

ENGLISH

for Safety, Security
and Law Enforcement

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for Safety, Security
and Law Enforcement

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Contents

| | |
|---------------------------------------|------|
| WSTĘP / INTRODUCTION..... | VII |
| PODZIĘKOWANIA / ACKNOWLEDGEMENTS..... | VIII |
| 1. UNIFORMED SERVICES..... | 2 |
| 2. WEAPONS..... | 4 |
| 3. THE ARMY | |
| 3.1. STRUCTURE | 6 |
| 3.2. PEACEKEEPING MISSIONS | 10 |
| 3.3. WAR | 14 |
| 4. THE POLICE | |
| 4.1. POLICE EQUIPMENT | 18 |
| 4.2. CRIMES | 20 |
| 4.3. REPORTING A CRIME | 24 |
| 4.4. CRIME SCENE INVESTIGATION | 28 |
| 4.5. TRAFFIC AND ROADS POLICING | 32 |
| 5. MUNICIPAL POLICE..... | 36 |
| 6. BORDER GUARD..... | 40 |
| 7. PRISON GUARD..... | 44 |
| 8. FIRE AND RESCUE | |
| 8.1. FIRE | 48 |
| 8.2. FIRE BRIGADE | 50 |
| 9. OHS | |
| 9.1. LABOUR LAW | 54 |
| 9.2. RISKS AND HAZARDS | 56 |
| 9.3. ACCIDENTS AT WORK | 60 |
| 9.4. HYGIENE | 64 |
| 10. FIRST AID..... | 66 |
| 11. EMERGENCY MANAGEMENT..... | 70 |
| 12. MASS EVENTS..... | 74 |

Contents

| | |
|---------------------------------|-----|
| 13. INTELLIGENCE | 78 |
| 14. TERRORISM..... | 82 |
| 15. INTERNET SAFETY..... | 86 |
| 16. DIPLOMACY | 90 |
| APPENDIX..... | 92 |
| VOCABULARY BANK..... | 118 |
| KEY | 132 |
| TEACHER'S GUIDE..... | 147 |
| BIBLIOGRAPHY AND RESOURCES..... | 161 |

Wstęp / Introduction

English for Safety, Security and Law Enforcement to podręcznik do nauki języka angielskiego dla studentów wydziałów nauk o bezpieczeństwie, pracowników zajmujących się szeroko rozumianym bezpieczeństwem, w tym bezpieczeństwem i higieną pracy, oraz wszystkich zainteresowanych problematyką bezpieczeństwa wewnętrznego i narodowego.

Tematyka ujęta w podręczniku obejmuje zagadnienia związane z wojskiem, policją i innymi służbami mundurowymi, różnego rodzaju zagrożeniami, zarządzaniem kryzysowym, oraz bezpieczeństwem i higieną pracy. Specjalistyczne słownictwo odnosi się ściśle do problematyki związanej z tytułem rozdziału. Materiał oparty jest na polskich realiach, co sprawia, że niniejszą publikację należy uznać za wyjątkową na polskim rynku księgarskim.

Podręcznik opracowano biorąc pod uwagę różny poziom umiejętności językowych jego użytkowników. Każdy rozdział podzielony został na dwie części: A – poziom podstawowy i B – poziom rozszerzony. Część A przeznaczona jest dla wszystkich odbiorców, począwszy od poziomu A2 według Europejskiego Systemu Opisu Kształcenia Językowego (CEFR). W części B słownictwo i terminologia zostały rozszerzone na bazie tekstów o wyższym stopniu trudności. Ta część przeznaczona jest dla osób sprawnie posługujących się językiem angielskim (poziom – co najmniej B1).

Każdy rozdział wzbogacony został o glosariusz (*Glossary*) – spis słownictwa specjalistycznego występującego w zaprezentowanym materiale wraz z polskim tłumaczeniem. Glosariusz ma pomóc w zrozumieniu tekstów i wykonaniu zadań z danego rozdziału. W celu ułatwienia korzystania z podręcznika, na końcu publikacji zamieszczono angielsko-polski słowniczek (*Vocabulary Bank*).

Również apendyks (*Appendix*) ma na celu usprawnienie korzystania z podręcznika. Jest to zbiór załączników, w którym można znaleźć m.in. nazwy polskich służb mundurowych z tłumaczeniem na język angielski, strukturę armii polskiej, angielskie odpowiedniki polskich stopni wojskowych, przykład formularza zgłoszenia przestępstwa i formularza zgłoszenia wypadku w pracy, angielskie nazwy znaków drogowych, oraz inne informacje z zakresu bezpieczeństwa i higieny pracy.

Z uwagi na zróżnicowane oczekiwania osób korzystających z ***English for Safety, Security and Law Enforcement***, zarówno lektorów, jak i studentów, wzbogaciłyśmy naszą książkę o przewodnik dla nauczyciela (*Teacher's Guide*) zawierający propozycje szerszego wykorzystania zebranych materiałów; dzielimy się tu pomysłami, które pozwolą Państwu na jego pełniejsze wykorzystanie. Ostatnią część publikacji stanowi klucz (*Key*) do ćwiczeń.

Żywnym nadzieję, że ***English for Safety, Security and Law Enforcement*** będzie pomocny zarówno podczas prowadzenia specjalistycznych kursów językowych, lektoratów, jak i samodzielnej nauki języka. Życzymy Państwu wspaniałych efektów pracy z nowym podręcznikiem.

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ENGLISH

for Safety, Security and Law Enforcement

SAFETY – the condition of being protected from or unlikely to cause danger, risk, or injury; denoting something designed to prevent injury or damage (OED)

SECURITY – the state of being free from danger or threat; the safety of a state or organization against criminal activity such as terrorism, theft, or espionage; procedures followed or measures taken to ensure the security of a state or organization; the state of feeling safe, stable, and free from fear or anxiety (OED)

LAW ENFORCEMENT – the job of making certain that the law is obeyed

Unit 1. UNIFORMED SERVICES

PART A – BASIC LEVEL



A. fot. archiwum Wydziału Prasowego Dowództwa Wojsk Lądowych



B. fot. archiwum Marynarki Wojennej



C. fot. OISW Kraków



D. fot. Sylwia Guzowska, archiwum ZW



E. fot. policja.pl

I. Look at the photos. Which of the people from the list below can you see in the pictures?

1. a firefighter – _____
2. a park ranger – _____
3. a soldier – _____
4. an airman – _____
5. a seaman – _____
6. a customs officer – _____
7. a border guard – _____
8. a police officer – _____
9. a military police officer – _____
10. a prison guard – _____

II. What uniformed services do officers 1–10 from task I represent? Write the name of the national security institution next to each officer. Use Appendix A, page 92 to help.

PART B – EXTENDED LEVEL

I. The duties of which uniformed services are described below? For the English names of the Polish institutions go to Appendix A, page 92.

1. The _____ is a government institution which protects the internal security of the Republic of Poland and its citizens. Its primary objective is to know as much and as early as possible in order to effectively neutralise threats to the State's internal security.

2. _____ is the institution responsible for enforcing laws on railway premises and in railway facilities. The guard's duty is to protect railway properties, facilities and people present on the premises and in facilities.

3. One of the main goals of _____ is to protect the public by holding prisoners securely. The responsibility of the service is also to prevent prisoners from re-offending

Unit 1. UNIFORMED SERVICES

and to reintegrate them with society by a range of rehabilitation programmes. It is also the duty of the guards to provide safe and well-ordered establishments in which prisoners are treated humanely, decently and lawfully.

4. The principal roles of _____ include exercising customs control on the commercial international exchange, assessing and collecting customs duties and taxes at the State's border (VAT, excise), fighting against smuggling activity and counteracting customs fraud.

5. _____'s responsibility is fire prevention, fighting fires and dealing with other hazardous situations that threaten civilian populations, property and the environment. Their duty is also to eliminate the effects of natural and other disasters.

6. _____ carries out tasks in the field of protection of persons and state installations. Among the persons protected are: the President of the Republic of Poland, Prime Minister, Chairman of the Sejm, Chairman of the Senate, Deputy Prime Minister, Minister of Internal Affairs and Administration, and Minister of Foreign Affairs. It also provides security to former presidents of Poland, official foreign delegations and other persons vital to state security.

II. Find these words in the text. Which of the Polish words is NOT the correct translation of the English item? Cross out the wrong one.

1. **citizen** – obywatel / mieszkaniec / obywatelstwo
2. **threat** – groźba / zagrozić / zagrożenie
3. **premises** – teren / posesja / obietnica
4. **guard** – strażnik / opiekun / zabezpieczać
5. **customs duties** – opłata celna / cło / obowiązki celnika
6. **excise** – akcyza / podatek akcyzowy / banderola
7. **smuggling** – przemyt / przemytnik / szmugiel
8. **hazardous** – uprawiać hazard / niebezpieczny / groźny
9. **threaten** – zagrażać / grozić / niszczyć
10. **former** – formacja / były / poprzedni

III. Do you know the English equivalents of the crossed-out Polish words? Check the Key.

GLOSSARY

airman – lotnik
border guard – funkcjonariusz Straży Granicznej
commercial international exchange –
międzynarodowa wymiana handlowa
counteracting – przeciwdziałanie, neutralizowanie
customs fraud – oszustwo celne
customs officer – celnik, urzędnik celny
disaster – katastrofa, klęska
exercise control – sprawować kontrolę
firefighter – strażak
installation – obiekt

internal security – bezpieczeństwo wewnętrzne
military police officer – żandarm
officer – funkcjonariusz
park ranger – strażnik parku (narodowego /
krajobrazowego)
prison guard – strażnik więzienny
re-offend – ponownie popełnić wykroczenie
seaman – marynarz
tax – podatek
uniformed service – służba mundurowa

Unit 2. WEAPONS

PART A – BASIC LEVEL

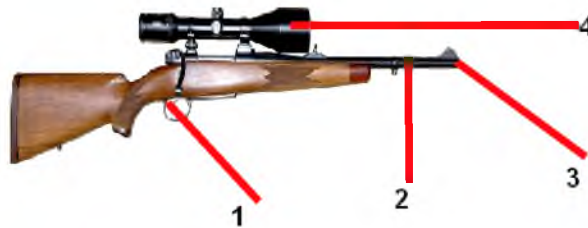
I. Complete the definitions with the words below. In two sentences use both the singular and the plural form.

machine gun • weapon • mortar • rifle • semi-automatic • pistol

1. A _____ is something that you use to fight with or attack someone with, such as a knife, a bomb, or a gun.
2. A small gun that you hold with one hand is called a _____. It is a personal defence weapon.
3. A long gun which you hold up to your shoulder to shoot is called a _____. _____ are used in war, hunting and shooting sports.
4. A gun that automatically fires many bullets, one after another, is a _____.
5. This weapon moves the next bullet into position ready for you to shoot very quickly but it does not fire automatically. It is a _____.
6. A heavy gun that fires bombs and shells high into the air is a _____. The bombs that are fired by this gun are also called _____.

II. Complete the picture with the names of the parts of the rifle. Use the Glossary to help.

barrel
sight
muzzle
trigger



III. What are the parts of the rifle from task II used for? Talk to your partner. Use the words below.

bullet • fire • pull • look through • come out • end • finger • aim

PART B – EXTENDED LEVEL

I. Complete the four Weapons Handling Safety Rules with the words on the left.

- a) point
- b) loaded
- c) weapon
- d) shoot
- e) fire
- f) trigger

Remember the four Weapons Handling Safety Rules!

Rule 1. Treat every weapon as if it were _____.

Rule 2. Never _____ a weapon at anything you do not intend to _____.

Rule 3. Keep your finger straight and off the _____ until you are ready to _____.

Rule 4. Keep the _____ on 'safe' position until you intend to fire.

Unit 2. WEAPONS

II. Read the text and decide if the sentences are TRUE or FALSE. Which of the facts did you not know?

Here are some interesting facts about weapons:

🔫 Gunpowder was discovered in the 9th century in China.

🔫 The revolver got its name from the revolving (or rotating) cylinder, which contains cartridges. This allows several shots to be discharged without reloading.

🔫 A colt is a kind of revolver. It was named after Samuel Colt, an American who invented the first revolver.

🔫 The rifle is named after the technique used to make the barrel, called 'rifling'. Rifling is the cutting of spiral grooves on the inside of a firearm's barrel. These make the bullet spin when it goes through the barrel, improving the weapon's accuracy and range.

🔫 The machine gun was invented by Sir Hiram Maxim in 1884. He was the same man who invented ... the mousetrap! A machine gun fires rounds in quick succession from an ammunition belt or a large capacity magazine. Another of Maxim's ideas was the use of water cooling to reduce overheating of the barrels. This allowed gunners to fire up to 600 rounds a minute.

🔫 In 1947, Mikhail Kalashnikov, a young Soviet army soldier, designed a weapon that changed the way that assault rifles would be manufactured in the future. The assault rifle was the AK47. Its low production cost and the near impossibility of jamming or other malfunctions meant that it became one of the most widely produced weapons in history.

- | | | |
|--|------|-------|
| 1. The revolver's name is connected with its cartridges. | TRUE | FALSE |
| 2. A revolver's cylinder can rotate. | TRUE | FALSE |
| 3. Rifling is the technique of making bullets. | TRUE | FALSE |
| 4. The grooves in the barrel make it easier to hit the target. | TRUE | FALSE |
| 5. Hiram Maxim invented a gun that didn't need cooling. | TRUE | FALSE |
| 6. At first Kalashnikov guns used to jam. | TRUE | FALSE |

GLOSSARY

accuracy – tu: celność

aim – cel; celować, mierzyć

ammunition belt – pas amunicyjny

assault – szturm, atak, natarcie

assault rifle – karabin szturmowy

barrel – lufa

bullet – pocisk

capacity – pojemność

cartridge – nabój

defence (US defense) – obrona

discharge – wyładować, wystrzelić, zwalniać

fire – strzelać

firearm – broń palna

groove – rowek, wyżłobienie

gun – działo, strzelba, karabin, armata

gunner – artylerzysta, kanonier, strzelec

gunpowder – proch strzelniczy

hit the target – trafić do celu

jamming – zablokowanie się, zacięcie

load – ładować, nabijać, obciążać

machine gun – karabin maszynowy

magazine – magazynek

mortar – moździerz

muzzle – wylot lufy

personal defence weapon – broń obrony osobistej

pistol – pistolet

point – celować, mierzyć

range – zasięg

reload – przeładować, powtórnie załadować

rifle – karabin, strzelba

round – nabój, seria ognia

semi-automatic – broń półautomatyczna

shell – pocisk artyleryjski

shoot (shot, shot) – strzelać

shot – strzał, wystrzał, wystrzelenie, śrut

sight – celownik, wizjer

target – cel

trigger – spust, cyngiel

weapon – broń

Unit 3. THE ARMY

3.1. STRUCTURE

PART A – BASIC LEVEL

I. Look at the diagram below and write the Polish names of the armed forces. Check in Appendix B, page 93.

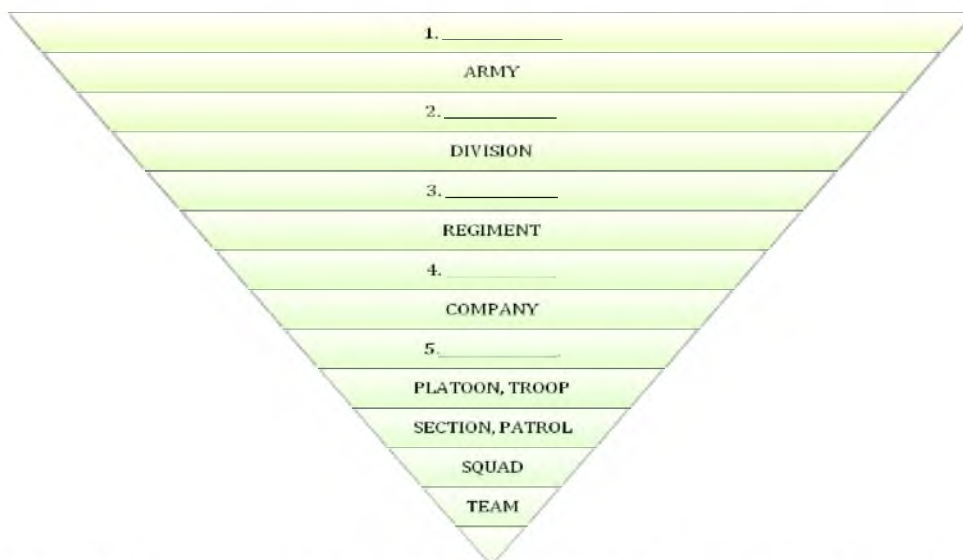


II. Write the English names of the armed forces units. Check in Appendix B, page 93.

1. Wojska Chemiczne – _____
2. Wojska Lotnicze – _____
3. Wojska Obrony Przeciwlotniczej – _____
4. Wojska Inżynieryjne – _____

III. Fill in the missing elements of the pyramid chart presenting the organizational scheme* of the army with the following words:

brigade • corps • battalion • unit • army group




* Ze względu na różnice wynikające ze struktury poszczególnych Sił Zbrojnych, ich liczebności i rodzaju zadań, powyższy schemat może odbiegać od stanu rzeczywistego w danej jednostce.

3.1. STRUCTURE

IV. Read the definitions in the information box. Complete the information with the Polish names.

dywizjon • flotylla • eskadra okrętów • szwadron

| | |
|---|--|
|  | <p>FLOTILLA – a task unit in the navy or a small group of vessels – _____</p> <p>SQUADRON</p> <p>1. a unit in cavalry – _____</p> <p>2. a unit in the air force – _____</p> <p>3. in the navy – a grouping of warships – _____</p> |
|---|--|

GLOSSARY

Air Force – Siły Powietrzne
 army – armia
 army group – grupa armii
 battalion – batalion, dywizjon
 brigade – brygada
 cavalry – kawaleria
 company – kompania
 corps – korpus
 crew – załoga, drużyna
 division – dywizja
 forces – wojska, siły
 Land Forces – Wojska Lądowe
 Military Police / Military Gendarmerie –
 Żandarmeria Wojskowa
 Navy – Marynarka Wojenna
 patrol – patrol, drużyna, pododdział
 platoon – pluton
 regiment – pułk
 section – drużyna
 Special Forces – Wojska Specjalne
 squad – drużyna, grupa
 team – grupa
 troop – pluton
 unit – jednostka



fot. na s. 7 – archiwum Wydziału Prasowego Dowódctwa Sił Lądowych

Unit 3. THE ARMY

3.1. STRUCTURE

PART B – EXTENDED LEVEL

I. Match the names of the Polish Armed Forces from task I in Part A with their duties.

1. _____ – its goals are to defend the Polish sea borders and coastline, take part in life-saving operations, protect shipping and Polish marine interests, save flight crews and support the Border Guard. They also take part in search and rescue as well as other multinational operations at sea.
2. _____ – its main responsibility is to defend Polish airspace. This armed force has to counteract hostile air assault or intrusion, as well as maintain the parameters of air surveillance. Its specialists provide radar information necessary for supporting the Polish Air Force and perform missions for the Polish Republic and NATO.
3. _____ – their role is to carry out operations which are not possible in standard conditions. These units consist of soldiers who are trained to operate in high-risk environments. They specialise in direct combat operations and complex rescue operations both on land and in water. Their responsibility is to rescue hostages from terrorists, carry out operations when conventional methods fail and maintain a world-class level in all scopes of their duties.
4. _____ – their goals are to ensure the security of Polish territory and to perform operational and tactical tasks in all combat conditions using command, tactical, mechanised or chemical units. Paratroopers, artillerymen, infantrymen and engineers, who are also called sappers, are responsible for operations carried out within and beyond Polish borders.
5. _____ – its responsibilities are to enforce military discipline and prevent pathologies in the Polish Armed Forces, protect national and military ceremonies and secure the deployment and FTX of Polish and other NATO troops. They provide help to the local communities during catastrophes and disasters. Together with the police they take care of public safety.

II. Look at task I and find verb + noun collocations. Choose ONE out of a few possible.
Next write their Polish meanings.

Example: enforce discipline – wprowadzić, wymusić dyscyplinę

- | | | | |
|---------------|-------|---|-------|
| 1. secure | _____ | - | _____ |
| 2. prevent | _____ | - | _____ |
| 3. provide | _____ | - | _____ |
| 4. carry out | _____ | - | _____ |
| 5. ensure | _____ | - | _____ |
| 6. defend | _____ | - | _____ |
| 7. counteract | _____ | - | _____ |
| 8. rescue | _____ | - | _____ |

3.1. STRUCTURE

III. Look at the headquarters structure* and answer the questions below. For help, look in Appendix D, page 99.

| | | |
|--|--|-------------------------|
| Personnel Department | Civil-Military Co-operation Department | |
| Budget, Contracting and Finance Department | | Logistics Department |
| Plans and Policy Department | HEADQUARTERS (HQ) | Training Department |
| Communications Department | Engineering Department | Intelligence Department |
| Operations Department | Public Information Office | Protocol Office |

WHICH DEPARTMENT IS RESPONSIBLE FOR ...

1. ...obtaining the enemy's secret information? _____
2. ...discipline and welfare of personnel? _____
3. ...supplying ammunition? _____
4. ...field training exercises? _____
5. ...establishing contacts with government agencies? _____
6. ...providing the HQ with secure communications? _____
7. ...raising a serviceman to a higher rank? _____
8. ...moving troops as part of a planned military task? _____

GLOSSARY

Air Forces – Wojska Lotnicze

Air-Defence Forces – Wojska Obrony
Przeciwlotniczej

artilleryman – artylerzysta

assault – natarcie, szturm, desant; atakować,
szturmować; szturmowy, desantowy

combat – walka; bojowy

counteract – przeciwdziałać

crew – załoga, drużyna

defend – bronić

deployment – dyslokacja, rozmieszczenie

engineering units – jednostki wojsk inżynieryjnych

FTX – field training exercises – ćwiczenia
poligonowe

hostile – wrogie

infantryman – żołnierz piechoty

intrusion – wtargnięcie, napór, najście

life-saving operation – operacja wojskowa mająca
na celu ratowanie życia

maintain – utrzymywać

marine – morski

paratrooper – spadochroniarz

pathology – patologia

prevent – zapobiegać, zapobiec

shipping – statki, flota handlowa

support – wsparcie; pomagać, wspierać

surveillance – system obserwacji, sposoby
obserwacji, obserwatorzy

troops – wojska, oddziały wojskowe

* Ze względu na zróżnicowanie struktur w różnych jednostkach nazewnictwo może odbiegać od przedstawionego.

Unit 3. THE ARMY

3.2. PEACEKEEPING MISSIONS

PART A – BASIC LEVEL

I. Match the words and phrases related to PEACE to their Polish meanings. Check the spelling in the Vocabulary Bank.



| |
|-----------------------|
| 1. czas pokoju, pokój |
| 2. traktat pokojowy |
| 3. misje pokojowe |
| 4. rozjemca, mediator |
| 5. rozmowy pokojowe |
| 6. pokojowy |

II. Fill the sentences below with the words and phrases from task I.

1. The Polish Armed Forces began to take part in _____ in 1953.
2. A _____ to permanently end the war was signed between the two countries a month ago.
3. A person who tries to persuade countries or people to stop fighting and make peace is not a peacekeeper. Such a person is called a _____.
4. After years of war, citizens felt the happiness of a long-lasting _____.
5. During the _____ negotiators called for an immediate ceasefire.
6. Poland is much involved in UN _____ operations (PKOs).

III. How many of these words do you know? Match them with the definitions.

stabilization • convoy • aid • mine • alliance • contingent • coalition • enforcement

1. A group of soldiers who are members of the multinational military force
– _____
2. A temporary alliance formed as a result of an agreement, not a formal treaty
– _____
3. Food, money or medication sent to people who need help – _____
4. Cooperation between nations or political parties based on an agreement
– _____
5. An explosive device which detonates when a person steps on it or a vehicle drives over it
– _____
6. A group of vehicles or vessels that travel together – _____
7. An act of using force or the law to make someone do something – _____
8. An act of making something stable and steady – _____

3.2. PEACEKEEPING MISSIONS

IV. Read the text and answer the questions.

Poland first took part in international peacekeeping missions in 1953. These were in Korea, Nigeria and Indochina. Later, Polish military forces were also involved in UN peacekeeping missions and operations, alliance missions, EU missions and operations, international coalition missions and observation missions. One of the first Polish Army contingents was sent to the Sinai Peninsula in 1973.

When Poland accepted the invitation to the United Nations Protection Force in former Yugoslavia, our presence in the Balkans became long-lasting. Polish soldiers participated in peace enforcement missions in Kosovo and in Bosnia and Herzegovina. These were typical peacekeeping missions, which were held after warring parties had reached a ceasefire or had finished military operations. The Polish contingent carried out humanitarian aid, convoyed transport, helped to repair roads, bridges and electricity, and supplied citizens with necessary goods. The soldiers watched over the civilians who came back to their abandoned homes and supervised the mine cleaning process. They helped to restore law and order, monitored human rights and prevented any military conflict.

Polish membership in NATO has strengthened international cooperation in dealing with terrorism and the threats of weapons of mass destruction. Poland has participated in training missions in Iraq and the Polish Military Contingent has been involved in Afghanistan. The stabilization mission in Afghanistan is the first operation of this kind, because it involves military tasks. At the beginning, peacekeepers' goals were to observe the area and support the citizens. Later, during NATO's operations, the purpose was more often to impose peace, rather than to maintain it, which is the task of peacemakers. The contingents of Polish soldiers which took part in UN peacekeeping missions in the Congo, Lebanon and Chad could come back home, because they had completed their tasks.

1. How long has Poland participated in peacekeeping missions and operations?
2. How many countries have the Polish Armed Forces been sent to so far?
3. What were the peacekeepers' tasks during their missions in the Balkans?
4. What is the difference between a peacekeeper and a peacemaker?
5. Which mission is different from the others and why?

V. Peacekeepers play an important role in restoring peace. In which areas of life listed below are they most needed? Add your own ideas.

- helping fighters return to civilian life
- cleaning mine zones
- monitoring elections
- supporting state authority
- restoring law and order
- _____
- _____

GLOSSARY

| | |
|-----------------|---|
| abandoned | – opuszczony, porzucony |
| aid | – pomoc; pomagać |
| alliance | – sojusz, przymierze |
| authority | – władza |
| ceasefire | – zawieszenie broni |
| coalition | – koalicja |
| contingent | – kontyngent |
| convoy | – konwój; konwojować |
| development | – rozwój |
| elections | – wybory |
| enforce | – narzucać, wymuszać |
| enforcement | – narzucenie, egzekwowanie |
| humanitarian | – humanitarny |
| impose | – narzucać, nakładać |
| law | – prawo |
| maintain | – utrzymać, utrzymywać |
| mine | – mina |
| order | – porządek |
| peace | – pokój |
| peacekeeper | – rozjemca |
| peacemaker | – rozjemca, mediator |
| prevent | – zapobiegać |
| restore | – przywrócić, przywracać |
| stabilization | – stabilizacja, wzmocnienie |
| state | – państwo, stan |
| support | – wspierać, udzielać wsparcia; wsparcie |
| threat | – zagrożenie, groźba |
| vessel | – jednostka pływająca |
| warring parties | – walczące ze sobą strony |

Unit 3. THE ARMY

3.2. PEACEKEEPING MISSIONS

PART B – EXTENDED LEVEL

- I. In the task below FOUR dictionary entries and their definitions have been mixed up. Put a tick (✓) next to the correct ones. Cross out and correct the wrong ones.



fol. Sylwia Guzowska / archiwum ŻW

1. **BUFFER ZONE** - a process or programme which is provided to former combatants to increase their life potential; it can be provided in a form of cash assistance or compensation, as well as vocational training and income generating activities.
2. **CHECKPOINT** - a permanent or temporary post, where troops stop pedestrian or vehicular traffic to check documents, frisk passengers, search cars, etc.
3. **BELLIGERENT FACTIONS** - reduction of a state's military resources; the collection, control and disposal of small arms, ammunition, explosives and light and heavy weapons of combatants and civilians.
4. **REINTEGRATION** - area of separation; neutral space created by withdrawal of both hostile parties; a demilitarized zone where the parties have agreed not to deploy military forces.
5. **DISARMAMENT** - warring parties; groups fighting in a conflict.
6. **DEMOBILIZATION** - returning of conscripted servicemen to civilian life; the process by which armed forces either downsize or completely disband, as part of a broader transformation from war to peace.

II. Use the words or expressions from task I and fill in the empty spaces.

1. _____, _____ and _____ (DDR) is a process of taking arms away from former fighters and helping them return to civilian life.
2. The convoy stopped at the _____. It was a routine control.
3. The military troops' task was to separate two _____.
4. The Vietnamese _____ separates North Vietnam from South Vietnam.

III. Read the text in Peacekeeping Missions Part A. Next read the short extract below. Find differences between the tasks that Polish soldiers had to perform during peacekeeping missions and those from multidimensional operations. How many can you find?

Multi-dimensional Peacekeeping Operations are operations which comprise a mix of military, police and civilian components working together to achieve sustainable peace. The United Nations has broadened the range of objectives for international contingents. Soldiers have to face many operational difficulties which are generated by being deployed to high-risk areas, tough climate zones and diverse cultures. They have to stabilize the situation after ceasefire, protect civilians, provide support to refugees, restore fair judicial processes and monitor humanitarian law. More

3.2. PEACEKEEPING MISSIONS

importantly though, it is their task to lead the state towards a stable government and implement democratic principles. Polish soldiers, for example, who have been sent to Afghanistan, have to prevent the outbreak of conflict, secure the Afghan Development Zone in Ghazni province and patrol the main transport line. It is also their duty to train the armed forces and the police.

| TRADITIONAL PEACEKEEPING MISSIONS AND OPERATIONS | MULTI-DIMENSIONAL PEACEKEEPING OPERATIONS |
|--|---|
| | |

GLOSSARY

belligerent factions – walczące frakcje, strony
będące w stanie wojny
buffer zone – strefa buforowa
checkpoint – punkt kontrolny
combatant – walczący, osoba walcząca

conscript – poborowy, rekrut; rekrutować,
powoływać do wojska
demobilization – demobilizacja
disarmament – rozbrojenie
disband – rozwiązać jednostkę
downsize – zmniejszać, redukować
frisk – obszukiwać, przeszukiwać
reintegration – reintegracja, powrót (do
społeczeństwa)

Unit 3. THE ARMY

3.3. WAR

PART A – BASIC LEVEL



fot. archiwum Wydziału Prasowego Dowództwa Wojsk Lądowych

I. Fill in the charts with the words and expressions below.

an outbreak of • hero • a state of • memorial • losses • horrors of

| | |
|---|------------|
| a prisoner of a theatre of a danger of | WAR |
|---|------------|

| | |
|------------|---|
| WAR | correspondent crime criminal |
|------------|---|

Then, complete their Polish translations in the Glossary. Check the Vocabulary Bank if you are not sure.

II. Read the sentences below. Fill in the missing spaces with the words from task I.
Next, choose two phrases from task I and write your own sentences.

1. During Polish Independence Day ceremonies, many war veterans meet at _____
_____ (s) to honour all _____ (s).
2. Wartime always results in _____. People who have survived it remember bombings, military operations and warfare as _____.
3. Waldemar Milewicz was a _____. He died in Iraq in 2004 when the Polish TV crew's car was attacked with gunfire. He broadcast the news from _____.
4. _____.
5. _____.

3.3. WAR

III. Read the texts about some of the most famous wars in world history. Guess which wars are being described.

1. It was a period of unfriendly relationship between two superpowers which were not fighting directly against each other. Rivalry grew between the Soviet Union and the United States and lasted more than 40 years.

2. It is the struggle to defend Islam, with force if necessary. In recent years the most common meaning of Jihad is _____.

3. This war began with the German invasion of Poland on 1st September, 1939. It was a global conflict which ended in 1945 and caused an enormous number of civilian casualties.

4. It is also called the Great War. This international conflict involved most of the European nations between 1914 and 1918. In 1914 Poland did not exist as an independent state, but its geographical position between the fighting powers resulted in huge human and material losses on our side. The end of this war and the collapse of the Russian, German and Austro-Hungarian empires brought Poland independence. _____

5. It was warfare fought over the secession of two belligerent parties – the southern Confederate States led by Jefferson Davies and the northern United States led by President Abraham Lincoln in the mid-1800s.

Check the answers at the bottom of the page.

GLOSSARY

belligerent – będący w stanie wojny, walczący

broadcast (broadcast, broadcast) – nadawać
transmisję, transmitować

casualties – straty w ludziach, ofiary

civil war – wojna domowa

collapse – upadek, krach, załamanie się

defend – bronić, obronić

fight (fought, fought) – walczyć

honour – oddać hołd

independence – niepodległość

invasion – najazd, inwazja

last – trwać

lead (led, led) – prowadzić, kierować

result in – skutkować, pociągać za sobą

rivalry – współzawodnictwo, rywalizacja

struggle – walka; walczyć

superpower – supermocarstwo

war – wojna

war time – czas wojny, okres wojny

war veteran – kombatant, weteran

war victim – inwalida wojenny, ofiara wojny

warfare – wojna, działania wojenne

warrior – wojownik

danger of war – _____

horrors of war – _____

outbreak of war – _____

prisoner of war – _____

state of war – _____

theatre of war – _____

war correspondent – _____

war crime – _____

war criminal – _____

war hero – _____

war losses – _____

war memorial – _____

Unit 3. THE ARMY

3.3. WAR

PART B – EXTENDED LEVEL



fot. archiwum Wydziału Prasowego Dowództwa Wojsk Lądowych

I. Look at the WAR A–Z ALPHABET. Choose three words or phrases and prepare definitions. Read them out to each other and guess the expressions.

A – area of conflict

B – bring stability

C – ceasefire

D – deploy troops

E – engage in hostilities

F – fight the rebels

G – genocide

H – house refugees

I – invade the enemy territory

J – jeopardise the military operation

K – kill the enemy

L – launch a counter-attack

M – mount a terrorist attack

N – negotiate a peace treaty

O – offensive attack

P – pursue a military strategy

Q – quell unrest

R – restore peace

S – siege

T – truce

U – unconditional surrender

V – violence

W – wage war

X – X-ray the wounded soldier

Y – yield ground

Z – zone

II. In each sentence two of the words are correct and one is wrong. Cross out the wrong one.

1. The city was **shelled** / **deployed** / **besieged** all night.

2. After their long-term hostilities, the warring parties declared a ceasefire and later signed a **truce** / **peace treaty** / **genocide**.

3. As the area of the territory conflict became a more and more serious trouble spot; the enemy troops **yielded** / **pursued** / **mounted** an offensive military operation.

4. The country was **invaded** / **besieged** / **wounded** without any warning.

5. UN peacekeepers **housed** / **maintained** / **restored** stability in our country after 10 years of war.

6. My neighbours **housed** / **invaded** / **helped** African refugees, saving about 30 human beings.

7. Lack of coordinative orders resulted in **defeating** / **jeopardising** / **yielding** all military operations.

8. War criminals are accused of **genocide** / **violence** / **peace**.

3.3. WAR

III. Decide which of the following words and phrases belong to 'WAR OPERATIONS,' which to 'END-OF-WAR RESOLUTIONS' and which to both categories.

besiege • launch an attack • defeat • battle • ceasefire • invade • disrupt • secure terrain • isolate the enemy • sign a truce • restore stability • employ tanks • yield ground • surrender • shell the target • peace treaty • disband the army • collateral damage

| WAR OPERATIONS | END-OF-WAR RESOLUTIONS |
|----------------|------------------------|
| | |

IV. Write a short news broadcast for an international TV channel. Describe the final events of an imaginary war – a battle, some military operations and post-war agreements. Use vocabulary from tasks I–III.

GLOSSARY

| | |
|--|--|
| besiege – oblegać | pursue a military strategy – kontynuować strategię działań zbrojnych |
| ceasefire – zawieszenie broni | quell – stłumić, poskromić |
| deploy – dyslokować, rozmieszczać | refugee – uchodźca, uciekinier |
| disrupt – dezorganizować, przerwać | restore peace – przywrócić pokój |
| employ tanks – używać czołgów | shell – ostrzeliwać (z dział) |
| engage in hostilities – podjąć działania wojenne | siege – oblężenie |
| genocide – ludobójstwo | troops – wojska |
| isolate the enemy – izolować przeciwnika | trouble spot – punkt zapalny |
| jeopardise a military operation – narażać na szwank operację zbrojną | truce – rozejm |
| launch a counter-attack – rozpocząć kontratak | unconditional surrender – bezwarunkowa kapitulacja |
| mount a terrorist attack – organizować atak terrorystyczny | unrest – niepokoje, zamieszki |
| peace treaty – traktat pokojowy | wage war – prowadzić wojnę |
| | yield – oddawać, poddawać się, ustępować |
| | yield ground – ustąpić pola, oddać teren |

Unit 4. THE POLICE










4.1. POLICE EQUIPMENT

PART A – BASIC LEVEL



I. Complete the picture glossary. Use the Glossary to help you.

**badge • baton • uniform • pepper spray • handcuffs • taser • holster •
bullet-proof vest • duty belt • torch**

| | | | |
|--|--|---|--|
| 1.  | | 2.  | |
| 3.  | | 4.  | |
| 5.  | | 6.  | |
| 7.  | | 8.  | |
| 9.  | | 10.  | |

II. Complete the sentences with words from task I.

1. A _____ is used to show that you are a police officer.
2. A _____ is a short thick stick used as a weapon by a police officer.
3. A _____ is used to protect your body from bullets.
4. A _____ is used for carrying a small gun.
5. A _____ is what a police officer wears on duty.
6. A _____ gives a person a small electric shock to stop them from being violent or from running away.
7. Police officers put _____ round prisoners' wrists to stop them from using their hands.
8. _____ causes pain to the eyes, nose and throat. Police officers use it in self-defence.

4.1. POLICE EQUIPMENT

PART B – EXTENDED LEVEL

I. Complete the text with the words from the box.

electroshock • face • prisoner • less-lethal • gas • riot • tear • body • rubber • pepper • security • water

Police officers on patrol are armed with a baton and a pistol. They also carry non-lethal personal sidearms which are used in self-defence, crowd control, 1. _____ control and riot control. Riot control refers to the measures used by police, military, or other 2. _____ forces to control, disperse, and arrest civilians who are involved in civil disorder, or civil unrest, such as a riot, illegal demonstration, or protest. Non-lethal or 3. _____ weapons that riot control officers may use are 4. _____ gas, 5. _____ spray, 6. _____ bullets, and 7. _____ weapons such as tasers. In some cases, 8. _____ squads may also use Long Range Acoustic Devices, 9. _____ cannons, or armoured fighting vehicles. For protection, officers performing riot control typically wear protective helmets, 10. _____ visors, 11. _____ armour (for example, vests, neck protectors, knee pads, etc.), and carry riot shields. If tear gas or other riot control agents are to be used, 12. _____ masks may also be worn.

