe prints. They will also be looking for indications of what kind of (3) _____ might have been used during the break-in, such as visible marks on a window frame. Any such marks can be recovered by the police using a (4) _____ substance.

Furthermore, the police will ask the victim of the break-in to provide them (5) _____ details and, if possible, photos of the (6) _____ property. As a follow-up, the victim is typically visited by an officer from a police section that deals with crimes (7) _____ property, and at this meeting, they will receive the latest information on (8) _____ - burglary equipment.

TEST 7

Vehicle registration plates are identification plates that can be made of (1) _____ or metal and are attached to vehicles. Most governments worldwide mandate that these plates be fixed to both the (2) _____ and the back of the vehicle. An exception to this rule is made for (3) _____, which are typically allowed to display only a single plate at the rear. The appearance of these plates, including their (4) _____ and style, is not uniform and depends on the vehicle's registration location and category. Registration plates are crucial for law enforcement as they enable the checking of information stored on (5) _____ databases. These databases contain details about the vehicle, such as its make, model, and year of (6) _____, as well as the Vehicle Identification Number (VIN) and the owner's information. In some countries, the registration plate (7) _____ with the car upon sale, while in others, it can be transferred between vehicles. Regardless of this, the new owner is always required to (8) _____ the vehicle.

TEST 8

When we attend a crime scene, the first thing we do is to (1) _____ the area with crime-scene tape. This is very important because we need to (2) _____ anyone from disturbing the evidence. The next step involves talking to any (3) _____ at the scene to get crucial information. Following this, we conduct a (4) _____ of the scene, during which we do not touch anything but simply observe. Then, we (5) _____ the scene by taking photographs, video, and sometimes by drawing sketches that can show the complete (6) _____ of rooms or furniture. Finally, we begin (7) _____ and recording the evidence we find, which can include dusting for fingerprints and ensuring every item is (8) _____, logged, and bagged

TEST 9

The case of Jack the Ripper (1) _____ remains one of the most famous in British (1) _____ history. One of the reasons for the enduring public and professional (2) _____ in this case from the 1880s is that the (3) _____ of this mass murderer remains unknown. Many films and books and even (4)

_____ exhibitions have tried to succeed where the police failed - in unveiling the identity of Jack the Ripper. Countless (5) _____ have been put forward as to who the murderer was. At various times it has been suggested that he was either a doctor, a lawyer, an actor, or even a (6) _____ of the royal family. At the time, the London Metropolitan Police whittled the number down to four primary (7) _____, but there was never enough (8) _____ against any of them to bring them to court.

TEST 10

When a person is (1) _____, the first thing that happens during the 'booking in' process is to check if the arrest was lawful. Following this, a decision is made about whether it is (2) _____ and necessary to detain them at the police station. If detention is deemed necessary, the person can be (3) _____ for up to 24 hours. A crucial part of this initial process involves a risk assessment to assess the (4) _____ of risk the person presents, including their physical and mental health and the likelihood of self-harm. To assist with this assessment, police can consult with police doctors, police nurses, and other (5) _____ workers. The final decision in the booking-in process is whether the detainee is fit to understand their (6) _____, which include the right to see a solicitor and the right to tell someone they are in custody. These rights can be (7) _____ in certain circumstances, such as if the person is drunk or violent. Importantly, the (8) _____ officer must write down all decisions and events related to the detained person

PART IV: REWRITING

Rewrite the sentences with the given words in such a way that their meaning remains unchanged.

1. Some young people spray paint on many things, start fires, and are very noisy at night.

There are groups of teenagers _____

2. I want to move from this place, but it is hard to find a new flat.

I want to leave _____

3. People from Iran are all facing problems with racial harassment here.

Racial harassment _____

4. We are meeting today because the people who live here are worried about more rubbish being left.

We're having this _____

5. In the UK, if a court says you drove dangerously, you will lose your driving licence.

In the UK, if you are convicted _____

6. If you have an accident, you need to stop, and you must tell the police.

You must stop _____

7. Usually, if you break traffic rules, you have to pay money, and you get points on your driving licence.

The penalties for most of _____

8. If an accident is very bad and someone dies, you might go to prison for as long as 14 years.

If the accident is very serious and you _____

9. Police Community Support Officers are seen on the streets in uniform, and they also handle bad behaviour.

Police Community Support Officers (PCSOs) provide a _____

10. PCSOs usually walk around a specific area, so they get to know the people there.

Police Community Support Officers (PCSOs) normally _____

11. After the meetings with the people, the city council started to do more.

Because of the community meetings, _____

12. If some of the group live in this area, Anna can easily know who they are.

If any of the group are from the estate, _____

13. When we walked by the kebab shop, a boy came out and stopped us.

As we were going _____

14. We are asking the driver about driving in a dangerous way.

We're questioning _____

15. The woman was walking onto the road while talking on her phone, and there was a bad crash.

The lady was coming out _____

16. The young man's stomach hurts, and he has trouble breathing.

The young man has _____

17. Maybe when you were talking to the girl with flowers, her friend stole your wallet.

Probably while you were talking _____

18. I will get a form to report a crime and write down all the information.

I'll just get a _____

19. Plants and bushes are good places to hide, so you should cut some of them.

Plants and bushes are a perfect place to hide, _____

20. I think you should put in a burglar alarm and lights that turn on when someone moves.

I recommend that _____

21. We need this money to pay for police work in three problem areas for the next year.

We need this money to finance _____

22. We want to make the number of stolen cars in the Central Station area 40% lower.

Our aim is _____

23. In some countries, if someone is caught with a very small amount of illegal drugs, they can get a long time in prison.

In some countries an offender _____

24. In most of Europe, the punishments for drug crimes are not as bad if you just have drugs, but they are worse if you sell or make them.

In most of Europe, the penalties for _____

25. In some places, people who do drug crimes can get help like treatment or talking to someone instead of being punished or going to prison.