II. How much do you remember? Cover the text and answer the questions.

1. What examples of civil disorder are given in the text?
2. What four less-lethal weapons that an officer may carry are mentioned in the text?
3. Name five pieces of protective gear that police officers wear during riot control.

GLOSSARY

armoured fighting vehicle – wóz bojowy
badge – odznaka
baton – pałka
bullet – pocisk, kula
bullet-proof vest – kamizelka kuloodporna
cause – powodować
civil disorder – rozruchy społeczne
civil unrest – niepokoje społeczne
disorder – rozruchy, zamieszki
disperse – rozpraszać, rozpędzać
duty belt – pas do oporządzenia
electric shock – porażenie prądem
handcuffs – kajdanki
helmet – kask ochronny
holster – kabura
knee pads – nakolanniki
Long Range Acoustic Device – urządzenie dźwiękowe dalekiego zasięgu
measures – przedsięwzięcia, środki, kroki
non-lethal – nieśmiertelność

pepper spray – gaz pieprzowy
riot – zamieszki, rozruchy, bunt
riot control agent – środek do rozpraszania tłumów
riot shield – policyjna tarcza ochronna
riot squad – oddział prewencji
rubber – guma; gumowy
security forces – siły bezpieczeństwa
self-defence – samoobrona
shield – tarcza
squad – oddział, grupa, brygada, drużyna
stick – kij, pręt, pałka, drążek
taser – paralizator
torch – latarka
uniform – mundur
unrest – niepokój, wzburzenie, zamieszki
violent – gwałtowny, z użyciem przemocy
visor – osłona twarzy, przyłbica
water cannon – armatka wodna
weapon – broń
wrist – nadgarstek



Unit 4. THE POLICE

4.2. CRIMES

PART A – BASIC LEVEL

I. What do you think is happening in the picture?
Who is the man?

II. Put the words into the table in task III:



**thief • robbery • burglary • rob • mugger • shoplift •
burglar • pickpocket**

REMEMBER!

one THIEF –
many THIEVES

III. Look at the table below. What do these thieves usually steal?
Where do the crimes usually take place? Give examples. Put
your answers in the table.

| CRIME | CRIMINAL | ACTION | WHAT DO THEY STEAL? | WHERE DO THEY STEAL? |
|----------------|------------------|-----------|---------------------|----------------------|
| kinds of theft | kinds of thieves | verbs | for example | for example |
| pickpocketing | ... | to steal | wallet, passport | |
| ... | robber | to ... | | bank |
| ... | ... | to burgle | | |
| car theft | car ... | to steal | | |
| shoplifting | shoplifter | to ... | | |
| mugging | ... | to mug | | street, car park |

IV. What crimes are the people reporting? Complete the reports with words from the table in task III. Change the form if necessary.

- Police? I'm calling from the jewellery shop in the Main Street. There's been a 1. _____!
Can you come immediately? The 2. _____ has just run away!
- This is Ms. Kowalski speaking. I'd like to report a 3. _____. I've just come back home.
The window is broken and all my things are gone!
- Yes, I'm calling from The Corner Shop in Little Street. We've just caught a 4. _____.
He was taking things from the shelves and hiding them under his clothes. Can you come as
soon as possible, please?
- Officer, I'd like to report a theft. A 5. _____ stole my wallet with all my money and
documents in the underground station.
- I want to report a 6. _____. Somebody has 7. _____ my car! I parked it in
front of the supermarket for just a few minutes and now it's gone!
- A man attacked me in the street and stole my money and my handbag! Please catch the
8. _____!

4.2. CRIMES

V. Put the words in order to make logical sentences.

| | | | | |
|----------|--------------|---|---|--------|
| SMUGGLER | BORDER GUARD | A | A | CAUGHT |
|----------|--------------|---|---|--------|

1. _____

| | | | | |
|----|--------------------|-------|---------|---|
| IS | WEAPONS POSSESSION | CRIME | ILLEGAL | A |
|----|--------------------|-------|---------|---|

2. _____

| | | | | | | |
|---|----|---------|------------------|----|---------|------|
| A | IS | PROBLEM | DRUG TRAFFICKING | IN | SCHOOLS | SOME |
|---|----|---------|------------------|----|---------|------|

3. _____

| | | | | | | |
|--------|-----|---|---------------|-----|-----|----------|
| POLICE | THE | A | DRINK-DRIVING | FOR | MAN | ARRESTED |
|--------|-----|---|---------------|-----|-----|----------|

4. _____

| | | | | |
|----------|-----------|------|------------|---|
| BUS STOP | HOOLIGANS | SOME | VANDALISED | A |
|----------|-----------|------|------------|---|

5. _____

VI. Find English translations for these Polish words and phrases in task V.

1. jazda po pijanemu – _____
2. chuligani, wandal – _____
3. przemytnik – _____
4. demolować, niszczyć – _____
5. handel narkotykami – _____
6. nielegalne posiadanie broni – _____

GLOSSARY

arrest – aresztować
 border guard – straż graniczna
 burglar – włamywacz
 burglary – włamanie, kradzież z włamaniem
 burgle – włamać się
 catch (caught, caught) – złapać
 crime – przestępstwo
 illegal – nielegalny, bezprawny
 jewellery – biżuteria
 mug – napadać
 mugger – bandyta uliczny, rabuś
 mugging – napad uliczny

pickpocket – kieszonkowiec, złodziej kieszonkowy
 pickpocketing – kradzież kieszonkowa
 possession – posiadanie, własność
 rob – rabować
 robber – rabuś
 robbery – rabunek, rozbój, skok
 shelves – półki
 shoplift – kraść w sklepie
 shoplifter – złodziej sklepowy
 shoplifting – kradzież sklepowa
 steal – kraść
 theft – kradzież
 thief – złodziej
 wallet – portfel
 weapon – broń



Unit 4. THE POLICE

4.2. CRIMES

PART B – EXTENDED LEVEL

I. Match the words to the definitions. Add the Polish translation. Check Polish translations in the Vocabulary Bank.

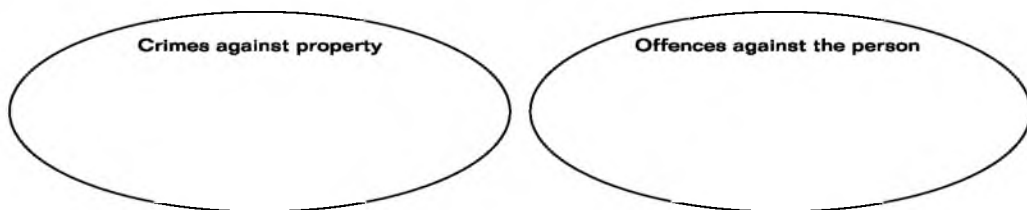
| assassination • blackmail • bribery • drink-driving • murder • assault and battery • drug trafficking • drug possession • hijacking • kidnapping • vandalism • smuggling | | NAME OF CRIME | |
|---|---|---------------|--------|
| | | ENGLISH | POLISH |
| 1. | the crime of having some illegal substances | | |
| 2. | buying and selling illegal substances | | |
| 3. | killing a person deliberately | | |
| 4. | the murder of a famous or important person, especially for political reasons | | |
| 5. | giving money or presents to an official to make them help you by doing something dishonest or illegal | | |
| 6. | making someone give you money or do what you want by threatening to tell people embarrassing information about them | | |
| 7. | driving after you have drunk alcohol | | |
| 8. | taking control of a plane, usually for political reasons | | |
| 9. | taking somebody away illegally and keeping them as a prisoner to get money for returning them | | |
| 10. | taking things in or out of a country illegally | | |
| 11. | damaging and destroying public property | | |
| 12. | threatening someone and then physically attacking them | | |

II. Work in pairs. In your own words explain the difference between:

- | | |
|---------------------------------|--|
| 1. blackmail / bribery | 2. murder / manslaughter / assassination |
| 3. robbery / burglary / mugging | 4. kidnapping / hijacking / smuggling |

III. Put the crimes into the appropriate category.

arson • assault • battery • burglary • embezzlement • kidnapping • manslaughter • robbery • sexual assault • theft



4.2. CRIMES

IV. Match the definitions with the types of crimes.

corporate crime • juvenile delinquency • organized crime • white-collar crime

1. _____ – criminal activities that are carefully planned and controlled by a large powerful secret organization
2. _____ – crime in which people working in offices steal money or things from the company they work for
3. _____ – crimes committed by a corporation, or by individuals acting on behalf of a corporation or another business entity
4. _____ – participation in illegal behaviour by minors (juveniles)

V. Complete the sentences with the correct expression from the brackets. Can you name the crime in each of the situations? Write your own sentences with the words and expressions you did not use in the task.

1. A man wearing a hoodie came up to me, revealed a gun and pushed it into my stomach. He then _____ to shoot if I didn't give him my wallet. (**threatened / demanded**)
2. When I returned home from work I realized that my flat had been broken into. There were no signs of _____ at first glance but after some time I noticed that a small bathroom window had been broken open. (**forced entry / assault**)
3. A woman's body has been found on the riverbank. The police suspect she may have been murdered. They are searching for _____.
(**the murder weapon / the corpse**)
4. A 30-year-old man was accused of _____ and _____ after he yelled at a shop assistant using foul language. He was found to be intoxicated.
(**sexual assault / verbal abuse; disorderly conduct / drink-driving**)



REMEMBER!

Crime doesn't pay!

GLOSSARY

arson – podpalenie
assault – napad, atak, zamach, zniewaga czynna
burglary – włamanie
corporate crime – przestępstwo korporacyjne
corpse – zwłoki, ciało
crime against property – przestępstwo przeciwko mieniu
demand – żądać, domagać się
disorderly conduct – zakłócenie porządku publicznego
embezzlement – przywłaszczenie, defraudacja, sprzeniewierzenie
forced entry – wtargnięcie siłą, włamanie
foul language – wulgarny język
hoodie – bluza z kapturem
intoxicated – nietrzeźwy, pijany
juvenile – nieletni, młodociany

juvenile delinquency – przestępczość nieletnich
manslaughter – nieumyślne zabójstwo
minor – niepełnoletni
murder weapon – narzędzie zbrodni
offence against the person – przestępstwo przeciwko osobie
official – urzędnik, funkcjonariusz
on behalf of – w imieniu, na rzecz
organised crime – przestępczość zorganizowana
reveal – odsłonić, uwidocznic
robbery – rabunek, rozbój, skok
sexual assault – napaść na tle seksualnym
theft – kradzież
threaten – grozić, straszyć
verbal abuse – obelga słowna
white-collar worker – pracownik umysłowy
white-collar crime – przestępczość 'białych kołnierzyków'
yell – wrzeszczeć, krzyczeć

Unit 4. THE POLICE

4.3. REPORTING A CRIME

PART A – BASIC LEVEL

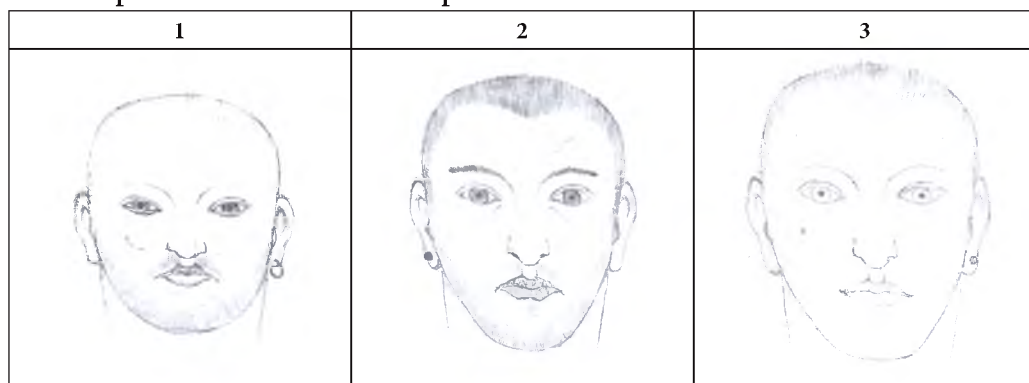
I. Fill in the Crime / Incident Reporting Form with the following information.

**on a bus - route 207 bus between the library and bus station, Dagenham •
dark-coloured leather jacket • short, a bit overweight • wears glasses •
mobile phone and wallet • in his mid-twenties • fair, wavy, short •
an earring in left ear • about 180 cm • Mr**

| CRIME / INCIDENT REPORTING FORM | | | | | |
|---|---------------|---|------------------------------|----------------|-----|
| DETAILS OF THE REPORTING PERSON | | | | | |
| Family name | | First name | | Middle name(s) | |
| Title | | Sex | MALE / FEMALE | | |
| Date of birth (dd/mm/yyyy) | | | Place of birth | | |
| Employment status: | | employed / in full-time education / retired / unemployed / other | | | |
| Your address | | | | | |
| Your contact details | | | | | |
| Home telephone number | | | Business telephone number | | |
| Mobile telephone number | | | Email address | | |
| CRIME / INCIDENT DETAILS | | | | | |
| Crime / incident type | | theft / pickpocketing / criminal damage / theft from motor vehicle | | | |
| Article stolen or damaged – list articles; give details (physical description – size, colour, material, make, model, IMEI number for mobile phones) and value of damage | | | | | |
| When did the crime / incident happen? | | between (date and time) | and (date and time) | | |
| Where did the crime / incident happen? | | address | | | |
| | | If not at an address please give the location of the incident in detail | | | |
| Did the person see the offender? | | | YES / NO | | |
| Personal data of offender | | | | | |
| Sex | MALE / FEMALE | | Height | | Age |
| Build | | | Eyes | | |
| Facial hair (beard, moustache, unshaven) | | | Hair (colour, length, style) | | |
| Distinctive features (eg. tattoo, scar, missing teeth, piercing, etc.) | | | Clothes | | |

4.3. REPORTING A CRIME

II. Read the descriptions. Match them with the identikit pictures. There is an extra description for which there is no picture.



| | |
|----|--|
| A. | It's a man, probably in his late twenties. He's got a light complexion. He's got an oval face, a crew cut and is clean-shaven. He's got big blue eyes, a mole on his right cheek and an earring in his left ear. |
| B. | The man has a round face and is bald. He probably hasn't shaved for a few days. He's got a scar on his forehead and an earring. He's got light-coloured eyes. He is in his mid-twenties. |
| C. | It was a man in his twenties. He had a round face, wasn't shaved and had a crew cut or maybe was bald. There was a scar on his right cheek and in his left ear he had an earring. |
| D. | The man is in his early thirties. He's got a dark complexion, an oval face and is unshaven. He's got a crew cut. He's got big dark eyes and dark eyebrows. There's a scar on his forehead and he's got an earring. |

III. Work in pairs. Student A is a police officer; Student B reports a crime.

Student A: interview Student B using the form in task I. Complete the missing information in the form.

Student B: choose one of the offenders from task II. Make up any other necessary information to answer your partner's questions.

Start like this:

Student A: *Can I help you?*

Student B: *Yes, I'd like to report a crime...*

GLOSSARY

bald – łysy
 clean-shaven – gładko ogolony, bez zarostu
 complexion – cera, karnacja
 crew cut – fryzura 'na jeża'
 crime – przestępstwo, zbrodnia
 damaged – uszkodzony
 data – dane
 detail – szczegół
 distinctive features – cechy wyróżniające, znaki
 szczególnie
 employed – zatrudniony
 employment – zatrudnienie
 feature – właściwość, cecha
 form – formularz

identikit picture – portret pamięciowy, portret
 pamięciowy sporządzony techniką identikit
 incident – wypadek, incydent, zajście
 missing – brakujący
 motor vehicle – pojazd motorowy
 offence – przestępstwo, wykroczenie
 offender – przestępca, sprawca wykroczenia
 pickpocketing – kradzież kieszonkowa
 scar – blizna, szrama
 sex – płeć
 stolen – skradziony
 tattoo – tatuaż
 theft – kradzież
 unemployed – bezrobotny
 unshaven – nieogolony, zarośnięty
 value – wartość
 victim – ofiara

Unit 4. THE POLICE

4.3. REPORTING A CRIME

PART B – EXTENDED LEVEL

A. _____

B. _____



fot.: źródło – en.wikipedia.org



I. Look at the pictures and answer the questions.

1. Which of the pictures is a mugshot and which one is an identikit? Write the words in the spaces above the pictures.
2. When and how is an identikit made? What is the person who makes identikit pictures called?
3. When is a mugshot taken?
4. Can you recognize the man in the mugshot? What was his name? If you're not sure, check at the bottom of the next page.

II. Use the words to complete the sentences.

identify • nuisance • anonymously • confirm • statement • investigate • file • minor

1. Never _____ a false police report. This is considered a crime that is punishable by law.
2. When reporting a crime at the police station you need to _____ your identity. You will be asked to present a picture ID.
3. The police have to _____ the case even if the crime reported is just a _____ one.
4. The witness may be called in to the police station to _____ the suspect.
5. If you want to report an action such as noise _____, littering and general anti-social behaviour, but are uncomfortable identifying yourself, you can do it _____.
6. Whether you reported an emergency or non-emergency, you will have to give a _____ to the police. That means that you'll have to tell an officer what happened.

4.3. REPORTING A CRIME

III. Put the offences into the appropriate columns of the table.

abandoned cars • arms trafficking • blackmail • bribery • hate crime • money laundering • pickpocketing • prostitution • vandalism • theft from a motor vehicle

| NON-EMERGENCY CRIMES / INCIDENTS | SERIOUS CRIMES |
|-------------------------------------|----------------|
| | |

IV. In many countries you can report a non-emergency crime online. Why can't a serious crime be reported this way?

V. In pairs think of a non-emergency crime or incident. Make up the details of the situation (who?, what?, where?, when?, how?, why?, etc.). Check if the answer to all the questions below is 'NO'. Then complete the Online Non-Emergency Crime / Incident Reporting Form in Appendix F, page 104.

1. Is the incident still happening at this time? ☐ NO
2. Has someone been injured or is anyone in possible danger at the moment? ☐ NO
3. Is there a "crime / incident scene" or other physical evidence? ☐ NO
4. Is this a road traffic collision (accident)? ☐ NO

If your answer to any of the above questions is YES, please contact your local police station or call 999*.

* In the UK, 999 is the emergency telephone number to call all emergency services.

GLOSSARY

abandoned – porzucony, opuszczony
 arms trafficking – nielegalny handel bronią
 blackmail – szantaż; szantażować
 bribery – przekupstwo, łapówkarstwo
 criminal damage – celowe uszkodzenie mienia
 file a report – złożyć zawiadomienie
 forensic artist – plastyk-kryminalistyk
 hate crime – zbrodnia nienawiści

minor offence – drobne przestępstwo
 money laundering – pranie brudnych pieniędzy
 mugshot / mug shot – zdjęcie policyjne
 nuisance – uciążliwość
 offence – przestępstwo, wykroczenie
 pickpocketing – kradzież kieszonkowa
 statement – zeznanie, protokół, oświadczenie
 theft – kradzież








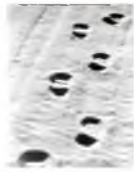





Unit 4. THE POLICE

4.4. CRIME SCENE INVESTIGATION

PART A – BASIC LEVEL

I. Match the words with the pictures.

bloodstains • tweezers • hair • swabs • fingerprint • brush • bullet • latex gloves • tyre marks • magnifying glass • footprints • knife • scissors

| | | | | |
|--|--|---|--|--|
|  |  |  |  |  |
| 1. | 2. | 3. | 4. | 5. |
|  |  |  |  | |
| 6. | 7. | 8. | 9. | |
|  |  |  |  | |
| 10. | 11. | 12. | 13. | |

II. Put the words from task I into the table.

| FORENSIC EQUIPMENT | FORENSIC EVIDENCE |
|--------------------|-------------------|
| | |

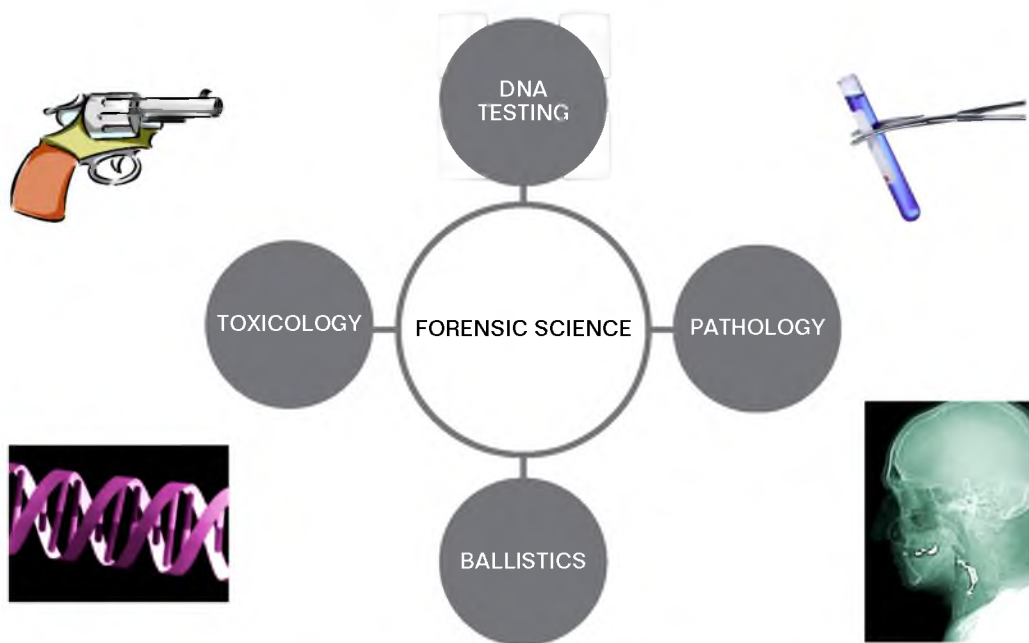
III. Which tools are used to collect which pieces of evidence? Make sentences.

Example:

You can use swabs to collect blood.

4.4. CRIME SCENE INVESTIGATION

IV. Match the pictures with the branches of forensic science.



V. Complete the sentences with the names from task IV.

- _____ is the study of firearms and bullets.
- _____ is the analysis of poisonous substances.
- _____ is used to identify the person who committed a crime.
- _____ can help to find the time and cause of death by examining the body.

GLOSSARY

analysis – analiza, badanie
 autopsy – sekcja zwłok, autopsja
 ballistics – balistyka
 bloodstain – plama krwi
 branch – dyscyplina, dziedzina
 brush – pędzel
 bullet – pocisk, kula
 cause of death – przyczyna śmierci
 commit – popełnić
 corpse – ciało, zwłoki
 crime – przestępstwo
 crime scene – miejsce zbrodni, miejsce popełnienia przestępstwa
 DNA testing – badanie DNA
 equipment – sprzęt, wyposażenie
 evidence – dowód, dowody
 examine – badać, przesłuchiwać

fingerprint – odcisk palca, odcisk linii papilarnych
 firearm – broń palna
 footprint – odcisk buty, stopy
 forensic – sądowy, prawniczy, kryminalistyczny
 forensic science – nauki sądowe, kryminalistyka
 gloves – rękawiczki
 identify – identyfikować, rozpoznawać
 investigation – dochodzenie, śledztwo
 magnifying glass – szkło powiększające
 pathology – patologia
 poison – trucizna
 poisonous – trujący
 scissors – nożyczki
 substance – substancja, materiał
 swab – wacik, tampon; pobierać wymaz
 tool – narzędzie
 toxicology – toksykologia
 tweezers – pęseta, szczypczyki
 tyre marks – ślady opon

Unit 4. THE POLICE

4.4. CRIME SCENE INVESTIGATION

PART B – EXTENDED LEVEL

I. In each set of words on the left cross out the verb that doesn't go with the noun or noun phrase on the right. Explain the differences in meaning.

| | |
|----------------------------------|-----------------------|
| 1. cordon off / process / secure | the crime scene |
| 2. secure / label / call | evidence |
| 3. develop / question / examine | witnesses |
| 4. take / follow / enlarge | photographs |
| 5. cast / photograph / print | footprints |
| 6. keep out / exclude / analyze | members of the public |
| 7. take / lift / produce | fingerprints |
| 8. scrape / submit / swab | bloodstains |

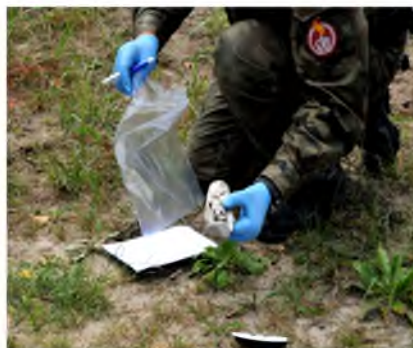


foto: Sylwia Guzowska / archiwum ZW

II. Read the text, then complete the crime scene procedures using words from the text.

When the police arrive at the scene of a crime they act according to a list of procedures. To ensure safety, officers will approach the scene with caution and will scan the area for sights, sounds, and smells that may present danger. They will also look out for any persons and vehicles leaving the scene as they may be involved in the crime. All persons present should be identified and nonessential persons should be excluded from the scene. Officers should prevent individuals altering or destroying evidence. Once the boundaries of the crime scene have been established, the area should be cordoned off with some physical barriers so that no unauthorised persons can enter. Barriers can be set up using ropes, police barrier tape, available vehicles or existing barriers such as doors, walls or gates can be used.

POLICE LINE DO NOT CROSS

| A GUIDE TO CRIME SCENE INVESTIGATION – CRIME SCENE PROCEDURES | | |
|--|---|--|
| Upon arrival at the crime scene | | |
| <p>1. Follow _____ procedures:</p> <ul style="list-style-type: none"> _____ the area to check if it is safe; be aware of any persons and _____ in the vicinity that may be related to the crime. | <p>2. Secure and control persons at the scene:</p> <ul style="list-style-type: none"> _____ persons at the crime scene and control their movement; _____ individuals from destroying physical evidence. | <p>3. Identify, establish, protect, and secure the crime scene:</p> <ul style="list-style-type: none"> _____ boundaries of the scene where the crime occurred; set up physical _____ or use existing ones. |

4.4. CRIME SCENE INVESTIGATION

III. Read the rest of the text. Answer the questions. Can you add any more information or your own arguments?

The crime scene is documented with written descriptions, photographs, videos and sketches. Tool marks left from a forced entry, footprints or bloodstains – all evidence should be recorded and collected. Physical evidence such as a knife, a cigarette packet or bullet casings is photographed. Hairs and fibres are collected using tweezers. Fingerprints are photographed and dusted with powder which reveals the print's pattern. A copy of the print is then taken by using a special lifting tape. Fingerprinting is an important part of detective work because no two humans share the same patterns. Even identical twins, who share their DNA, do not have identical fingerprints.

To recover three-dimensional impressions such as tyre marks or footprints left in mud by the intruder, experts use casting. A substance is poured into the impression, hardened, and then removed, providing a cast of the print.

Blood samples are gathered by scraping or swabbing. A scalpel is used to scrape the stain, but it can also be swabbed using a sterile cotton swab. The offender's DNA profile can be extracted from blood and any other bodily substance containing cells, including skin, hair, saliva, sweat and semen. DNA tests are the most accurate piece of scientific evidence. They are a powerful tool because each person's DNA (apart from that of twins) is absolutely unique.

All samples should be packaged separately and hermetically sealed to protect them from cross contamination. All evidence must be labelled for identification before being sent for forensic examination at the laboratory.

1. What ways of documenting the crime scene are mentioned in the text?
2. How are fingerprints / tyre marks and footprints / blood samples collected?
3. What can DNA be extracted from?
4. Why is DNA analysis important in forensic science?
5. Why should evidence samples be packaged separately?
6. Why is it important to label evidence?

*"Obviously
crime pays, or there'd be
no crime"*

G. Gordon Liddy

GLOSSARY

accurate – dokładny, precyzyjny
alter – zmieniać, przerabiać
bloodstain – plama krwi
boundary – granica, zakres
bullet casing – łuska naboju
cast – odlewać, robić odlew; odlew
caution – uwaga, ostrożność, przezorność
cell – komórka
contaminate – zanieczyszczać, skażać
cordon off – odgradzać, odgradzać kordonem
barrier tape – taśma policyjna, taśma odgradzeniowa
cross contamination – zanieczyszczenie krzyżowe, wzajemne
dust – opylać, pudrować
enlarge – powiększać
examine – badać, przesłuchiwać
exclude – wykluczyć, wyeliminować
fibre – włókno
fingerprint – odcisk palca, odbitka linii papilarnych

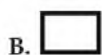
forced entry – wtargnięcie siłą, włamanie
forensic – sądowy, prawniczy, kryminalistyczny
forensic examination – ekspertyza kryminalistyczna
gather – zbierać, gromadzić
hermetically sealed – hermetycznie zamknięty
impression – odcisk
label – etykieta; znakować, oznaczyć
lift fingerprints – pobierać ślady linii papilarnych
lifting tape – folia daktyloskopijna
offender – przestępca
saliva – ślina
sample – próbka
scrape – skrobać
secure – zabezpieczyć
semen – nasienie, sperma
sterile – sterylny, jałowy
swab – wacik, tampon; pobierać wymaz
sweat – pot
tweezers – pęseta, szczypczyki
tyre marks – ślady opon

Unit 4. THE POLICE

4.5. TRAFFIC AND ROADS POLICING

PART A – BASIC LEVEL

I. Match the pictures with the words for shapes. Then, give the Polish translations for the adjectives describing these shapes.



1. rectangle – _____
2. triangle – _____
3. circle – _____

- rectangular – _____
- triangular – _____
- circular – _____

II. HOW WELL DO YOU KNOW ROAD TRAFFIC SIGNS?

Read and complete the gaps below with words from task II.















THE SIGNING SYSTEM

There are three basic types of traffic signs: signs that give orders, warning signs and information signs. Each type has a different shape.

1. _____ signs give orders.
2. _____ signs give warnings.
3. _____ signs give information.

There are a few exceptions to the shape rules to make some of them more important. Examples are the 'STOP' and 'GIVE WAY' signs.

III. Match the correct traffic signs with the sentences.

| A. | B. | C. | D. | E. | F. | G. |
|---|---|---|---|---|---|--|
|  |  |  |  |  |  |  |
| H. | I. | J. | K. | L. | M. | N. |
|  |  |  |  |  |  |  |

1. You must come to a complete stop at the sign. _____
2. You must allow other vehicles to go before you do. _____
3. You mustn't exceed 50 km/h. _____
4. Watch out! The road may be slippery. _____
5. Watch out! You are approaching a pedestrian crossing. _____
6. Watch out! The road bends to the right. _____
7. This is a bus lane. _____
8. This road is closed at the end. _____

4.5. TRAFFIC AND ROADS POLICING

IV. Write your own sentences about the other signs from task III. Use *must* and *mustn't*.
Look at the traffic signs names in Appendix G, page 108 for help.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

V. Work in pairs. Choose some more road signs from Appendix G, page 108, to make more sentences. Tell each other what the signs mean.

VI. Do the Quiz in pairs. For questions 1–5 check your answers in Appendix H, page 112; for questions 6–8 check the Key.

HOW WELL DO YOU KNOW THE POLISH HIGHWAY CODE?

1. What is the legal speed limit in built-up areas during the day (5 a.m. to 11 p.m.)?
2. What is the legal speed limit in built-up areas during the night (11 p.m. to 5 a.m.)?
3. What is the legal speed limit on single carriageways?
4. What is the legal speed limit on dual carriageways and single carriageway expressways?
5. What is the legal speed limit on a motorway?
6. When do children have to use a car seat in a vehicle?
7. Are both front and rear seat belts obligatory?
8. Is the driver allowed to use hands-free equipment while driving?
9. What is the legal drink drive limit?
10. Which of these are compulsory for vehicles driving in Poland?
 - a) warning triangle
 - b) first aid kit
 - c) fire extinguisher

GLOSSARY

back seat – tylne siedzenie
built-up area – obszar / teren zabudowany
car seat – fotelik ochronny, fotelik samochodowy
compulsory – obowiązkowy, obligatoryjny
drink drive limit – dopuszczalna ilość alkoholu we krwi kierowcy
dual carriageway – droga dwujezdniowa
exceed – przekraczać, przewyższać
fire extinguisher – gaśnica
first aid kit – apteczka pierwszej pomocy
hand-held mobile – telefon komórkowy trzymany w ręce

hands-free – system hands-free, niewymagający obsługi ręcznej
motorway – autostrada
order – nakaz
pedestrian – pieszy
pedestrian crossing – przejście dla pieszych
rear – tylny
seat belt – pas bezpieczeństwa
single carriageway – droga jednojezdniowa
single carriageway expressway – droga ekspresowa jednojezdniowa
slippery – śliski
speed limit – limit prędkości
vehicle – pojazd
warning triangle – trójkąt ostrzegawczy, trójkąt awaryjny

Unit 4. THE POLICE

4.5. TRAFFIC AND ROADS POLICING

PART B – EXTENDED LEVEL

I. Discuss these questions in pairs. Then read the text and check if you were right.

1. What legal documents are drivers required to have with them while driving a vehicle?
2. What are the possible punishments for drivers who commit a traffic offence?

The Traffic Police are committed to reducing the number of traffic related deaths, injuries and crimes on the roads. Their main aims and objectives concentrate on:

- Antisocial and criminal use of vehicles on the roads
- Drink driving
- Drug driving
- Speeding
- Commercial vehicles and the transportation of hazardous materials
- Un-roadworthy and dangerous vehicles
- Road safety at schools



fot. policja.pl

The Police have a number of powers and their aim is to keep drivers and pedestrians safe on the roads. They can stop anyone at any time and failing to stop is a criminal offence. When pulled over by the police, you may be asked to show such documents as driving licence, vehicle registration document and insurance certificate. If you have committed a traffic offence, the police may issue you with a penalty notice.

Non-endorsable offences are those which do not result in penalty points. More serious offences like speeding are endorsable offences and they incur penalty points. If you feel a penalty notice is unjust, you can choose not to pay the fine and argue your case in court.

If your vehicle is defective, it may be towed away to a special car park. If it has just a minor defect, for example, one of its indicators is broken, you may be given a caution. You will have to fix the fault as soon as possible.

Police can breathalyse you, that is ask you for a breath test, if they suspect you have been drinking. If you fail the breath test, you will be charged. You must leave your car until you are sober and able to move it, or another driver can move it with your permission. Serious road offences, such as causing death by dangerous driving, may result in imprisonment.

II. Find words or phrases in the text that match the definitions below. Give their Polish equivalents.

1. an offence of driving faster than the allowed speed
2. a type of motor vehicle that may be used for transporting goods or passengers
3. not safe to drive
4. a person who does not use vehicles, but walks the city streets

| English | Polish |
|---------|--------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

4.5. TRAFFIC AND ROADS POLICING

| | English | Polish |
|---|---------|--------|
| 5. to make a driver or vehicle move to the side of the road | _____ | _____ |
| 6. not fair | _____ | _____ |
| 7. not working correctly | _____ | _____ |
| 8. the lights on a car that show in which direction it is turning | _____ | _____ |
| 9. not drunk | _____ | _____ |
| 10. the punishment of being kept in confinement | _____ | _____ |

III. Cover the text and complete the sentences below. The missing words have all been used in the text.

1. Failing to stop when you are _____ over by the police is a criminal offence.
2. If you have committed a traffic offence, the police may issue you with a _____.
3. You can choose not to pay the fine and argue your _____ in court.
4. If your vehicle is defective, it may be _____ to a special car park.
5. If the police suspect you have been drinking, they can ask you for a _____.
6. Serious road offences may result in _____.

IV. Work in pairs. Go to Appendix I, page 113.

Student A: choose one of the posters and tell Student B about it by answering the questions below.

Student B: guess which poster Student A is talking about.

Then change roles.

1. What is the aim of the poster?
2. What traffic offence does it refer to?
3. What emotions does it arouse in you?
4. Why have you chosen this particular poster?

V. Discuss:

1. Which of the posters do you think is the most effective? Why?
2. Will drivers change their behaviour on the road if the problem of safe driving is presented in such a way? Explain why.
3. In what other ways can you increase drivers' awareness of the problem? Suggest some ideas.

GLOSSARY

breath test – badanie trzeźwości
 breathalyse – badać trzeźwość alkomatem
 case – sprawa (sądowa), proces
 caution – ostrzeżenie, pouczenie
 confinement – uwięzienie, zamknięcie

court – sąd
 endorsable / non-endorsable offence –
 punktowane / niepunktowane
 wykroczenie
 penalty notice – mandat karny
 tow away – odholować

Unit 5. MUNICIPAL POLICE

986

PART A – BASIC LEVEL

I. What do you think might be the problem in each of these situations? Discuss in pairs.

A



B



C



D



E



F



II. WHY DID THE MUNICIPAL POLICE HAVE TO INTERVENE? Use the words below in the correct form to complete the sentences. Match the sentences with the pictures from task I.

park • break • leave • smoke • make noise • take care

1. A group of young people _____ late at night during a party. The neighbours couldn't sleep.
2. A group of hooligans _____ a window with a stone.
3. A driver _____ in a no-parking zone.
4. A motorcyclist _____ his motorbike in the 'Disabled Only' parking space.
5. The property owner did not _____ of the rubbish.
6. A man _____ a cigarette at the bus stop.

Unit 5. MUNICIPAL POLICE

III. The Municipal Police will never intervene if we obey our civic duties, responsibilities and laws. Write what we *must* or *mustn't* do in order not to pay a fine.

1. Property owners _____ clear snow on the pavement outside their property.
2. We _____ park in 'no parking zones'.
3. Pupils _____ play truant.
4. Dog owners _____ clean up their dog's droppings.
5. We _____ litter streets with rubbish.
6. We _____ use the 'disabled only' parking place when we do not have a special valid permit.
7. We _____ disturb public order.
8. We _____ use offensive language in public.



fot. materiały SMMK



In Great Britain a person who checks that drivers park their cars legally is called a **TRAFFIC WARDEN**. A traffic warden gives out parking tickets to those who park illegally. A driver who gets a ticket has to pay a fine.

GLOSSARY

be allowed to – mieć zezwolenie / pozwolenie
disabled – niepełnosprawny
dog's droppings – psie odchody
forbidden – zabroniony, zakazany
litter – śmieci, odpadki; śmiecić, zaśmiecać
municipal police – straż miejska
offensive language – obraźliwe słownictwo
parking ticket – mandat za nieprawidłowe parkowanie
pay a fine – płacić mandat
prohibited – niedozwolony, zakazany
rubbish – śmieci
traffic warden – funkcjonariusz kontrolujący prawidłowość parkowania, strażnik miejski w Wielkiej Brytanii



fot. Krzysztof Mich, Straż Miejska m. st. Warszawy

Unit 5. MUNICIPAL POLICE

PART B – EXTENDED LEVEL

I. Look at the photo. What has happened? What has the driver done and how has the Municipal Police reacted? What are the consequences of such a situation?



fot. materiały SMMK

II. Read the text. Match the underlined words from the text with the definitions given below.

- | | |
|--|---------|
| 1. a crime that is not very serious | - _____ |
| 2. to refuse to follow rules, law or orders | - _____ |
| 3. to put a burden/restrictions on someone | - _____ |
| 4. without official permission | - _____ |
| 5. offensive to social or moral standards | - _____ |
| 6. a state of being under the influence of alcohol | - _____ |

The Municipal Police supports other uniformed services in maintaining peace and order in our cities, enforcing the law, preventing and detecting crime. We have all seen them intervene. Unfortunately, the Municipal Police is mainly associated with clamping the wheels of vehicles which have been parked in unauthorized areas and imposing fines for such an offence. Hard evidence shows that such a simplification is very unfair.

Not only do the officers patrol the cities and protect public order, but they also take care of our personal safety. While monitoring the cities they are on the lookout for citizens who act against the law. People who smoke in forbidden areas, drink alcohol in public places, use obscene language or misbehave in any other way must be prepared to face the municipal police officer on duty.

Any act of vandalism, hooliganism, intoxication in a public place or destruction of someone else's property involves their immediate reaction. Leaving your car so that it threatens road safety results in it being removed and towed away. Winter time and snowy weather impose special obligations on property owners like: clearing snow around the property, removing icicles so that passers-by and vehicles are safe. Pet owners have their duties, too. They are obliged to clean up their dog's droppings, leaving parks, pavements and other walking areas clean.

There are plenty of those who disobey the law. Municipal police officers instruct offenders on how to act properly in the future. The educational aspect is undoubtedly beneficial; however most people have fines imposed on them, and it is a MUST to pay them.

Unit 5. MUNICIPAL POLICE

III. Using ideas and vocabulary from the text finish these sentences:

1. A municipal police officer imposes a fine on a driver when _____.
2. If you smoke or drink in a public place, _____.
3. You shouldn't leave your car in a 'disabled only' parking space unless _____.
4. If you damage someone's car, you _____.
5. After it snows heavily, _____.

In many countries it is **COMMUNITY POLICING** which is responsible for solving community problems related to crime and social disorder. It involves the police working with the community to help prevent crime and address social order problems. A community policing project has been implemented in the Polish system of law enforcement in some parts of Poland, too.



NEIGHBOURHOOD WATCH

is a citizens' organization devoted to crime prevention within a neighbourhood. It is made up of small groups of volunteer residents in towns and cities around the country, who look out for signs of crime in their own neighbourhoods and share that information with each other and the local police. The scheme is very very popular in the UK, the USA, and some other countries.

GLOSSARY

community policing – policja dzielnicowa, policja środowiskowa
disobey – nie przestrzegać (prawa, zasad)
impose a fine upon – nakładać grzywnę, mandat na
impose an obligation – nakładać obowiązek
intoxication – nietrzeźwość, upojenie
must (a must) – konieczność, wymóg
neighbourhood watch – pogotowie sąsiedzkie, straż sąsiedzka, patrol sąsiedzki
obscene language – obraźliwy, wulgarny język
offence – występki, wykroczenie
tow away – odholować
unauthorized – bezprawny, nieupoważniony



fot. Krzysztof Mich, Straż Miejska m. st. Warszawy

Unit 6. BORDER GUARD

PART A – BASIC LEVEL



fot. Straż Graniczna

I. Match these two columns to make commands. Sometimes there is more than one answer possible.

1. Drop A. down!

2. Stop B. closer!

3. Stand C. the gun!

4. Lie D. your legs!

5. Spread E. or I'll shoot!



fot. Straż Graniczna

6. One step F. knees!

7. Put G. on the car!

8. Hands H. your pockets!

9. On your I. forward!

10. Empty J. your hands on your shoulders!

II. Read the text about the Border Guard and fill in the blanks with the words given:

cigarettes • cross • immigrants • monitoring • air • national • passport • countries • airports • border

The Border Guard, or border police, is a 1. _____ security agency, which is responsible for 2. _____, controlling and keeping our Polish borders safe. Since 2004 these are also the EU borders. The guards patrol the frontier and check people who 3. _____ it. They have the right to check our 4. _____ and / or visa, too. One of their duties is to prevent illegal 5. _____ from entering our country. The border patrol also checks borders and border zones. Every day thousands of people wait for 6. _____ clearance. Unfortunately, some of them try to smuggle weapons, alcohol, 7. _____, animals or even counterfeit money. Border Guard officers also operate at 8. _____, seaports and all other ports of entry. Polish land

Unit 6. BORDER GUARD

borders neighbour seven 9. _____ and the Baltic Sea coastline. This is called the maritime border. Systems of 10. _____ observation monitor our air border as well.

III. Read these newspaper headlines. Tell your partner what problems border guards have faced.

- | | |
|---|--|
| 1. 25,000 CIGARETTES IN TOOTHPASTE | 2. REMBRANDT'S MASTERPIECE SEIZED AT WARSAW AIRPORT |
| 3. STOLEN IN SPAIN, CAUGHT IN POLAND | 4. POACHERS CAUGHT BY MONITORING VESSELS |
| 5. FAILED DRUG SMUGGLING | 6. BRIBERY REFUSED |
| 7. COBRA FOUND IN COACH WHEELS | 8. 20 DETAINED FOREIGNERS |

IV. Choose one of the headings, invent the story and tell your partner what happened. Your partner should guess which heading matches your story.

V. Document irregularities can cause serious problems. The traveller may not be able to cross the border because of them. Read what the guard is saying and fill in the missing words. What other problems can stop the traveller on the border?

complete • expired • valid • forged

1. "I'm afraid that your visa is not real. It is _____."
2. "I'm sorry, sir, but your passport is no longer _____."
3. "I'm really sorry, but your passport has _____."
4. "I'm afraid your vehicle documents are not _____. You haven't got your car insurance."

GLOSSARY

air border – granica powietrzna
border clearance – odprawa graniczna
border patrol – patrol graniczny
border zone – strefa nadgraniczna
border – granica
coach – autokar
coastline – linia brzegowa
counterfeit – fałszywy, podrobiony
cross – przekraczać, przekroczyć
detain – zatrzymać, zatrzymywać
drop – spaść, opaść, upuścić
forge – podrobić, podrabiać

frontier – granica
irregularity – nieprawidłowość
land border – granica lądowa
maritime border – granica morska
monitoring vessel – łódź patrolowa
patrol – patrolować
poacher – kłusownik
port of entry – port przybycia (przekroczenia granicy)
seize – zająć, przejąć, skonfiskować
spread – rozprzestrzeniać (się)
valid – ważny, o nieprzekroczonym terminie ważności
vessel – łódź, statek

Unit 6. BORDER GUARD

PART B – EXTENDED LEVEL

I. Read these six news extracts and match them with the names of crimes.

- A. lack of work permit
- B. human trafficking
- C. illegal drug trafficking
- D. counterfeit consumer goods
- E. bribery and smuggling
- F. art smuggling



fot. Straż Graniczna

1.

| | |
|--|--|
| | |
|--|--|

The Border Guard Unit's spokesman reported that during routine control operation 10,000 items of fake products were found in a lorry crossing the Polish border last week. These included knockoffs of luxurious handbags and leather accessories.

2.

| | |
|--|--|
| | |
|--|--|

The owner of a BMW had 60 kg of amphetamine in the boot. One package was covered with kids' blankets, the other one was hidden in the backseat upholstery. Thanks to sniffer dogs, customs officers halted the suspect.

3.

| | |
|--|--|
| | |
|--|--|

Two citizens tried to bribe a customs officer with a large sum of money to allow them to cross the border. Having refused to take the bribe, the officer found 20,000 bottles of pure spirit in the lorry. None of the bottles had excise bands stuck on them.

4.

| | |
|--|--|
| | |
|--|--|

Patrolling the border zone in a quad last night, one of the patrol members noticed a group of Asians hiding in the greenery near the border. Thanks to night vision goggles all of them were taken to the Border Guard checkpoint. They are being interrogated. According to the latest news their intended destination was Berlin.

5.

| | |
|--|--|
| | |
|--|--|

A German citizen was caught at Balice Airport in Krakow, Poland, yesterday. Radiometric control revealed non-standard objects in his briefcase which turned out to be medieval sculptures.

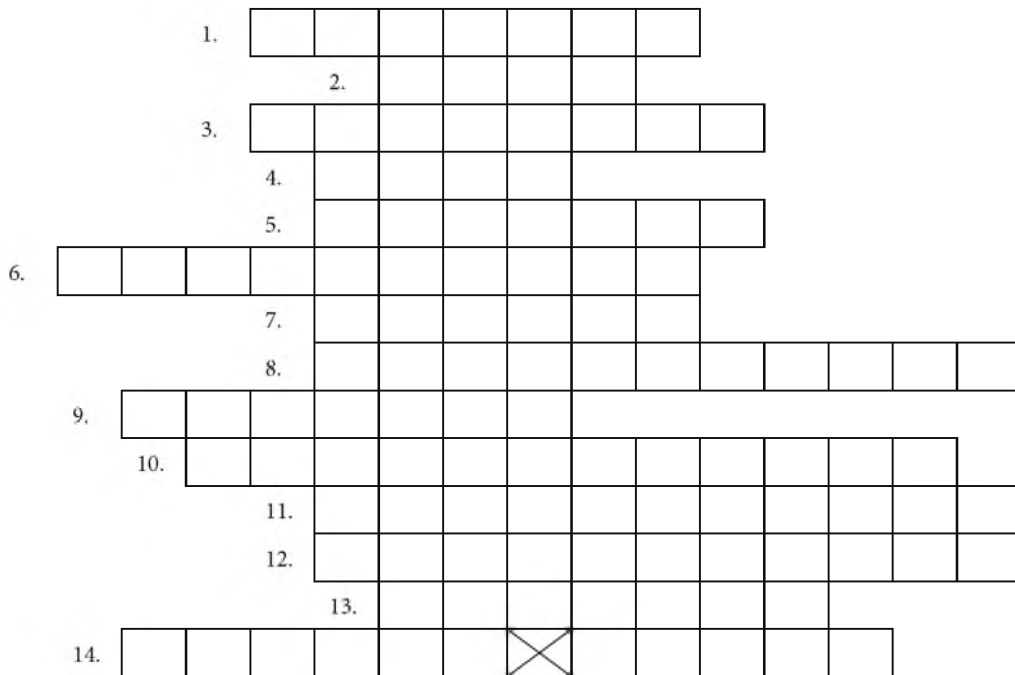
6.

| | |
|--|--|
| | |
|--|--|

Border Guard officers have halted 11 illegal workers from Ukraine, whose work permit expired two years before.

Unit 6. BORDER GUARD

II. Do the crossword. The solution can be found in the middle shaded column.



1. objects used for fighting or attacking (often guns)
2. to stop or to make someone stop
3. the place where tourists cross the border
4. an official permit which allows you to enter a particular country
5. no longer valid; *My passport has _____.*
6. a place at the border where people have to stop and show passports
7. line which divides areas or countries
8. to interview; ask a lot of detailed questions
9. an act of giving or taking money or other valuables in order to get some help
10. observation; the act of watching a person or place
11. an act of buying or selling illegal products or items
12. relating to a measurement of radioactivity
13. to tell customs officers at the border about the carried goods on which tax should be paid
14. a uniformed service responsible for maintaining order and security at our borders

GLOSSARY

bribe – łapówka; przekupywać
 bribery – łapówkarstwo; przekupstwo
 checkpoint – punkt kontrolny
 counterfeit – fałszerstwo, imitacja; fałszować, podrabiać
 crossing – przejście (graniczne)
 declare – zgłosić do oczenia
 excise band – znak akcyzy

expire – wygasać, tracić ważność
 expired – przeterminowany, nieważny ze względu na utraconą datę ważności
 fake – fałszywy, podrobiony
 halt – zatrzymać, zatrzymywać
 interrogate – przesłuchiwać
 knockoff – podróbka, podrobiony towar
 night vision goggles – noktowizor
 radiometric control – kontrola radiometrem
 sniffer dog – pies tropiący
 surveillance – nadzór, obserwacja

Unit 7. PRISON GUARD

PART A – BASIC LEVEL

I. Match the words with the definitions.

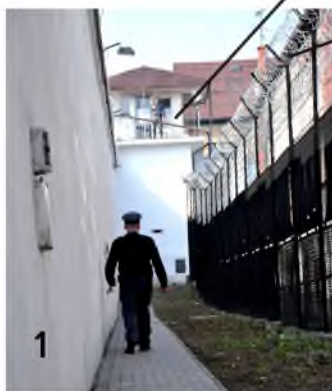
prison • custody • convict

1. the state of being in prison especially while waiting for a trial – _____
2. a person who has been found guilty and sent to prison – _____
3. a building where people are kept as a punishment or while they are waiting for a trial – _____

II. Read the six descriptions and decide which pictures they describe. Next use the underlined words to label the elements shown in the pictures. For Polish translations check the Vocabulary Bank.

a. _____

b. _____



c. _____

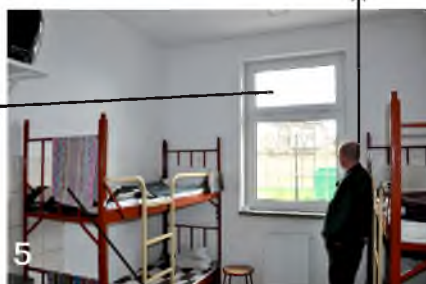


d. _____



e. _____

Unit 7. PRISON GUARD



f. _____ g. _____

h. _____

i. _____

j. _____

fot. na s. 45 – OISW Kraków

A. In picture number _____ we can see a convict, who is standing outside his cell. He is holding his arms straight out at his sides and is standing with his legs apart. One of the prison officers is checking him with a metal detector. It is a routine search.

B. Picture number _____ shows a prison officer in front of the monitoring system. This is a special device which scans the content of parcels.

C. In picture number _____ we can see a prison cell. There are iron bars in the window, but a convict is looking through the window and observing the world outside. He is standing next to a bunk-bed.

D. In picture _____ we can see a prison. This building is surrounded by a wide range of security systems like: fencing, a wall, lighting, an armed guard tower and concertina wire.

E. Picture _____ presents a prison officer. He is checking the cell through the peephole. The door is equipped with metal locks. The officer is wearing a uniform and carrying tear gas, handcuffs and a baton.

F. In picture _____ we can see a prison officer. He is wearing a bulletproof jacket and a helmet and he is holding a protective shield. He belongs to the Prison Guard Intervention Group.

GLOSSARY

bars – kraty (w oknach)
bulletproof – kuloodporny
cell – cęła
custody – areszt, zatrzymanie
device – urządzenie
guilty – winny
prison officer – strażnik więzienny,
funkcjonariusz służby więziennej
punishment – kara
tear gas – gaz łzawiący
trial – proces

Unit 7. PRISON GUARD

PART B – EXTENDED LEVEL



foto. na s. 46 – OISW Kraków

I. What security systems can you identify in the pictures? What is the purpose of each of them? Explain why they are used.

II. Read the text about prisons and prisoners in Poland. Next, fill in the chart using information from the text.

Prisoners in Poland serve their sentence in four kinds of correctional institutions. These are: juvenile penitentiaries, prisons for first-time offenders, for repeat offenders and for offenders serving military custody. They are either closed, half-open or open prisons. Women are placed separately. Prisoners, or convicts as they are officially called, have their rights and obligations. The more severe the punishment, the longer the list of limitations. Prisoners are forbidden to drink alcohol, use toxic substances or offensive language. Under no circumstances can convicts bully or disrespect other prisoners. Committing a physical assault on a public officer employed in prison leads to serious consequences, too. Convicts are permitted to undertake education and take part in vocational training during imprisonment. They are allowed to work or participate in sport, cultural and social activities. Convicts also have the right to perform religious practices and take advantage of religious freedom. They are entitled to visits, which take place in a special visitors' room, to receive parcels or correspondence and to take walks in a designated area in the open air. Medical care, food and sanitary articles are provided.

| Convicts have the right to... | Convicts mustn't... |
|-------------------------------|---------------------|
| | |

Unit 7. PRISON GUARD

III. Look at the scope of a prison guard's duties and responsibilities. Apart from maintaining order and discipline and supervising prison visits, what does a prison guard have to do? Choose the verbs which best fit the gaps.

escorts • prevents • provides • operates • writes • observes • searches • carries out

A PRISON GUARD...

1. _____ convicts to courts.
2. _____ prisoners through the monitoring system.
3. _____ patrol duties.
4. _____ prisoner reports.
5. _____ disturbances, assaults and escapes.
6. _____ security equipment.
7. _____ prisoners for illegal items.
8. _____ support to those at risk of bullying, suicide and self-harm attempts.



fot. OISW Kraków



People who have been jailed because of their ethnic origin, national or economic status, political or religious beliefs, sex and race are called **PRISONERS OF CONSCIENCE**. Amnesty International is an international organization which fights for human dignity and fair trials and helps to release such prisoners. Nelson Mandela had been imprisoned for almost 27 years before he was released. Andrei Sakharov was held in internal exile for 6 years.

GLOSSARY

bully – zastraszać, tyranizować
 closed prison – zakład karny typu zamkniętego
 convict – osadzony, skazany, więzień
 correctional institution – instytucja więzienna, zakład karny
 custody – areszt śledczy
 half-open prison – zakład karny typu półotwartego
 juvenile penitentiary – zakład karny dla młodocianych
 open prison – zakład karny typu otwartego

physical assault – użycie przemocy
 prison for first-time offenders – zakład karny dla odbywających karę po raz pierwszy
 prison for offenders serving military custody – zakład karny dla odbywających karę aresztu wojskowego
 prison for repeat offenders – zakład karny dla recydywistów penitencjarnych
 prisoner – osadzony, więzień
 prisoner of conscience – więzień sumienia
 supervise – nadzorować, pilnować
 visit – widzenie

Unit 8. FIRE AND RESCUE

8.1. FIRE

PART A – BASIC LEVEL



I. Read the following news broadcast about a fire and answer the questions.

Fire crews are trying to put out a very big fire which broke out last night in Borki, Poland. A citizen noticed smoke coming out of his neighbour's house. After a few minutes he heard an explosion. People started leaving their houses in panic. A strong wind is still blowing, so the crews are now fighting blazes on many fronts. No one is dead, but one woman with serious burns is on her way to a hospital in Krakow. Firefighters are limiting the spread of fire using all possible equipment. The police and rescue services are bringing help, too. The most probable cause of this disaster was a faulty gas installation in one of the villas, not far from where I am now. It will take some time to estimate the losses, but we already know that everyone here had fire insurance. That's all for now. This is Jan Foks live for you from Borki.

1. Where and when did the fire break out?
2. What is the biggest problem in Borki at the moment?
3. Are there any injuries?
4. Who is helping firefighters now?
5. What is the most probable reason for this fire?
6. Are the victims insured?

II. Find English equivalents for these words in the text.



1. płomienie – _____
2. katastrofa – _____
3. wybuch – _____
4. poparzenia – _____
5. ugasić – _____
6. strażak – _____
7. straty – _____
8. ubezpieczenie – _____

PART B – EXTENDED LEVEL

SOURCES OF IGNITION + SOURCES OF FUEL + OXYGEN = FIRE

I. Decide which ideas from the ones below refer to sources of ignition and which to sources of fuel.

furniture • weather • the sun • welding • matches • paint • cigarettes • electrical equipment • petrol • paper • rubbish • textiles • sparkle • wood • carelessness • flames • plastic • rubber • broken glass • lighting • candles

| SOURCES OF IGNITION  | SOURCES OF FUEL  |
|---|---|
| | |

8.1. FIRE

II. Make your own fire risk assessment. Discuss which workplace among the given below is the most and which is the least probable to catch fire. Explain why.

- hospital
- fireworks factory
- supermarket
- building site
- coal mine
- cosmetics manufacturer

III. Work in small groups and decide which rescue strategy brings the quickest help in case of fire emergency. Explain your choice.

clear fire exits • emergency signs • making emergency plans beforehand • raising the alarm immediately • modern fire-fighting equipment • escape routes

IV. Which extinguishers can be used on these objects? Can you add some more examples? Check your answers in Appendix J, page 114.

wooden table • books • clothes • petrol • plastic bottle • microwave oven • cooking oil • carpet • metal cans • PC

| WATER EXTINGUISHER | POWDER EXTINGUISHER | CARBON DIOXIDE EXTINGUISHER | FOAM EXTINGUISHER |
|-----------------------|------------------------|--------------------------------|----------------------|
| | | | |

V. In pairs or small groups write down what we should do when a fire breaks out in the workplace. Compare your ideas with the 'fire notice' in Appendix K, page 115.

GLOSSARY

blazes – płomienie
 blow – wiać
 break out – wybuchnąć (o pożarze)
 burn – poparzenie, oparzenie
 carbon dioxide – dwutlenek węgla
 coal mine – kopalnia węgla
 equipment – sprzęt
 escape – uciekać; ucieczka
 escape route – droga ewakuacyjna
 estimate losses – szacować straty
 extinguish – gasić
 extinguisher – gaśnica
 faulty – wadliwy
 fire crew – ekipa ratunkowa
 fire insurance – ubezpieczenie na wypadek pożaru

fireworks – sztuczne ognie, fajerwerki
 flame – płomień
 foam – piana
 fuel – paliwo, opał
 gas installation – instalacja gazowa
 ignition – zapłon
 injury – uraz, obrażenie
 insured – ubezpieczony
 oxygen – tlen
 powder – proszek, puder
 raise an alarm – wszcząć alarm
 smoke – dym
 source – źródło
 sparkle – iskra
 spread – rozprzestrzeniać się
 welding – spawanie

Unit 8. FIRE AND RESCUE

8.2. FIRE BRIGADE

PART A – BASIC LEVEL

I. Complete the table with words and phrases from below.

axe • crew • fire boots • fire chief • fire engine • fire hook • goggles • helmet • hose • ladder • overtrousers • protective gloves • pump • volunteer firefighter • radio • fire blanket

| CLOTHES | EQUIPMENT | PEOPLE |
|---------|-----------|--------|
| | | |

II. Match the words that go together. Give the Polish translations. Check the Vocabulary Bank.

| extinguisher hydrant box apparatus alarm plan | <table><tr><th>EXPRESSION IN ENGLISH</th><th>POLISH</th></tr><tr><td>1. smoke _____</td><td></td></tr><tr><td>2. escape _____</td><td></td></tr><tr><td>3. breathing _____</td><td></td></tr><tr><td>4. first-aid _____</td><td></td></tr><tr><td>5. fire _____</td><td></td></tr><tr><td>6. fire _____</td><td></td></tr></table> | EXPRESSION IN ENGLISH | POLISH | 1. smoke _____ | | 2. escape _____ | | 3. breathing _____ | | 4. first-aid _____ | | 5. fire _____ | | 6. fire _____ | |
|--|--|-----------------------|--------|----------------|--|-----------------|--|--------------------|--|--------------------|--|---------------|--|---------------|--|
| EXPRESSION IN ENGLISH | POLISH | | | | | | | | | | | | | | |
| 1. smoke _____ | | | | | | | | | | | | | | | |
| 2. escape _____ | | | | | | | | | | | | | | | |
| 3. breathing _____ | | | | | | | | | | | | | | | |
| 4. first-aid _____ | | | | | | | | | | | | | | | |
| 5. fire _____ | | | | | | | | | | | | | | | |
| 6. fire _____ | | | | | | | | | | | | | | | |

III. Read the text and try to remember as many details about Paul as possible.



My name is Paul. I'm a firefighter in a small town in England. I start my 24-hour shift at 8 a.m. and work until 8 a.m. the next day. Then I have 48 hours off work. We start our day with a workout. Then we check the fire engine and all the equipment – the radio, pumps, medical equipment, etc. We have to clean everything and check if it works. Then we have our training sessions. We do all kinds of training – we attend lectures, practical training sessions and do on-line courses. Our crew is about 15 firefighters. We stay with the same crew for about three years. Then they move us to another station.

When the alarm sounds everyone reacts differently but we all have to be dressed in our fire kit in less than a minute. People think that most of the calls are for fires but that's not true.

We put out fires and rescue people from burning buildings but we deal with other problems, too. We help in traffic accidents, clear fallen trees, remove chemical substances, deal with building site disasters, and pump out water. But we also remove wasp and hornet nests and, believe it or not, rescue cats from trees.

8.2. FIRE BRIGADE

IV. Cover the text and in pairs answer the questions from memory.
Then check your answers.

1. What kind of shift work does Paul do?
2. What is the first thing he does at work?
3. How many firefighters are there in his crew?
4. How fast does a firefighter have to put on his uniform?
5. What do firefighters do?

**SMOKE ALARMS
SAVE LIVES!
IT'S A FACT!**

V. Work in pairs. Describe the pictures to each other. What are the firefighters doing? What equipment are they using? Use as many of the words from tasks I and II as you can.



GLOSSARY

axe – topór, siekiera
building site disaster – katastrofa budowlana
call – wezwanie
clear – sprzątać, oczyszczać, odblokować
crew – brygada, załoga, zespół
equipment – sprzęt, wyposażenie
fallen – wywrócony, powalony
fire blanket – strażacki koc ratunkowy
fire chief – komendant straży pożarnej
fire engine (US fire truck) – wóz strażacki
fire hook – bosak
fire kit – ubranie i wyposażenie strażaka
firefighter – strażak
goggles – gogle, okulary ochronne
helmet – hełm, kask
hornet – szerszeń
hose – wąż, sikawka
ladder – drabina
nest – gniazdo
overtrousers – spodnie zewnętrzne
protective gloves – rękawice ochronne
pump – pompa
pump out – wypompować
remove – usunąć
rescue – ratować, ocalić
shift – zmiana (w pracy zmianowej)
sound – dźwięczeń, rozbrzmiewać
volunteer – ochotnik; ochotniczy
wasp – osa
workout – zaprawa, ćwiczenia fizyczne

Unit 8. FIRE AND RESCUE

8.2. FIRE BRIGADE

PART B – EXTENDED LEVEL

I. Discuss these questions in pairs.

- A. What does a firefighter's job involve?
- B. What should a good firefighter be like?
- C. What does a firefighter wear?
- D. What are the main functions of the firefighter's uniform?

II. Read the texts. Match the questions from task I with the paragraphs.

1. _____ Not everyone can do this job as it requires certain skills and characteristics. First of all, a firefighter has to be able to maintain good relationships with his colleagues as the occupation involves team work. The ability to communicate effectively is crucial. A firefighter has to have a lot of stamina and be physically fit as there is a lot of physical work involved. To be one, you have to be confident, use your common sense and have the ability to make quick decisions. And, of course, a firefighter should not be afraid of heights and fire.

2. _____ Firefighters' uniforms are their most important asset. Without this gear, a firefighter cannot effectively put out fires and rescue victims. The uniform is called Personal Protective Equipment or structural turnouts. It is called 'turnouts' because the clothes are turned inside out when not used so that the firefighter can quickly step into them and pull them on.

3. _____ Firefighters deal with different emergency situations, from tackling fires and rescuing people from burning buildings to dealing with chemical spillages and road traffic collisions. Today's firefighters also work closely with the community to help prevent various incidents from happening. Their role is to educate the community by visiting schools, community centres and other institutions and advise people about planning escape routes in case of fire.

4. _____ The primary purpose of the gear is to protect the firefighter from the heat of the fire and from the dangers of smoke inhalation. In addition, most of the gear has retroreflective striping to make the firefighter more visible in the dark or through smoke. The breathing apparatus allows the wearer to breathe safely and keeps contaminants out. The personal alert safety system sends out an alert when a firefighter is running out of air or not moving so that other rescuers can offer assistance.

III. Cover the text. Complete the missing words.

- 1. Firefighters deal with different emergency situations such as _____ fires and _____ people from burning buildings.
- 2. Another role of firefighters is to _____ incidents from happening.
- 3. A fireman's job involves dealing with chemical _____.
- 4. It is important to plan escape _____ in case of fire.
- 5. The uniform protects firefighters from the _____ of the fire and from the dangers of smoke _____.

8.2. FIRE BRIGADE

6. Retroreflective _____ makes firefighters more visible in the dark or through smoke.
7. Breathing _____ is an item of safety equipment which allows the wearer to work safely in an immediate danger to life and health atmosphere by providing air to a mask.

IV. Look at the photo of the firefighter and the list of equipment. Find the pieces of the firefighter's gear in the picture. Which items are not in the picture? Explain the function of each of the items.



- a. a torch
- b. an axe
- c. an insulated jacket
- d. a face mask
- e. a fire hook
- f. insulated leather gloves
- g. insulated trousers
- h. a sliding pole
- i. a pair of steel-toed insulated rubber or leather boots
- j. a helmet with goggles or a visor and a neck-protecting flap

GLOSSARY

alert – alarm; alarmowy
axe – topór, siekiera
breathing apparatus – aparatura tlenowa
chemical spillage – wyciek substancji chemicznych
combustion – spalanie, zapłon
contaminant – środek skażający, substancja zanieczyszczająca
escape route – droga ewakuacyjna
fire chief – komendant straży pożarnej
fire hook – bosak
fire-retardant – ognioodporny, ogniotrwały
flammability – palność, łatwopalność
flammable – palny, łatwopalny
flap – kłapa, klapka, tu: osłona karku

gear – sprzęt, narzędzia, strój
goggles – gogle, okulary ochronne
inhalation – wdychanie
insulated – izolowany
rescue – ratować; ratunek
retroreflective striping – taśmy odbłaskowe
sliding pole – rura strażacka
stamina – wytrzymałość
steel-toed – ze stalowym noskiem, wzmocnieniem (buty)
tackle – rozprawiać się, uporać się, opanować
thermal imaging camera – kamera termowizyjna / termiczna
torch – latarka
visor – osłona twarzy, wizjer

Unit 9. OHS

9.1. LABOUR LAW

PART A – BASIC LEVEL

I. Complete the sentences with the words from the list.

employ • employer • employees • unemployed • unemployment

1. My husband has lost his job and now he is _____.
2. This factory is the largest _____ in this area.
3. _____ is high in Europe and the US because of the economic crisis.
4. The company has over 500 _____.
5. Our secretary is going to have a baby. We have to _____ a new one.

II. Match the employment status words and expressions with the pictures. What is your employment status?

| | |
|--------------------|--|
| EMPLOYMENT STATUS: | employed / in full-time education / retired / unemployed |
|--------------------|--|



1.



2.



3.



4.

III. Number the lines to make a story about John's working career.

1. After John finished full-time education he started looking for a job. He got 6
2. had some financial problems and John lost his job. He was ____
3. his own business. He is self-employed now.
4. to work. But he wasn't happy so he resigned from the job and started ____
5. he found a new job. He started working flexitime. He could choose the hours he wanted ____
6. a job in an office. It was a nine-to-five job and he was happy. He got a good salary ____
7. and a holiday every year. Unfortunately, after a few years the company ____
8. unemployed for a few months, but didn't give up. He went to many interviews and finally ____

IV. Cover the text. Tell the story of John to your partner.

PART B – EXTENDED LEVEL

I. Complete the sentences with the words given. What are the differences in meaning between the words? Add the Polish translations.

FIRED – _____ **MADE REDUNDANT – _____**

1. A lot of workers have been _____ due to budget cuts.
2. She was _____ for breaking safety regulations.

9.1. LABOUR LAW

RETIRE - _____ RETIRED - _____ RETIREMENT - _____

3. In the past men could _____ at the age of 65, but now the _____ age is 67.

4. Early _____ is only possible in some professions.

5. My father is already _____. He _____ at the age of 65.

PENSION - _____ SALARY - _____

6. My husband got a 5% _____ increase at work. We're going to celebrate!

7. Many people find it hard to live on a basic state _____ after they retire.

PART-TIME - _____ FULL-TIME - _____ OVERTIME - _____

8. You are not allowed to do so much _____. This is regulated by labour law.

9. I can't study and work _____. It's just too much!

10. She has a _____ job. She only works three days a week.

SICK LEAVE - _____

PATERNITY LEAVE - _____

MATERNITY LEAVE - _____

UNPAID LEAVE - _____

11. I can only get two weeks of paid holiday, so if I want to travel more I will have to ask my employer for _____.

12. The length of _____ that women are entitled to after giving birth to a baby differs from country to country.

13. Nowadays more and more men take _____ so that the mother can go to work some time after the baby is born.

14. She's been on _____ for a month now. It must be something serious.

II. Can you unscramble the letters in the words in *italics*? Where does the regulation come from? Choose the correct option.

"Any discrimination in *eyepomlmnt*, direct or *idrenict*, in particular on grounds of gender, age, *dsbiliaity*, race, religion, *ntoniataly*, political *wsiev*, trade union *misrmebehp*, ethnic origins, sexual *oniorietatn*, as well as employment for a fixed or indefinite *imte* period, full or *rpta* time work – is not allowed."*

The regulation comes from the

- A. Penal Code
- B. Labour Code
- C. Workplace Rules of Conduct

III. Find words or expressions in the text that have a similar meaning to the given below.

- unfair treatment – _____
- political standpoint – _____
- sexual preference – _____
- faith – _____
- undefined – _____
- prohibited – _____
- sex – _____
- citizenship – _____

GLOSSARY

- employ – zatrudniać
- employee – pracownik
- employer – pracodawca
- fixed time / fixed-term contract – umowa na czas określony
- flexitime – ruchomy czas pracy
- full-time – na pełnym etacie, w pełnym wymiarze godzin
- indefinite time contract – umowa na czas nieokreślony
- labour code – kodeks pracy
- labour law – prawo pracy
- nine-to-five job – praca w stałych godzinach
- penal code – kodeks karny
- resign – rezygnować, ustępować, zrzekać się
- retired – emerytowany, na emeryturze
- rules of conduct – zasady postępowania
- salary – pensja, wynagrodzenie
- self-employed – samozatrudniony
- trade union – związek zawodowy
- unemployed – bezrobotny
- unemployment – bezrobocie

* art. 113 LC.

Unit 9. OHS

9.2. RISKS and HAZARDS

PART A – BASIC LEVEL

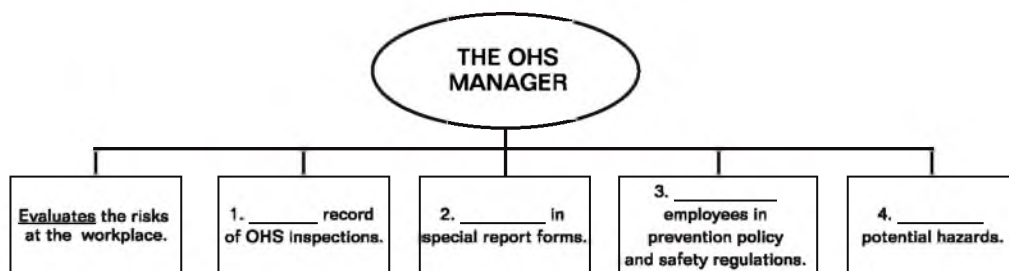


I. Read the text below and decide if sentences 1–5 are true (T) or false (F)?

My name is Barbara Fisz. I work as an OHS manager in ABC Bank in Krakow. OHS means Occupational Health and Safety. My main duty is to decide who of the working staff might be harmed and how. This means that I am responsible for evaluating the risks at work and predicting potential hazards. I also have to train all the workers in prevention policy and safety regulations and I have to keep records of my regular checks. I have to fill in special report forms. I am in charge of three OHS specialists, so I can share my duties with them. We keep our workplace safe for everyone. It is difficult to predict, avoid and deal with risks and hazards at a workplace, but I really like my job.

| | | | |
|----|--|---|---|
| 1. | Barbara analyses risks and hazards. | T | F |
| 2. | It is Barbara's job to teach workers safety regulations. | T | F |
| 3. | Barbara makes occasional inspections. | T | F |
| 4. | There is somebody who helps Barbara in her work. | T | F |
| 5. | Barbara's job is difficult and that's why she dislikes it. | T | F |

II. Look at the diagram of an OHS manager's duties. Use words from the text to complete the sentences.



III. Look at the definitions below. Which of them refers to RISK and which to HAZARD? Complete the definitions with the English word and the Polish equivalent.

1. _____ - _____

a source of potential harm, negative health effect(s) or damage to any person who is at work. This can be an exposure to sunlight, constant loud noise, repetitive movements or exposure to gases / fumes.

2. _____ - _____

a chance or probability that a person will be harmed or experience health problems when exposed to a hazard. The most important factors are: how much a person is exposed to a hazardous thing or condition, how the person is exposed (for example, by breathing in a vapour or by skin contact), and how serious are the effects under the conditions of exposure.

9.2. RISKS and HAZARDS

IV. Look at the RISK ASSESSMENT FORM. Decide what risks and hazards the employees or bank visitors can face in these places. Add your own ideas.

smoking • stress • slips • trips • violence • fire • drugs • cuts • alcohol • falls • aggression • asbestos • gas • electricity • injuries • bullying



| ABC BANK RISK ASSESSMENT FORM | | | | |
|----------------------------------|---------|--------------------------|---------------------|---------|
| HALL | KITCHEN | CUSTOMER SERVICE ZONE | MANAGER'S OFFICE | OFFICES |
| | | | | |

V. What hazards are related to the jobs and workplaces below? What are the risks involved? Use the vocabulary from the box below and ideas from task IV. Add your own.

lifting heavy objects • using chemicals • bites • allergic reaction • working at heights • hot weather • exposure to heat • exposure to fumes / gases • burns • spinal injuries



Examples: When you work as a vet, the animals can bite you. These bites can cause an allergic reaction. The man in the picture has to work at heights. It is dangerous because he might fall and damage his spine.