In some parts of the world, drug offenders can be _____

26. Police stood along the streets near the stadium to control the large groups of people.

Police lined the streets _____

27. There was trouble in the city centre today because riots started after the government said taxes would go up.

There was a trouble in the city centre today _____

28. The police used water cannons and quickly stopped the fighting.

The police responded with _____

29. The confusion got worse when many people broke shop windows and started fires in buildings.

The chaos _____

30. Many people on the street made cars and other traffic late and stopped them from moving easily.

The large numbers of people _____

31. The police now have better ways to control big groups of people.

The police have developed _____

32. The police now have new special powers to arrest and keep people who they think are causing trouble right when it is happening.

The police now have special new public order powers _____

33. The goal of countries working together is to stop people who are known for causing trouble and to share information about them.

The objective of international cooperation is to _____

34. One of the first things that happened because of this working together was that 60 people had their passports taken away before the European 2000 event.

One of the first result of this co-operation was _____

35. The train stopped because of a red light, and the assistant driver went out to call the person in charge of the signals to ask why they had stopped.

The train stopped at the red signal and _____

36. The train driver was hit on the head with a metal bar when the 15 men got on the train.

The train driver was hit on the head with _____

37. Knowing things or having information is very important for fighting gangs and big crimes.

Intelligence or information _____

38. One easy thing to do is to watch what is happening regularly.

One of the simplest things you can do _____

39. People who are trafficked are taught by the people who traffic them not to trust people from outside, especially the police.

Victims are _____

40. To deal with the situation or to stay alive, people who are trafficked might start to feel loyal to the person trafficking them and have other good feelings about them.

As a coping or survival skill, victims _____

PART V: WRITING TEST

Read the test and do as directed.

Writing Test 1

Imagine you are a police officer who has just responded to a traffic accident. Write a brief incident report (approximately 150-200 words).

Writing Test 2

Consider a community you are familiar with. Write a short proposal (approximately 200-250 words) for a new initiative to improve community safety and reduce anti-social behaviour.

Writing Test 3

Imagine you are a law enforcement officer observing traffic. Write a description (approximately 150-200 words) of two different vehicles you see and a traffic situation involving one of them.

Writing Test 4

Imagine a member of the public has come to the police station with a query about their vehicle. Write a response (approximately 200-250 words) based on the following scenario: The person has lost their vehicle registration plate and needs advice on what to do.

Writing Test 5

Imagine you are a police officer on duty. You receive a report about a recurring issue in a local neighbourhood. Write a short narrative (approximately 150-200 words) describing how you would respond to this issue, drawing on the information from the sources, based on the following scenario: Residents are complaining about excessive noise coming from a particular address late at night.

Writing Test 6

Consider the importance of positive relationships between the police and the community. Write a brief proposal (approximately 200-250 words) outlining one or two specific strategies that the local police could implement to improve police-community relations and build trust.

Writing Test 7

Imagine you are a police dispatcher taking an emergency call. Write a dialogue (approximately 150-200 words) between you and a member of the public who is reporting an emergency.

Writing Test 8

Imagine you have just taken an emergency call. Write a brief summary (approximately 200-250 words) of the call based on the following scenario: The caller reports hearing noises and seeing someone breaking into a neighbour's house.

Writing Test 9

Imagine you are a member of the public reporting a theft to the police. Write a statement (approximately 150-200 words) detailing the incident.

Writing Test 10

Imagine you are a community liaison officer for the police. Write a short leaflet (approximately 200-250 words) providing advice to residents on how to prevent crimes against property, such as burglary or theft from vehicles.

Writing Test 11

Imagine you are a police officer working a shift at the local police station. Write a short narrative (approximately 150-200 words) describing some of the tasks you might undertake during your shift

Writing Test 12

Imagine you are a police officer on duty at the station. Write a response (approximately 200-250 words) to the following scenario: A member of the public comes to the police station in a highly emotional state, wanting to report a serious incident but struggling to provide clear details.

Writing Test 13:

Imagine you are a police officer on duty and you receive information about a developing situation of civil disorder in a public area. Write a brief report (approximately 150-200 words) outlining your initial response and the key information you would need to gather and relay to your superiors.

Writing Test 14

Imagine you are a police sergeant tasked with developing proactive strategies to prevent civil disorder in your local area. Write a short proposal

(approximately 200-250 words) outlining one or two specific measures the police could take to mitigate the risk of such events.

Writing Test 15

Imagine you are the first police officer to arrive at a potential crime scene. Write a brief narrative (approximately 150-200 words) describing your initial actions and observations.

Writing Test 16

Imagine you are a police officer who has conducted an initial assessment of a crime scene. Write a preliminary report (approximately 200-250 words) summarizing your initial findings and the next steps required for the investigation.

Writing Test 17

Imagine you are a specific individual present in a criminal court. Write a short description (approximately 150-200 words) outlining your role and responsibilities during a court session.

You can choose to be one of the following:

- a) A police officer responsible for bringing the defendant to court and maintaining security.
- b) A witness who has been called to give evidence in a case.
- c) A member of the jury, tasked with listening to the evidence and reaching a verdict.
- d) The defendant, awaiting the proceedings of their case.

Writing Test 18

Imagine you are a journalist who has observed the sentencing phase of a criminal trial. Write a short article (approximately 200-250 words) reflecting on the judge's decision and the factors that might have influenced the sentence.

Writing Test 19

Imagine you are a police detective tasked with planning a surveillance operation on a suspected member of an organized crime group. Write a brief outline (approximately 150-200 words) detailing the key elements of your surveillance plan.

Writing Test 20

Imagine you are a police officer conducting surveillance as part of an ongoing investigation into organized crime. You observe some activity that you

deem suspicious. Write a brief report (approximately 200-250 words) detailing your observations and your assessment of the situation.

PART VI: SPEAKING TEST

TOPIC 1 - The World of Law Enforcement

1. Describe your basic role and one of your routine responsibilities. For example "I am a police officer, and I patrol the local streets."
2. Name three pieces of equipment and briefly describe what each piece is used for.
3. Describe a typical day shift or night shift for a police officer.
4. Can you think of two other abbreviations related to law enforcement and say what they stand for?
5. Name two different types of law enforcement agencies and briefly explain the general area they are responsible for.