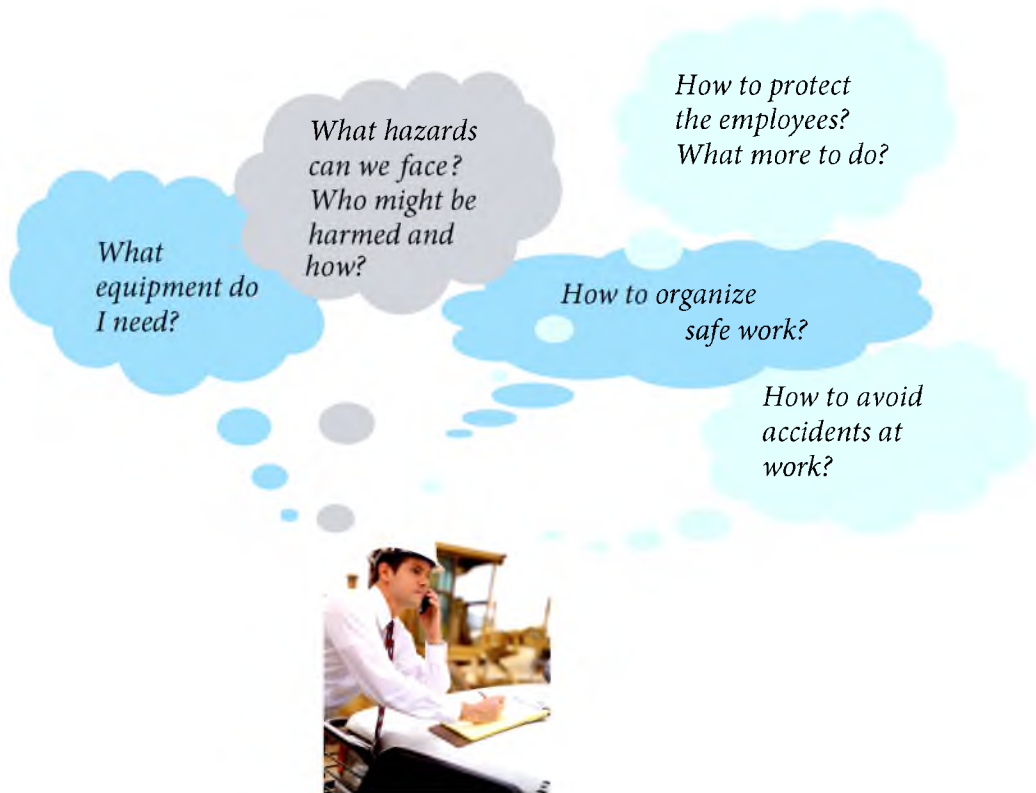
GLOSSARY

| | | |
|--|---|-------------------------------------|
| aggression – agresja | duty – obowiązek | policy – strategia, polityka |
| assessment – oszacowanie, ocena | electricity – elektryczność | predict – przewidzieć |
| avoid – unikać, unikać | employee – pracownik | prevention – zapobieganie |
| be in charge of – być odpowiedzialnym za, kierować | evaluate – szacować, oszacować | probability – prawdopodobieństwo |
| bite – ukąszenie, ugryzienie; ugryźć | exposure to – wystawienie na działanie, narażenie, ekspozycja | regulations – przepisy |
| bullying – tyranizowanie, dręczenie, zastraszanie, mobbing | fall – spadać; upadek | repetitive – powtarzający się |
| cause – powodować, spowodować; powód | fire – pożar | responsible for – odpowiedzialny za |
| cut – rana cięta | form – formularz | safety – bezpieczeństwo |
| drugs – narkotyki | harm – ranić, zranić | share with – dzielić się z |
| | health – zdrowie | slip – poślizgnięcie |
| | injury – zranienie | spine – kręgosłup |
| | make record (of) – sporządzić protokół | take part – brać udział |
| | occupational – zawodowy | trip – potknięcie; potknąć się |
| | OHS – BHP | violence – przemoc |

Unit 9. OHS

9.2. RISKS and HAZARDS

PART B – EXTENDED LEVEL



I. Name the three categories of words below. What do they have in common? Add two more ideas to each category.

A. _____ B. _____ C. _____

| | |
|-----------|---|
| A. | hard hat • scaffolding • lifeboats • life jacket • extinguishers |
| B. | danger of gas explosion • environmental damage • injuries • contact with machinery • exposure to fire • contact with electricity • slips • bullying • collapse • trips • falls • terrorism |
| C. | evacuation route • anti-slide surfaces • clear runways • prevention policy • investment in new equipment • protective uniforms • appointing competent staff • providing regular training |

9.2. RISKS and HAZARDS

II. Look at the questions that the OHS manager asks himself. Imagine you have just become responsible for workers in the places below. Using the vocabulary from task I, try to answer the manager's questions. Add your own ideas.



SCHOOL

MEDIUM-SIZE
ASSEMBLY LINE

AIRPORT

SHIP

BUILDING SITE

III. Write sentences about prevention and protection of workers.

1. It is important to / that _____.
2. It is extremely necessary to _____.
3. It is vital not to _____.
4. It is indispensable to / that _____.
5. If there are no _____.

IV. Match the beginnings and the endings to make logical sentences.

- | | |
|---------------------|---|
| 1. I am responsible | A. predict in what way using electrical equipment can cause a risk of fire. |
| 2. I deal | B. for teaching personnel and giving instructions how to behave in case of danger. |
| 3. I am in charge | C. to organize safe work and predict hazards that the disabled can come across in our premises. |
| 4. I manage | D. with the office equipment which has to operate properly at any time. |
| 5. I have to | E. of evaluating hazards which can occur in our school. |

GLOSSARY

anti-slide – przeciwoślizgowy
 assembly line – linia montażowa, zakład montażowy
 be in charge of – być odpowiedzialnym za
 be responsible for – być odpowiedzialnym za, nadzorować
 bullying – tyranizowanie, dręczenie, zastraszanie, mobbing
 collapse – zawalenie się, runięcie; zawalić się
 come across – natknąć się, natrafić
 exposure to – wystawienie na działanie, narażenie
 face – stawać w obliczu (zagrożenia, problemu, kryzysu)

fall – upadek
 hard hat – kask
 indispensable – niezbędny
 manage – kierować, zarządzać
 occur – wydarzyć się
 premises – budynki firmowe, nieruchomości, siedziba
 runway – pas startowy
 scaffolding – rusztowanie
 slip – poślizgnięcie; poślizgnąć się
 trip – potknięcie; potknąć się
 vital – konieczny, niezbędny

Unit 9. OHS

9.3. ACCIDENTS AT WORK

PART A – BASIC LEVEL

I. Find 14 hidden words in the picture puzzle (→) (↓) (↘). Next cross them out. If you do it correctly, the other letters will give the solution.



| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| S | L | I | P | C | H | A | D | R | I | L | L |
| C | Z | A | H | A | R | D | * | H | A | T | I |
| A | R | C | O | L | L | A | P | S | E | D | F |
| F | O | F | U | S | F | L | N | A | M | M | T |
| F | A | C | E | * | S | H | I | E | L | D | * |
| O | A | L | B | N | L | A | E | S | A | U | T |
| L | B | S | L | T | C | A | W | N | D | C | R |
| D | E | S | C | A | N | E | E | X | D | P | U |
| L | O | D | E | A | N | Y | W | H | E | E | C |
| E | X | P | L | O | S | I | O | N | R | R | K |
| E | E | L | E | C | T | R | I | C | I | T | Y |



SOLUTION: _____.

II. Which of the equipment items presented in task I do you use at home / school / work?

III. Six workers have had different accidents at work. Match what they say (1–6) with the reasons (A–F) that have caused these accidents.

9.3. ACCIDENTS AT WORK

1. "I fell into a digging hole."

2. "I got an electric shock.
It was awful!!!"

3. "Some chemical splashed
and got into my eyes."

A. The floor was wet.

B. The lift truck driver did not attach
the load properly.

C. There was no roof edge protection.

D. I wasn't wearing my goggles or face shield.

E. There was no security fence to inform
about the underground works.

F. The wiring in the drill was faulty.

4. "I slipped and fell down."

5. "I fell from the roof."

6. "I was crushed
by a pile of boxes."

IV. Have you ever had an accident at work / home / school? Was it similar to any of the examples from task III? Work in pairs. Tell your partner what happened.

V. Translate these sentences into Polish.

1. You can cut your finger when you use a saw.

2. You can break your leg when you slip and fall down.

3. You can hit your head when you fall from a ladder.

4. You can burn your skin when you work with chemicals.

5. You can injure your eye when a metal splinter gets into it.

6. You can die when a crane drops its load on you.

VI. Work in pairs. Discuss these questions.

1. What can happen to you when you fall from scaffolding?

2. What can happen when a metal splinter gets into your eye?

3. What can happen when you do not wear a hard hat at a construction site?

GLOSSARY

attach – przymocować, załączać

collapse – runąć, zawalić się

crane – dźwig

crush – miażdżyć, zgnieść,
przygnieść, przytłoczyć

drill – wiertarka

drop – upuścić

electric shock – wstrząs
elektryczny

explode – wybuchnąć,
eksplodować

explosion – wybuch

face shield / face screen – maska
ochronna

fall – upadek

fall down – runąć, przewrócić się

fall (fell, fallen) – upaść, spaść

faulty – wadliwy

fence – płot, parkan, ogrodzenie

flammable – łatwopalny

goggles – okulary ochronne,
gogle

hard hat – kask

hazardous – niebezpieczny

ladder – drabina

lift truck – wózek widłowy

load – ładunek, obciążenie

metal splinter – odłamek metalu

roof edge protection –
zabezpieczenie
krawędzi dachu

saw – piła

scaffold – rusztowanie

scaffolding – rusztowanie

security fence – ogrodzenie
zabezpieczające

slip – poślizgnąć się;
poślizgnięcie

splash – pryskać, rozpryskiwać

wiring – instalacja elektryczna

Choose the best

English translation:

A. Bonfire – everybody welcome!

B. Caution! Flammable substances

C. Call the Fire Brigade!

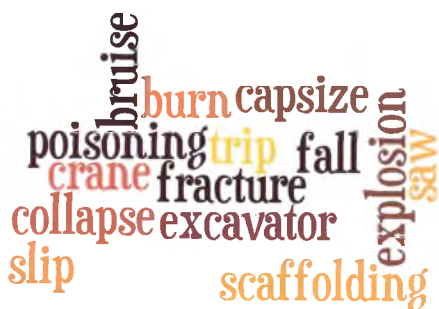


Unit 9. OHS

9.3. ACCIDENTS AT WORK

PART B – EXTENDED LEVEL

I. Can you recognise these words and expressions? How many of them do you know? Classify them under the headings below.



1. EQUIPMENT:

2. ACCIDENTS:

3. HARMS AND INJURIES:

II. Read the following text. Which of the underlined words in the text can be replaced by the ones in the table below ?

| | | | | | | |
|-------|--------|-----------|---------|--------------|-----------|-------------------|
| areas | places | fractured | happens | compensation | accidents | company buildings |
| _____ | _____ | _____ | _____ | _____ | _____ | _____ |

Accidents at work happen every day in all possible places. These can be factories, coalmines, construction sites, schools, offices, shopping centres, public transport, farms, ships, forest zones and many others. The most common accidents are falls from roofs and scaffolding, but also slips, trips and burns. Employees who are exposed to fire, smoke and hazardous materials, as well as those who operate manual or motorised tools, become frequent victims of misfortunate incidents. Being hit by heavy objects and being struck in collisions while operating machinery is not rare. Workers can be injured or wounded; some may suffer a heart attack or broken legs or ribs. In very serious cases, victims can suffocate, lose sight, become disabled, or die. If the emergency action is fast, professional and competent, the consequences can be minimised. The employer must be informed about any incident which takes place on the premises as soon as possible. A special accident report has to be filled in. All employees are entitled to an injury benefit for the loss of health and inability to perform their duties. Work-related accidents are often caused by external reasons, but employees may also have some influence on causing them. They may not use protective equipment or may be overworked or overtired. That is why COMMON SENSE, RESPONSIBILITY and KNOWLEDGE of OHS RULES are indispensable.

III. Work in pairs or small groups. Fill the empty spaces using the ideas below.

**trip • sawing wood • deep cuts • operating an excavator • drowning • explosion •
unsafe equipment • loss of sight • construction site • shipyard • restaurant •
boat capsize**

9.3. ACCIDENTS AT WORK

| No. | Workplace | Activity performed | Potential accident | Possible cause or reason | Harms or consequences |
|-----|---------------------------------|----------------------------|----------------------------------|---|--|
| 1. | coal mine | operating electrical tools | methane explosion | short circuit | suffocation, burns, loss of hearing, death |
| 2. | _____ | welding steel hulls | ultraviolet ray overexposure | lack of face shield or protective goggles | _____, eyes injured by splinters of metal, burns |
| 3. | _____ | manual handling | collapse of scaffolding / ladder | _____ | disorder to back, broken ribs |
| 4. | furniture manufacturing company | _____ | blade breakage | poorly maintained equipment | _____ |
| 5. | road building area | _____ | being hit by a bucket | human mistake | internal injuries, losing consciousness |
| 6. | fish farm | fishing | _____ | high waves; strong winds | _____ |
| 7. | petrol station | filling a fuel tank | _____ | smoking a cigarette | burns, loss of hearing / sight |
| 8. | _____ | using slicer | cut | not waiting until the blade stops | deep cuts |
| 9. | TV studio | preparing a TV programme | _____ | trailing cables | bruises, fractures |

IV. Work in pairs. Using the information from task III tell each other in detail what happened in:

1. the shipyard
2. the furniture manufacturing company
3. the restaurant
4. the TV studio

V. Work in pairs. There has been an accident at your workplace. Prepare a detailed investigation in the form of a dialogue. Student A is an interviewer. Student B is a witness. Use the Accident Report Form in Appendix L, page 116.

GLOSSARY

blade – ostrze, brzeszczot
 breakage – zerwanie, pęknięcie, złamanie
 bucket – czerpak (w koparce)
 capsize – wywrotka (łodzi, statku)
 saw – piła
 collapse – runąć, zawalić się; runięcie, zawalenie
 compensation – odszkodowanie
 crane – dźwig
 drowning – utonięcie
 excavator – koparka
 exposure (to) – narażenie (na)
 flammable materials – materiały łatwopalne
 hull – kadłub
 injury benefit – odszkodowanie za wypadek przy pracy

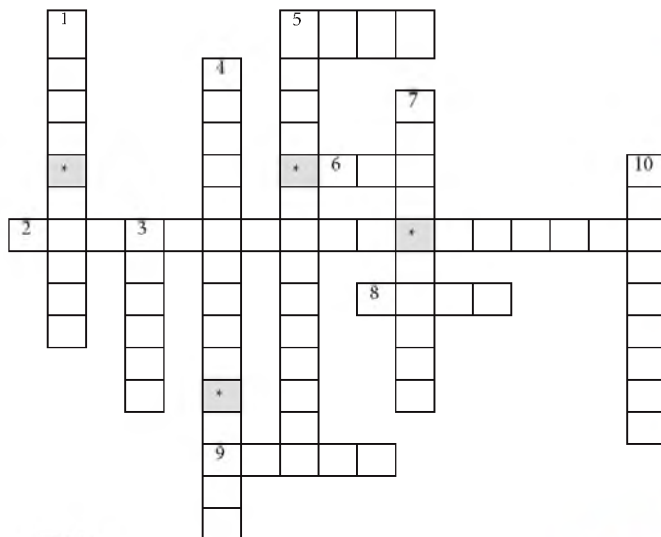
manual handling – posługiwanie się narzędziami ręcznymi
 protective equipment – sprzęt ochronny
 saw (sawed, sawed / sawn) – piłować
 scaffolding – rusztowanie
 shipyard – stocznia
 short circuit – zwarcie
 slicer – krawalnia
 slip – poślizgnąć się; poślizgnięcie
 spark – iskra
 splinter – odłamek, odprysk, drzazga (szkła, metalu, drewna)
 trailing cables – przewody wleczone, luźno rozrzucone kable
 trip – potknąć się; potknięcie
 ultraviolet rays – płomienie ultrafioletowe
 welding – spawanie

Unit 9. OHS

9.4. HYGIENE

PART A – BASIC LEVEL

I. Do the crossword.



ACROSS:



2.



5.



6.



8.



9.

DOWN:



1.



3.



4.



5.







7.



10.

II. Write the names of workplaces over the pictures in A–D. Match appropriate sanitary and hygienic products and equipment from task I with the workplaces. Some of the words can be used for different workplaces.

school • operating room • butcher's • restaurant kitchen

| A. | B. | C. | D. |
|---|---|---|--|
|  |  |  |  |
| soap, | | | |

III. Work in pairs. What are some of the basic hygiene rules in the places above? What *must* and *mustn't* the employees do in these workplaces? Make a list of the rules.

Example:

In a restaurant you must wash your hands before you start cooking.

9.4. HYGIENE

PART B – EXTENDED LEVEL

I. Match a word from A with a word from B to make collocations.

| A | B | | A | B |
|------------|--------------|---|-------------|-----------------|
| 1. running | a) check-ups |  | 4. health | d) contaminants |
| 2. medical | b) lifting | | 5. air | e) premises |
| 3. heavy | c) water | | 6. well-lit | f) problems |

II. Read the text and complete it with the expressions from task I.

The emotional, social and mental well-being of workers depends on the quality of workplace conditions. The workspace environment consists of many components such as: relevant temperature, enough room and 1. _____, as well as access to toilet or 2. _____. It must be maintained in cleanliness, which is everyone's obligation. Employees have to go for regular 3. _____ and eye-tests. It is the employer's duty to obey all legal acts concerning these matters. Each profession has its own peculiarity. Some jobs are characterised by constant and repetitive motions, others by 4. _____ or permanent exposure to dusts, noxious vapours or fungi. Another group is specified by long-term contact with noise or bad lighting. The health condition of workers can also be damaged by all sorts of 5. _____, as well as ergonomic, biological, physical and chemical hazards. The consequences are dramatic. Itchy eyes, anxiety, migraines, nausea, or vomiting are among a long list of work-related 6. _____. Long-term exposure to workplace hazards may lead to occupational diseases like pulmonary oedema, asbestosis, lead poisoning or even occupational asthma.

III. Fill the chart using the given words:

**eczema • lead poisoning • dry cough • occupational asthma • depression •
pulmonary oedema • musculoskeletal injury • coal worker's pneumoconiosis**

| OCCUPATIONAL DISEASES | WORK-RELATED HEALTH PROBLEMS |
|-----------------------|------------------------------|
| | |

GLOSSARY

anxiety – niepokój, lęk
apron – fartuch
asbestosis – pylica azbestowa
check-up – badanie okresowe
coal worker's pneumoconiosis – pylica węglowa,
pylica górników kopalń węgla
contaminant – substancja zanieczyszczająca
eczema – egzema, wyprysk
fungus (pl. fungi) – grzyb (grzyby)
hand towel – ręcznik do rąk
itchy – swędzący, świądzący

lead poisoning – ołowica
musculoskeletal injury – uszkodzenie układu
mięśniowo-szkieletowego
nausea – mdłości, nudności
noxious vapours – szkodliwe opary, wyziewy
occupational asthma – astma / dychawica zawodowa
occupational disease – choroba zawodowa
pulmonary oedema – rozedma płuc
soap dispenser – dozownik mydła
vomiting – wymioty, wymiotowanie
well-being – dobro, dobre samopoczucie
well-lit – dobrze oświetlony
workspace – przestrzeń robocza

Unit 10. FIRST AID

PART A – BASIC LEVEL



I. Match the pictures with the words.

**adhesive tape • dressing • scissors • absorbent cotton • elastic bandage •
thermometer • bandage • disposable gloves • first aid kit • antiseptic wipes •
plaster • tweezers • allergy medicine**



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



13.

II. Which of the objects from task I will be most useful in these medical conditions?
Give a few examples.

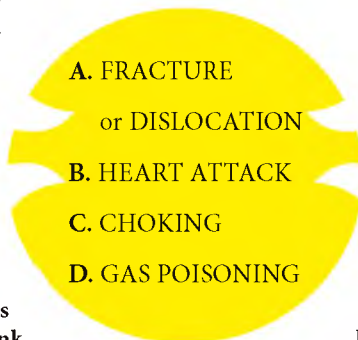
1. A man poured hot coffee over his leg.
2. A woman cut her finger while she was cutting vegetables and it is bleeding.
3. A small piece of glass got stuck under your skin.
4. A woman was stung by a wasp.
5. A police officer was hit on the head with a stone.
6. A soldier received a bleeding wound in battle.

Unit 10. FIRST AID

III. Match the medical conditions from the centre of the diagram with the symptoms.

1. The woman says she has a pain in her chest. She is feeling dizzy and she is sweating. She has difficulty in breathing and is very pale.

3. The man's face has first become red, then blue. He's pointing at his throat. The man has problems with speaking and breathing.



2. A soldier has jumped with a parachute. He has difficulty in moving. His leg is swelling and it is bruised. I think it is broken.

4. The woman has a headache and is feeling drowsy. She has difficulty in breathing and says her vision is blurred. Her pulse is very weak. There is a strange smell in the room.

GLOSSARY

absorbent cotton – wata absorbująca
adhesive tape – taśma samoprzylepna, przylepiec
allergy medicine – lek przeciwalergiczny
antiseptic wipes – gaziki nasączone środkiem odkażającym
bandage – bandaż
battle – bitwa, walka
bleed – krwawić
blurred – zamazany, nieostry
breathe – oddychać
broken – złamany
bruise – siniak, obtłuczenie
bruised – stłuczony, posiniaczony
burn – oparzenie, spalenie
chest – klatka piersiowa
choking – zadławienie, zakrztuszenie
dislocation – przemieszczenie, wybicie
disposable gloves – rękawiczki jednorazowe
dizzy – cierpiący na zawroty głowy
dressing – opatrunek
drowsy – senny, ospały
elastic bandage – bandaż elastyczny
emergency – nagły wypadek, krytyczna sytuacja
feel (felt, felt) – czuć (się)
first aid – pierwsza pomoc
first aid kit – apteczka pierwszej pomocy
fracture – złamanie

get stuck – utknąć, utknąć
heart attack – zawał serca
headache – ból głowy
lie (lay, lain; lying) – leżeć
pain – ból
parachute – spadochron
pale – blady
plaster – gips
plaster (US – Band Aid) – plaster
point – wskazywać
poisoning – zatrucie
pour – lać, nalewać, wlewać
pulse – puls, tętno
scissors – nożyczki
skin – skóra
smell – zapach, odór, woń
sting (stung, stung) – użądlić, ukąsić
stung – użądłony
swell (swelled, swollen) – puchnąć
swelling – opuchlizna, obrzęk
thermometer – termometr
throat – gardło
tweezers – pęseta, szczypce
vision – wzrok
wasp – osa
weak – słaby
wound – rana, skaleczenie

REMEMBER!

**In case of
EMERGENCY**

call 112!



Unit 10. FIRST AID

PART B – EXTENDED LEVEL



CPR



I. HOW MUCH DO YOU KNOW ABOUT LIFE SAVING? Do the quiz and check.

| LIFE SAVING QUIZ | |
|---|--|
| <p>1. The proper way to check for responsiveness is:</p> <p>A. pinching the victim's earlobe.</p> <p>B. pouring cold water on the person.</p> <p>C. tapping the victim and shouting, 'Are you OK?'</p> | <p>3. Where do most out-of-hospital cardiac arrests occur?</p> <p>A. In the home.</p> <p>B. In churches.</p> <p>C. In restaurants.</p> |
| <p>2. The preferred way to check for breathing is:</p> <p>A. placing your hand on the chest and checking if it moves.</p> <p>B. holding a candle to the nose and checking if the flame moves with breathing.</p> <p>C. checking if the chest rises and listening, and feeling for air coming from the person's nose or mouth.</p> | <p>4. What is the recovery position?</p> <p>A. Raising the feet up above the heart.</p> <p>B. Placing the victim on his or her side.</p> <p>C. Placing the victim in a sitting position.</p> |
| Check your answers at the bottom of the next page. | |

II. Look at the pictures at the top of the page. What is the man doing in the two pictures?
Read the text and complete the gaps using the words from below.

survival • breathing • die • emergency • chest • help

According to the American Heart Association about 92% of sudden cardiac arrest victims 1. _____ before reaching the hospital, but statistics prove that if more people knew cardiopulmonary resuscitation (CPR), more lives could be saved. Immediate CPR can double, or even triple, a victim's chance of 2. _____.

CPR is an 3. _____ procedure for a person whose heart has stopped or is no longer breathing. It is a combination of rescue 4. _____ (mouth-to-mouth resuscitation) and 5. _____ compressions. CPR can restore and maintain circulation and breathing until emergency medical 6. _____ arrives.



Unit 10. FIRST AID

III. Read the CPR instructions. Match the headings to the paragraphs.

A. How long to continue

B. Giving rescue breaths

C. Check for vital signs

D. Giving chest compressions

1. _____

Check for response – tap the casualty's shoulder and ask if they're all right. If there's no response, shout for help and open the casualty's airway. Check for breathing – look for chest movement, listen for sounds of breathing and feel for the casualty's breath. Do this for ten seconds. If the person is not breathing normally, you must call an ambulance and then start CPR.

2. _____

Place your hands on the centre of the casualty's chest and press down 30 times.
Press the chest down 4 to 6 centimetres. Do this at a rate of 100 to 120 times a minute.

3. _____

Open the airway, gently tilt the head back and lift the chin. Pinch the person's nose; place your mouth over their mouth and blow for one second. Give two rescue breaths.

4. _____

Repeat this sequence of 30 chest compressions and 2 rescue breaths until emergency help arrives or the person shows signs of regaining consciousness (such as coughing, opening their eyes, speaking or moving purposefully and starting to breathe normally). If the person starts breathing again, place them in the recovery position, i.e. on his or her side.

GLOSSARY

airway – drogi oddechowe

cardiac arrest – zatrzymanie akcji serca

cardiopulmonary resuscitation – resuscytacja

krążeniowo-oddechowa

casualty – ofiara (wypadku)

chest – klatka piersiowa

chin – podbródek, broda

circulation – krążenie, obieg, cyrkulacja

compression – ucisk, ściskanie

consciousness – przytomność, świadomość

coughing – kaszel

earlobe – płatek małżowiny usznej

emergency – nagły wypadek, krytyczna sytuacja

flame – płomień

maintain – podtrzymywać, utrzymywać

mouth-to-mouth resuscitation – sztuczne

oddychanie metodą usta–usta

occur – występować, pojawiać się

pinch – uszczypnąć

recovery – wyzdrowienie, poprawa, odzyskanie

regain – odzyskać

rescue – ratunek, ocalenie

responsiveness – reakcja, reagowanie na bodźce

restore – przywracać

rise – podnosić (się), wznosić

survival – przetrwanie, przeżycie

tilt – przechylić

Quiz answers: 1. C, 2. C, 3. A, 4. B

Unit 11. EMERGENCY MANAGEMENT

PART A – BASIC LEVEL

I. Look at the photograph. What has happened?
Where do you think it has happened?



fot. st. bryg. Paweł Frątczak

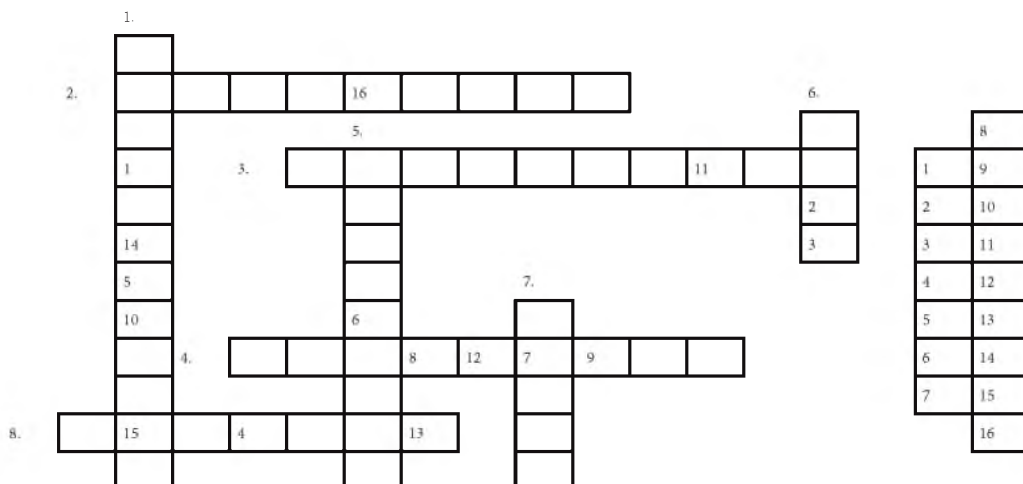
II. Do the crossword. Use the Glossary to help you.

DOWN ↓

1. a storm with thunder and lightning and usually very heavy rain
5. a large amount of snow and ice that suddenly falls down a mountain
6. very hot weather
7. a large amount of water that covers an area that is usually dry

ACROSS →

2. a storm during which small balls of ice fall like rain from the sky
3. a sudden shaking of the ground
4. a mass of earth, rock, etc. that falls down a mountain or a cliff
8. a long period of time when there is very little or no rain



III. Put the words from the list into the right categories in the table.


**avalanches • building collapse • droughts • earthquakes • explosion •
extreme heat / cold • fire • floods • forest fires • H5N1 (Avian Flu) pandemic •
hazardous materials release • landslides • mudslides • race / ethnic conflict •
Spanish flu pandemic • terrorism • thunderstorms • tornadoes •
transport accidents • tsunamis • volcanic eruptions • windstorms**

Unit 11. EMERGENCY MANAGEMENT

| DISASTERS AND EXTREME EVENTS | |
|--------------------------------|---------------------------|
| NATURAL DISASTERS | HUMAN-GENERATED DISASTERS |
| Weather-Related Disasters | NON-INTENTIONAL |
| | |
| Geophysical Disasters | |
| | INTENTIONAL |
| Droughts and Related Disasters | |
| | |
| Pandemic Diseases | |
| | |

IV. Which of the disasters from task II have happened in recent years in Poland / in Europe / in the world? What were the consequences?

V. What disasters do these after-actions refer to?

| DISASTER |  | AFTER-ACTION |
|----------|--|---|
| 1. | | <i>We must improve drainage.</i> |
| 2. | | <i>Engineers must strengthen buildings.</i> |
| 3. | | <i>There must be more extinguishers in all our buildings.</i> |

VI. How do these institutions and rescue services help citizens in times of disaster? Discuss in pairs.

Red Cross • paramedics • police • volunteers • firefighters • charity organisations • soldiers

Example: *Firefighters put out fires and rescue people from buildings.*

GLOSSARY

| | | |
|---|---|---------------------------------------|
| avalanche – lawina | ethnic – etniczny | pandemic – pandemia; |
| avian flu / avian influenza – ptasia grypa | extinguisher – gaśnica | pandemiczny |
| charity organisation – organizacja charytatywna | firefighter – strażak | paramedic – sanitariusz |
| collapse – zawalenie się, runięcie | flood – powódź | race – rasa |
| disaster – klęska, katastrofa | hail – grad | related – związany, powiązany |
| disease – choroba | hailstorm – burza gradowa | release – uwolnienie |
| drainage – drenaż, odwadnianie | hazardous – niebezpieczny, ryzykowny | Spanish flu – grypa „hiszpanka” |
| drought – susza | heat – upał | storm – burza |
| earth – ziemia, grunt | human-generated – spowodowany przez człowieka | strengthen – wzmacnić |
| earthquake – trzęsienie ziemi | intentional – celowy, zamierzony | thunder – grzmot (pioruna) |
| emergency – wypadek, krytyczna sytuacja, stan zagrożenia | landslide – osuwisko, osunięcie ziemi | thunderstorm – burza z piorunami |
| | lightning – piorun, błyskawica | volunteer – wolontariusz, ochotnik |
| | mudslide – osuwisko błotne | windstorm – wichura |

Unit 11. EMERGENCY MANAGEMENT

PART B – EXTENDED LEVEL



Four phases in emergency management

I. Match the English names for the four phases of emergency management with their Polish equivalents.

recovery • prevention • response • preparedness

| | | | | |
|-----|--------------|---------------|------------|----------|
| ENG | | | | |
| POL | zapobieganie | przygotowanie | reagowanie | odbudowa |
| | | | | |

II. In pairs discuss which emergency management phases these activities belong to. Put letters a–m into the appropriate columns in the table above. Some of the activities may fit in more than one category.

- a. avoidance of buying property that is exposed to hazards, e.g. in a flood plain
- b. calling emergency services
- c. damage and loss assessment
- d. evacuation from an area of danger
- e. installation of warning devices
- f. insurance payout
- g. purchase of insurance covering the most common risks
- h. rebuilding
- i. rehearsing evacuation plans
- j. setting up a contact point
- k. the construction of shelters
- l. the mounting of furniture to the walls in earthquake areas
- m. treating injuries



fot. mł. bryg. Mariusz Mojek

III. Read the article about the 2010 floods in Poland and answer the questions.

1. What damage has the flood caused?
2. What actions have been taken by a) individual people, b) rescue workers, c) the authorities in reaction to the disaster?

Unit 11. EMERGENCY MANAGEMENT

Heavy rains that began in central Europe last week are causing flooding in areas of Poland, with rivers bursting their banks, inundating low-lying homes and roads, and cutting off villages. The death toll from flooding has risen to at least 14.

The floods hit southern Poland first, but rivers are carrying the flood waters further north and are threatening Warsaw now. In Warsaw, the mayor warned that tens of thousands of people were at risk of having their houses flooded, and schools and a major road have been closed.

The flood barriers in many parts of Poland are in a very poor condition now after days of inundation. Rescue workers have been blasting holes in flood barriers to try to divert water away from homes.

Television footage showed stranded residents being rescued from rooftops by helicopter. Thousands of people as well as farm animals have been evacuated, although many people have been reluctant to leave their homes for fear of being burgled.

Electricity has been knocked out in some parts of the country. Rail travel was also paralyzed, making some areas unreachable.

In the old capital of Krakow, citizens responded to an appeal from a local animal shelter in danger of flooding, to adopt dogs and cats from the shelter for a few days until the waters retreat.

Poland's Prime Minister said damage caused by the flooding could cost more than 2 billion euros. He also told us that he had requested financial help from the European Union. France and Germany have already sent high-capacity water pumps to help Poland tackle the disaster.



fol. st. kpt. Marcin Betleja

IV. Cover the text and complete the summary.

As a result of 1. _____ rains over central Europe in 2010 riverbanks burst and low-lying homes were 2. _____. Villages were 3. _____ from the rest of the world and at least 14 people 4. _____. Rescue workers had to blast 5. _____ in flood 6. _____ to divert water away from houses. People were stranded on 7. _____ and had to be 8. _____ by helicopters. 9. _____ was knocked out and rail travel was 10. _____.

GLOSSARY

appeal – apel, wezwanie

avoidance – unikanie

bank – brzeg (rzeki)

blast – wysadzać, niszczyć

burst – rozsadzać, rozrywać

death toll – liczba ofiar śmiertelnych

divert – zmieniać kierunek

high-capacity – o dużej wydajności / pojemności

insurance – ubezpieczenie

inundate – zalewać, zatapiać

inundation – zalew, powódź

knock out – zniszczyć

mount – montować, zamocować

rehearse – przeprowadzać próbę

retreat – wycofać się, usunąć się

shelter – schronienie, schronisko

stranded – osiadły na mieliźnie, unieruchomiony

threaten – grozić, zagrażać

Unit 12. MASS EVENTS

PART A – BASIC LEVEL

What does this sign mean?

- a. WATCH OUT! STAIRS
- b. EVACUATION ROUTE
- c. TO THE GRANDSTAND

QUIZ



I. Put the words in the right category in the table.

**art gallery • arts event • cinema •
community centre • concert • conference •
congress • football match •
football stadium • library • museum •
Olympic Games • sports hall •
school or university building •
• theatre play • theatre**



fot. ZP KWP Gdańsk

| VENUES | INDOOR MASS EVENTS | OUTDOOR MASS EVENTS |
|--------|-----------------------|------------------------|
| | | |

II. Work in pairs. For each event from task I choose the best venue from the first column. Why do you think it is the best one?

III. Match the words with the definitions and then translate the expressions into Polish. Check the Vocabulary Bank if you are not sure.

Unit 12. MASS EVENTS

FOOTBALL MATCH SAFETY

control room • match organiser • the police • public address system • public authorities • security personnel • emergency exit • steward • emergency lighting system • closed-circuit television system (CCTV)

| | English | Polish |
|--|---------|--------|
| 1. the public authority responsible for security at the match | _____ | _____ |
| 2. cameras for monitoring spectators, stadium entrances and all viewing areas in the stadium grounds | _____ | _____ |
| 3. room reserved for the people who are responsible for all safety and security matters, e.g. the chief police officer, the stadium security officer and their staff | _____ | _____ |
| 4. a system that turns the lights on if there is no electricity, especially along all evacuation routes | _____ | _____ |
| 5. an association or club responsible for organising a match | _____ | _____ |
| 6. all national or local authorities responsible for safety and security matters (police, first aid and medical services, fire services, travel authorities, etc.) | _____ | _____ |
| 7. police officers and stewards | _____ | _____ |
| 8. a person who helps to organize people at a large public event such as a football match | _____ | _____ |
| 9. a door that people use to leave a building quickly when there is danger | _____ | _____ |
| 10. an electronic system of loudspeakers for communicating messages to all spectators at a distance | _____ | _____ |

IV. Work in pairs. Choose three items from the list in task III and explain to your partner why they are important at a football match.



foto. ZP KWP Gdańsk

GLOSSARY

authority – władza
 chief – główny
 community centre – dom kultury
 entrance – wejście
 evacuation route – droga ewakuacyjna
 grandstand – trybuna główna

indoor – w pomieszczeniu, wewnątrz, halowy
 loudspeaker – głośnik
 outdoor – na zewnątrz, odkryty, plenerowy
 spectator – kibic, widz
 staff – załoga, personel
 turn on – włączać
 venue – miejsce wydarzenia
 view – widok; obserwować, oglądać

Unit 12. MASS EVENTS

PART B – EXTENDED LEVEL

I. Before you read the article, explain the title. What do you think the article is about?

II. Read the text. What are the possible causes of the accident, according to the article?

A TRAGEDY WAITING TO HAPPEN*

The official investigation into the death of 21 people at the Love Parade in Duisburg has only just begun. But media commentators are already blaming the organizers and the city officials for the disaster, saying it could have been avoided.

The death of 21 people at the Love Parade in Duisburg was an accident waiting to happen, German newspaper commentators wrote. Apart from the people dead, at least 500 were injured.

Panic broke out as people were pushing through an overcrowded tunnel which led onto a ramp into the techno festival grounds. According to the police, most of the deaths and injuries occurred when revellers, trying to escape from the crush at the bottom of the ramp, broke through a barricade and began climbing up a steep staircase near the tunnel entrance. Some of them fell off and this caused a panic in the masses down below. At least 20 casualties resulted from suffocation, caused by crowd pressure.

While some media commentators say there should be no premature verdicts on who should be held responsible, many people say the organizers made fatal errors that could have been avoided.

Safety experts and a fire service investigator had previously warned of the risks of holding such a mass event on a site that was completely unsuitable. Warnings from participants were also ignored. It was clear well before the event that the festival area in Duisburg would never be able to accommodate such large numbers of people. It is said that the site was only approved for a maximum of 250,000 people, a much lower figure than the 1.4 million revellers that organizers reported.

The venue could only be entered by travelling from the train station along the barriers to the festival area. The only entrance led through a railway tunnel. No municipal meeting hall, no football stadium would get approval for such a plan to have only one entrance – and such venues accommodate far fewer visitors than the Love Parade.

In their safety planning, the organizers had even considered the effects of an explosion in the tunnel. Why then did they not consider the possibility that lively young people might fall into the crowd from a place where they were not supposed to be and cause panic? Couldn't a similar thing have happened if there had been a thunderstorm?

Would better organization and more careful preparation have prevented the disaster?

Panic isn't predictable. It's an irrational mass psychological phenomenon.

In the future, the decisions that the local government makes about this sort of mass events must be more closely reviewed. Safety must come first. This is what we have learned from the catastrophe in Duisburg.

Safety First!!!

* The text is based on articles from the world press published within a few days of the tragedy.

Unit 12. MASS EVENTS

III. Complete the table with appropriate words. Some of the words were used in the text.

| NOUN | VERB | ADJECTIVE |
|--------|---------|------------|
| safety | | |
| | die | |
| | | explosive |
| injury | | |
| | | preventive |
| | approve | |

IV. Complete the sentences using the correct form of the words from task III.

- The venue turned out not to be _____ enough.
- Many people _____ in the tragedy.
- The _____ toll of the accident was over 20 people.
- Many people were taken to hospital with severe _____.
- Those who were not _____ and didn't need treatment, left the site.
- Not enough _____ measures had been taken when preparing the event.
- It seems that some people had forgotten that _____ is better than cure.
- It is highly surprising that local authorities had _____ the safety plan.

V. What mistakes were made in the process of organising the event? What should have been done differently? Finish the sentences.

- The site should have been _____.
- The authorities shouldn't have _____.
- The city administration should have _____.
- People shouldn't have _____.
- There should have been _____.

GLOSSARY

accommodate – pomieścić
 approve – zatwierdzić, zaakceptować
 avoid – unikać
 casualty – ofiara wypadku
 crush – tłum, ścisk, tłok
 death toll – liczba ofiar śmiertelnych
 disaster – klęska, katastrofa
 fatal – fatalny, śmiertelny
 figure – liczba

investigation – badanie, dochodzenie
 local authorities – władze lokalne
 official – urzędnik
 overcrowded – przepełniony, zatłoczony
 phenomenon – zjawisko, fenomen
 preventive measures – środki zapobiegawcze
 reveller – uczestnik głośnej imprezy
 site – teren, miejsce
 steep – stromy
 suffocation – uduszenie
 venue – miejsce wydarzenia

Unit 13. INTELLIGENCE

PART A – BASIC LEVEL

I. Look at the photo. What confidential information might be kept in this file? Give examples. Why are some documents or pieces of information secret or top secret?

II. Fill in the chart with Polish words.

Next complete the sentences. Use one word in each blank.

szpiegostwo • szpieg • szpiegować



a spy (spies) – _____
to spy (spy, spied, spied) – _____
espionage / spying – _____

1. The CIA recruited two new _____.
2. Three members of our staff were guilty of _____.
3. He _____ for secret service for ten years.
4. Nowadays _____ use high-tech equipment, for example, spy satellites.
5. Neighbours did not realize that this well-behaved man _____ for a foreign country.

III. Match the words with the definitions. Write the Polish meanings.

agent • double agent • sabotage • code / encode / cipher • intelligence • top secret

1. an agent who works for a foreign power, usually providing false information to his/her case officer; an agent engaged in espionage activity for two or more intelligence services who provides information about one service to another – _____ – _____
2. to transpose the letters or numbers according to a key, so that most people cannot understand the message – _____ – _____
3. an act of spoiling or damaging something to prevent the enemy from using it
– _____ – _____
4. kept in complete secrecy, especially from other governments – _____
– _____
5. activities or organizations that are involved in the process of planning, gathering and analysing information of high strategic importance; the product of such activities – _____ – _____
6. a person who acts under the direction of an intelligence agency or security service to get, or assist in receiving information for intelligence or counterintelligence purposes – _____ – _____

Unit 13. INTELLIGENCE

IV. Use the words from task III to complete the sentences.

1. James Bond is a world famous MI6 _____.
2. Margaretha Geertruida McLeod, known as Mata Hari, was a _____.
She worked for both France and Germany.
3. Max Otto von Stierlitz committed an act of _____. He cut off a telephone line.
4. A CIA officer _____ the message, but the enemy's cryptographer caught it and informed his superiors.
5. All information collected for _____ agencies is confidential or _____.
6. He works for a military _____ agency. He gathers information of high strategic importance. His family members do not know that he is a secret _____.

V. Write three sentences using words from task II and III.

1. _____.
2. _____.
3. _____.

VI. What do these acronyms stand for? What are these institutions called in Polish? Which of them are Polish? Check in the Vocabulary Bank.

MI6 CIA FBI AW ABW SKW SWW



SOME SPY SLANG

COUSINS – British intelligence slang for the CIA

HONEY TRAP – FBI slang expression for sexual blackmail

BIRDWATCHER – a spy, used in the UK

GLOSSARY

blackmail – szantaż

case officer – kontakt (agent), oficer prowadzący

conceal – skryć, ukryć, ukrywać

confidential – poufny

counterintelligence – kontrwywiad

cryptographer – kryptograf, szyfrant

gather – gromadzić, zbierać

intelligence service – służby wywiadowcze

recruit an agent – zwerbować (kogoś), jako agenta

secret – tajny, poufny; sekret, tajemnica

secret agent – agent specjalny

spy satellite – satelita szpiegowski

superior – przełożony

terrorist network – siatka terrorystyczna

transpose – poprzestawiać, pozamieniać

Unit 13. INTELLIGENCE

PART B – EXTENDED LEVEL

I. What is the purpose of collecting classified information? Who or what institutions could be interested in obtaining secretive data about the areas mentioned below?

| | |
|---------------------|-----------------------------|
| military capability | cyber security |
| economic strength | terrorist networks |
| natural resources | weapons of mass destruction |
| new technologies | national security |
| drug trafficking | genetic research |

TOP SECRET

SECRET

CONFIDENTIAL

What details would be vital to obtain about each of the topics above? Which of them do you think should be kept as secret, which as confidential and which as top secret? Justify your opinions.

II. Read the definitions below. Explain the difference in your own words.

COUNTERINTELLIGENCE (CI) - information gathered and activities conducted to protect against espionage, other intelligence activities, sabotage, or assassinations conducted by or on behalf of foreign governments or elements thereof, foreign organizations, or foreign persons, or international terrorist activities.

INTELLIGENCE - collection, processing, evaluation, analysis, and interpretation of available information concerning foreign nations, hostile or potentially hostile forces or elements, or areas of actual or potential operations; the term also refers to the organizations engaged in such activities.

III. How much do you know about Polish intelligence or counterintelligence agencies? Read the text and answer the questions below.

Polish intelligence agencies comprise the Foreign Intelligence Agency, Internal Security Agency (ISA), Special Forces, Military Counterintelligence Service and Military Intelligence Service. All these institutions defend state security, sovereignty, safety and operational ability, some within and some outside of the territory of the Republic of Poland. This is their main aim. Some of the tasks of all these institutions are identical and include recognizing internal and external threats, trading in weapons, ammunition and explosive materials, collecting, analysing and evaluating information which may be significant for the Polish authorities or decision-makers. The materials gathered are classified under confidential, secret or top secret.

Apart from the tasks mentioned, ISA also performs the function of a national security authority. It acts against the increase of organized crime, breaching of state secrets and activities which may damage economic security. Another institution, the Military Intelligence Service, is concerned with internal and external threats, Polish territorial independence, but also with the Polish Armed Forces. It focuses on the country's military abilities, the cooperation of missions abroad and electronic intelligence for the Armed Forces including cryptography and cryptanalysis.

Unit 13. INTELLIGENCE

The Foreign Intelligence Agency operates mostly outside of the Polish borders, counteracting external dangers like terrorism or nuclear proliferation, protecting Polish diplomats and foreign diplomatic missions.

The methods used to gather particular pieces of information are numerous. These include using advanced high-tech gadgets like watches equipped with micro cameras, bugs, mini microphones and many others, yet it is humans who are the most important source of gaining information and of information itself. Interrogation, psychosociological tricks, manipulation, blackmail or direct pressure are among many ways of collecting data. Polish intelligence services cooperate with many institutions like the Government Centre for Security, the National Security Bureau, General Inspector of Financial Information, the Police, the State Fire Service, the Border Guard, the Customs Service, the Government Protection Bureau and the Ministry of Foreign Affairs.

The world of spies, agents and cryptographers is intriguing when reading a spy story or watching a film. Reality seems much more demanding.

1. How many intelligence agencies are mentioned in the text?
2. What is their main aim?
3. What are their common statutory tasks?
4. What are some of the additional tasks performed by ISA? / the Military Intelligence Service?
5. How does the Foreign Intelligence Agency differ from the others?
6. What are some of the secret agents' methods of obtaining classified information?
7. Which institutions support Polish intelligence in everyday duties?
8. Make a list of all the institutions mentioned in the text and give their Polish names.

GLOSSARY

breach – pogwałcenie, naruszenie, zerwanie
breach a secret – naruszać tajemnicę
bug – 'pluskwa', urządzenie podsłuchowe
classified – sklasyfikowany, niejawni
confidential – tajny, poufny
cover – 'przykrywka'
cryptanalysis – kryptoanaliza
cryptographer – kryptograf, szyfrant
cryptography – kryptografia
hostile – wrogi
interrogation – przesłuchanie
nuclear proliferation – rozprzestrzenianie broni
jądrowej
pressure – nacisk
psychosociological – psychosocjologiczny
secret – tajny
top secret – ściśle tajny



Unit 14. TERRORISM

PART A – BASIC LEVEL



I. Write five words which you associate with the word TERRORISM.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

II. Here are some examples of how terrorists threaten citizens. Can you give their Polish translations? Match the expressions with the definitions.

- | | |
|---------------------------|-------------------------------|
| a. hostage-taking – _____ | d. suicide bombing – _____ |
| b. dirty bomb – _____ | e. cyber terrorism – _____ |
| c. car bomb – _____ | f. aircraft hijacking – _____ |

1. _____ – a bomb hidden inside or under a car;
2. _____ – a bomb which contains radioactive material and contaminates the area;
3. _____ – when a person is taken prisoner by an enemy so that the other side will do what the enemy wants;
4. _____ – a terrorist attack in which the attacker blows up himself or herself while killing other people, usually for political reasons;
5. _____ – when someone takes control over an aeroplane using violence;
6. _____ – attacks on computer networks or systems by stealing data or inserting viruses.

III. Read the text and answer the questions.

1. How many hostages did the terrorists take?
2. What were the terrorists' demands?
3. What were the consequences of the terrorist attack?

It was the 1972 Summer Olympics in Munich. On 5th September, at 4.30 in the morning eight people dressed in black jumped over the fence surrounding the Olympic Village in Munich. They belonged to the Palestinian organization called Black September. Soon afterwards they entered the hotel, killed two members of the Israeli Olympic team and took nine hostages. Most of the sportsmen were sleeping in their rooms, but some woke up and escaped in panic through the balconies and windows. The terrorists demanded the release of 234 prisoners from Israeli and two from German prisons. At about 6 a.m. information about the attack was all over the news and spread widely around the world. People around the world reacted in the same way, politicians publicly condemned this act of terrorism. Negotiations started but after a few hours it was clear the prisoners would not be released.

The hostage takers' new demand was an aircraft that would transport them to Cairo. The authorities agreed to supply an aeroplane at Fürstenfeldbruck airport. They had a hidden motive: they planned an armed assault on the terrorists at the German airport. Five snipers were chosen to ambush the kidnappers. Unfortunately, both the ambush and further negotiations failed.

As a result of the Black September operation eleven hostages, a German police officer and five terrorists died. The massacre forced European countries to organise professional counter-terrorism forces.

Unit 14. TERRORISM

IV. The diagram below shows the mechanism of terrorist activity. Read the text again and decide which elements of this scheme you can find there. Discuss in groups.

TERRORISTS' AIM IS

1. to destroy civil targets by different methods

IN ORDER
TO

2. to generate fear and panic

IN ORDER
TO

3. to use the media for their own reasons

IN ORDER
TO


4. to get local, national or worldwide publicity

IN ORDER
TO

5. to influence decision makers

IN ORDER
TO

6. to reach their goal

| | | |
|---|------------------------|--|
|  | Separatist | – a member of a group of people within a country who want to separate from the rest of the country |
| | Mujahedeen | – a military force of Muslim guerrilla warriors involved in jihad |
| | Freedom fighter | – a person who takes part in an armed rebellion against a cruel and unfair government or system |

GLOSSARY

aim – cel

ambush – zasadzka, pułapka; zacząć się, wciągnąć w pułapkę

armed assault – atak zbrojny, napad z bronią

armed rebellion – bunt zbrojny

authority – władza

condemn – potępiać, piętnować

contaminate – zanieczyszczać, zatrwać

cruel – okrutny, srogi

data – dane

demand – żądać, domagać się

enemy – wróg

freedom fighter – bojownik o wolność

generate – wywołać, wytworzyć

goal – cel

government – rząd

guerrilla – partyzant

hostage – zakładnik, zakładniczek

influence – wpływ, wpływać

jihad – dżihad, święta wojna

publicity – rozgłos, reklama

release – uwolnić, uwalniać

separatist – separatysta

threaten – grozić, zagrażać

violence – przemoc, użycie siły

Unit 14. TERRORISM

PART B – EXTENDED LEVEL

I. Terrorism can be perceived in different ways. There is no single legitimate definition of this word. Read the explanations and decide which of them you approve of the most.

TERRORISM IS...

- a. ...the state of fear and submission produced by terrorisation.
- b. ...premeditated, politically motivated violence perpetrated against noncombat targets by subnational groups or clandestine agents, usually intended to influence an audience.
- c. ...the state of force against those who cannot defend themselves taken by a non-state actor with political, ideological or religious aims and ultimately aimed against a legitimate political order.
- d. ...the calculated use of violence (or a threat of violence) against civilians in order to attain goals that are political or religious or ideological in nature.

II. What is your definition of TERRORISM? Use words from task I.

Terrorism is _____

III. Here is an extract of a longer interview with a military expert. The questions are mixed up. Match them with the appropriate answers.

- a. What is the role of Special Forces operations in fighting terrorism?
- b. The European Union has established a counter-terrorism strategy as a response to a serious threat of terrorism in Europe and internationally. What is it based on?
- c. What are some of the AT/CT operations provided by the Special Forces?
- d. Are anti-terrorism and counter-terrorism the same?
- e. What are the most frequent kinds of terrorist attacks?
- f. Are there any consequences of the lack of one, lawful definition of terrorism?
- g. Can you provide some examples of terrorist organizations?
- h. Terrorist attacks have become more and more widespread. What are the underlying causes of them?

1. _____?

Certainly. The list is long, but the best known are: Basque Homeland and Liberty, Hamas, Hezbollah, Palestinian Islamic Jihad and the Irish Republican Army.

2. _____?

The question is complex. If you consider ideological goals these can be revolutionary, religious or nationalist. Eco-terrorism draws attention to environmental or political issues. In case of narcoterrorism, whose violence is waged by drug producers, the main goal is to extract political concessions from the government. There is also maritime terrorism which can be either political or economic. The answer depends on many factors.

3. _____?

This strategic commitment consists of four elements called 'pillars.' These are: to prevent, to protect, to pursue and to respond. All of them focus on constructive and successful attempts to minimise the potential acts of terrorism. Protective measures, for example, are taken at airports. They

Unit 14. TERRORISM

include increased security, more detailed inspections or exchanging information on suspicious persons. Another pillar deals with pursuing and investigating terrorists across our borders and globally. Bilateral relationships, coalitions like ISAF or alliances like NATO are crucial as they build up regional and global cooperation.

4. _____?

Of course, one of them is that you cannot refer any terrorist act to an international court.

5. _____?

No, they aren't. Simply speaking, anti-terrorism is 'passive', whereas counter-terrorism is 'active'. It means that AT is a sort of deterrent, where defensive measures are used to reduce vulnerability of people, buildings, goods and property to terrorist acts. They involve merely limited actions of local military forces contrary to CT, where operations include offensive and responsive measures. Their aim is to deter, prevent and respond to terrorism. I hope I made myself understood.

6. _____?

Terrorist attacks increased greatly in the twentieth century. One of the reasons is the development of innovative techniques and IT. Besides, explosives are easily obtainable. That's why kinds of attacks have become more elaborate than in the past, yet the goals remain the same. Aircraft hijacking, hostage taking, blowing up government and public buildings, suicide, dirty or car bombings, inserting viruses and stealing data from computers, poisoning the environment by releasing toxic liquids – the list seems endless.

7. _____?

Briefly speaking, we provide special training and support the police force. We must be prepared to board, combat, fight, counteract and conduct special operations at combating terrorism. We also foster international relations and take part in neutralizing threats.

8. _____?

Direct actions, special reconnaissance, listening posts, monitoring and intelligence. What more? I think 'cordon and search' and boarding. So, as you can see, all actions whose aim is to Combat Terrorism.

IV. What methods used by terrorists to achieve their goals are mentioned in the text?

V. Work in pairs. Think of an act of terrorism you have heard of. Choose between 6–8 words or expressions from the text that can be used in the description of the event. Tell your partner about it using the words chosen.

GLOSSARY

alliance – sojusz, przymierze

attain – osiągnąć, zrealizować

board – abordażować, wdrzeć się na pokład
(z lądu, wody lub powietrza)

car bomb – samochód pułapka

clandestine – tajny, potajemny

combat – zwalczać; walka

cordon and search – odizolować i przeszukać;
operacja typu Cordon & Search (operacja przeznaczona do izolacji określonego obszaru i przeszukania go w celu znalezienia sił i środków przeciwnika lub pozyskania informacji)

deter – odstraszać, powstrzymywać, zniechęcać

deterrent – środek odstraszący

explosive – materiał wybuchowy

intelligence – wywiad, informacja, rozpoznanie

lawful – legalny, prawowity, zgodny z prawem

legitimate – zasadny

listening post – podsłuch, stanowisko nasłuchu
radiowego

maritime – morski

pursue – ścigać

reconnaissance – rozpoznanie, rozpoznanie terenu

responsive – odwetowy

submission – uległość, posłuszeństwo

underlying – podstawowy, stanowiący podstawę /
podłoże

Unit 15. INTERNET SAFETY

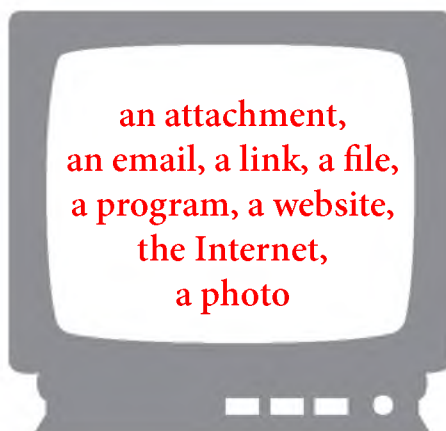
PART A – BASIC LEVEL

I. Match the pictures with the words.

1. a PC ____
2. an attachment ____
3. an email ____
4. a file ____



II. Put the words from the computer screen into the table to form correct collocations.



| SEND | SAVE | DOWNLOAD | SURF |
|------|------|----------|------|
| | | | |

III. Complete the sentences with the words from the box.

open • change • download • edit • search • install • save • shut down • check • burn

1. Oh, no! All my work is gone. I forgot to _____ my data.
2. I'm waiting for a message. I have to _____ my email.
3. This program is really useful and it's free. You can _____ it from the Internet.
4. Don't _____ this attachment. It's spam.
5. You should _____ a security program on your PC to protect it.
6. At work I have to _____ the password on my computer every month.
7. I need some information for my project. I have to _____ the Internet.
8. Please remember to _____ your computer before you go to sleep.
9. Can you _____ these images onto a CD for me. I can't do it on my laptop.
10. That's not very wise! Everybody can see your personal information. You need to _____ the privacy settings in your accounts in these social networks.

Unit 15. INTERNET SAFETY

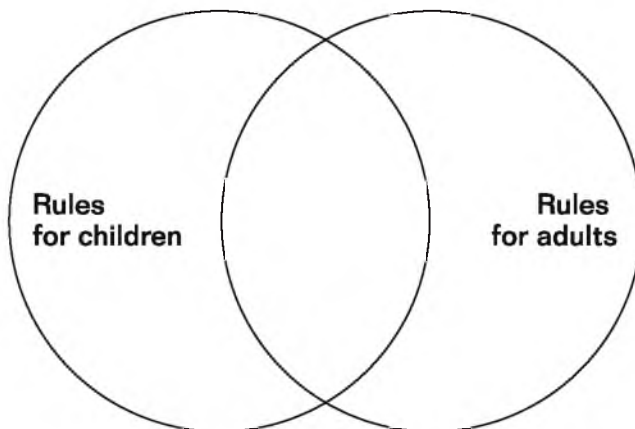
IV. Write 'DON'T' or '-' in front of the sentences to make rules.



INTERNET SAFETY DO's AND DON'Ts

1. _____ POST anything online if you don't want the world to see it.
2. _____ OPEN any attachment or links if you don't know the sender.
3. _____ USE an alias or nickname every time you use chat rooms or forums.
4. _____ GIVE your password to anyone.
5. _____ KEEP your software up-to-date.
6. _____ SCAN your computer regularly.
7. _____ STEAL copyrighted computer programs.
8. _____ COPY material from the Internet and use it as your own work.
9. _____ TELL your children not to meet people they know only through the Internet.
10. _____ POST any personal information, as your address, phone number or your school's name on your profiles.

V. Decide if the rules from task IV are for children, for adults, or for both. Put sentence numbers in the diagram.



GLOSSARY

account – konto
alias – nazwa zastępcza, pseudonim, alias
attachment – załącznik
burn – wypalić (płytkę z danymi)
copyrighted – chroniony prawem autorskim
data – dane
download – pobierać, ściągać plik
edit – zmieniać, edytować, modyfikować, redagować
file – plik
image – obraz, zdjęcie
install – instalować

nickname – pseudonim, przydomek, ksywa
password – hasło
PC – Personal Computer – komputer osobisty
privacy settings – ustawienia prywatności
save – zapisać, zachować
scan – skanować, przeszukiwać
search – przeszukiwać, przeglądać
social network – serwis społecznościowy
software – oprogramowanie, program
spam – spam, niechciana przesyłka, niezamawiana poczta reklamowa
surf – surfować, przeglądać strony internetowe
up-to-date – aktualny, najświeższy, nowoczesny
website – witryna internetowa

Unit 15. INTERNET SAFETY

PART B – EXTENDED LEVEL



- I. What do all of these words have in common? Do you know the meaning of these names? Discuss in groups.
- II. Check the meaning of the words from task I in Appendix M, page 117. What kind of Internet users are especially prone to this type of risks? Why?
- III. Read the text. Complete the Internet risks and Internet safety measures table with examples from the text.

Watch out! Internet criminals are after your money and there are many ways for them to get you. They can:

- infect your computer with spyware to steal your identity
- mess up your computer with pop-ups and viruses
- hit you with spam, or junk mail, and scam emails
- trick you into visiting fake websites and handing over personal information
- hack into your wireless network



Online criminals are trying to attack your computer. They want to steal from you or attack other people. They use self-replicating viruses and spyware. Unfortunately, there are lots of ways for a virus to infect your computer. For example: via websites, on disks or other removable media or by installing infected programs. Remember, it is better to stop a problem before it happens than try to fix it afterwards!

**SAVE YOUR PRIVACY. SAVE YOUR CASH.
SAVE YOUR TIME. SAVE YOUR REPUTATION.
PROTECT YOUR COMPUTER!**

- You need a multi-layered defence to keep the online crooks out. Security software includes anti-virus and anti-spyware software and a firewall. Anti-virus software prevents virus infections, but it won't keep out hackers. Programs that secretly record what you do on your computer are called spyware. Their aim is usually to steal passwords, banking credentials and credit card details and send them over the Internet to fraudsters. Anti-spyware software doesn't let strangers get inside your computer. A firewall is a barrier between a computer and

Unit 15. INTERNET SAFETY

the network to control which computers can connect to it and what services they can use.

- Keep your computer, applications and operating system up-to-date, block spam emails and use an up-to-date web browser – all this will make it harder for them to get into your PC.
- Make a regular backup of your music, pictures and other files. It's like insurance protecting your files in case something does happen to your disc.
- Protect yourself against eavesdroppers by using encryption on your wireless network.
- Choose strong passwords using a mix of words, numbers, letters, and punctuation marks. Use different passwords for different sites to make it harder for identity thieves. Two of the most commonly used passwords are '123456' and 'password.'
- Remember, stealing your identity is a lot more profitable than stealing your television!

| INTERNET RISKS | INTERNET SAFETY MEASURES |
|----------------|--------------------------|
| | |

IV. Can you name any other risks and safety measures connected with using the Internet? Discuss in groups.

V. Find words in the text to match the definitions:

1. made to look like something real in order to trick people – _____
2. someone who commits a crime of fraud – _____
3. modern and using the latest ideas or knowledge – _____
4. a computer program that allows you to search through information on the Internet – _____
5. put into a special code in order to prevent people from reading it without authority – _____
6. computer network that is NOT connected by cables of any kind – _____

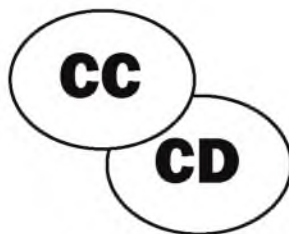
GLOSSARY

application – aplikacja, program użytkowy
 backup – kopia bezpieczeństwa
 credentials – dokumenty (tożsamości)
 crook – kanciarz, oszust, kręta
 eavesdropper – podsłuchiwać, szpicel
 encryption – szyfrowanie
 fake – podróbka; sfałszowany, fałszywy, podrobiony
 firewall – firewall, zapora ogniowa
 fraudster – oszust
 identity – tożsamość
 infect – zainfekować, zarazić (wirusem)
 insurance – ubezpieczenie
 junk mail – reklamy przesyłane pocztą
 operating system – system operacyjny
 PC – Personal Computer – komputer osobisty

pop-up (pop-up window) – wyskakujące okno
 removable media – nośniki wymienne, dyski wymienne
 scam – przekręt, wyłudzenie
 scan – skanować, przeszukiwać
 security software – oprogramowanie zabezpieczające
 self-replicating – samoreplikujący
 spyware – programy komputerowe, które potajemnie zbierają informacje na temat zainstalowanych w komputerze programów, odwiedzanych przez użytkowników stronach, czy ściąganych przez nich plikach
 up-to-date – aktualny, najświeższy, nowoczesny
 web browser – przeglądarka internetowa
 website – witryna internetowa
 wireless network – sieć bezprzewodowa

Unit 16. DIPLOMACY

PART A – BASIC LEVEL



I. Complete the definitions with words from the box.

Visa • Diplomacy • Embassy • Consulate • Ambassador • Consul / Consul General

1. _____ – the chief of a diplomatic mission abroad
2. _____ – the art and practice of international negotiations
3. _____ – a permanent diplomatic mission
4. _____ – the person in charge of a consulate or consulate general
5. _____ – a diplomatic mission in a city that is not the capital; deals with individual persons and businesses
6. _____ – a document showing that a person can enter the territory of the country



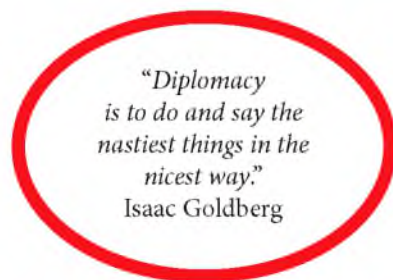
PART B – EXTENDED LEVEL

I. What do you understand by the quotation from Isaac Goldberg?

II. What do you know about the following?

Can you define these terms?

- | | |
|------------------------|------------------------|
| a. Diplomatic tasks | b. Diplomatic protocol |
| c. Extraterritoriality | d. Diplomatic immunity |



III. Match the headings from task II with the paragraphs.

1. _____

In diplomacy it is important to know how to address others in official situations, how to introduce people and what titles to use. Which is more proper, 'Your Excellency' or 'Mr. Brown?' Who to invite, how to arrange seating at a formal event and how to behave when you are a guest are extremely important. The knowledge of what to wear at what occasions is vital – 'black tie', 'white tie', long gown or a knee-length cocktail dress? Does 'casual' in diplomacy mean the same as in other vocations? All this knowledge is essential in diplomatic relations.

2. _____

According to the Vienna Convention on Diplomatic Relations, the functions of a diplomatic mission include:

- representing the sending state in the receiving state;
- protecting in the host state the interests of the sending state within the limits permitted by international law;
- negotiating with the government of the receiving state;
- gathering information by all lawful means on conditions and developments in the host country and reporting to the sending government;
- promoting friendly relations between the two states, and developing their economic, cultural and scientific relations.

3. _____

Certain foreign government officials are not subject to the jurisdiction of local courts and other

Unit 16. DIPLOMACY

authorities. This is a principle of international law. Diplomats or members of their immediate family:

- may not be arrested,
- may not have their residences entered and searched,
- may not be called as witnesses,
- may not be prosecuted.

4. _____

The premises of diplomatic missions are under the jurisdiction of the host state, but at the same time they are given special privileges by the Vienna Convention on Diplomatic Relations. The host country may not enter the premises of the mission without permission of the represented country. Making use of these privileges, embassies are sometimes used by refugees escaping from either the host country or a third country.

IV. Find in the text the name of the international treaty that defines a framework for diplomatic relations between independent countries. What is it called in Polish?

_____ = _____

V. Find words or expressions in the text that mean:

1. the country in which the mission is located (3 different expressions; par. 2): _____, _____, _____
2. the country whose representatives are delegated to another country (2 different expressions; par. 2 & 4): _____, _____
3. to plan the way guests should be seated at a formal occasion (par. 1) – _____
4. the arrangement between two countries by which each has representatives in the other country (par. 1) – _____
5. to search for and collect information (par. 2) – _____
6. methods that are not against the law (par. 2) – _____
7. be under the authority of the law of a country (par. 3) – _____
8. to be officially charged with a crime in court (par. 3) – _____
9. the building and land that a mission owns or uses (par. 4) – _____
10. special rights or advantages (par. 4) – _____

GLOSSARY

abroad – za granicą
address – zwracać się
against the law – wbrew prawu, niezgodne z prawem
authority – władza, urząd, prawo
be charged with – obwiniony, oskarżony o
be in charge of – dowodzić, kierować
be subject to – podlegać
capital – stolica
chief – szef, przywódca
consulate – konsulat
deal with – mieć do czynienia, zajmować się
diplomacy – dyplomacja
embassy – ambasada
extraterritoriality – eksterytorialność
gather – zbierać, gromadzić

host – gospodarz
immunity – immunitet
jurisdiction – jurysdykcja, sądownictwo, zasięg działania sądu
lawful – legalny, zgodny z prawem
means – sposób, środek
mission – misja
nasty – paskudny, wstrętny, złośliwy
permanent – stały
premises – siedziba, teren, posesja
privilege – przywilej, immunitet
prosecute – ścigać sędownie, pociągnąć do odpowiedzialności, zaskarżać
protocol – protokół
refugee – uchodźca
state – stan, państwo
treaty – traktat, układ, porozumienie, umowa
visa – wiza

Appendix A

NATIONAL SECURITY INSTITUTIONS OF THE REPUBLIC OF POLAND*

| | |
|---|---|
| SILY ZBROJNE Wojska Lądowe Siły Powietrzne Marynarka Wojenna Wojska Specjalne | ARMED FORCES The Land Forces The Air Force The Navy The Special Forces |
| FORMACJE POLICYJNE I ZABEZPIECZAJĄCE Policja Zandarmeria Wojskowa Straż Graniczna Służba Więzienna Inspekcja Transportu Drogowego Państwowa Straż Pożarna Straż Ochrony Kolei Służba Celna Służba Ochrony Lotnisk | POLICE AND SECURITY FORMATIONS The Police / Polish National Police Military Police / Military Gendarmerie Border Guard Prison Service Road Transport Inspection / Inspection of Road Transport Polish Fire Brigade / State Fire Service Railway Security Guard Customs Service Airport Security / Airport Security Guard |
| SŁUŻBY SPECJALNE Agencja Bezpieczeństwa Wewnętrznego Agencja Wywiadu Centralne Biuro Antykorupcyjne Służba Kontrwywiadu Wojskowego Służba Wywiadu Wojskowego | THE INTELLIGENCE SERVICES The Internal Security Agency Foreign Intelligence Agency Central Anti-Corruption Bureau Military Counterintelligence Service Military Intelligence Service |
| STRAŻE LOKALNE I SEKTOROWE Straż Miejska / Gminna Straż Leśna Straż Parku Narodowego Straż Parku Krajobrazowego Państwowa Straż Łowiecka Państwowa Straż Rybacka | LOCAL AND SECTORAL GUARDS Municipal / Communal Police Forest Wardens / Forest Guard National Park Rangers / National Park Guard Landscape Park Rangers / Landscape Park Guard National Hunting Guard National Fishing Guard |
| SŁUŻBY OCHRONY WŁADZ Biuro Ochrony Rządu Straż Marszałkowska | PUBLIC AUTHORITIES PROTECTION Government Protection Bureau Marshall Guard / Parliament Guard |

* some of the institutions have more than one formal translation of their name in English

Appendix B

POLISH ARMED FORCES

MARYNARKA WOJENNA – THE NAVY

- 3 Flotylla Okrętów – 3rd Flotilla of Ships
- 8 Flotylla Obrony Wybrzeża – 8th Coastal Defence Flotilla
- Brygada Lotnictwa Marynarki Wojennej – Naval Aviation Brigade
- Biuro Hydrograficzne Marynarki Wojennej – Hydrographic Office of the Polish Navy

WOJSKA LĄDOWE – LAND FORCES

- Wojska Pancerne i Zmechanizowane – Armoured and Mechanized Forces
- Wojska Rakietowe i Artylerii – Missile and Artillery Forces
- Wojska Inżynieryjne – Engineer Forces
- Wojska Obrony Przeciwlotniczej – Air-Defence Forces
- Wojska Chemiczne – Chemical Forces
- Wojska Rozpoznania i Walki Elektronicznej – Reconnaissance and Electronic Warfare Forces
- Wojska Aeromobilne – Airborne Forces / Air-Mobile Forces
- Wojska Łączności i Informatyki – Communication and Information Technology Forces
- Logistyka – Logistics

SIŁY POWIETRZNE – AIR FORCE

- Wojska Lotnicze – Air Forces
- Wojska Obrony Przeciwlotniczej – Air Defence Forces
- Wojska Radiotechniczne – Radar Forces

WOJSKA SPECJALNE – SPECIAL FORCES

- Grupa Reagowania Operacyjno-Manewrowego GROM – Operational-Maneuver Response Group GROM
- Jednostka Wojskowa FORMOZA – Marine Special Operations Unit FORMOZA
- Jednostka Wojskowa Komandosów – Special Commando Unit in Lubliniec
- Jednostka Wojskowa NIL – Military Unit NIL
- Jednostka Wojskowa AGAT – Military Unit AGAT

ŻANDARMERIA WOJSKOWA – MILITARY POLICE

Appendix C

POLISH ARMED FORCES

POLISH NAVY

- 3rd Flotilla of Ships
- 8th Coastal Defence Flotilla
- Naval Aviation Brigade
- Hydrographic Office of the Polish Navy



SAR helo 'ANACONDA' with salvage ship ORP 'PIAST'



Multitask logistic support ship ORP 'KONTRADMIRAL XAWERY CZERNICKI'

Appendix C

POLISH ARMED FORCES

POLISH LAND FORCES

- Armoured and Mechanized Forces
- Missile and Artillery Forces
- Engineer Forces
- Air-Defence Forces
- Chemical Forces
- Reconnaissance and Electronic Warfare Forces
- Airborne Forces / Air-Mobile Forces
- Communication and Information Technology Forces
- Logistics



Multi rocket launcher WR-40 Langusta Rosomak



Armoured personnel carrier (APC)



Main battle tank (MBT) Leopard 2A4



A radio operator with TRC 9200



Air assault of paratroopers



M-249, 5.56 mm light machine-gun

Appendix C

POLISH ARMED FORCES

POLISH AIR FORCE

- Air Forces
- Air Defence Forces
- Radar Forces



C-130E HERCULES

fot. Piotr Łysakowski / archiwum Sił Powietrznych



MIG-29UB Fulcrum

fot. Bartosz Bera / archiwum Sił Powietrznych



Fighting Falcon F-16

fot. Bartosz Bera / archiwum Sił Powietrznych

Appendix C

POLISH ARMED FORCES

SPECIAL FORCES

- **Operational-Maneuver Response Group GROM**
- **Marine Special Operations Unit FORMOZA**
- **Special Commando Unit in Lubliniec**
- **Military Unit NIL**
- **Military Unit AGAT**



Military Unit AGAT – night reconnaissance



Navy diver from FORMOZA



Special Forces soldier in full gear

Appendix C

POLISH ARMED FORCES

MILITARY POLICE



The Honour Guard during a national patriotic ceremony



A Military Police officer with a sniffer dog seeking drugs



Military Police officers seizing dangerous criminals

fot. na s. 98 – Sylwia Guzowska / archiwum ŻW

Appendix D

ARMY HEADQUARTERS STRUCTURE*

- **Personnel Department (G1)** – pion ewidencyjno-kadrowy
- **Intelligence Department (G2)** – pion rozpoznania / pion analiz wywiadowczych i rozpoznawczych
- **Operations Department (G3)** – pion operacyjny
- **Logistics Department (G4)** – pion logistyki
- **Plans and Policy Department (G5)** – pion planowania strategicznego / pion d/s planowania
- **Communications Department (G6)** – pion d/s łączności i informatyki
- **Training Department (G7)** – pion d/s szkoleń
- **Budget Contracting and Finance Department (G8)** – pion finansowy / zasoby i finanse
- **Civil–Military Cooperation Department (G9)** – pion współpracy cywilno-wojskowej
- **Engineering Department** – Departament Inżynierii Wojskowej
- **Public Information Office** – Biuro Prasowo-Informacyjne
- **Protocol Office** – Departament Dyplomacji

* Ze względu na zróżnicowanie struktur w różnych jednostkach nazewnictwo może odbiegać od przedstawionego

Appendix E

LAND FORCES & AIR FORCE RANK STRUCTURE

OFFICERS – OFICEROWIE I DOWÓDCY COMMISSIONED RANKS – STOPNIE OFICERSKIE

| NATO CODE | POLISH | ENGLISH |
|-----------|------------------------------------|------------------------------------|
| OF-10 | Marszałek Polski* | Field Marshal |
| OF-9 | Generał (do 2002 Generał Armii) | General (General of the Army) |
| OF-8 | Generał broni | Lieutenant General / General |
| OF-7 | Generał dywizji | Major General / Lieutenant General |
| OF-6 | Generał brygady | Brigadier General / Major General |
| OF-5 | Pułkownik | Colonel |
| OF-4 | Podpułkownik | Lieutenant Colonel |
| OF-3 | Major | Major |
| OF-2 | Kapitan | Captain |
| OF-1 | Porucznik Podporucznik | Lieutenant Second Lieutenant |

*obecnie już nieużywane / no longer in use

Appendix E

LAND FORCES & AIR FORCE RANK STRUCTURE

WOs – WARRANT OFFICERS – CHORĄŻOWIE*

NON-COMMISSIONED RANKS – STOPNIE PODOFICERSKIE

| NATO CODE | POLISH | ENGLISH |
|-----------|--------------------------|---|
| OR-9 | Starszy chorąży sztabowy | Warrant Officer 1st Class |
| OR-9 | Starszy chorąży | Warrant Officer 2nd Class |
| OR-8 | Chorąży | Warrant Officer 3rd Class |
| OR-7 | Młodszy chorąży | Warrant Officer 4th Class / Junior Warrant Officer |

*ze względu na różnice systemowe pomiędzy armiami amerykańskimi, brytyjskimi i polskimi mogą wystąpić rozbieżności w nazewnictwie

NCOs – NON-COMMISSIONED OFFICERS – PODOFICEROWIE

NON-COMMISSIONED OFFICERS – STOPNIE PODOFICERSKIE

| NATO CODE | POLISH | ENGLISH |
|-----------|-------------------|------------------------------------|
| OR-6 | Starszy sierżant | Staff Sergeant / Sergeant Class I |
| OR-5 | Sierżant | Sergeant / Sergeant Class II |
| --- | Starszy plutonowy | Chief Master Corporal |
| OR-5 | Plutonowy | Master Corporal |
| OR-4 | Starszy kapral | Corporal / Chief Corporal |
| OR-3 | Kapral | Corporal / Lance Corporal |
| OR-2 | Starszy szeregowy | Private 1st Class / Lance Corporal |
| OR-1 | Szeregowy | Private |

Appendix E

POLISH NAVY RANK STRUCTURE

OFFICERS – OFICEROWIE I DOWÓDCY COMMISSIONED RANKS – STOPNIE OFICERSKIE

| NATO CODE | POLISH | ENGLISH |
|-----------|------------------------|---|
| OF-09 | Admirał | Admiral |
| OF-08 | Admirał floty | Vice Admiral |
| OF-07 | Wiceadmirał | Rear Admiral (Lower Half) / Vice-Admiral |
| OF-06 | Kontradmirał | Rear Admiral |
| OF-05 | Komandor | Captain |
| OF-04 | Komandor porucznik | Commander |
| OF-03 | Komandor podporucznik | Lieutenant Commander |
| OF-02 | Kapitan marynarki | Lieutenant |
| OF-01 | Porucznik marynarki | Sub-Lieutenant / Lieutenant JG (Junior Grade) |
| OF-01 | Podporucznik marynarki | Ensign / Acting Sub-Lieutenant |

Appendix E

POLISH NAVY RANK STRUCTURE

WARRANT OFFICERS & PETTY OFFICERS RANKS / NON-COMMISSIONED RANKS – STOPNIE PODOFICERSKIE

| NATO CODE | POLISH | ENGLISH |
|-----------|------------------------------------|---------------------------------|
| OR-09 | Starszy chorąży sztabowy marynarki | Chief Warrant Officer Class I |
| --- | Chorąży sztabowy marynarki | Chief Warrant Officer Class II |
| --- | Młodszy chorąży sztabowy marynarki | Chief warrant Officer Class III |
| OR-08 | Starszy chorąży marynarki | Warrant Officer Class I |
| OR-08 | Chorąży marynarki | Warrant Officer Class II |
| OR-08 | Młodszy chorąży marynarki | Junior Warrant Officer |
| --- | Starszy bosman sztabowy | Chief Petty Officer Class I |
| --- | Bosman sztabowy | Chief Petty Officer Class II |
| OR-07 | Starszy bosman | Petty Officer Class I |
| OR-06 | Bosman | Petty Officer Class II |
| --- | Starszy bosmanmat | Chief Master Seaman |
| OR-05 | Bosmanmat | Master Seaman |
| OR-04 | Starszy mat | Chief Leading Seaman |
| OR-03 | Mat | Leading Seaman |

SEAMAN RANKS – STOPNIE MARYNARSKIE NON-COMMISSIONED RANKS – STOPNIE PODOFICERSKIE

| NATO CODE | POLISH | ENGLISH |
|-----------|------------------|-----------------|
| OR-02 | Starszy marynarz | Able Seaman |
| OR-01 | Marynarz | Ordinary Seaman |

Appendix F

ONLINE NON-EMERGENCY CRIME / INCIDENT REPORTING FORM

1. Is the incident still happening at this time? ☐ No
2. Has someone been injured or is anyone in possible danger at the moment? ☐ No
3. Is there a "crime / incident scene" or other physical evidence? ☐ No
4. Is this a road traffic collision (accident)? ☐ No

If your answer to any of the above questions is yes, please contact your local police station or call 999.