TOPIC 2 - Traffic and Vehicles

1. Choose two different vehicles and describe them, including their type and at least one distinguishing feature.
2. Imagine you have stopped a vehicle for a routine check. What two key documents would you likely ask the driver to show you? Explain why these documents are important in a traffic stop.
3. Give two examples of things a driver mustn't do according to traffic law, and one example of something a driver must do.
4. Think about a situation where a vehicle might be reported stolen. Describe what actions a police officer might take if they encounter a vehicle that matches the description of a stolen car.
5. Give one example of a rule that drivers have to follow and one example of something drivers don't have to do in most normal driving situations.

TOPIC 3 - Out in the Community

1. Describe the community you are currently patrolling. Mention at least two specific characteristics you might observe.
2. Can you describe two different examples of anti-social behaviour that you might encounter in your community?.

3. Imagine you see someone engaging in minor anti-social behaviour. What would you say to give them a verbal warning? Please provide a short example of what you might say.
4. What are two different phrases or sentences you could use to give a clear order to a group of people?
5. Give one example of something a police officer *can* do in their role within the community, and one example of something they *can't* do.

TOPIC 4 - Emergency Call

1. Imagine you are a police dispatcher answering an emergency call. What are three important pieces of information you would try to get from the caller initially?
2. Describe a scenario for one type of emergency (other than a car accident) and explain what the immediate priorities of the emergency services would be.
3. How would you try to calm down a frightened caller who has witnessed an emergency? Give an example of something you might say.
4. Choose one of road traffic accidents and briefly describe what happened.
5. Imagine you are a police officer arriving at the scene of an incident where someone has sustained injuries. What are two initial questions you might ask a witness or the injured person to find out what happened?

TOPIC 5 - Crimes against Property

1. Name three different types of crimes against property. Briefly explain what each type generally involves.
2. Imagine you are a police officer taking a theft report. What are three key pieces of information you would need to record from the person reporting the theft?
3. Imagine someone has recently been a victim of a burglary. Give two pieces of advice to help them improve their home security in the future.
4. Imagine the police are planning a campaign to reduce vehicle theft in your area. Describe one action the police *are going to* take as part of this campaign.
5. Describe a past scenario of a crime against property (e.g., a shoplifting incident or a case of vandalism)

TOPIC 6 - Drugs and Alcohol

1. Name two different categories of “drug-related offences”. Briefly explain what each category involves.
2. Imagine you are a police officer who has stopped someone suspected of "driving under the influence". What are two instructions you might give to this driver during your initial interaction?
3. Compare the potential dangers of two different types of drugs or of drinking and driving versus another type of traffic violation.
4. Describe some of the signs or behaviours you might observe in a person who you suspect is under the influence of alcohol.
5. Imagine you are a customs officer at a border crossing. Describe a scenario where you might need to ask further questions about goods being transported and give one example of a question you might ask.

TOPIC 7 - Civil Disorder

1. Name two different types of civil disorder. Briefly explain what each type generally involves.
2. Imagine you are a police officer who has been called to a scene involving a "civil disturbance". Describe two initial actions you and your colleagues might take upon arrival to assess the situation.
3. Describe a past event of civil disorder (e.g., a protest that turned violent). For example, "The streets were blocked by demonstrators. Several arrests were made by the police."
4. What are two different clear and concise orders you might give to a crowd that is behaving disruptively?
5. Imagine you are a police commander in charge of managing a protest. Describe one specific tactic that your officers *might* use to manage the crowd and maintain order, explaining the reason behind this tactic.

TOPIC 8 - At the police station

1. Name three different rooms or areas you might find inside a police station. Briefly describe the typical purpose of each of these areas.
2. Imagine you are working at the front desk of a police station. Describe two common tasks you might need to perform when members of the public come to the station.

3. What are two important things a police officer should do or say at the beginning of an interview with a suspect?
4. Give one example of a situation where a police officer has to do something inside the station, and one example of something a visitor is not allowed to do.
5. Describe two different jobs that people might do at a police station, outlining one key responsibility for each role.

TOPIC 9 - Crime Scene Investigation

1. Name three important locations or types of evidence that might be part of a crime scene. Briefly explain why each is significant in an investigation.
2. Imagine you are a police officer who has just arrived at a crime scene. Describe two crucial initial steps you would take to secure and assess the scene.
3. Describe a typical process involved in collecting a specific type of forensic evidence (e.g., fingerprints or DNA samples). For example, "Fingerprints are dusted with powder. Then, they are lifted with special tape."
4. Imagine you are explaining the basics of DNA testing to a colleague. In your own words, briefly describe the purpose of DNA analysis in a crime scene investigation.
5. Describe one example of a piece of physical evidence that might be found at a crime scene and explain how DNA analysis could potentially be used in relation to that evidence.

TOPIC 10 - Criminal Justice

1. Name two key components of a criminal justice system that this unit might cover. Briefly explain the role of each in the justice process.
2. Imagine you are a police officer giving information to someone who has been arrested for a minor offence. What are two basic pieces of information you would typically need to provide to this person about what will happen next?
3. Describe a potential consequence of committing a specific crime, using a sentence in the future passive voice. Then, give an example of something that *might* happen during the legal proceedings.
4. Describe two different types of sentences or punishments that a person might receive if they are found guilty of a crime.
5. Briefly explain one key difference you might expect to find between different types of legal systems.

TOPIC 11 - Organized Crime

1. Name three different aspects or characteristics that help in "defining organized crime". Briefly explain what each of these entails.
2. Imagine you are a police officer investigating human trafficking (mentioned). Describe two important actions a police officer should take when they encounter a potential victim of human trafficking.
3. Think about the context of organized crime. Ask a question using "Have you ever...?" to a hypothetical colleague about their experience in dealing with this type of crime.
4. Imagine the police are planning to conduct surveillance on a suspected organized crime group. Describe one reason why surveillance might be a useful tactic in this situation.
5. In your own words, briefly explain one factor that might contribute to the success or continuation of an organized crime group.