CRIME / INCIDENT DETAILS

What happened?

Please explain in as much detail as possible what happened or what you want us to know.

When did it happen?

Between (date and time) and (date and time)

Where did it happen?

House / building name or number

Street Town Post Code

If not at an address, please give the location of the incident in as much detail as possible including street name.

Appendix F

YOUR DETAILS

Family name First name Middle name(s)

Title: Miss ☐ Ms ☐ Mrs ☐ Mr ☐ Other ☐ (Please specify if other)

Gender: Female ☐ Male ☐

Date of birth: dd/mm/yyyy

Place of birth:

Employment status: employed ☐ in full-time education ☐ retired ☐
unemployed ☐ other ☐ (If other, please specify)

Your address

House / building name or number

Street Town Post Code

Your contact details

Home telephone number Business telephone number

Mobile telephone number Email address

Preferred means of contact: home telephone ☐ mobile ☐
text ☐ email ☐ business telephone ☐

Preferred time of contact: morning 8 a.m. to 1 p.m. ☐
afternoon 1 p.m. to 6 p.m. ☐
evening 6 p.m. to 10 p.m. ☐
don't mind ☐
other ☐ (if other, please specify)

Appendix F

OTHER INFORMATION REGARDING THE CRIME / INCIDENT

Witnesses

Are there any witnesses to the crime? YES ☐ NO ☐

If yes, please provide details of the witness.

Family name First name Middle name(s)

Title: Miss ☐ Ms ☐ Mrs ☐ Mr ☐ Other ☐

Witness address

House / building name or number

Street Town Post Code

Witness contact details

Home telephone number Business telephone number

Mobile telephone number Email address

If a vehicle was involved, e.g. vehicle damaged or items stolen from vehicle, please give details.

Registration number Make Model
Type (saloon, estate, hatchback, sports, etc.)

Please give details of any property damaged – this includes graffiti.
Please list articles damaged and value of damage for each.

| |
|--|
| |
|--|

Appendix F

Please give details of any property stolen.

Article stolen or damaged

Physical Description (size, colour, material)

Make

Model

Serial Number

IMEI number for mobile telephones
























Any other information

Are you able to give any other information about the crime, e.g. did your neighbours hear or see anything?

Any other information you wish to give.



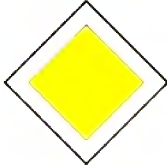



Appendix G – TRAFFIC SIGNS IN POLAND

WARNING SIGNS
















| | | | | |
|---|---|---|---|--|
|  |  |  |  |  |
| Bend to right | Multiple bends, first to left | Crossroads; give-way rule applies | Crossroads (junction with a minor road) | Junction with a minor side-road |
|  |  |  |  |  |
| Traffic merging from the right ahead | Roundabout ahead | Level crossing with barriers ahead | Level crossing without barriers ahead | Road narrows on both sides |
|  |  |  |  |  |
| Road narrows on right | Opening or swing bridge ahead | Roadworks | Slippery road | Pedestrian crossing ahead |
|  |  |  |  |  |
| Children crossing | Side winds | Two way traffic ahead | Steep hill downwards | Steep hill upwards |
|  |  |  |  |  |
| Risk of falling or fallen rocks | Quayside or river bank | Loose chippings | Traffic signals ahead | Other danger |
|  |  |  |  | |
| Risk of ice | Traffic queues likely ahead | Domestic (farm) animals | Wild animals | |

Appendix G – TRAFFIC SIGNS IN POLAND

PRIORITY SIGNS










| | | | |
|---|---|---|--|
|  |  |  |  |
| Stop and give way | Give way to traffic on major road | Road with right of way | End of right of way |
|  |  | | |
| Give priority to vehicles from opposite direction | Priority over traffic coming from ahead | | |

PROHIBITION SIGNS

| | | | | |
|---|---|---|---|---|
|  |  |  |  |  |
| No vehicles except pedal cycles being pushed by hand | No entry for vehicular traffic including pedal cycles | No motor vehicles | No motorcycles | No trucks weighing more than 3.5 tonnes |
|  |  |  |  |  |
| No vehicles carrying explosives | No cycling | No mopeds | No vehicles containing hazardous materials | No vehicles carrying goods liable to contaminate the water |
|  |  |  |  |  |
| No vehicles over height shown (3.5 m) | No vehicles over length shown (6 m) | No overtaking | No overtaking by trucks | No horn |

Appendix G – TRAFFIC SIGNS IN POLAND

MANDATORY SIGNS

| | | | | |
|---|---|---|---|--|
|  |  |  |  |  |
| Turn right before this sign | Turn right after this sign | Go forward only | Go forward or turn right | Go on the right side of sign |
|  |  |  |  | |
| Roundabout here | Minimum speed | End of minimum speed | Pedestrians-only road | |

Appendix G – TRAFFIC SIGNS IN POLAND





























INFORMATIONAL SIGNS

| | | | | |
|---|---|---|---|---|
|  |  |  |  |  |
| One-way road | No through road | Pedestrian crossing | Cycle crossing | Parking space |
|  |  |  |  |  |
| Start of bus lane | Bus lane | Bus stop | Trolleybus stop | Tram stop |
|  |  |  |  |  |
| Paid parking area (paid 7 a.m.–6 p.m.) | Reserved parking space | Covered parking space | Tourist information point | Taxi stand |
|  |  |  |  | |
| Underpass | Residential zone | Hospital | Speed control with speed camera | |

Appendix H



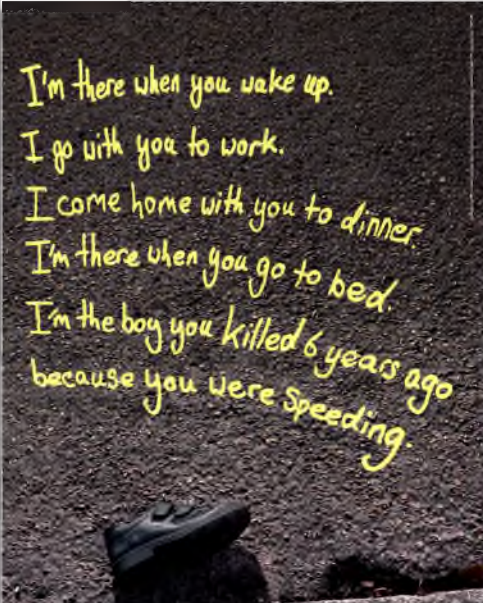
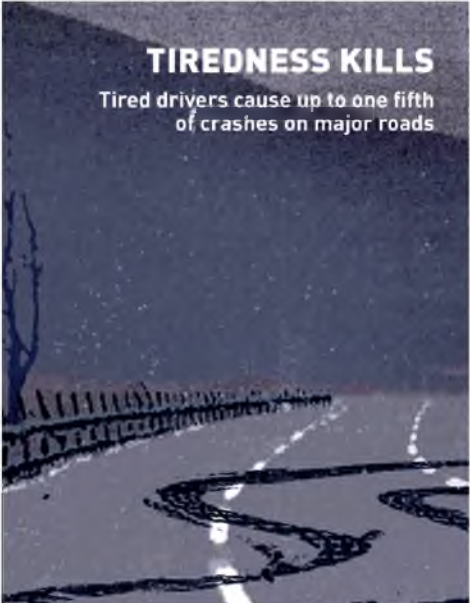
Speed limits in Poland

(as for April 2012)

| PL |    <3,5t |    >3,5t  |
|---|--|--|
|  |   5:00-23:00 23:00-5:00 |   5:00-23:00 23:00-5:00 |
|   |  |  |
|   |  |  |
|   | |  |
|   | | |
|  |  |  |





Appendix I

TRAFFIC AND ROADS POLICING

| | |
|--|---|
| <p>A</p>  | <p>B</p>  |
| <p>C</p>  | <p>D</p>  |

Appendix J

TYPES OF FIRE EXTINGUISHERS

| WATER | POWDER | FOAM | CARBON DIOXIDE (CO ₂) |
|--|--|--|---|
| USE FOR | | | |
| wood, paper, textile and solid material fires | liquid and electrical fires | liquid fires | liquid and electrical fires |
|  |  |  |  |
| DO NOT USE ON | | | |
| liquid, electrical or metal fires | metal fires | electrical or metal fires | metal fires |

Appendix K– FIRE NOTICE

Example of a staff fire notice

(To be modified to suit the fire evacuation procedure at the premises as detailed in the premises' emergency plan)

FIRE ACTION



ON DISCOVERING A FIRE:

1. Raise the alarm by operating the nearest fire alarm call point.
2. Try to extinguish the fire using the nearest appropriate fire extinguisher but only if it is safe and you have been trained to do so.
3. Inform the manager, person in charge, or switchboard operator to ensure that the Fire Service has been called.

ON HEARING THE ALARM:

Give the necessary assistance to people who need it to ensure that they can leave safely or reach the relative safety of a fire-protected stairwell or refuge.
Leave the building by the nearest available exit.

ACT CALMLY

DO NOT USE LIFTS

CLOSE ALL DOORS (to stop fire spreading)

Proceed to the assembly point and report to the person in charge of the evacuation. Do not return to the building for any reason until authorised to do so.

CALLING THE FIRE SERVICE

THE FIRE SERVICE SHOULD BE CALLED IMMEDIATELY TO EVERY FIRE OR ON SUSPICION OF FIRE



Lift the receiver and dial
When the Fire Service replies say distinctly:

“Fire at:
give address”

Do not replace the receiver until the address has been correctly repeated to you

Appendix L

ACCIDENT REPORT FORM

| | |
|--|--|
| <p>1. PERSONAL DETAILS Name, surname, age, address, job title</p> | |
| <p>2. ORGANIZATION DETAILS Name of the company, address; telephone, number of employees, name of person responsible for OHS Other_____</p> | |
| <p>3. INCIDENT – DETAILS Exact place and time, witnesses, direct reason for the accident; events that could have caused the accident. Was there any machinery involved? Was the workplace sufficiently protected? Did any accident of similar kind take place before? If YES – what action taken? Other_____</p> | |
| <p>4. INJURED PERSON – DETAILS Full name(s), age, address, sex, job title(s), scope of duties, employment status (full-time worker / part-time worker / self-employed / apprentice, etc.); kind of injuries – burns, cuts, conscious / unconscious, ability to see / hear / move, outer or internal injuries / fractures / bleeding. Other_____</p> | |
| <p>5. DESCRIPTION – WHAT HAPPENED What was the injured person doing? How many people were there around? Was the injured person exposed to fire / smoke / flammable materials / other? Was the injured person attacked by another person / animal? Did the injured person have contact with electricity / motorised tools / manual tools / other? Was the injured person driving a vehicle? If YES – what type? Who called the ambulance / police / emergency? Other_____</p> | |

Appendix M

INTERNET SAFETY GLOSSARY

Cyberbullying – Bullying through Internet applications and technologies such as instant messaging (IM), social networking sites, and cell phones¹.

Cyberstalking – The online enticement of children; rude or threatening messages; slanderous information; or repeated, unwanted messages².

Grooming – This is the process predators use to manipulate minors into sexual relationships or into producing sexual images of themselves. It often includes the giving of compliments or gifts¹.

Identity Theft – In this crime, someone obtains the vital information (e.g., credit card, social security number, bank account numbers, etc.) of another person, usually to steal money. E-mail scams, spyware, and viruses are among the most typical methods for stealing someone's identity³.

Malware – stands for malicious software or code, which includes any harmful code – trojans, worms, spyware, etc. – that is designed to damage the computer or collect information³.

Mouse Trapping – A commonly used technique by pornography sites where a user gets 'locked' in a website. While surfing the Internet it is possible to click a website and have multiple undesirable websites open. When this happens, you often cannot close or back out of the sites and must close your Web browser completely¹.

Phishing – An online scam that uses e-mail to 'fish' for users' private information by imitating legitimate companies. Scammers copy legitimate websites and set up nearly identical pages. People are lured into sharing user names, passwords, account information, or credit card numbers¹.

Virus – A computer program, usually harmful, that accesses your computer without your permission. A virus can destroy files or make your computer crash. Viruses can be sent in e-mail or file-sharing programs. To help protect against viruses, use antivirus software, and do not download information from people or sites you don't know².

¹ <http://www.netsmartz.org/safety/definitions>

² <http://surferbeware.com/safety/internet-safety-glossary.htm>

³ <http://www.internetsafety101.org/glossaryofterms.htm>

VOCABULARY BANK

A

abandoned – opuszczony, porzucony
 abroad – za granicą
 absorbent cotton – wata absorbująca
 accommodate – pomieścić
 account – konto
 accuracy – tu: celność
 accurate – dokładny, precyzyjny
 adhesive tape – taśma samoprzylepna, przyklepieć
 against the law – wbrew prawu, niezgodne z prawem
 agent – agent
 aggression – agresja
 aid – pomoc, pomagać
 aim – cel; celować, mierzyć
 air assault – desant
 air border – granica powietrzna
 Air Force – Siły Powietrzne
 Air Forces – Wojska Lotnicze
 aircraft hijacking – porwanie / uprowadzenie samolotu
 Air-Defence Forces – Wojska Obrony Przeciwlotniczej
 airman – lotnik
 airway – drogi oddechowe
 alert – alarm; alarmowy
 alias – nazwa zastępcza, pseudonim, alias
 allergy medicine – lek przeciwalergiczny
 alliance – sojusz, przymierze
 ambush – zasadzka, pułapka; zacząć się, wciągnąć w pułapkę
 ammunition belt – pas amunicyjny
 analysis – analiza, badanie
 antiseptic wipes – gaziki nasączone środkiem odkażającym
 anti-slide – przeciwpślizgowy
 anxiety – niepokój, lęk
 appeal – apel, wezwanie
 application – aplikacja, program użytkowy
 approval – zgoda
 approve – zatwierdzić, zaakceptować
 approved – zatwierdzony, zaaprobowany
 apron – fartuch
 armed assault – atak zbrojny, napad z bronią
 armed rebellion – bunt zbrojny
 armoured fighting vehicle – wóz bojowy
 armoured personnel carrier (APC) – uzbrojony transporter opancerzony
 arms trafficking – nielegalny handel bronią
 army – armia
 army group – grupa armii
 arrest – aresztować
 arson – podpalenie

artilleryman – artylerzysta
 asbestosis – pylica azbestowa
 assassination – zamach
 assault – napad, atak, zamach, natarcie, szturm, zniewaga czynna, desant; atakować, szturmować; szturmowy, desantowy
 assault and battery – napaść z pobiciem
 assault rifle – karabin szturmowy
 assembly line – linia montażowa, zakład montażowy
 assessment – oszacowanie, ocena
 attach – przymocować, załączać
 attachment – załącznik
 attain – osiągnąć, zrealizować
 authority – władza, urząd, prawo
 autopsy – sekcja zwłok, autopsja
 avalanche – lawina
 avian flu / avian influenza – ptasia grypa
 avoid – unikać, uniknąć
 avoidance – unikanie
 axe – topór, siekiera

B

back seat – tylne siedzenie
 backup – kopia bezpieczeństwa
 badge – odznaka
 ballistics – balistyka
 bandage – bandaż
 bank – brzeg (rzeki)
 barrel – lufa
 barrier tape – taśma policyjna, taśma odgradzeniowa
 bars – kraty (w oknach)
 baton – pałka (policyjna)
 battalion – batalion, dywizjon
 battery – pobicie
 battle – bitwa, walka
 belligerent – będący w stanie wojny, walczący
 belligerent factions – walczące frakcje, strony będące w stanie wojny
 besiege – oblegać
 bite – ukąszenie, ugryzienie; ugryźć
 bitten – ugryziony
 blackmail – szantaż; szantażować
 blade – ostrze, brzeszczot
 blast – wysadzać, niszczyć
 blaze – płomień
 bleed – krwawić
 blood – krew
 bloodstain – plama krwi
 blow – wiać
 blurred – zamazany, nieostry
 board – abordażować, wdrzeć się na pokład (z lądu, wody lub powietrza)

VOCABULARY BANK

border – granica
border clearance – odprawa graniczna
Border Guard – Straż Graniczna
border guard – straż graniczna; funkcjonariusz Straży Granicznej
border patrol – patrol graniczny
border zone – strefa nadgraniczna
boundary – granica, zakres
breach – pogwałcenie, naruszenie, zerwanie
breach a secret – naruszać tajemnicę
break out – wybuchnąć (o pożarze, wojnie)
breakage – zerwanie, pęknięcie, złamanie
breath test – badanie trzeźwości
breathalyse – badać trzeźwość alkomatem
breathe – oddychać
breathing apparatus – aparatura tlenowa
bribe – łapówka; przekupywać
bribery – łapówkarstwo, przekupstwo
brigade – brygada
broadcast (broadcast, broadcast) – nadawać (transmisję), transmitować
broken – złamany
bruise – siniak, obtłuczenie
bruised – stłuczony, posiniaczony
brush – pędzel
bucket – czerpak (w koparce)
buffer zone – strefa buforowa
bug – ‘pluskwa’, urządzenie podsłuchowe
building site disaster – katastrofa budowlana
built-up area – obszar / teren zabudowany
bullet – pocisk, kula
bullet casing – łuska naboju
bulletproof – kuloodporny
bullet-proof vest – kamizelka kuloodporna
bully – zastraszać, tyranizować
bullying – tyranizowanie, dręczenie, zastraszanie, mobbing
bunk-bed – prycza, łóżko piętrowe
burglar – włamywacz, złodziej mieszkaniowy
burglary – włamanie, kradzież z włamaniem, kradzież mieszkaniowa
burgle – włamać się
burn – poparzenie, oparzenie, spalenie
burn – wypalić (płytkę z danymi)
burst – rozsadzać, rozrywać

C

call – wezwanie
capacity – pojemność
capital – stolica
capsize – wywrotka (łodzi, statku), wywrócić się dnem do góry

car bomb – samochód pułapka
car seat – fotelik ochronny, fotelik samochodowy
carbon dioxide – dwutlenek węgla
cardiac arrest – zatrzymanie akcji serca
cardiopulmonary resuscitation – resuscytacja krążeniowo-oddechowa
cartridge – nabój
case – sprawa (sądowa), proces
case officer – kontakt (agent), oficer prowadzący
cast – odlewać, robić odlew; odlew
casualties – straty w ludziach, ofiary
casualty – ofiara (wypadku)
catch (caught, caught) – złapać
cause – powodować, spowodować; powód
cause of death – przyczyna śmierci
caution – uwaga, ostrożność, przezorność, ostrzeżenie, pouczenie
cavalry – kawaleria
ceasefire – zawieszenie broni
cell – cela, komórka
Chairman / Marshal of the Sejm – Marszałek Sejmu
Chairman / Marshal of the Senate – Marszałek Senatu
charged with – obwiniony o, oskarżony o
charity organisation – organizacja charytatywna
checkpoint – punkt kontrolny
check-up – badanie okresowe
chemical spillage – wyciek substancji chemicznych
chest – klatka piersiowa
chief – główny; szef, przywódca
choking – zadławienie, zakrzuszenie
cipher – szyfrować, zaszyfrować; szyfr
circulation – krążenie, obieg, cyrkulacja
citizen – obywatel, mieszkaniec
civic – obywatelski, miejski
civil disorder – rozruchy społeczne
civil unrest – niepokoje społeczne
civil war – wojna domowa
Civil War – Wojna Secesyjna
clandestine – tajny, potajemny
classified – sklasyfikowany, niejawni
clean-shaven – gładko ogolony, bez zarostu
clear – sprzątać, oczyszczać, odblokować
closed prison – zakład karny typu zamkniętego
closed-circuit television system (CCTV) – telewizja przemysłowa, sieć telewizyjna o zamkniętym obwodzie
coach – autokar
coal mine – kopalnia węgla
coal worker's pneumoconiosis – pylica węglowa, pylica górników kopalń węgla
coalition – koalicja
coastline – linia brzegowa
code – zaszyfrować, zakodować
Cold War – zimna wojna

collapse – runąć, zawalić się; runięcie, zawalenie,
upadek, załamanie się
combat – walka; bojowy; zwalczać
combatant – walczący, osoba walcząca
combustion – spalanie, zapłon
commercial international exchange –
międzynarodowa wymiana handlowa
commercial vehicle – pojazd użytkowy
commit – popełnić
community centre – dom kultury
community policing – policja dzielnicowa, policja
środowiskowa
company – kompania
compensation – odszkodowanie
complexion – cera, karnacja
compression – ucisk, ściskanie
compulsory – obowiązkowy, obligatoryjny
conceal – skryć, ukryć, ukrywać
concertina – concertina, drut ostrzowy
condemn – potępiać, piętnować
confidential – tajny, poufny
confinement – uwięzienie, zamknięcie
consciousness – przytomność, świadomość
conscript – poborowy, rekrut; rekrutować,
powoływać do wojska
consulate – konsulat
contaminant – środek skażający, substancja
zanieczyszczająca
contaminate – zanieczyszczać, powodować skażenie
contamination – skażenie, kontaminacja
contingent – kontyngent, kontyngent wojskowy
control room – stanowisko sterowania, stanowisko
dowodzenia
convict – osadzony, skazany, więzień
convoy – konwój; konwojować
copyrighted – chroniony prawem autorskim
cordon and search – odizolować i przeszukać;
operacja typu Cordon & Search (operacja
przeznaczona do izolacji określonego
obszaru i przeszukania go w celu
znalezienia sił i środków przeciwnika
lub pozyskania informacji)
cordon off – odgradzać, odgradzać kordonem
corporate crime – przestępstwo korporacyjne
corps – korpus
corpse – ciało, zwłoki
correctional institution – instytucja więzienna,
zakład karny
counteract – przeciwdziałać
counteracting – przeciwdziałanie, neutralizowanie
counterfeit – fałszerstwo, imitacja; fałszować,
podrabiać; fałszywy, podrobiony
counterintelligence – kontrwywiad
court – sąd

cover – ‘przykrywka’
crane – dźwig
credentials – dokumenty (tożsamości)
crew – brygada, załoga, zespół, drużyna
crew cut – fryzura ‘na jeża’
crime – przestępstwo, zbrodnia, przestępczość
crime against property – przestępstwo przeciwko
mieniu
crime scene – miejsce zbrodni, miejsce popełnienia
przestępstwa
criminal damage – celowe uszkodzenie mienia
crook – kanciarz, oszust, krętacz
cross – przekraczać, przekroczyć
cross contamination – zanieczyszczenie krzyżowe,
wzajemne
crossing – przejście (graniczne)
crush – miażdżyć, zgnieść, przygnieść, przytłoczyć
cryptanalysis – kryptoanaliza
cryptographer – kryptograf, szyfrant
cryptography – kryptografia
custody – areszt śledczy, zatrzymanie
customs duty – opłata celna, cło
customs fraud – oszustwo celne
customs officer – celnik, urzędnik celny
Customs Service – Urząd Celny
cyber terrorism – cyberterroryzm, terroryzm
informatyczny

D

damaged – uszkodzony
danger of war – niebezpieczeństwo (wybuchu)
wojny
data – dane
dead – martwy, zmarły, nieżywy
deal with – mieć do czynienia, zajmować się
death – śmierć
death toll – liczba ofiar śmiertelnych
declare – zgłosić do ocenia
defective – niesprawny, wadliwy
defence (US defense) – obrona
defend – bronić, obronić
demand – żądać, domagać się
demobilization – demobilizacja
deploy – dyslokować, rozmieszczać, rozlokowywać
deployment – dyslokacja, rozmieszczenie
deputy prime minister – wicepremier
detain – zatrzymać, zatrzymywać
deter – odstraszać, powstrzymywać, zniechęcać
deterrent – środek odstraszący
development – rozwój
device – urządzenie
die – umrzeć, umierać

VOCABULARY BANK

diplomacy – dyplomacja
 dirty bomb – brudna bomba
 disabled – niepełnosprawny
 disarmament – rozbrojenie
 disaster – katastrofa, klęska, nieszczęście
 disband – rozwiązać jednostkę
 discharge – wyładować, wystrzelić, zwalniać
 disease – choroba
 dislocation – przemieszczenie, wybicie
 disobey – nie przestrzegać (prawa, zasad)
 disorder – rozruchy, zamieszki
 disorderly conduct – zakłócenie porządku publicznego
 disperse – rozpraszać, rozpędzać
 disposable gloves – rękawiczki jednorazowe
 disrupt – dezorganizować, przerwać
 distinctive features – cechy wyróżniające, znaki szczególne
 diver – nurek
 divert – zmieniać kierunek
 division – dywizja
 dizzy – cierpiący na zawroty głowy
 DNA testing – badanie DNA
 dog's droppings – psie odchody
 double agent – podwójny agent
 download – pobierać, ściągać plik
 downsize – zmniejszać, redukować
 drainage – drenaż, odwadnianie
 dressing – opatrunek
 drill – wiertarka
 drink drive limit – dopuszczalna ilość alkoholu we krwi kierowcy
 drink-driving (US drunk-driving) – jazda pod wpływem alkoholu
 drop – spaść, opaść, upuścić
 drought – susza
 drowning – utonięcie
 drowsy – senny, ospały
 drug trafficking – handel narkotykami
 drugs – narkotyki
 dual carriageway – droga dwujezdniowa
 dust – opylać, pudrować
 duty – obowiązek
 duty belt – pas do oporządzenia

E

earlobe – płatek małżowiny usznej
 earth – ziemia, grunt
 earthquake – trzęsienie ziemi
 eavesdropper – podsłuchiwać, szpicel
 eczema – egzema, wyprysk
 edit – zmieniać, edytować, modyfikować, redagować

elastic bandage – bandaż elastyczny
 elections – wybory
 electric shock – porażenie prądem, wstrząs elektryczny
 electricity – elektryczność
 embassy – ambasada
 embezzlement – przywłaszczenie, defraudacja, sprzeniewierzenie
 emergency – nagły wypadek, krytyczna sytuacja, stan zagrożenia
 emergency exit – wyjście ewakuacyjne / awaryjne
 emergency lighting system – system awaryjnego oświetlenia
 emergency management – zarządzanie kryzysowe
 employ – zatrudniać
 employ tanks – używać czołgów
 employed – zatrudniony
 employee – pracownik
 employer – pracodawca
 employment – zatrudnienie
 encode – zaszyfrować, zakodować
 encryption – szyfrowanie
 endorsable / non-endorsable offence – punktowane / niepunktowane wykroczenie
 enemy – wróg
 enforce – narzucać, wymuszać
 enforcement – narzucenie, egzekwowanie
 engage in hostilities – podjąć działania wojenne
 engineering units – jednostki wojsk inżynierskich
 enlarge – powiększać
 ensure – zapewnić
 entrance – wejście
 equipment – sprzęt, wyposażenie
 escape – uciekać; ucieczka
 escape plan – plan ewakuacji
 escape route – droga ewakuacyjna
 espionage – szpiegostwo
 establish – ustalać, ustanawiać
 estimate losses – szacować straty
 ethnic – etniczny
 evacuation route – droga ewakuacyjna
 evaluate – szacować, oszacować
 evidence – dowód, dowody
 examine – badać, przesłuchiwać
 excavator – koparka
 exceed – przekraczać, przewyższać
 excise – akcyza, podatek akcyzowy
 excise band – znak akcyzy
 exclude – wykluczyć, wyeliminować
 exercise control – sprawować kontrolę
 expire – wygasać, tracić ważność
 expired – przeterminowany, nieważny ze względu na utraconą datę ważności
 explode – eksplodować, wybuchać
 explosion – eksplozja, wybuch

VOCABULARY BANK

explosive – wybuchowy; materiał wybuchowy
 exposure to – wystawienie na działanie, narażenie, eksponowanie
 extinguish – gasić
 extinguisher – gaśnica
 extraterritoriality – eksterytorialność

F

face shield / face screen – maska ochronna
 fake – podróbka; sfałszowany, fałszywy, podrobiony
 fall – upadek
 fall (fell, fallen) – upaść, spaść, spadać
 fall down – runąć, przewrócić się
 fallen – wywrócony, powalony
 fatal – fatalny, śmiertelny
 faulty – wadliwy
 feature – właściwość, cecha
 feel (felt, felt) – czuć (się)
 fence – płot, parkan, ogrodzenie
 fibre – włókno
 field training exercises – FTX – ćwiczenia poligonowe
 fight (fought, fought) – walczyć
 figure – liczba
 file – plik
 file a report – złożyć zawiadomienie
 fingerprint – odcisk palca, odbitka linii papilarnych
 fire – pożar; strzelać
 fire blanket – strażacki koc ratunkowy
 fire brigade – straż pożarna
 fire chief – komendant straży pożarnej
 fire crew – ekipa ratunkowa
 fire engine (US fire truck) – wóz strażacki
 fire extinguisher – gaśnica
 fire hook – bosak
 fire hydrant – hydrant
 fire insurance – ubezpieczenie na wypadek pożaru
 fire kit – ubranie i wyposażenie strażaka
 firearm – broń palna
 fired – zwolniony, wyrzucony z pracy
 firefighter – strażak
 fire-retardant – ognioodporny, ogniotrwały
 firewall – firewall, zaporą ogniową
 fireworks – sztuczne ognie, fajerwerki
 first aid – pierwsza pomoc
 first-aid kit / box – apteczka pierwszej pomocy
 fixed time / fixed-term contract – umowa na czas określony
 flame – płomień
 flammability – palność, łatwopalność
 flammable – palny, łatwopalny
 flammable materials – materiały łatwopalne
 flap – klapa, klapka, tu: osłona karku

flexitime – ruchomy czas pracy
 flood – powódź
 flotilla – flotylla
 foam – piana
 footprint – odcisk buta, stopy
 forbidden – zabroniony, zakazany
 forced entry – wtargnięcie siłą, włamanie
 forces – wojska, siły
 Foreign Intelligence Agency – Agencja Wywiadu
 forensic – sądowy, prawniczy, kryminalistyczny
 forensic artist – plastyk-kryminalistyka
 forensic examination – ekspertyza kryminalistyczna
 forensic science – nauki sądowe, kryminalistyka
 forge – podrobić, podrabiać, sfałszować
 form – formularz, blankiet
 former – były, poprzedni
 foul language – wulgarny język
 fracture – złamanie
 fraudster – oszust
 freedom fighter – bojownik o wolność
 frisk – obszukiwać, przeszukiwać
 frontier – granica
 FTX – field training exercises – ćwiczenia poligonowe
 fuel – paliwo, opał
 full-time – na pełnym etacie, w pełnym wymiarze godzin
 fungus (pl. fungi) – grzyb (grzyby)

G

gas installation – instalacja gazowa
 gather – gromadzić, zbierać
 gear – sprzęt, narzędzia, strój
 General Inspector of Financial Information –
 Generalny Inspektor Informacji Finansowej
 generate – wywołać, wytworzyć
 genocide – ludobójstwo
 gloves – rękawiczki
 goal – cel
 goggles – gogle, okulary ochronne
 government – rząd
 Government Protection Bureau – Biuro Ochrony
 Rządu (BOR)
 Government Centre for Security – Rządowe
 Centrum Bezpieczeństwa
 grandstand – trybuna główna
 groove – rowek, wyżłobienie
 guard tower – wieżyczka więzienna
 guerrilla – partyzant
 guilty – winny
 gun – działo, strzelba, karabin, armata
 gunner – artylerzysta, kanonier, strzelec
 gunpowder – proch strzelniczy

VOCABULARY BANK

H

hail – grad
 hailstorm – burza gradowa
 half-open prison – zakład karny typu półotwartego
 halt – zatrzymać, zatrzymywać
 hand towel – ręcznik do rąk
 handcuffs – kajdanki
 hand-held mobile – telefon komórkowy trzymany w ręce
 hands-free – system hands-free, niewymagający obsługi ręcznej
 hard hat – kask
 harm – ranić, zranić
 hate crime – zbrodnia nienawiści
 hazard – zagrożenie
 hazardous – niebezpieczny, groźny, ryzykowny
 headache – ból głowy
 health – zdrowie
 heart attack – zawał serca
 heat – upał
 helmet – hełm, kask, kask ochronny
 hermetically sealed – hermetycznie zamknięty
 high-capacity – o dużej wydajności / pojemności
 hijacking – porwanie, uprowadzenie (np. samolotu)
 hit the target – trafić do celu
 holster – kabura
 Holy War – Święta Wojna
 honour – oddać hołd
 honour guard – warta honorowa
 hoodie – bluza z kapturem
 hooligan – chuligan, wandal
 hornet – szerszeń
 horrors of war – okropieństwa wojny, pożoga wojenna
 hose – wąż, sikawka
 host – gospodarz
 hostage – zakładnik, zakładniczka
 hostage-taking – branie / wzięcie zakładnika
 hostile – wrogi
 hull – kadłub
 human-generated – spowodowane przez człowieka
 humanitarian – humanitarny

identify – identyfikować, rozpoznawać
 identikit picture – portret pamięciowy, portret pamięciowy sporządzony techniką identi-kit, identyfikator rysunkowo-kompozycyjny
 identity – tożsamość
 ignition – zapłon
 illegal – nielegalny, bezprawny

illegal weapons possession – nielegalne posiadanie broni
 image – obraz, zdjęcie
 immunity – immunitet
 impose – narzucać, nakładać
 impose a fine upon – nakładać grzywnę, mandat na
 impose an obligation – nakładać obowiązek
 impression – odcisk
 imprisonment – areszt, pozbawienie wolności, uwięzienie
 in charge of – na czele
 in full gear – w pełnej gotowości, w pełnym rynsztunku
 incident – wypadek, incydent, zajście
 indefinite time contract – umowa na czas nieokreślony
 independence – niepodległość
 indicator – kierunkowskaz
 indispensable – niezbędny
 indoor – w pomieszczeniu, wewnątrz, halowy
 infantryman – żołnierz piechoty
 infect – zainfekować, zarazić (wirusem)
 influence – wpływ; wpływać
 inhalation – wdychanie
 injure – kaleczyć, ranić
 injured – poszkodowany, ranny
 injury – uraz, skaleczenie, rana, obrażenie
 injury benefit – odszkodowanie za wypadek przy pracy
 install – instalować
 installation – obiekt
 insulated – izolowany
 insurance – ubezpieczenie
 insured – ubezpieczony
 intelligence – wywiad, informacja, rozpoznanie
 intelligence service – służby wywiadowcze
 intentional – celowy, zamierzony
 internal security – bezpieczeństwo wewnętrzne
 Internal Security Agency – Agencja Bezpieczeństwa Wewnętrznego
 interrogate – przesłuchiwać
 interrogation – przesłuchanie
 intoxicated – nietrzeźwy, pijany, zamroczony alkoholem
 intoxication – nietrzeźwość, upojenie
 intrusion – wtargnięcie, napór, najście
 inundate – zalewać, zatapiać
 inundation – zalew, powódź
 invasion – najazd, inwazja
 investigation – badanie, dochodzenie, śledztwo
 irregularity – nieprawidłowość
 isolate the enemy – izolować przeciwnika
 itchy – swędzący, swierzbiący

VOCABULARY BANK

J

jamming – zablokowanie się, zacięcie
jeopardise the military operation – narazić na szwank operację zbrojną
jihad – dżihad, święta wojna
junk mail – reklamy przesyłane pocztą
jurisdiction – jurysdykcja, sądownictwo, zasięg działania sądu
juvenile – nieletni, młodociany
juvenile delinquency – przestępczość nieletnich
juvenile penitentiary – zakład karny dla młodocianych

K

kidnapping – porwanie, uprowadzenie (osoby)
knee pads – nakolanniki
knock out – zniszczyć
knockoff – podróbka, podrobiony towar

L

label – etykieta; znakować, oznaczyć
labour code – kodeks pracy
labour law – prawo pracy
ladder – drabina
land border – granica lądowa
Land Forces – Wojska Lądowe
landslide – osuwisko, osunięcie ziemi
launch a counter-attack – rozpocząć kontratak
law – prawo
law enforcement – egzekwowanie prawa, wprowadzanie w życie prawa, ochrona porządku publicznego, organy ochrony porządku publicznego
law enforcement agency – organ ścigania, organ ochrony porządku publicznego
lawful – legalny, prawowity, zgodny z prawem
lead (led, led) – prowadzić, kierować
lead poisoning – ołowica
legitimate – zasadny
lie (lay, lain; lying) – leżeć
life-saving operation – operacja mająca na celu ratowanie życia
lift fingerprints – pobierać ślady linii papilarnych
lift truck – wózek widłowy
lifting tape – folia daktyloskopijna
lightning – piorun, błyskawica
listening post – podsłuch, stanowisko nasłuchu radiowego
litter – śmieci, odpadki; śmiecić, zaśmiecać

load – ładować, nabijać, obciążać; ładunek, obciążenie
local authorities – władze lokalne
Long Range Acoustic Device – urządzenie dźwiękowe dalekiego zasięgu
losses – straty
loudspeaker – głośnik

M

machine gun – karabin maszynowy
magazine – magazynek
magnifying glass – szkło powiększające
main battle tank (MBT) – podstawowy czołg bojowy
maintain – podtrzymywać, utrzymywać
make record (of) – sporządzić protokół
manage – kierować, zarządzać
manslaughter – nieumyślne zabójstwo
manual handling – posługiwanie się narzędziami ręcznymi
marine – morski
maritime – morski
maritime border – granica morską
mass event – wydarzenie masowe
match organiser – organizator meczu
maternity leave – urlop macierzyński
means – sposób, środek
measures – przedsięwzięcia, środki, kroki
metal splinter – odłamek metalu
Military Counterintelligence Service – Służba Kontrwywiadu Wojskowego
Military Intelligence Service – Służba Wywiadu Wojskowego
Military Police / Military Gendarmerie – Żandarmeria Wojskowa
military police officer – żandarm
mine – mina
Minister of Foreign Affairs – Minister Spraw Zagranicznych
Minister of Internal Affairs and Administration – Minister Spraw Wewnętrznych i Administracji
Ministry of Foreign Affairs – Ministerstwo Spraw Zagranicznych
minor – niepełnoletni
minor offence – drobne przestępstwo
missing – brakujący
mission – misja
money laundering – pranie brudnych pieniędzy
monitoring vessel – łódź patrolowa
mortar – moździerz
motor vehicle – pojazd motorowy
motorway – autostrada
mount – montować, zamocować

VOCABULARY BANK

mount a terrorist attack – organizować atak terrorystyczny
 mouth-to-mouth resuscitation – sztuczne oddychanie metodą usta-usta
 mudslide – osuwisko błotne
 mug – napadać
 mugger – bandyta uliczny, rabuś, napastnik
 mugging – napad uliczny
 mugshot / mug shot – zdjęcie policyjne
 multiple rocket launcher (MRL) – wieloprowadnicowy system rakietowy
 multitask ship – okręt wielozadaniowy
 municipal police – straż miejska
 murder weapon – narzędzie zbrodni
 musculoskeletal injury – uszkodzenie układu mięśniowo-szkieletowego
 muzzle – wylot lufy

N

National Security Bureau – Biuro Bezpieczeństwa Narodowego (BBN)
 nausea – mdłości, nudności
 Navy – Marynarka Wojenna
 neighbourhood watch – pogotowie sąsiedzkie, straż sąsiedzka, patrol sąsiedzki
 nickname – pseudonim, przydomek, ksywa
 night vision goggles – noktowizor
 nine-to-five job – praca w stałych godzinach
 non-lethal – nieśmiertelność
 noxious vapours – szkodliwe opary, wyziewy
 nuclear proliferation – rozprzestrzenianie broni jądrowej
 nuisance – uciążliwość

O

obscene language – obraźliwy, wulgarny język
 occupational – zawodowy
 occupational asthma – astma / dychawica zawodowa
 occupational disease – choroba zawodowa
 offence – przestępstwo, wykroczenie
 offence against the person – przestępstwo przeciwko osobie
 offender – przestępca, sprawca wykroczenia
 offensive language – obraźliwe słownictwo
 officer – funkcjonariusz
 official – urzędnik, funkcjonariusz
 OHS – BHP
 open prison – zakład karny typu otwartego
 operating system – system operacyjny
 order – nakaz, porządek

organised crime – przestępczość zorganizowana
 outbreak of war – wybuch wojny
 outdoor – na zewnątrz, odkryty, plenerowy
 overcrowded – przepełniony, zatłoczony
 overtake – wyprzedzać
 overtime – godziny nadliczbowe, ponadwymiarowe
 overtrousers – spodnie zewnętrzne
 oxygen – tlen

P

pain – ból
 pandemic – pandemia; pandemiczny
 parachute – spadochron
 paramedic – sanitariusz
 paratrooper – spadochroniarz
 park ranger – strażnik parku (narodowego / krajobrazowego)
 parking ticket – mandat za nieprawidłowe parkowanie
 part-time – niepełny wymiar czasu pracy
 password – hasło
 paternity leave – urlop ojcowski
 pathology – patologia
 patrol – patrol, drużyna, pododdział; patrolować
 pay a fine – płacić mandat
 PC – Personal Computer – komputer osobisty
 peace – pokój
 peace talks – rozmowy pokojowe
 peace treaty – traktat pokojowy
 peacekeeper – rozjemca
 peacekeeping – pokojowy
 peacekeeping missions – misje pokojowe
 peacemaker – rozjemca, mediator
 peacetime – czas pokoju, pokój
 pedestrian – przechodzień, pieszy
 pedestrian crossing – przejście dla pieszych
 peephole – wizjer
 penal code – kodeks karny
 penalty notice – mandat karny
 pension – emerytura, renta
 pepper spray – gaz pieprzowy
 permanent – stały
 personal defence weapon – broń obrony osobistej
 phenomenon – zjawisko, fenomen
 physical assault – użycie przemocy
 pickpocket – kieszonkowiec, złodziej kieszonkowy
 pickpocketing – kradzież kieszonkowa
 pistol – pistolet
 plaster (US – Band Aid) – plaster
 plaster – gips
 platoon – pluton
 poacher – kłusownik
 point – celować, mierzyć, wskazywać

VOCABULARY BANK

poison – trucizna
 poisoning – zatrucie
 poisonous – trujący
 police – policja
 policy – strategia, polityka
 pop-up (pop-up window) – wyskakujące okno
 port of entry – port przybycia (przekroczenia granicy)
 possession – posiadanie, własność
 powder – proszek, puder
 predict – przewidzieć
 premises – budynki firmowe, nieruchomości, siedziba, teren, posesja
 preparedness – przygotowanie
 pressure – nacisk
 prevent – zapobiegać, nie dopuszczać
 prevention – zapobieganie, profilaktyka, prewencja
 preventive – zapobiegawczy, prewencyjny, profilaktyczny
 preventive measures – środki zapobiegawcze
 prime minister – premier
 prison for first-time offenders – zakład karny dla odbywających karę po raz pierwszy
 prison for offenders serving military custody – zakład karny dla odbywających karę aresztu wojskowego
 prison for repeat offenders – zakład karny dla recydywistów penitencjarnych
 prison guard – strażnik więzienny, służba więzienna
 prison officer – strażnik więzienny, funkcjonariusz służby więziennej
 prisoner – osadzony, więzień
 prisoner of conscience – więzień sumienia
 prisoner of war – więzień wojenny, jeńiec wojenny
 privacy settings – ustawienia prywatności
 privilege – przywilej, immunitet
 probability – prawdopodobieństwo
 prohibited – niedozwolony, zakazany
 prosecute – ścigać sędawnie, pociągnąć do odpowiedzialności, zaskarżać
 protective equipment – sprzęt ochronny
 protective gloves – rękawice ochronne
 protocol – protokół
 psychosociological – psychosocjologiczny
 public address system – system nagłaśniający, system PA, megafon
 public authorities – władze publiczne, organy publiczne
 publicity – rozgłos, reklama
 pull over – zjeżdżać na pobocze, zatrzymać się, zostać zatrzymanym (przez policję)
 pulmonary oedema – rozedma płuc
 pulse – puls, tętno
 pump – pompa

pump out – wypompować
 punishment – kara
 pursue – ścigać
 pursue a military strategy – kontynuować strategię działań zbrojnych
 put out – gasić, ugasić

Q

quell – stłumić, poskromić

R

race – rasa
 radiometric control – kontrola radiometrem
 raise an alarm – wszcząć alarm
 range – zasięg
 rank – ranga, stopień
 rear – tylny
 reconnaissance – rozpoznanie; rozpoznawczy
 recovery – wyzdrowienie, poprawa, odzyskanie, odbudowa
 recruit an agent – zwerbować (kogoś), jako agenta
 redundant – zwolniony z pracy
 refugee – uchodźca, uciekinier
 regain – odzyskać
 regiment – pułk
 regulations – przepisy
 rehabilitation – resocjalizacja, rehabilitacja
 rehearse – przeprowadzać próbę
 reintegration – reintegracja, powrót (do społeczeństwa)
 release – uwolnić, uwalniać; uwolnienie
 reload – przeładować, powtórnie załadować
 removable media – nośniki wymienne, dyski wymienne
 remove – usunąć
 re-offend – ponownie popełnić wykroczenie
 repetitive – powtarzający się
 rescue – ratować, ocalić; ratunek, ocalenie
 resign – rezygnować, ustępować, zrzekać się
 response – reagowanie
 responsible for – odpowiedzialny za
 responsive – odwetowy
 responsiveness – reakcja, reagowanie na bodźce
 report – raport, sprawozdanie, meldunek, protokół; zgłaszać, meldować, raportować, informować
 restore – przywrócić, przywracać
 restore peace – przywrócić pokój
 result in – skutkować, pociągać za sobą
 retire – przejść na emeryturę
 retired – emerytowany, na emeryturze

VOCABULARY BANK

retirement – emerytura
 retreat – wycofać się, usunąć się
 retroreflective striping – taśmy odblaskowe
 reveller – uczestnik głośnej imprezy
 rifle – karabin, strzelba
 riot – zamieszki, rozruchy, bunt
 riot control agent – środek do rozpraszania tłumów
 riot shield – policyjna tarcza ochronna
 riot squad – oddział prewencji
 risk – ryzyko
 rivalry – współzawodnictwo, rywalizacja
 rob – rabować
 robber – rabuś
 robbery – rabunek, rozbój, skok
 rocket launcher – wyrzutnia rakietowa
 roof edge protection – zabezpieczenie krawędzi dachu
 round – nabój, seria ognia
 rules of conduct – zasady postępowania
 runway – pas startowy

S

sabotage – sabotaż; uszkodzić, sabotować
 safe – bezpieczny
 safety – bezpieczeństwo, zabezpieczenie, pewność, ochrona, bezpieczeństwo operacyjne (oznacza stan spełnienia jakichś wymagań prawnych, norm czy przepisów)
 salary – pensja, wynagrodzenie
 saliva – ślina
 salvage ship – okręt ratowniczy
 sample – próbka
 SAR helo – Search and Rescue helicopter – śmigłowiec ratowniczy
 save – oszczędzać, ratować, ocalić, zapisać, zachować
 saw – piła
 saw (sawed, sawed / sawn) – piłować
 scaffold – rusztowanie
 scaffolding – rusztowanie
 scam – przekręt, wyłudzenie
 scan – skanować, przeszukiwać
 scar – blizna, szrama
 scissors – nożyczki
 scrape – skrobać
 seaman – marynarz
 search – przeszukiwać, przeglądać
 seat belt – pas bezpieczeństwa
 secret – tajny, poufny; sekret, tajemnica
 secret agent – agent specjalny
 section – drużyna
 secure – zabezpieczyć
 security – bezpieczeństwo, ochrona, środki bezpieczeństwa, poczucie bezpieczeństwa, bezpieczeństwo osobiste (wiąże się z ochroną przed gwałtem, przemocą ze strony ludzi, przed klęskami naturalnymi)
 security fence – ogrodzenie zabezpieczające
 security forces – siły bezpieczeństwa
 security personnel – służby porządkowe
 security software – oprogramowanie zabezpieczające
 seize – zająć, przejąć, skonfiskować
 self-defence – samoobrona
 self-employed – samozatrudniony
 self-replicating – samoreplikujący
 semen – nasienie, sperma
 semi-automatic – broń półautomatyczna
 separatist – separatysta
 sex – płeć
 sexual assault – napaść na tle seksualnym
 shell – pocisk artyleryjski; ostrzeliwać (z dział)
 shelter – schronienie, schronisko
 shield – tarcza
 shift – zmiana (w pracy zmianowej)
 shipping – statki, flota handlowa
 shipyard – stocznia
 shoot (shot, shot) – strzelać
 shoplift – kraść w sklepie
 shoplifter – złodziej sklepowy
 shoplifting – kradzież sklepową
 short circuit – zwarcie
 shot – strzał, wystrzał, wystrzelenie, śrut
 sick leave – zwolnienie chorobowe, absencja chorobowa, zwolnienie lekarskie
 siege – oblężenie
 sight – celownik, wizjer
 single carriageway – droga jednojezdniowa
 single carriageway expressway – droga ekspresowa jednojezdniowa
 site – teren, miejsce
 slicer – krawalnia
 sliding pole – rura strażacka
 slip – poślizgnąć się; poślizgnięcie
 slippery – śliski
 smell – zapach, odor, woń
 smoke – dym
 smoke alarm – czujnik dymu
 smuggler – przemytnik
 smuggling – przemyt, szmugiel
 sniffer dog – pies tropiący
 soap dispenser – dozownik mydła
 sober – trzeźwy
 social network – serwis społecznościowy
 software – oprogramowanie, program
 sound – dźwięczeń, rozbrzmiewać

VOCABULARY BANK

source – źródło
 spam – spam, niechciana przesyłka, niezamawiana poczta reklamowa
 Spanish flu – grypa "hiszpanka"
 spark – iskra
 sparkle – iskra, błysk
 Special Forces – Wojska Specjalne
 spectator – kibic, widz
 speed limit – limit prędkości
 speeding – jazda z nadmierną prędkością
 spine – kręgosłup
 splash – pryskać, rozpryskiwać
 splinter – odłamek, odprysk, drzazga (szkła, metalu, drewna)
 spread – rozprzestrzeniać się
 spy – szpieg; szpiegować
 spy satellite – satelita szpiegowski
 spying – szpiegostwo
 spyware – programy komputerowe, które potajemnie zbierają informacje na temat zainstalowanych w komputerze programów, odwiedzanych przez użytkowników stronach, czy ściąganych przez nich plikach
 squad – drużyna, grupa
 squadron – szwadron kawalerii, eskadra okrętów, dywizjon sił powietrznych
 stabilization – stabilizacja, wzmocnienie
 staff – załoga, personel
 stamina – wytrzymałość
 state – państwo, stan
 State Fire Service – Państwowa Straż Pożarna
 state of war – stan wojny
 statement – zeznanie, protokół, oświadczenie
 steal – kraść
 steel-toed – ze stalowym noskiem, wzmocnieniem (buty)
 steep – stromy
 sterile – sterylny, jałowy
 stick – kij, pręt, pałka, drążek
 sting (stung, stung) – użądlić, ukąsić
 stolen – skradziony
 storm – burza
 stranded – osiadły na mieliźnie, unieruchomiony
 strengthen – wzmocnić
 struggle – walka; walczyć
 stung – użądłony
 subject to – podległy, uzależniony od
 submission – uległość, posłuszeństwo
 substance – substancja, materiał
 suffocation – uduszenie
 suicide – samobójstwo
 suicide bombing – samobójczy zamach bombowy
 superior – przełożony

superpower – supermocarstwo
 supervise – nadzorować, pilnować
 support – wspierać, udzielać wsparcia; wsparcie
 surf – surfować, przeglądać strony internetowe
 surveillance – nadzór, obserwacja, system obserwacji, obserwatorzy
 survival – przetrwanie, przeżycie
 swab – wacik, tampon; pobierać wymaz
 sweat – pot
 swell (swelled, swollen) – puchnąć
 swelling – opuchlizna, obrzęk

T

tackle – rozprawiać się, uporać się, opanować
 target – cel
 taser – paralizator
 tattoo – tatuaż
 tax – podatek
 team – grupa
 tear gas – gaz łzawiący
 terrorist network – siatka terrorystyczna
 theatre of war – obszar / arena działań wojennych, teatr wojny
 theft – kradzież
 thermal imaging camera – kamera termowizyjna / termiczna
 thermometer – termometr
 thief – złodziej
 threat – groźba, zagrożenie
 threaten – grozić, straszyć
 throat – gardło
 thunder – grzmot (pioruna)
 thunderstorm – burza z piorunami
 tilt – przechylić
 tool – narzędzie
 top secret – ściśle tajny, ściśle tajne
 torch – latarka
 tow away – odholować
 toxicology – toksykologia
 trade union – związek zawodowy
 traffic – ruch uliczny, ruch drogowy, nielegalny handel
 traffic warden – funkcjonariusz kontrolujący prawidłowość parkowania, strażnik miejski w Wielkiej Brytanii
 trafficking – handel nielegalnym towarem
 trailing cables – przewody wleczone, luźno rozrzucone kable
 transpose – poprzestawiać, pozamieniać
 treaty – traktat, układ, porozumienie, umowa
 trial – proces
 trigger – spust, cyngiel

VOCABULARY BANK

trip – potknięcie; potknąć się
troop – pluton
troops – wojska, oddziały wojskowe
trouble spot – punkt zapalny
truce – rozejm
tweezers – pęseta, szczypczyki
tyre (US tire) – opona, ogumienie
tyre marks – ślady opon

U

ultraviolet rays – płomień ultrafioletowy
unauthorized – bezprawny, nieupoważniony
unconditional surrender – bezwarunkowa kapitulacja
underlying – podstawowy, stanowiący podstawę / podłoże
unemployed – bezrobotny
unemployment – bezrobocie
uniform – mundur
uniformed service – służba mundurowa
unit – jednostka
unjust – niesprawiedliwy, niesłuszny, krzywdzący
unpaid leave – urlop bezpłatny
unrest – niepokój, wzburzenie, zamieszki
un-roadworthy – niezdatny do jazdy, niedopuszczony do ruchu
upholstery – tapicerka
up-to-date – aktualny, najświeższy, nowoczesny

V

valid – ważny, o nieprzekroczonym terminie ważności
value – wartość
vandalise – demolować, niszczyć
vandalism – wandalizm, chuligaństwo
vehicle – pojazd
venue – miejsce wydarzenia
verbal abuse – obelga słowna
vessel – łódź, statek, jednostka pływająca
vicinity – sąsiedztwo, pobliże
victim – ofiara
view – widok; obserwować, oglądać
violence – przemoc, użycie siły
violent – gwałtowny, z użyciem przemocy
visa – wiza
vision – wzrok
visit – widzenie
visor – osłona twarzy, przyłbica, wizjer
volunteer – ochotnik, wolontariusz; ochotniczy
vomiting – wymioty, wymiotowanie

W

wage war – prowadzić wojnę
wallet – portfel
war – wojna
war correspondent – korespondent wojenny
war crime – zbrodnia wojenna
war criminal – zbrodniarz wojenny
war hero – bohater wojenny
war losses – straty poniesione podczas wojny
war memorial – pomnik ku czci poległych podczas wojny, pomnik poległych
war time – czas wojny, okres wojny
war veteran – kombatan, weteran
war victim – inwalida wojenny, ofiara wojny
warfare – wojna, działania wojenne
warning triangle – trójkąt ostrzegawczy, trójkąt awaryjny
warring parties – walczące ze sobą strony
warrior – wojownik
water cannon – armatka wodna
weak – słaby
weapon – broń
web browser – przeglądarka internetowa
website – witryna internetowa
welding – spawanie
well-lit – dobrze oświetlony
white-collar crime – przestępczość 'białych kołnierzyków'
white-collar worker – pracownik umysłowy
windstorm – wichura
wireless network – sieć bezprzewodowa
wiring – instalacja elektryczna
work permit – pozwolenie na pracę
workout – zaprawa, ćwiczenia fizyczne
workspace – przestrzeń robocza
wound – rana, skaleczenie
WWI / World War I / First World War – pierwsza wojna światowa
WWII / World War II / Second World War – druga wojna światowa

Y

yield – oddawać, poddawać się, ustępować
yield ground – ustąpić pola, oddać teren

VOCABULARY BANK

ABBREVIATIONS and ACRONYMS (ENGLISH – POLISH)

- AT – Anti-Terrorism – antyterroryzm
- CbT – Combating Terrorism – zwalczanie terroryzmu
- CCT – Common Customs Tarrif – Wspólne Taryfy Celne
- CEPOL – European Police College – Europejska Akademia Policyjna
- CIA – Central Intelligence Agency (USA) – Centralna Agencja Wywiadowcza
- CT – Counter-Terrorism – przeciwterroryzm, kontr-terroryzm
- ETA – Basque Homeland and Liberty / Basque Homeland and Freedom – Kraj Basków i Wolność / Baskonia i Wolność
- EU – European Union – Unia Europejska
- EUROPOL – European Law Enforcement Agency – Europejski Urząd Policji
- FBI – Federal Bureau of Investigation (USA) – Federalne Biuro Śledcze / Federalny Urząd Śledczy
- ICRC – International Committee of the Red Cross – Międzynarodowy Komitet Czerwonego Krzyża
- INTERPOL – International Police – Międzynarodowa Organizacja Policji
- IRA – Irish Republican Army – Irlandzka Armia Republikańska
- ISAF – International Security Assistance Force – Międzynarodowe Siły Wspierania Bezpieczeństwa
- KFOR – Kosovo Force – siły międzynarodowe pod auspicjami NATO działające na terenie Kosowa
- MI6 – Military Intelligence, Section Six; (Secret Intelligence Service – SIS) – the British foreign intelligence service; – wywiad wojskowy sekcja 6, brytyjska służba wywiadowcza
- NATO – North Atlantic Treaty Organization – Organizacja Paktu Północnoatlantyckiego
- NCD – National Civil Defence – Obrona Narodowa Kraju
- OCHA – United Nations Office for the Coordination of Humanitarian Affairs – Biuro Narodów Zjednoczonych do spraw Koordynacji Pomocy Humanitarnej
- OHS – Occupational Health and Safety – Bezpieczeństwo i Higiena Pracy
- OSCE – Organization for Security and Co-operation in Europe – Organizacja Bezpieczeństwa i Współpracy w Europie
- PKO – Peacekeeping Operation – operacja mająca na celu utrzymanie pokoju
- PMC – Polish Military Contingent – Polski Kontyngent Wojskowy
- RAS – Rapid System Alert – System Szybkiego Reagowania
- SIS – Secret Intelligence Service – brytyjska służba wywiadowcza
- TISPOL – Traffic Information System Police – Europejska Organizacja Policji Ruchu Drogowego
- UNESCO – United Nations Educational, Scientific and Cultural Organization – Organizacja Narodów Zjednoczonych do spraw Oświaty, Nauki i Kultury
- UNIPROFOR – United Nations Protection Force – Siły Ochronne Organizacji Narodów Zjednoczonych
- WHO – World Health Organization – Światowa Organizacja Zdrowia

VOCABULARY BANK

ABBREVIATIONS and ACRONYMS (POLISH – ENGLISH)

BHP – Bezpieczeństwo i Higiena Pracy – Occupational Health and Safety

ABW – Agencja Bezpieczeństwa Wewnętrznego – Internal Security Agency

AW – Agencja Wywiadu – Foreign Intelligence Agency

GOPR – Górskie Ochotnicze Pogotowie Ratunkowe – Mountain Voluntary Rescue Service

ONZ – Organizacja Narodów Zjednoczonych – United Nations Organization

PAH – Polska Akcja Humanitarna – Polish Humanitarian Action

PCK – Polski Czerwony Krzyż – Polish Red Cross

PMM – Polska Misja Medyczna – Polish Medical Mission Association

SKW – Służba Kontrwywiadu Wojskowego – Military Counterintelligence Service

SWW – Służba Wywiadu Wojskowego – Military Intelligence Service

TOPR – Tatrzańskie Ochotnicze Pogotowie Ratunkowe – Tatra Mountains Volunteer Rescue Service

WOPR – Wodne Ochotnicze Pogotowie Ratunkowe – Water Volunteer Rescue Service

KEY

Unit 1

Part A

I.

- A. soldiers
- B. seamen
- C. a prison guard
- D. a military police officer, firefighters
- E. a police officer

Part B

I.

- 1. Agencja Bezpieczeństwa Wewnętrznego – Internal Security Agency
- 2. Straż Ochrony Kolei – Railway Security Guard
- 3. Służba Więzienna – Prison Service
- 4. Służba Celna – Customs Service
- 5. Państwowa Straż Pożarna – State Fire Service / Polish Fire Brigade
- 6. Biuro Ochrony Rządu – The Government Protection Bureau

II.

- 1. obywatelstwo
- 2. zagrozić
- 3. obietnica
- 4. opiekun
- 5. obowiązki celnika
- 6. banderola
- 7. przemytnik
- 8. uprawiać hazard
- 9. niszczyć
- 10. formacja

III. Possible translations:

- 1. obywatelstwo – citizenship
- 2. zagrozić – threaten
- 3. obietnica – promise
- 4. opiekun – guardian
- 5. obowiązki celnika – customs officer's duties
- 6. banderola – excise band
- 7. przemytnik – smuggler
- 8. uprawiać hazard – gamble
- 9. niszczyć – destroy, demolish
- 10. formacja – formation, unit

Unit 2

Part A

I.

- 1. weapon
- 2. pistol
- 3. rifle / rifles
- 4. machine gun
- 5. semi-automatic
- 6. mortar / mortars

II.

- 1. trigger
- 2. barrel
- 3. muzzle
- 4. sight

III. Possible answers:

The **barrel** is the part of a gun / a rifle that the bullets are fired through.

The **sight** is the part of a gun / a rifle through which you look to help you aim at something.

The **muzzle** is the end of a barrel, where the bullets come out.

The **trigger** is the part of a gun / a rifle that you pull with your finger to make the gun fire.

Part B

I.

- 1. loaded
- 2. point, shoot
- 3. trigger, fire
- 4. weapon

II.

- 1. FALSE
- 2. TRUE
- 3. FALSE
- 4. TRUE
- 5. FALSE
- 6. FALSE

KEY

Unit 3.1

Part A

III.

1. army group
2. corps
3. brigade
4. battalion
5. unit

IV.

flotylla

1. szwadron 2. dywizjon 3. eskadra okrętów

Part B

I.

1. Navy
2. Air Force
3. Special Forces
4. Land Forces
5. Military Police

II.

1. secure the deployment / FTX
2. prevent pathologies
3. provide information / help
4. carry out operations
5. ensure security
6. defend (sea) borders / coastline / airspace
7. counteract air assault / intrusion
8. rescue / hostages

III.

1. Intelligence Department
2. Personnel Department
3. Logistics Department
4. Training Department
5. Civil-Military Co-operation Department
6. Communications Department
7. Personnel Department
8. Plans and Policy Department

Unit 3.2

Part A

II.

1. peacekeeping missions
2. peace treaty
3. peacemaker
4. peacetime
5. peace talks
6. peacekeeping

III.

1. contingent
2. coalition
3. aid
4. alliance
5. mine
6. convoy
7. enforcement
8. stabilization

V. Possible answers:

security sector reform,
protection and promotion of human rights,
promotion of social and economic development

Part B

I.

1. reintegration
2. ✓
3. disarmament
4. buffer zone
5. belligerent factions
6. ✓

II.

1. disarmament, demobilization, reintegration
2. checkpoint
3. belligerent factions
4. buffer zone

KEY

Unit 3.3

Part A

I.

an outbreak of war
a state of war
horrors of war

war hero
war memorial
war losses

II.

1. war memorial(s); war hero(s)
2. war losses, horrors of war
3. war correspondent, a theatre of war

Part B

II.

1. deployed
2. genocide
3. yielded
4. wounded
5. housed
6. invaded
7. yielding
8. peace

IV. Possible answers:

WAR OPERATIONS: besiege, launch an attack, defeat, battle, invade, disrupt, secure terrain, isolate the enemy, employ tanks, surrender, shell the target, collateral damage

END-OF-WAR RESOLUTIONS: ceasefire, secure terrain, sign a truce, restore stability, yield ground, surrender, peace treaty, disband the army, collateral damage

Unit 4.1

Part A

I.

1. baton
2. uniform
3. pepper spray
4. torch
5. handcuffs
6. taser
7. duty belt
8. holster
9. badge
10. bullet-proof vest

II.

1. badge
2. baton
3. bullet-proof vest
4. holster
5. uniform
6. taser
7. handcuffs
8. pepper spray

Part B

I.

1. prisoner
2. security
3. less-lethal
4. tear
5. pepper
6. rubber
7. electroshock
8. riot
9. water
10. face
11. body
12. gas

II.

1. riots, illegal demonstrations, protests
2. tear gas, pepper spray, rubber bullets, electroshock weapons (tasers)
3. (protective) helmet, (face) visor, vest, neck protector, knee pad

Unit 4.2

Part A

II. & III.

| CRIME | CRIMINAL | ACTION | WHAT DO THEY STEAL? | WHERE DO THEY STEAL? |
|---------------|------------|-------------|--------------------------------------|----------------------------------|
| pickpocketing | pickpocket | to steal | wallet, passport | in the street, on the bus |
| robbery | robber | to rob | jewellery, money | bank |
| burglary | burglar | to burgle | TV set, laptop, jewellery, documents | from a house |
| car theft | car thief | to steal | car | from the street, from a car park |
| shoplifting | shoplifter | to shoplift | all things a shop sells | from a shop, from a supermarket |
| mugging | mugger | to mug | handbag, mobile phone | street, car park |

IV.

1. robbery
2. robber / thief
3. burglary
4. shoplifter / thief
5. pickpocket / mugger
6. car theft / theft
7. stolen
8. mugger

V.

1. A border guard caught a smuggler.
2. Illegal weapons possession is a crime.
3. Drug trafficking is a problem in some schools.
4. The police arrested a man for drink-driving.
5. Some hooligans vandalised a bus stop.

VI.

1. jazda po pijanemu – drink-driving
2. chuligan, wandal – hooligan
3. przemytnik – smuggler
4. demolować, niszczyć – vandalise
5. handel narkotykami – drug trafficking
6. nielegalne posiadanie broni – illegal weapons possession

Part B

I.

1. drug possession
2. drug trafficking
3. murder
4. assassination
5. bribery
6. blackmail
7. drink-driving
8. hijacking
9. kidnapping
10. smuggling
11. vandalism
12. assault and battery

III.

Crimes against property: arson, burglary, embezzlement, robbery, theft;
 Offences against the person: assault, battery, kidnapping, manslaughter, sexual assault.

IV.

1. organized crime
2. white-collar crime
3. corporate crime
4. juvenile crime

V.

1. threatened – mugging, assault and battery
2. forced entry – burglary
3. the murder weapon – murder
4. verbal abuse; disorderly conduct

Unit 4.3

Part A

I.

Title – Mr

Article stolen or damaged – *mobile phone and wallet*Where did the crime / incident happen? If not at an address please give the location of the incident in detail – *on a bus – route 207 bus between the library and bus station, Dagenham*

Sex – MALE

Height – *about 180 cm*Age – *in his mid-twenties*Build – *short, a bit overweight*Hair – *fair, wavy, short*Distinctive features – *an earring in left ear, wears glasses*Clothes – *dark-coloured leather jacket*

II.

1. C

2. D

3. A

Part B

I.

1. A – mugshot, B – identikit

2. An identikit is a picture of a suspected criminal made on the basis of the descriptions of witnesses to a crime. It is made by a forensic artist.

3. A mugshot is taken after one is arrested.

II.

1. file

2. confirm

3. investigate / minor

4. identify

5. nuisance / anonymously

6. statement

III.

NON-EMERGENCY CRIMES: vandalism, abandoned cars, hate crime, theft from a motor vehicle, pickpocketing

SERIOUS CRIMES: arms trafficking, prostitution, money laundering, bribery, blackmail

Unit 4.4

Part A

I.

1. fingerprint

2. magnifying glass

3. bloodstains

4. latex gloves

5. hair

6. bullet

7. brush

8. footprints

9. scissors

10. tweezers

11. tyre marks

12. swabs

13. knife

II.

FORENSIC EVIDENCE: bloodstains, hair, fingerprint, bullet, tyre marks, footprints;

FORENSIC EQUIPMENT: tweezers, swabs, brush, latex gloves, magnifying glass, knife, scissors.

V.

1. Ballistics

2. Toxicology

3. DNA testing

4. Pathology

Part B

I.

1. process

2. call

3. develop

4. follow

5. print

6. analyze

7. produce

8. submit

II.

1. safety, scan, vehicles

2. identify, prevent

3. establish, barriers

III.

1. written descriptions, photographs, videos, sketches, collecting physical evidence;

2. fingerprints – dusted with powder, then lifted using lifting tape,

tyre marks – casting is made,

KEY

blood samples – scraped using scalpel or swabbed using swabs;

3. all bodily substances containing cells (e.g., blood, skin, hair, saliva, sweat, semen, etc.);
4. every person's DNA is unique (apart from that of twins);
5. not to get cross-contaminated;
6. to be identified at the laboratory.

Unit 4.5

Part A

I.

1. B, rectangular – prostokątny
2. C, triangular – trójkątny
3. A, circular – okrągły

II.

1. Circular
2. Triangular
3. Rectangular

III.

1. B
2. H
3. I
4. K
5. C
6. A
7. G
8. M

IV.

- D. You mustn't cycle here.
E. You must turn left before this sign.
F. You mustn't overtake here.
J. You must go forward or turn right after this sign.
L. You mustn't enter this road.
N. You mustn't turn right here.

VI.

6. Children younger than 12, shorter than 150 cm.
7. Seat belts are compulsory for front and rear seat occupants, if fitted.
8. Hand-held mobile phones are forbidden but hands-free equipment is allowed.
9. Level of alcohol in the bloodstream must be below 0.02 per cent.
10. a) warning triangle – compulsory; b) first-aid kit – optional; c) fire extinguisher – compulsory for Polish registered vehicles, recommended for foreign vehicles.

Part B

I.

1. driving licence, vehicle registration document and insurance certificate;
2. penalty notice, penalty points, vehicle may be towed away, driver may be imprisoned;

II.

1. speeding – jazda z nadmierną prędkością
2. commercial vehicle – pojazd użytkowy
3. un-roadworthy – niezdalny do jazdy, niedopuszczony do ruchu
4. pedestrian – przechodzień, pieszy
5. pull over – zjeżdżać na pobocze, zatrzymać się, zostać zatrzymanym (przez policję)
6. unjust – niesprawiedliwy, niesłuszny, krzywdzący
7. defective – niesprawny, wadliwy
8. indicator – kierunkowskaz
9. sober – trzeźwy
10. imprisonment – areszt, pozbawienie wolności

III.

1. pulled
2. penalty notice
3. case
4. towed away
5. breath test
6. imprisonment

Unit 5

Part A

II.

1. made noise – A
2. broke – D
3. parked – B
4. left – E
5. take care – C
6. smoked – F

III.

1. must
2. mustn't
3. mustn't
4. must
5. mustn't
6. mustn't
7. mustn't
8. mustn't

KEY

Part B

- II.
1. offence
 2. disobey
 3. impose
 4. unauthorised
 5. obscene
 6. intoxication

Unit 6

Part A

- I.
- 1 – C
 - 2 – E
 - 3 – B
 - 4 – A
 - 5 – D
 - 6 – I
 - 7 – J
 - 8 – G
 - 9 – F
 - 10 – H

- II.
1. national
 2. monitoring
 3. cross
 4. passport
 5. immigrants
 6. border
 7. cigarettes
 8. airports
 9. countries
 10. air

- IV.
1. forged
 2. valid
 3. expired
 4. complete

Part B

- I.
- 1.D
 - 2.C
 - 3.E
 - 4.B

- 5.F
6.A

- II.
1. weapons
 2. halt
 3. crossing
 4. visa
 5. expired
 6. checkpoint
 7. border
 8. interrogate
 9. bribery
 10. surveillance
 11. trafficking
 12. radiometric
 13. declare
 14. border guard

SOLUTION: PASSPORT READER

Unit 7

Part A

- I.
1. custody
 2. convict
 3. prison

- II.
- Picture 1 – a. armed guard tower, b. concertina wire
Picture 2 – c. peephole, d. baton
Picture 3 – e. bulletproof jacket
Picture 4 – f. metal detector
Picture 5 – g. convict, h. bars, i. bunk-bed
Picture 6 – j. monitoring system

Part B

- II.
- Convicts have the right to:**
1. undertake education
 2. take part in vocational training
 3. work
 4. participate in sport activities
 5. perform religious practices

Convicts mustn't:

1. bully
2. disrespect other prisoners

KEY

3. drink alcohol
4. use offensive language
5. use toxic substances

III.