TOPIC 12 - International Co-operation

1. Name two examples of "transnational crime" that might require international co-operation between law enforcement agencies. Briefly explain why international co-operation is necessary in these cases.
2. Imagine you are a police officer who needs to request information from an overseas counterpart. Describe two essential pieces of information you should include in your email request to ensure your counterpart can understand and assist you effectively.
3. Describe a scenario where international co-operation *has recently been* successful in addressing a type of transnational crime. For example, "Police in two countries have arrested several suspects involved in drug trafficking" or "A large shipment of illegal artifacts has been recovered through a joint operation."
4. When communicating with law enforcement officers from other countries, what are two important considerations regarding "international cultural competence" that you should keep in mind to ensure effective co-operation and avoid misunderstandings?

5. In your own words, briefly explain the main role or purpose of INTERPOL in facilitating international law enforcement co-operation against transnational crime.

ĐÁP ÁN GỢI Ý

PART I: MULTIPLE CHOICE

1. b	2. b	3. d	4. c	5. b
6. c	7. b	8. b	9. b	10. b
11. a	12. c	13. b	14. b	15. c
16. b	17. c	18. b	19. c	20. a
21. a	22. c	23. d	24. c	25. c
26. a	27. c	28. b	29. d	30. c
31. c	32. d	33. b	34. a	35. a
36. b	37. c	38. c	39. c	40. c
41. c	42. c	43. d	44. c	45. c
46. c	47. c	48. d	49. c	50. c
51. c	52. b	53. c	54. c	55. a
56. b	57. b	58. b	59. c	60. c
61. d	62. c	63. b	64. c	65. b
66. b	67. b	68. a	69. c	70. b
71. b	72. c	73. d	74. c	75. b
76. c	77. b	78. c	79. a	80. b
81. b	82. d	83. b	84. c	85. b
86. c	87. b	88. c	89. c	90. d
91. c	92. c	93. c	94. c	95. a
96. c	97. b	98. b	99. b	100. c

PART II: READING COMPREHENSION

Reading 1				
1. c	2. d	3. d	4. d	5. c
Reading 2				
1. c	2. c	3. c	4. c	5. c
Reading 3				
1. c	2. c	3. c	4. c	5. c
Reading 4				
1. c	2. b	3. b	4. c	5. b
Reading 5				
1. c	2. b	3. c	4. c	5. c
Reading 6				
1. c	2. b	3. c	4. c	5. c
Reading 7				
1. c	2. c	3. c	4. c	5. c
Reading 8				
1. c	2. b	3. c	4. c	5. c
Reading 9				

1. c	2. c	3. c	4. c	5. c
Reading 10				
1. c	2. c	3. c	4. b	5. c

PART III: CLOZE TEST

Test 1	1. <i>heard</i>	2. <i>Magistrates</i>	3. <i>Justices</i>	4. <i>advisor</i>
	5. <i>deal</i>	6. <i>imprisonment</i>	7. <i>indictable</i>	8. <i>bail</i>
Test 2	1. <i>tolerance</i>	2. <i>successful</i>	3. <i>hard</i>	4. <i>gangs</i>
	5. <i>profits</i>	6. <i>euros</i>	7. <i>laundering</i>	8. <i>violence</i>
Test 3	1. <i>Scene</i>	2. <i>Forensic</i>	3. <i>fingerprints</i>	4. <i>Police</i>
	5. <i>officers</i>	6. <i>science</i>	7. <i>CSI</i>	8. <i>civilians</i>
Test 4	1. <i>off</i>	2. <i>enter</i>	3. <i>videos</i>	4. <i>evidence</i>
	5. <i>contamination</i>	6. <i>shoe</i>	7. <i>disposable</i>	8. <i>fibres</i>
Test 5	1. <i>big</i>	2. <i>lucrative</i>	3. <i>money</i>	4. <i>organized</i>
	5. <i>gang</i>	6. <i>control</i>	7. <i>drug</i>	8. <i>addictions</i>
Test 6	1. <i>break-in</i>	2. <i>evidence</i>	3. <i>tool</i>	4. <i>silicone</i>
	5. <i>with</i>	6. <i>stolen</i>	7. <i>against</i>	8. <i>anti</i>

Test 7	1. <i>plastic</i>	2. <i>front</i>	3. <i>motorbikes</i>	4. <i>colour</i>
	5. <i>national</i>	6. <i>manufacture</i>	7. <i>stays</i>	8. <i>register</i>
Test 8	1. <i>secure</i>	2. <i>prevent</i>	3. <i>victims</i>	4. <i>walk-through</i>
	5. <i>document</i>	6. <i>layout</i>	7. <i>retrieving</i>	8. <i>tagged</i>
Test 9	1. <i>criminal</i>	2. <i>interest</i>	3. <i>identity</i>	4. <i>museum</i>
	5. <i>theories</i>	6. <i>member</i>	7. <i>suspects</i>	8. <i>evidence</i>
Test 10	1. <i>arrested</i>	2. <i>legal</i>	3. <i>held</i>	4. <i>level</i>
	5. <i>health</i>	6. <i>rights</i>	7. <i>delayed</i>	8. <i>custody</i>

PART IV: REWRITING

1. *who spray graffiti everywhere, start fires and make a lot of noise at night.*
2. *the estate, but it's really difficult to find another flat.*
3. *is a problem for all Iranians here.*
4. *meeting because the residents are worried about the increase in rubbish dumping.*
5. *of dangerous driving, you will automatically lose your driving licence.*
6. *if you have an accident, and you must report it to the police.*
7. *traffic offences is a fine of some kind, and penalty points on your licence.*
8. *kill someone, you may also go to prison for up to 14 years.*
9. *visible, uniformed presence on the street and also deal with anti-social behaviour.*