1. escorts
2. observes
3. carries out
4. writes
5. prevents
6. operates
7. searches
8. provides

Unit 8.1

Part A

I.

1. in Borki; last night;
2. strong wind
3. one woman
4. the police and rescue services
5. faulty gas installation
6. Yes

II.

1. blazes
2. disaster
3. explosion
4. burns
5. put out
6. fire fighter
7. losses
8. insurance

Part B

I.

| SOURCES OF IGNITION | SOURCES OF FUEL |
|--|---|
| weather, the sun, welding, matches, cigarettes, electrical equipment, sparkle, carelessness, flames, broken glass, candles, lighting | furniture, paint, petrol, paper, rubbish, textiles, wood, plastic, rubber |

IV.

| water extinguisher | powder extinguisher | carbon dioxide extinguisher | foam extinguisher |
|--|--|--|--|
| wooden table plastic bottle books clothes carpet paper textile plastics wood | wooden table books paper clothes carpet textile oil flammable liquids electrical items microwave oven wood | electrical items PC microwave oven | wooden table books paper clothes carpet textile oil flammable liquids wood |

KEY

Unit 8.2

Part A

I.

clothes: fire boots, helmet, overtrousers, protective gloves

equipment: axe, fire engine, fire hook, goggles, hose, ladder, pump, radio, fire blanket

people: crew, fire chief, volunteer firefighter

II.

1. smoke alarm

2. escape plan

3. breathing apparatus

4. first-aid box

5. fire hydrant / extinguisher

6. fire extinguisher / hydrant

Part B

II.

1. B

2. C

3. A

4. D

III.

1. tackling / rescuing

2. prevent

3. spillages

4. routes

5. heat / inhalation

6. striping

7. apparatus

IV.

not in the picture: fire hook, sliding pole

Unit 9.1

Part A

I.

1. unemployed

2. employer

3. unemployment

4. employees

5. employ

II.

1. in full-time education

2. employed

3. unemployed

4. retired

III.

1-6-7-2-8-5-4-3

Part B

I.

1. made redundant

2. fired

3. retire / retirement

4. retirement

5. retired / retired

6. salary

7. pension

8. overtime

9. full-time

10. part-time

11. unpaid leave

12. maternity leave

13. paternity leave

14. sick leave

II.

employment / indirect / disability / nationality / views / membership / orientation / time / part
The regulation comes from the B. Labour Code.

III.

unfair treatment – discrimination,
political standpoint – political views,
sexual preference – sexual orientation,
faith – religion,
undefined – indefinite,
prohibited – not allowed,
sex – gender,
citizenship – nationality

KEY

Unit 9.2

Part A

I.

1. T
2. T
3. F
4. T
5. F

II.

1. keeps
2. fills
3. trains
4. predicts

III.

1. hazard- zagrożenie
2. risk – ryzyko

IV. Various answers possible

V. Various answers possible

Part B

I. Possible answers:

- A. protective equipment
- B. hazards
- C. prevention

III. Possible answers:

1. It's important to appoint competent staff.
2. It is extremely necessary to follow safety regulations.
3. It is vital not to disregard prevention policy.
4. It is indispensable to wear a hard hat when working at heights.
5. If there are no anti-slide floors at schools, the number of fractures will be higher.

IV.

1. B
2. D
3. E
4. C
5. A

Unit 9.3

Part A

I.

slip, fence, hard hat, saw, lift truck, explosion, electricity, collapse, scaffold, fall, drill, face shield, crane, ladder

SOLUTION: Hazardous flammable substances can explode anywhere.

III.

- 1 – E
- 2 – F
- 3 – D
- 4 – A
- 5 – C
- 6 – B

V. Possible answers:

1. Używając piły możesz przeciąć sobie palec.
2. Kiedy poślizgniesz się i upadniesz, możesz złamać nogę.
3. Spadając z drabiny, możesz uderzyć się w głowę.
4. Pracując przy substancjach chemicznych, możesz poparzyć sobie skórę.
5. Kiedy odłamek metalu dostanie się do oka, może je zranić.
6. Kiedy dźwig upuści ładunek na ciebie, możesz umrzeć.

Part B

I.

1. equipment: excavator, crane, scaffolding, saw
2. accidents: collapse, slip, trip, fall, explosion, capsized
3. harms & injuries: bruise, burn, fracture, poisoning

II.

areas – zones; places – sites; fractured – broken; happens – takes place; compensation – benefit; accidents – incidents; company buildings – premises

III.

1. shipyard; loss of sight
2. construction site; unsafe equipment
3. sawing wood; deep cuts
4. operating an excavator
5. boat capsized; drowning
6. explosion
7. restaurant
8. trip

KEY

Unit 9.4

Part A

I.

DOWN

1. hand dryer
3. toilet
4. protective mask
5. soap dispenser
7. hand towel
10. washbasin

ACROSS

2. protective gloves
5. sink
6. bin
8. soap
9. apron

II. Possible answers:

operating room – protective gloves, protective masks, apron;
kitchen – sink, apron, soap dispenser, hand towel;
butcher's – apron, soap dispenser, sink, hand towel;
school – toilet, soap, soap dispenser, hand dryer, hand towels, wash basin

Part B

I.

1. running water
2. medical check-ups
3. heavy lifting
4. health problems
5. air contaminants
6. well-lit premises

II.

1. well-lit premises
2. running water
3. medical check-ups
4. heavy lifting
5. air contaminants
6. health problems

III.

Occupational diseases: pulmonary oedema, lead poisoning, occupational asthma, coal worker's pneumoconiosis

Work-related health problems: eczema, dry cough, depression, musculoskeletal injury

Unit 10

Part A

I.

1. disposable gloves
2. plaster
3. scissors
4. dressing
5. allergy medicine
6. absorbent cotton
7. tweezers
8. antiseptic wipes
9. elastic bandage
10. thermometer
11. adhesive tape
12. bandage
13. first aid kit

III.

1. B
2. A
3. C
4. D

Part B

II.

1. die
2. survival
3. emergency
4. breathing
5. chest
6. help

III.

1. C
2. D
3. B
4. A

KEY

Unit 11

Part A

II.

DOWN:

1. thunderstorm
5. avalanche
6. heat
7. flood

ACROSS:

2. hailstorm
3. earthquake
4. landslide
8. drought

Solution: natural disasters

III.

NATURAL DISASTERS:

weather-related disasters: avalanches, floods, landslides, mudslides, thunderstorms, tornadoes, windstorms

geophysical disasters: earthquakes, tsunamis, volcanic eruptions

droughts and related disasters: droughts, extreme heat / cold, forest fires

pandemic diseases: H5N1 (Avian Flu), Spanish flu

HUMAN-GENERATED DISASTERS:

non-intentional: building collapse, explosion, fire, hazardous materials release, transport accidents

intentional: race / ethnic conflict, terrorism

V.

1. flood
2. earthquake, tornado, windstorm, avalanche
3. fire

Part B

I. & II.

zapobieganie – prevention – a, g, l

przygotowanie – preparedness – e, i, k

reagowanie – response – b, d, j

odbudowa – recovery – c, f, h, m

IV.

1. heavy
2. flooded / inundated
3. cut off
4. died / drowned
5. holes
6. barriers
7. rooftops / roofs
8. rescued
9. electricity
10. paralyzed

Unit 12

Part A

QUIZ – b

I.

VENUES: art gallery, cinema, community centre, football stadium, library, school or university

building, museum, sports hall, theatre;

INDOOR MASS EVENTS: arts event, concert, conference, congress, Olympic Games, theatre play;

OUTDOOR MASS EVENTS: concert, football match, Olympic Games, (arts event, theatre play)

III.

1. the police – policja
2. closed-circuit television system (CCTV)
– telewizja przemysłowa, sieć telewizyjna o zamkniętym obwodzie
3. control room – stanowisko sterowania, stanowisko dowodzenia
4. emergency lighting system – system awaryjnego oświetlenia
5. match organiser – organizator meczu
6. public authorities – władze publiczne, organy publiczne
7. security personnel – służby porządkowe
8. steward – steward
9. emergency exit – wyjście ewakuacyjne, awaryjne
10. public address system – system nagłaśniający, system PA, megafon

Part B

II. Possible causes of the accident:

site not appropriate for such large numbers of people; only one entrance through a tunnel; participants entered area where they were not supposed to be; warnings from safety experts and participants ignored.

III.

| NOUN | VERB | ADJECTIVE |
|------------|----------------------|------------|
| safety | save | safe |
| death | die | dead |
| explosion | explode | explosive |
| injury | injure / get injured | injured |
| prevention | prevent | preventive |
| approval | approve | approved |

IV.

1. safe
2. died
3. death
4. injuries
5. injured
6. preventive
7. prevention
8. approved

V. Example sentences:

1. The site should have been bigger.
2. The authorities shouldn't have approved the site.
3. The city administration should have listened to experts' warnings.
4. People shouldn't have panicked.
5. There should have been more exits from the venue.

Unit 13

Part A

II.

a spy – szpieg;
to spy – szpiegować;
espionage / spying – szpiegostwo

1. spies
2. espionage / spying
3. spied
4. spies
5. spied

III.

1. double agent – podwójny agent
2. code / encode / cipher – zaszyfrować, zakodować
3. sabotage – sabotaż
4. top secret – ściśle tajne
5. intelligence – wywiad, informacja, rozpoznanie
6. agent – agent

IV.

1. agent
2. double agent
3. sabotage
4. encoded / coded / ciphered
5. intelligence; top secret
6. intelligence; agent

Part B

III.

1. 5
2. to defend state security, sovereignty, safety and operational ability, some within and some outside of the territory of the Republic of Poland;
3. to recognize internal and external threats, trading in weapons, ammunition and explosive materials; to collect, analyse and evaluate information which may be significant for the Polish authorities or decision-makers;
4. ISA also performs the function of a national security authority;
5. it operates mostly outside of Polish borders, counteracting external dangers like terrorism or nuclear proliferation, protecting Polish diplomats and foreign diplomatic missions;
6. methods include using advanced high-tech gadgets like watches equipped with micro cameras, bugs, mini microphones, as well as interrogation, psychosociological tricks, manipulation, blackmail or direct pressure on a person;
7. The Government Centre for Security, the National Security Bureau, General Inspector of Financial Information, the Police, the State Fire Service, the Border Guard, the Customs Service, the Government Protection Bureau and the Ministry of Foreign Affairs.
8.
Foreign Intelligence Agency – Agencja Wywiadu
Internal Security Agency – Agencja Bezpieczeństwa Wewnętrznego
Military Counterintelligence Service – Służba Kontrwywiadu Wojskowego
Military Intelligence Service – Służba Wywiadu Wojskowego
Government Centre for Security – Rządowe Centrum Bezpieczeństwa
National Security Bureau – Biuro Bezpieczeństwa Narodowego (BBN)
Government Protection Bureau – Biuro Ochrony Rządu (BOR)
Customs Service – Urząd Celny
State Fire Service – Państwowa Straż Pożarna
Border Guard – Straż Graniczna
General Inspector of Financial Information – Generalny Inspektor Informacji Finansowej
Police – Policja
Ministry of Foreign Affairs – Ministerstwo Spraw Zagranicznych

KEY

Unit 14

Part A

II.

1. c – samochód pułapka
2. b – brudna bomba
3. a – branie / wzięcie zakładnika
4. d – samobójczy zamach bombowy
5. f. – porwanie / uprowadzenie samolotu
6. e – cyberterroryzm, terroryzm informatyczny

III.

1. 9
2. First, the terrorists demanded the release of 234 prisoners from Israeli and two from German prisons. Next, they demanded an aircraft that would transport them to Cairo.
3. Eleven hostages, a german police officer and five terrorists were killed.

Part B

III.

1. G
2. H
3. B
4. F
5. D
6. E
7. A
8. C

Unit 15

Part A

I.

1. D
2. B
3. C
4. A

II.

send: an attachment, an email, a link, a file, a photo
save: an attachment, a file, a program, a photo
download: an attachment, a file, a program, a photo
surf: a website, the Internet

III.

1. save
2. check
3. download
4. open
5. install
6. change
7. search
8. shut down
9. burn
10. edit / change

IV.

1. Don't
2. Don't
3. ---
4. Don't
5. ---
6. ---
7. Don't
8. Don't
9. ---
10. Don't

V.

Rules for children: 10
Rules for adults: 9
Rules for children and adults: 1, 2, 3, 4, 5, 6, 7, 8

Part B

V.

1. fake
2. fraudster
3. up-to-date
4. web browser
5. encryption
6. wireless network

KEY

Unit 16

Part A

I.

1. Ambassador
2. Diplomacy
3. Embassy
4. Consul / Consul general
5. Consulate
6. Visa

Part B

III.

1. b
2. a
3. d
4. c

IV.

Vienna Convention on Diplomatic Relations
= Konwencja wiedeńska o stosunkach
dyplomatycznych

V.

1. receiving state, host state, host country
2. sending state, represented country
3. to arrange seating
4. diplomatic relations
5. to gather information
6. lawful means
7. be subject to the jurisdiction
8. to be prosecuted
9. premises
10. privileges

TEACHER'S GUIDE

1. UNIFORMED SERVICES

PART A

- Task I. Ask Ss to choose one job from the list or from the pictures and to tell their partner what this person's daily duties are, without giving the name of the job. The other Ss should guess the job. Next Ss swap roles.
- Task I. Ask Ss to change the names of jobs into the plural.
- Task I. Ask Ss questions about the photographs: *Which officers can you only see the back of? Which of the people are wearing helmets? Which of the officers are wearing their full dress uniform?*

PART B

- Task I. Ask Ss to find 10 verbs related to the tasks described in the six extracts and to write their Polish meanings. Ss should then choose five and use them to describe a newly invented uniform service. They should tell the rest of the class what its main roles and scopes of duties are.
- Ask Ss to look at the uniformed services presented in task I. Ss should ask a partner which of them operates in his/her area or city/town/village. Has he/she ever watched them on duty? If yes, what happened?

2. WEAPONS

PART A

- After completing task I – ask Ss to shut their books and answer the questions.
 1. *What do you use a pistol for?*
 2. *What is the name of a gun which fires many bullets one after another?*
 3. *What names of weapons do you remember? When are they used?*
- Task II. Ss should tell one another what the parts of the gun are used for.

PART B

- Task II. Ask Ss: *Which of the information did you find the most interesting? Why?*
- Task II. Ask Ss if they know any other anecdotes like these. Ask them to find some more interesting facts in an encyclopaedia/on the Internet for the next lesson. Ss should present the information to the rest of the class during the following meeting and the whole class should choose the best one.
- Ask Ss if they know any title of a film or a song which includes such words as: colt, rifle, gunpowder, revolver, machine gun, Kalashnikov gun? Ss could search the Internet and prepare as homework. (e.g. song titles: *A Boy and his Machine Gun*; *21 Guns*; *Machine Gun*; *The Rifle*; *Love Like a Bomb*; *My Smile is a Rifle*; *My Rifle*, *My Pony and Me*; film titles: *Gun*, *The Guns of Navarone*).

TEACHER'S GUIDE

3.3. THE ARMY – WAR

PART A

- After task I. Ss read the texts. Ask them to find four verbs and four nouns which are not in the glossary and which are typical of the war and conflict context. Add them to the glossary.
- Using the words from the Glossary Ss prepare a short description of an imaginary battle.
- Discussion. *What causes countries to engage in a war? How do people resolve conflicts in other ways than war?*
- Discussion
 1. *What are the main virtues of war veterans? Who do we call a war veteran and who a war victim?*
 2. *Is the use of child soldiers a war crime? Is accidentally killing a civilian during a war a war crime?*
 3. *What is the worst war crime the Polish nation can suffer? What is the worst war crime a person can commit?*

PART B

- After finishing task I or at any other later time during the lesson: ask Ss to cover the War Alphabet and to ask each other what the individual letters stand for in random order.
- After task II. Write the list of verbs on the board: *outflank, deprive, counter-attack, envelop, suppress, capture, advance, withdraw, ambush, attack, hold, defend, surround, assault and deceive*.

Ask Ss to put them into one of the categories:

DEFENSIVE OPERATION (*withdraw, hold, defend*)

OFFENSIVE OPERATION (*outflank, deprive, counter-attack, envelop, suppress, capture, advance, ambush, attack surround, assault, deceive*)

Ask which of the words can go into both categories and when.

- After tasks I and II. Prepare a three-minute speech on the course of a battle or war operation including as many words from tasks I and II as possible.
- Here is a list of some commands. Find their Polish equivalents. Explain when they are used and why: *Cease fire! Debus! Halt! Open fire! Rapid fire! Adjust fire! Take over! Make ready!*
- Ask Ss questions:
 1. *What are nuclear arms? Do nuclear arms only have a military mission? Justify your answer.*
 2. *How do you understand the term “war profiteering”? Who benefits from war?*
 3. *Are war veterans honoured in Poland? Are war memorials respected by the Polish nation?*

4.1. THE POLICE – POLICE EQUIPMENT

PART A

- After task II. Ask Ss to choose one of the pictures from task I. The other Ss try to guess by asking Yes/No questions like: *Is this a tool for...? Is it used when...?* The student answering the questions is only allowed to say ‘Yes’ or ‘No’.
- After task II. Ask Ss to describe a Polish policeman or policewoman and their uniforms. *What equipment do they carry?*

TEACHER'S GUIDE

PART B

- Discussion. *Should the Polish police be allowed to use lethal weapons at all times?*
- To revise vocabulary from task I, ask Ss to shut their books and write a dictation. Read the text out once at a slightly slower speed than normal, but not too slowly. Ss should write down as much as they can, but they shouldn't be able to write down everything they hear. Then, in pairs, using the notes they have managed to make, Ss try to reconstruct the whole text.

4.2. THE POLICE – CRIMES

PART A

- Refer Ss to the note on the plural of *thief*. Ask Ss to provide more examples of irregular plural nouns.
 - Task V. Ask Ss to make four more sentences using as much of the vocabulary from task V as possible.
 - Refer Ss to the irregular verb *steal* at the bottom of p. 21. Ask them to find more irregular verbs in the unit.
 - Discussion
1. *Do crimes committed in different areas of Poland differ? What are the factors that could influence the matter?*
 2. *What demographic characteristics determine police statistics and how?*
 3. *Which of the crimes mentioned in task I can be prevented? How?*

PART B

- Task I. Ask Ss to cover the right-hand columns and to ask one another in pairs to give the names of the crimes and their translations from memory.
 - Ask Ss to explain the motto in the margin of task V. Discuss.
 - Discussion
1. *What is the relationship between family background/level of education/neighbourhood environment and committing a crime?*
 2. **'Violence begets violence.'** Discuss the statement. Do you agree?
 3. *How can someone steal your identity? Are you always careful about what documents you throw away? How can identity theft be stopped? Can stealing someone's identity have an influence on illegal immigration? Is it possible to buy identity theft insurance?*

4.3. THE POLICE – REPORTING A CRIME

PART A

- Ask Ss to work in pairs. Student A is a witness to a crime and gives the description of an offender. Student B is a forensic artist. Student B asks Student A questions and draws an identikit picture according to the information given.

TEACHER'S GUIDE

PART B

- Ask Ss to search for information about Al Capone, e.g. *Find out what Al Capone was charged with. What crimes did he supposedly commit?*

4.4. THE POLICE – CRIME SCENE INVESTIGATION

PART A

- Task I. Ask Ss about the everyday purpose of using the presented objects. *What do we use scissors for? What is the purpose of using latex gloves?*
- Before task II. Ask Ss whether they know the meaning of the word *forensic*. Provide some examples and collocations (e.g. *forensic medicine/forensic tests/forensic evidence/a forensic psychiatrist*).

PART B

- Discussion. *How has forensic science changed within recent decades? What has had the biggest impact on these changes? Which of the four branches mentioned in task IV of Part A has developed the most? Justify your answers and provide examples.*
- Ask Ss to prepare some information on: *How has the psychological portrait of offenders changed in recent years?*
- Ask Ss to search the Internet for some information about different branches of forensic science and to prepare a short presentation about a chosen one for the following lesson.
- Refer students to the quotation on page 31 and to the motto on page 23. Discuss the meaning of the two.

4.5. THE POLICE – TRAFFIC AND ROADS POLICING

PART A

- Task III. Ask Ss whether they can see any colour code in the traffic signs shown in the task.
- Ss work in pairs. One student explains the meaning of a traffic sign; the other describes what the sign looks like. Then Ss change roles.
- Ask Ss to prepare a list of the most annoying driving habits observed among drivers on Polish roads.
- Discussion
 1. *What must be done in order to lessen the number of drink drivers?*
 2. *How often do you think people should have to renew their driving licence? Justify your answers.*
 3. *Are photo radars/speed radars sufficient deterrents for speeding?*
 4. *Should traffic laws be more restrictive?*
 5. *What safety features do you think should be obligatory in all cars?*

PART B

- Task I. Ask Ss to find collocations for the words *vehicle*, *driving* and *traffic* in the text (*commercial vehicles, un-roadworthy vehicles, dangerous vehicle, vehicle registration*

TEACHER'S GUIDE

document, defective vehicle; drink driving, drug driving, driving licence; traffic offence, traffic police, traffic-related deaths). Make sure Ss know the meaning of all the expressions.

- After task II or III. In pairs Ss should write four or five questions about the information from the text. They can then ask the questions to Ss from a different group.

5. MUNICIPAL POLICE

PART A

- Lead in: ask Ss if they recognise the number at the top of the page (*Polish Municipal Police telephone number*). Have they ever had to use it? In what circumstances? When might one have to use the number? (e.g. *My car wing mirror has been knocked off My windscreen has been broken. There's a big scratch on the boot of my car. A car's been parked in my driveway. The nearby park has not been cleaned for months.*)
- Lead in: Ask Ss whether these sentences are true or false about them. Statements are related to Ss' everyday behaviour while in public places. Here are some prompts: *I seldom park in forbidden areas. I have never received a fine for misbehaving in a pub. I always drive/ride a bike sober. I often swear aloud. I frequently exceed the speed limit. I never throw rubbish on the pavement.*
- Before task III. Ask Ss to explain the sign to the right of the sentences.
- Homework: *Search the Internet and find some differences between the duties of a Municipal Police officer in Poland and a traffic warden in the UK.*

PART B

- Discussion.
- 1. *Are security cameras used widely in our/your city/area/workplace? Should there be more or fewer of them? Why?*
- 2. *Does the increasing number of security cameras in Poland improve street safety? Can you provide any examples?*
- 3. *Is there anything that can be done about knife/baseball bat violence among football hooligans? Can high fines be a deterrent?*
- After reading the text ask Ss whether they would extend the legal powers of the Municipal Police and/or extend their scope of duties. Would Ss change the officers' rights? If yes – what rights would they add/change?
- Ask Ss about the typical equipment a Municipal Police officer is allowed to use on duty (*handcuffs, self-defence baton, gas-throwers, electric paralisers*).

6. BORDER GUARD

PART A

- Before the lesson ask Ss to bring a short extract/article/news item related to a border incident. Each student should describe what happened in his/her story. OR: The other Ss can ask simple questions to get as much information as possible.
- Lead in. Ask Ss to describe the picture at the top of the page.
- Task I. Ask Ss to give examples of reasons for giving such commands or situations in which such commands can be given.

TEACHER'S GUIDE

- Task II. Ask Ss:
 1. *What is the Border Guard responsible for?*
 2. *What do the guards do when on duty?*
 3. *What things do people try to smuggle?*
 4. *Where does the Border Guard operate?*
 5. *How many countries does Poland border?*
 6. *What are the names of these countries?*

PART B

- Task I. Ss (individually or in pairs) should choose one of the article extracts and expand it to an article of 80–120 words.
- Task II. Once Ss have finished the crossword, ask them to find/think of two new words and prepare their own definitions of them.
- Task II. Ask Ss to change the crossword definitions into sentences with gaps.
- Ask Ss: *Explain the forms of border activities provided by the Border Guard. Give examples of equipment used by the Border Guard. What exactly does 'border surveillance' mean for Poland?*

7. PRISON GUARD

PART A

- After task I. Ask Ss to make their own sentences with the words from task I.
- Before task II. Ask Ss to look at the pictures. Ask them questions: *What are the people doing? What does the inside of the cell look like? What do the people look like? What are the differences between the building(s) shown in the pictures and ordinary urban houses?* Alternatively: describe one of the pictures to the students and have them guess which one is being described.
- After task II. Ask Ss to shut their books. Read the extracts out loud, stopping at the underlined words. Ss should say the missing words.

PART B

- Lead in: ask Ss to describe the pictures.
- After task II. Ask Ss to underline all words connected with crimes, prisons and the law. Check that they know the meaning of the vocabulary.
- After task II. Ask Ss whether they know more about the rights and obligations of prisoners in Poland. Ask their opinion on the necessity of extending prisoners' rights.
- Discussion. *Does prison rehabilitate juvenile delinquents?*
- Homework: *use the Internet to find some information about another prisoner of conscience not mentioned in the unit.*

TEACHER'S GUIDE

8.1. FIRE AND RESCUE – FIRE

PART A

- Before the lesson: ask Ss to read and bring in a short news item about a fire incident which took place in Poland. Ss should be able to give some information about the place, reason(s) of the fire breaking out, losses, rescue operation, etc.
- After task II. Ask Ss: *Where are fires most likely to break out? What are their most common reasons? Can you see any fire hazards around you now?*
- Refer Ss to the motto: **Smoke alarms save lives. It's a fact!** Ask Ss what they think of the motto. *Should smoke alarms be obligatory in every household?*

PART B

- Task I. Ask Ss to provide more examples of their own. Elicit at least five more sources of ignition and five sources of fuel.
- After task IV. Ask Ss to find the nearest fire extinguisher in the building. Let them read the instructions. Ask one student to explain to the others how to use it.
- Ask Ss questions: *What makes some people fascinated with fire? What do we call a person who starts a fire on purpose? Why do they commit such crimes? What punishment should be implemented in such cases?*
- Ask Ss to choose 15 words from unit 8.1 (parts A & B) and prepare a TV news item about a fire disaster.

8.2. FIRE AND RESCUE – FIRE BRIGADE

PART A

- Lead in: bring pictures showing words from tasks I and II to introduce them at the beginning of the lesson. Later on you can use them to drill the vocabulary.
- After task IV ask Ss to prepare a short paragraph about a Polish firefighter on the basis of the text about Paul. Have Ss considered any differences between the Polish firefighter and Paul?

PART B

- Prepare some statements based on the text. After task II, Ss should decide whether they are true or false. For example: *The ability to communicate effectively seems unimportant in firefighters' work. A firefighter's uniform resembles that of a surgeon. Dealing with chemical spillages is beyond the firefighter's duties. Breathing apparatus is part of a firefighter's equipment.* You may ask Ss to each write their own statements and let the others respond to them.
- After task IV. Ask Ss to cover the words next to the photo. They should then describe the firefighter.

TEACHER'S GUIDE

9.1. OHS – LABOUR LAW

PART A

- Before task III. Introduce the words: *flexitime*, *self-employed* and *interview*. Ask Ss to write one sentence with each of the words.
- After task III. Ask Ss to write one sentence about John's work experience (a true or a false one). Students read their sentences one after the other; the next person in the row should first decide if the preceding sentence was true or false.

PART B

- Task I. Ask Ss to use the words in bold and write six sentences about a friend or someone from their family.
- Homework: Ask Ss to find out what the minimum terms and conditions of employment in Poland are. The information is to be found in the Polish Labour Code. The appropriate excerpts in an English version of the document can be found here: http://www.pip.gov.pl/html/pl/doc/euro_en.pdf
- Discussion. *Should children be allowed to work? If yes, under what conditions? What are Polish working-time standards? What are employers' duties towards employees?*

9.2. OHS – RISKS AND HAZARDS

PART A

- Task II. Ask Ss to explain in their own words what exactly an OHS manager has to do. *What kind of person should an OHS manager be?*
- Vocabulary from tasks III and IV. Divide the class into small groups of three or four. Assign each of them a different workplace to complete the RISK ASSESSMENT FORM (e.g. *shipyard, university, hospital*, etc.).

PART B

- After task II. Ask Ss what *welfare* and *welfare facilities* are. *What welfare facilities should employers provide for their workers? Are they the same in all workplaces? Consider: a shopping centre, commercial premises, a hospital, a coal mine, a restaurant kitchen, an assembly line, etc.*
- Ask Ss: *What personal protective equipment must be provided in different workplaces? Consider: chemical plants, university laboratories, a surgery, a garden, etc.*

9.3. OHS – ACCIDENTS AT WORK

PART A

- Task I. Ask Ss to look at the pictures and say what equipment workers can fall from. Ask them to add more ideas not mentioned in the task.
- Ask Ss: *Are accidents which happen at home the same as those at work? Provide examples of similarities and differences. What are the possible causes of accidents at work?*

TEACHER'S GUIDE

PART B

- Task II. Ask Ss to find 10 collocations with the verb 'to be' in the text (e.g. to be injured) and to write their Polish meanings. Ss should then choose five collocations and use them in their own sentences.
- After task IV. Ask Ss to think of an accident in a workplace not mentioned in the chart. Using vocabulary from the task, Ss should describe what happened.
- After task IV. Ask Ss to choose three examples from the chart and tell the others how the accidents could have been avoided.

9.4. OHS – HYGIENE

PART A

- Task I. After finishing the crossword ask Ss what the most obvious hygienic rules are.
- Task I. Ask Ss to choose one item from the task. Make one person give short prompts like: *This thing is for... We use this equipment when we want to...*, etc. The other Ss should guess which item is being described.
- Ask Ss questions. *Does hygiene mean frequent washing hands and cleaning the bathroom? Provide your own definition. What health problems can arise when not following basic hygienic rules? Consider the household and working environment.*

PART B

- Lead in. Ask Ss questions: *Have you ever had to react to somebody's poor hygiene? Have you ever ended a relationship because a friend/a partner/a colleague had bad hygiene? What is your opinion of tattoos and piercings in the workplace?*
- Write these words and phrases on the board: *body odour, dirty clothing, bad breath, bad hair day and incontinence*. After checking their meanings, ask Ss to give advice on how to get rid of such problems. *What hygienic rules should be implemented? Can an employer fire a person because of any of the things mentioned above?*

10. FIRST AID

PART A

- Task I. Ask Ss to cover the words and to ask each other questions about the objects in the picture. *What is number one?* etc.
- After task II. On the board write these questions/responses: *Can you move your fingers? I feel dizzy. I feel sick. Can you lift your hands? Can you breathe? My leg is swollen. Lie still. Don't move. I can't breathe. I can hardly see you. Can you bend your knee? My arm is bleeding. Where is the pain? What's happened? Look at me.* Which of them are said by the victim/a paramedic/a doctor/the first person to see the victim? Ask Ss to role-play scenes. Assign Ss the roles of the victim/a paramedic/a doctor/a witness or a passer-by.

TEACHER'S GUIDE

PART B

- After task III. Ask Ss how they would react in the emergency cases listed below. What first aid steps would they implement in case of *electric shock/choking* and a *chemical splash into someone's eye(s)*? Alternatively, refer Ss to the websites below to find out about first aid in the above situations.

Suggested answers:

First aid for an electric shock: *Try to shut the power off. If you can't shut off the source, with dry feet and hands use a board, wooden stick, rope, etc. to get the person away from the source. If it is safe for you to touch the person, assess the casualty's levels of response. Unless absolutely necessary, don't move the person. Treat burns. Cover burned areas with dry, sterile dressings. In the meantime, call emergency medical aid.*

<http://www.healthy.net/scr/article.aspx?id=1490>

First aid for choking: *Hit the victim firmly on their back between the shoulder blades to dislodge the object; if necessary call medical aid.*

<http://www.redcross.org.uk/What-we-do/First-aid/Everyday-First-Aid>

First aid for a chemical splash in the eye: *keep eyelids open, rinse eyes gently with clean water, call medical help.*

<http://www.mayoclinic.com/health/first-aid-eye-emergency/FA00041/>

11. EMERGENCY MANAGEMENT

PART A

- Discussion. *Can you think of any government initiatives concerning flooding in our region? Have you heard about any local authorities' initiatives which have recently been introduced? Do you believe they will help? Could more have been done?*
- Discussion. *What do people need right after a natural disaster? How do their needs vary in different places/after different disasters?*

PART B

- After task II. Ask Ss to find nouns (in tasks I and II) that begin with: A (x2), C, D, E, I (x2), L, P (x3), R (x2). Once they finish ask them to derive verbs from the nouns. Check if students know their Polish meanings.

(assessment – assess, avoidance – avoid, construction – construct, damage – damage, evacuation – evacuate, installation – install, insurance – insure, loss – lose, preparedness – prepare, prevention – prevent, purchase – purchase, recovery – recover, response – respond)

- Before task III introduce: *vulnerability, environmental hazards, forecasting disasters, coordination of efforts*. Ask Ss to use these phrases in the context of emergency management.
- After task IV. Bring in three news items in English about disasters or accidents that happened in Poland (e.g. the train accident in Szczekociny, the Katowice Trade Hall roof collapse, etc.). Divide the class into three groups. Give each group one article to read. Ss should then relay the information from the article and all of its key points to the rest of the class. Ss may ask questions and check information. Finally ask Ss the questions from task III referring them to the three texts they were given (Question 1 needs to be modified).

TEACHER'S GUIDE

12. MASS EVENTS

PART A

- Lead in. Ask Ss to describe the picture on top of the page. *Why is the presence of the police necessary at events like this?*
- After completing task I refer Ss to the examples of indoor and outdoor mass events and ask questions: *What might go wrong? What possible safety problems can occur during each of them? What preventive steps should be introduced/considered?*

PART B

- After task V. Ss should work in groups of four or five. Ask them to make a list of rules that should be respected by the organisers of mass events. Then Ss should check in the Act of 20 March 2009 on Mass Events Security (available at: http://www.msw.gov.pl/portal/en/80/737/Act_of_20_March_2009_on_mass_events_security_Dz_U_of_21_April_2009.html) if all their ideas are to be found in the document. Ss' research should be limited to Chapter 2, articles 5 and 6.

13. INTELLIGENCE

PART A

- After completing task III ask Ss questions: *Who can become a spy? Can we describe a spy's personality, behaviour and motivation? Have you heard of any Polish spies? What are Mossad, the SIS and the KGB?*

PART B

- Task III. Ask Ss to choose from the text and write down 10 verb collocations which describe the work of intelligence and counterintelligence.

14. TERRORISM

PART A

- Before the lesson ask Ss to find some information about an international terrorist attack. After completing task II ask one student to present some basic details (date, place, reason, methods, casualties, etc.) of the case he/she has chosen. Let the other participants guess what terrorist attack he/she is talking about. Alternatively, let Ss find out as much as possible about the case by asking him/her detailed questions.
- After task IV ask Ss to relate the details from their articles/news items to the terrorists' aims presented in the scheme.

TEACHER'S GUIDE

PART B

- Homework before or after the lesson. Ask students to find some information about the IRA and ETA and fill in the chart. Alternatively, you may fill in the chart with incorrect information and ask Ss to find mistakes.

| Name of terrorist organisation | a) When created? | b) Tactics | c) Area of operations | d) Aim | e) Opponents |
|--------------------------------|------------------|------------|-----------------------|--------|--------------|
| IRA | | | | | |
| ETA | | | | | |

Answers:

IRA: a) 1919; b) bombings, assassinations, kidnappings, punishment beatings, extortion, smuggling, robberies; c) Ireland; d) independence; e) UK

ETA: a) 1959; b) direct attacks, bombings, car bombs, robberies, extortion ('revolutionary taxes' from businesspeople), blackmails, anonymous threats (graffiti), death threats; c) Spain; d) the independence of the Basque state; e) high-ranking Spanish military officers, government officials and judges.

- Presentation. Ask Ss to prepare a five-minute presentation (including visuals) on the subjects of: Ulster, Bloody Sunday, the Madrid Airport Bombing, etc. Ss may choose one themselves or you can prepare a topic for each student.

15. INTERNET SAFETY

PART A

- Lead in. Ask Ss questions: *What do you use the computer for? What do you use the Internet for? What other things do you think we will be able to use the computer/the Internet for in the future?*
- Task IV. Think of two more do's and don'ts.
- Ask Ss: *Which of the Internet safety rules are broken most often? Why? What should parents do to make their children safe while using the Internet?*

PART B

- Discussion: *How can we fight against plagiarism? How can this increasing trend of pirate copies or ready-made homework be stopped?*
- Homework. Ask Ss to find some more information about the computer programs or techniques that can be dangerous to Internet users (from Appendix M and other sources) and present them in the next class.

TEACHER'S GUIDE

16. DIPLOMACY

PART A

- Lead in. Ask Ss to give their definition of *diplomacy*. Ask them about diplomats' duties, appearance and code of behaviour. Check whether they know any names of Polish diplomats.
- Lead in. Refer Ss to the acronyms CC and CD. *What do they stand for? Do they come from English? (the abbreviations come from French: CD = corps diplomatique – meaning: diplomatic corps; CC = corps consulaire – meaning: consular corps).*
- After task I. Ask Ss to prepare a list of the topics two diplomats can talk about. *Do you know of any diplomatic meetings that took place in Poland/Europe/the US last week/month? Were they successful?*
- Discussion. *How does diplomatic language differ from the language used by ordinary people?*

PART B

- Lead in. Ask Ss to come up with different words and expressions they associate with DIPLOMACY. Draw a spider web with the words on the board.
- Homework. Ask Ss to find as many collocations with the adjective *diplomatic* as they can and to be able to explain their meaning. If the Ss are strong enough this could be done in class. Possible collocations:

diplomatic gaffe, diplomatic sources, diplomatic bag, diplomatic corps, diplomatic immunity, diplomatic relations, diplomatic service, diplomatic activity, diplomatic channel, diplomatic initiative, diplomatic link, diplomatic mission, diplomatic recognition, diplomatic answer, diplomatic ties, diplomatic passport, diplomatic note.

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