10. *patrol a beat and so get to know all the people in an area.*
11. *the city council became more active.*
12. *Anna can identify them easily.*
13. *past the kebab shop, this boy came out and stopped us.*
14. *the driver of the vehicle about dangerous driving.*
15. *on the intersection talking on her mobile phone and was bad collision.*
16. *pains in his abdomen and has difficult breathing.*
17. *to the girl with the flowers, her accomplice stole your wallet.*
18. *crime report form and take down all of the details.*
19. *so you should really remove some of them.*
20. *you install a burglar alarm and also some motion-detection lighting.*
21. *policing operations in each of three hotspots over the next twelve months.*
22. *to reduce car theft in the Central Station area by 40%.*
23. *who is arrested with a very small quantity of an illegal drug can receive a long prison sentence.*
24. *drug-related offences are less severe for possession and more severe for trafficking or production.*
25. *offered treatment or counseling, as an alternative to punishment or imprisonment.*
26. *outside the stadium in order to contain the crowds.*
27. *as riots broke out after the government announced tax increases.*
28. *water cannons and soon suppressed the violence.*
29. *spread as crowds broke shop windows and set fire to buildings.*
30. *on the street caused delays and disruption to traffic.*
31. *better techniques for policing of large crowds.*
32. *to arrest and detain suspects in 'live' public order situations.*
33. *prevent know troublemakers and to exchange information about them.*
34. *when the passport of 60 people were confiscated before European 2,000*
35. *the assistant driver got out to phone the signaller and ask why the train had been stopped.*

36. *an iron bar as the 15 men boarded the train.*
37. *is the key to combating gangs and organized crime.*
38. *is set up regular surveillance operations.*
39. *taught by their traffickers to distrust outsiders, especially law enforcers.*
40. *may develop a sense of loyalty towards their trafficker and other positive feelings about him/her.*

PART V: WRITING TEST

Writing Test 1

In your report you should detail the following:

- *Time and location of the accident*
- *Vehicles involved*
- *A brief description of what happened*
- *Any injuries sustained by the people involved*
- *Any immediate actions you took at the scene.*

Your report should be written in a clear and factual style, suitable for official records.

Writing Test 2

In your proposal, you should:

- *Briefly describe the community and the specific issues you want to address*
- *Outline one or two specific actions that law enforcement could take in partnership with the community*
- *Explain how this initiative could help to improve the situation and build trust between the police and the community.*
- *Use appropriate language for making suggestions and outlining a plan.*

Writing Test 3

Your description should include:

- *Detailed descriptions of each vehicle, using vocabulary related to types of vehicles and parts of a car. You can also include information about the colour and any visible features.*
- *A description of a traffic scenario you observe. This could involve something like a vehicle parking illegally, a vehicle making a particular manoeuvre, or an issue related to vehicle registration plates.*
- *Use the present continuous tense to describe the actions of the vehicle in your chosen scenario.*

Writing Test 4

- *Explain the importance of registration plates, the potential consequences of driving without one, and the steps they might need to take to report the loss and obtain a new one.*
- *In your response, use clear and helpful language appropriate for a member of the public. Ensure your answer is informative and addresses the key aspects of the chosen scenario based on the information in the sources.*

Writing Test 5

- *Describe your approach to investigating and addressing these noise complaints. Consider how you would interact with the residents making the complaints and the source of the noise.*
- *In your narrative, use appropriate language for describing police actions and interactions with the community.*

Writing Test 6

Your proposal should draw on ideas related to community policing, the role of the police station, or preventing civil disorder.

In your proposal, you should:

- *Briefly explain why it is important for the police to have good relationships with the community.*
- *Describe one or two concrete actions that could be taken. These could involve initiatives like increased community liaison, making the police station more accessible, or proactive measures to prevent issues that could lead to civil disorder.*
- *Explain the potential benefits of these actions in terms of building trust, improving communication, and enhancing community safety.*
- *Use persuasive language to advocate for your proposed strategies.*

Writing Test 7

Your dialogue should include:

- *An opening by you as the dispatcher, identifying the service*
- *The caller clearly stating the type of emergency they are reporting.*
- *You asking relevant questions to gather essential information about the emergency, such as the location, whether anyone is injured (, and a brief description of what is happening.*
- *The caller providing the necessary details.*
- *You reassuring the caller and informing them of the next steps (e.g., that help is on the way).*
- *A closing by you, thanking the caller*

Ensure your dialogue demonstrates clear communication and the ability to obtain crucial information quickly and efficiently in an emergency situation.

Writing Test 8

Describe the location, what the caller heard or saw, whether the suspect is still on the scene, and any information about the suspect's appearance (if provided). Detail the critical information for the police officers responding to this emergency call.

Your summary should be clear, concise, and contain all the essential information that responding emergency services would need to effectively handle the situation. Use appropriate vocabulary related to emergencies and clearly outline the key details reported by the caller.

Writing Test 9

Your statement should include:

- *A clear description of what was stolen. Be specific about the items.*
- *The location where the theft occurred and when you believe it happened (or when you noticed the items were missing).*
- *Any relevant details about the circumstances of the theft. For example, was there any sign of forced entry? Did you see anyone suspicious?*
- *If applicable, mention the value of the stolen items*
- *Conclude with your contact information.*
- *Use clear and factual language, as if you were speaking to a police officer to report a crime against your property.*

Writing Test 10

Your leaflet should include:

- *A clear and concise title.*
- *Several bullet points or short paragraphs offering specific and practical advice. You can draw inspiration from the security advice related to a house, but broaden your advice to include other types of property crime relevant to the community (e.g., vehicle security, garden theft).*
- *Use clear and accessible language suitable for the general public.*

- *Encourage residents to be vigilant and report any suspicious activity to the police.*
- *You may want to briefly mention the importance of security measures and community awareness in crime prevention.*

Writing Test 11

Your narrative could include:

- *Mentioning your role or section within the police station (such as Custody Sergeant, Communications Officer/Dispatcher, or Fingerprint Officer if relevant).*
- *Describing at least two different tasks you might perform. These could be related to:*
 - + *Dealing with the public or answering inquiries*
 - + *Managing arrested individuals or processing them in custody*
 - + *Handling evidence or information related to crime scenes*
 - + *Completing paperwork or reports Briefings or communication with other officers*
 - + *Maintaining the police station environment or equipment*
- *Use appropriate vocabulary related to police work and the police station environment.*

Writing Test 12

Describe how you would approach this person. What steps would you take to calm them down and obtain the necessary information? Consider the importance of clear communication and empathy.

In your response, use clear and professional language appropriate for a police officer. Ensure your answer addresses the key aspects of the chosen scenario based on the likely procedures and responsibilities within a police station setting as suggested by the sources.

Writing Test 13

Your report should include:

- *The reported location and nature of the civil disorder (e.g., a protest, a disturbance, a large unruly crowd). You can draw on the vocabulary such as demonstrations, tactics, or dealing with crowds.*
- *Any information you have about the cause of the disorder (if known).*
- *An outline of your immediate actions upon arriving at the scene; This might include assessing the situation, ensuring your safety, and attempting to gather more information.*
- *The key information you would prioritize in relaying to your command, such as the size of the crowd, the level of unrest, any observed violence or damage, and any immediate threats to public safety.*
- *Consider mentioning any initial tactics you might employ, such as attempting to disperse onlookers.*
- *Use clear and concise language appropriate for an official police report.*

Writing Test 14

Your proposal should include:

- *A brief explanation of why preventing civil disorder is a key responsibility of the police, emphasizing the importance of maintaining peace and safety within the community.*
- *Description of one or two concrete strategies that could be implemented. These could relate to:*
 - + *Enhanced community engagement and communication to address potential grievances before they escalate.*
 - + *Developing clear protocols and training for officers on how to manage public gatherings and de-escalate tensions.*
 - + *Working with community leaders or organizations to identify and address potential triggers for unrest.*
 - + *Utilizing intelligence gathering to monitor potential threats and plan appropriate responses*
- + *An explanation of the potential benefits of these strategies in terms of reducing the likelihood of civil disorder, improving police-community relations, and minimizing harm if such events do occur.*

- *Use persuasive language to advocate for your proposed strategies.*

Writing Test 15

Your narrative should include:

- *A description of what you observe upon arrival (e.g., are there people present? What is the immediate environment like?).*
- *The initial steps you would take to secure the scene. This is crucial to prevent contamination of evidence.*
- *How you would assess for any immediate dangers or needs for emergency services.*
- *Your initial thoughts on the potential type of crime based on your observations.*
- *How you would report your arrival and initial findings to your superiors at the police station.*

Consider mentioning the importance of clear and accurate communication.

Use descriptive language to convey the scene and clearly outline the procedures a first responder would typically follow at a potential crime scene, drawing upon the principles of securing a scene.

Writing Test 16

Your report should include:

- *The location and time you arrived at the crime scene.*
- *A brief description of what you found at the scene. Be specific about any potential evidence observed*
- *Details of any initial actions taken to secure the scene and protect evidence.*
- *Information about any witnesses or individuals present at the scene and whether any initial statements were taken (linking to interview procedures which might be followed up on).*
- *Your assessment of the type of crime that may have occurred based on the initial observations.*

- *An outline of the next steps you would recommend for the investigation. This could include requesting a forensic team, conducting a more detailed search, or canvassing the area for further witnesses or information.*

Conclude with your name, rank, and badge number.

Use clear, concise, and factual language appropriate for an official police report. Ensure your report covers the essential elements of an initial crime scene assessment and provides a logical progression for the subsequent investigation, aligning with the processes involved in crime scene investigation.

Writing Test 17

Your description should include:

- *Your primary duties or what is expected of you in the courtroom setting.*
- *How you interact with other people in the court (e.g., lawyers, judge, other officers, witnesses).*
- *Your understanding of the overall process and your part within it.*
- *Consider using vocabulary related to the courtroom environment and legal procedures.*

Writing Test 18

Your article should include:

- *A brief summary of the crime for which the defendant was found guilty.*
- *A statement of the sentence that was handed down by the judge.*
- *Your observations on the judge's demeanor and any reasons given for the sentence.*
- *Consideration of factors that might have influenced the sentencing decision. These could include:*
 - + *The severity of the crime*
 - + *The defendant's previous record*
 - + *Any mitigating or aggravating circumstances presented during the trial.*
 - + *The aims of sentencing (e.g., punishment, rehabilitation, deterrence)*
 - + *Your overall impression of the fairness and appropriateness of the sentence*

Use clear, objective language appropriate for journalistic reporting. Your reflection should demonstrate an understanding of the sentencing process in a criminal court.

Writing Test 19

Your outline should include:

- *The objective of the surveillance (e.g., to gather information about the suspect's activities, identify associates, observe potential criminal acts).*
- *The target of the surveillance (including any known details about them, such as their address or usual routines).*
- *The duration of the planned surveillance (e.g., one day, several days, ongoing)*
- *The personnel involved and their specific roles (e.g., observation teams, vehicle support, communications).*
- *The equipment that will be used*
- *Potential challenges you might anticipate and how you plan to address them (e.g., the suspect becoming aware of the surveillance, difficulties in maintaining observation in certain environments).*
- *How you will record and report your observations.*

Use clear and concise language appropriate for a police operational plan.

Writing Test 20

Your report should include:

- *The date, time, and location of your observations.*
- *A detailed description of the suspicious activity you witnessed (e.g., who was involved, what actions did they take, what was exchanged, where did they go afterwards).*
- *Specific details that led you to believe the activity was suspicious (e.g., unusual timing, secretive behavior, exchange of unknown packages, meeting in a secluded location).*
- *Reference to any known information about the suspect or the ongoing investigation that might relate to your observations.*
- *Your assessment of the potential significance of the activity and any immediate concerns you have.*

- *Your recommendations for any further action that should be taken based on your observations (e.g., continuing surveillance, alerting other units, applying for a warrant).*

Use factual and descriptive language appropriate for an official police report. Your report should clearly articulate why the observed activity raised suspicion within the context of a surveillance operation related to organized crime, drawing upon the understanding that surveillance aims to identify and monitor potentially illegal activities.

PART VI: SPEAKING TEST

TOPIC 1 - The World of Law Enforcement

1. Describe your basic role and one of your routine responsibilities. For example "I am a police officer, and I patrol the local streets."

- *Use the present simple tense.*

- *Invent details based on a general understanding of police work.*

2. Name three pieces of equipment and briefly describe what each piece is used for.

- *Look at the list of law enforcement equipment in text book*

- *Think generally about what a police officer might use)*

3. Describe a typical day shift or night shift for a police officer.

- *Think about the concept of shift work - a shift rota*

- *Use the present simple to describe these regular activities.*

4. Can you think of two other abbreviations related to law enforcement and say what they stand for?

- *Abbreviations for organizations like 'UN' and 'FBI'*

- *It can be from your general knowledge*

5. Name two different types of law enforcement agencies and briefly explain the general area they are responsible for.

- *Imagine you are talking to someone who is unfamiliar with law enforcement agencies.*

- They can be general, like 'local police' and 'national police'

TOPIC 2 - Traffic and Vehicles

1. Choose two different vehicles and describe them, including their type and at least one distinguishing feature.

- Look at the pictures of vehicles on text book

- You could say, "The first vehicle is a white van. It has sliding doors."

2. Imagine you have stopped a vehicle for a routine check. What two key documents would you likely ask the driver to show you? Explain why these documents are important in a traffic stop.

- Look for the information on text book.

3. Give two examples of things a driver mustn't do according to traffic law, and one example of something a driver must do.

- Consider the grammar point of obligation (must/mustn't)

4. Think about a situation where a vehicle might be reported stolen. Describe what actions a police officer might take if they encounter a vehicle that matches the description of a stolen car.

- Use the present continuous to describe actions that are happening at that moment or are planned.

5. Give one example of a rule that drivers have to follow and one example of something drivers don't have to do in most normal driving situations.

- Grammar section on have to / don't have to

TOPIC 3 - Out in the Community

1. Imagine you are a police officer on patrol. Describe the community you are currently patrolling. Mention at least two specific characteristics you might observe.

- The vocabulary areas in Unit 3

2. Can you describe two different examples of anti-social behaviour that you might encounter in your community?

- Types of anti-social behaviour

- Use the present continuous to describe someone performing one of these actions at the moment you observe them.

3. Imagine you see someone engaging in minor anti-social behaviour. What would you say to give them a verbal warning? Please provide a short example of what you might say.

- *Consider the function of "giving a warning" in Unit 3*

4. What are two different phrases or sentences you could use to give a clear order to a group of people?

- *Think about a situation where you might need to give orders to a group of people, perhaps to "disperse onlookers" as mentioned in Unit 3*

5. Give one example of something a police officer *can* do in their role within the community, and one example of something they *can't* do.

- *Grammar point of "can / can't to express ability and permission"*

TOPIC 4 - Emergency Call

1. Imagine you are a police dispatcher answering an emergency call. What are three important pieces of information you would try to get from the caller initially?

- *Vocabulary areas in Unit 4*

2. Describe a scenario for one type of emergency (other than a car accident) and explain what the immediate priorities of the emergency services would be.

- *Think about the "types of emergency" listed in Unit 4*

3. How would you try to calm down a frightened caller who has witnessed an emergency? Give an example of something you might say.

- *Consider the function of "calming down and reassuring" someone during an emergency call*

4. Choose one of road traffic accidents and briefly describe what happened.

- *Use the past continuous to talk about actions that were in progress at the time of the incident.*

5. Imagine you are a police officer arriving at the scene of an incident where someone has sustained injuries. What are two initial questions you might ask a witness or the injured person to find out what happened?

- *Vocabulary areas in Unit 4*

- *Dialogues in Unit 4*

TOPIC 5 - Crimes against Property

1. Name three different types of crimes against property. Briefly explain what each type generally involves.

- *Vocabulary areas in Unit 5*

2. Imagine you are a police officer taking a theft report. What are three key pieces of information you would need to record from the person reporting the theft?

- *The function "Theft report form"*

3. Imagine someone has recently been a victim of a burglary. Give two pieces of advice to help them improve their home security in the future.

- *Consider the grammar point "should / shouldn't for advice"*

4. Imagine the police are planning a campaign to reduce vehicle theft in your area. Describe one action the police *are going to* take as part of this campaign.

- *Think about the function of "describing a crime campaign"*

- *Use the grammar point "be going to for future".*

5. Describe a past scenario of a crime against property (e.g., a shoplifting incident or a case of vandalism)

- *Use both past simple and past continuous to explain what happened.*

TOPIC 6 - Drugs and Alcohol

1. Name two different categories of “drug-related offences”. Briefly explain what each category involves.

- *Vocabulary areas in Unit 6*

2. Imagine you are a police officer who has stopped someone suspected of "driving under the influence". What are two instructions you might give to the driver during your initial interaction?

- *The function "Giving instructions to a driver"*

3. Compare the potential dangers of two different types of drugs or of drinking and driving versus another type of traffic violation.

- *Consider the grammar point "Comparative adjectives"*

- *Use comparative adjectives in your response.*

4. Describe some of the signs or behaviours you might observe in a person who you suspect is under the influence of alcohol.

- *The function "Describing a person who is under the influence"*

- *The vocabulary describing the effects of drugs and alcohol (e.g., slurred speech, impaired coordination)*

5. Imagine you are a customs officer at a border crossing. Describe a scenario where you might need to ask further questions about goods being transported and give one example of a question you might ask.

- *"Customs control" and "Border checks" can involve drugs and alcohol*

- *Use the present perfect continuous if the action has been happening recently or is ongoing.*

TOPIC 7 - Civil Disorder

1. Name two different types of civil disorder. Briefly explain what each type generally involves.

- *Vocabulary areas in Unit 7*

2. Imagine you are a police officer who has been called to a scene involving a "civil disturbance". Describe two initial actions you and your colleagues might take upon arrival to assess the situation.

- *The function "Dealing with civil disorder"*

3. Describe a past event of civil disorder (e.g., a protest that turned violent). For example, "The streets were blocked by demonstrators. Several arrests were made by the police."

- *Consider the grammar point "Passive voice: past simple"*

4. What are two different clear and concise orders you might give to a crowd that is behaving disruptively?

- *Think about the function "Giving orders" in the context of dealing with crowds or demonstrations*

5. Imagine you are a police commander in charge of managing a protest. Describe one specific tactic that your officers *might* use to manage the crowd and maintain order, explaining the reason behind this tactic.

- *"Tactics" for dealing with civil disorder and "Operations" shows a demonstration*

- *You can use "might" or other modal verbs to express possibility.*

TOPIC 8 - At the police station

1. Name three different rooms or areas you might find inside a police station. Briefly describe the typical purpose of each of these areas.

- *Vocabulary areas with "The police station"*

2. Imagine you are working at the front desk of a police station. Describe two common tasks you might need to perform when members of the public come to the station.

- *The function "Reception" mentioned implicitly in the context of police stations*

3. What are two important things a police officer should do or say at the beginning of an interview with a suspect?

- *Consider the function "Interviewing a suspect"*

4. Give one example of a situation where a police officer has to do something inside the station, and one example of something a visitor is not allowed to do.

- *Grammar point "Gerund (-ing) form" and "have to / be allowed to"*

- *Use the appropriate grammatical structures in your response.*

5. Describe two different jobs that people might do at a police station, outlining one key responsibility for each role.

- *Think about the various roles and responsibilities of people working at a police station*

TOPIC 9 - Crime Scene Investigation

1. Name three important locations or types of evidence that might be part of a crime scene. Briefly explain why each is significant in an investigation.

- *Vocabulary areas in Unit 9*

2. Imagine you are a police officer who has just arrived at a crime scene. Describe two crucial initial steps you would take to secure and assess the scene.

- *The function "Process for initial crime scene investigation"*

3. Describe a typical process involved in collecting a specific type of forensic evidence (e.g., fingerprints or DNA samples). For example, "Fingerprints are dusted with powder. Then, they are lifted with special tape."

- *Consider the grammar point "Present passive for processes"*

- *Use at least two sentences in the present passive voice*

4. Imagine you are explaining the basics of DNA testing to a colleague. In your own words, briefly describe the purpose of DNA analysis in a crime scene investigation.

- *Think about the function "Describing DNA testing techniques"*

5. Describe one example of a piece of physical evidence that might be found at a crime scene and explain how DNA analysis could potentially be used in relation to that evidence.

- *"Physical evidence" and "DNA testing" as vocabulary areas*

TOPIC 10 - Criminal Justice

1. Name two key components of a criminal justice system that this unit might cover. Briefly explain the role of each in the justice process.

- *Vocabulary areas in Unit 10: "Crime and punishment" and "Legal systems"*

2. Imagine you are a police officer giving information to someone who has been arrested for a minor offence. What are two basic pieces of information you would typically need to provide to this person about what will happen next?

- *The function "Explaining the criminal justice system"*

3. Describe a potential consequence of committing a specific crime, using a sentence in the future passive voice. Then, give an example of something that *might* happen during the legal proceedings.

- *Consider the grammar point "Future passive for predictions" and "Future passive with might"*

- *Use "might" and the passive voice.*

4. Describe two different types of sentences or punishments that a person might receive if they are found guilty of a crime.

- *Think about the vocabulary area "Sentencing": "Sentencing in England and Wales"*

5. Briefly explain one key difference you might expect to find between different types of legal systems.

- *"Court procedures" and "Legal systems"*

TOPIC 11 - Organized Crime

1. Name three different aspects or characteristics that help in "defining organized crime". Briefly explain what each of these entails.

- *Vocabulary areas in Unit 11*

2. Imagine you are a police officer investigating human trafficking. Describe two important actions a police officer should take when they encounter a potential victim of human trafficking.

- *Vocabulary areas*

- *The function "Dealing with victims or human trafficking"*

3. Think about the context of organized crime. Ask a question using "Have you ever...?" to a hypothetical colleague about their experience in dealing with this type of crime.

- *Consider the grammar point "Have you ever...?"*

4. Imagine the police are planning to conduct surveillance on a suspected organized crime group. Describe one reason why surveillance might be a useful tactic in this situation.

- *"Surveillance operations" as a vocabulary area and function in Unit 11*

5. In your own words, briefly explain one factor that might contribute to the success or continuation of an organized crime group.

- *The vocabulary areas include "Organized crime groups" and "Psychology of organized crime"*

TOPIC 12 - International Co-operation

1. Name two examples of "transnational crime" that might require international co-operation between law enforcement agencies. Briefly explain why international co-operation is necessary in these cases.

- *Vocabulary areas in Unit 12 with "Transnational crime" and "INTERPOL"*

2. Imagine you are a police officer who needs to request information from an overseas counterpart. Describe two essential pieces of information you should include in your email request to ensure your counterpart can understand and assist you effectively.

- *The function "Email language" and "Email and telephone requests"*

3. Describe a scenario where international co-operation *has recently been* successful in addressing a type of transnational crime. For example, "Police in two countries have arrested several suspects involved in drug trafficking" or "A large shipment of illegal artifacts has been recovered through a joint operation."

- Consider the grammar point “Present perfect: active and passive”
4. When communicating with law enforcement officers from other countries, what are two important considerations regarding "international cultural competence" that you should keep in mind to ensure effective co-operation and avoid misunderstandings?
- Think about the function “Respecting information and assistance” and “Liaising with overseas counterparts”
5. In your own words, briefly explain the main role or purpose of INTERPOL in facilitating international law enforcement co-operation against transnational crime:
- “INTERPOL” as a key vocabulary area

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