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WRITING ENGLISH
(РАЗВИТИЕ НАВЫКОВ ПИСЬМЕННОЙ РЕЧИ
НА АНГЛИЙСКОМ ЯЗЫКЕ)

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В учебном пособии представлены аспекты письменной коммуникации для специальных целей в правоохранительной практике. Методическая система работы направлена на приобретение курсантами основ письменной речи на английском языке. Материалы могут быть использованы для аудиторной работы под руководством преподавателя, а также для самостоятельной работы.

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ВВЕДЕНИЕ (INTRODUCTION)

Целью учебного пособия является развитие коммуникативных навыков письменной речи курсантов образовательных организаций МВД России. Мы уже обращались к этой теме ранее¹, но, в отличие от предыдущей работы, настоящее издание содержит материалы, востребованные как в курсе обучения, так и в будущей профессиональной коммуникации. Опираясь на теоретические основы письменной речи², а также на положение о рассмотрении некоторых видов письменной речи как средств оценки компетенций³, мы сделали акцент на методической стороне, что определило обучающий характер пособия. В связи с этим здесь представлен алгоритм работы над аннотацией, реферированием, аргументирующим эссе на английском языке. Включены также резюме, деловые письма и меморандум.

Поскольку на эффективность письменной коммуникации влияет структура построения текста, то большое внимание уделяется логике его написания (построение абзацев, формулировка ключевых предложений). С этой целью в пособии содержатся образцы акцентируемых работ, тренировочные упражнения по их написанию и критерии их оценки.

Следует отметить, что особенностью процесса письменной речи является его шестиэтапность, т. е. процесс состоит из подготовки к написанию (*prewriting*), написания первого варианта (*writing the first draft*), про-

¹ Веретенникова А. Е. Практика в английской письменной речи для специалистов правоприменения : учеб.-метод. пособие. Омск, 2007.

² Веретенникова А. Е. Развитие коммуникативной культуры курсантов образовательного учреждения МВД России : монография. Новосибирск, 2010. С. 124–139.

³ Веретенникова А. Е., Доби Э. Б. Аргументирующее эссе как средство оценки компетенций // Психопедагогика в правоохранительных органах. 2017. №1(68). С. 65–68.

ведения анализа (reviewing), пересмотра написанного (revising), редактирования (proofreading), оценки (evaluation)⁴.

На *первом этапе* необходимо выбрать тему, провести ее исследование, спланировать написание. На *втором этапе* придется письменное выражение идеям, полученным в результате подготовки. На *третьем этапе* работа предьявляется аудитории для отзыва. *Четвертый этап*, основываясь на отзыве, рекомендует переосмыслить содержание, внести пояснения, добавления, заменить и вычеркнуть ненужное. На *пятом этапе* написанное просматривается с точки зрения грамматики, пунктуации, правописания; оформляются абзацы. На *шестом этапе* написанная работа представляется той аудитории, для которой создавалась.

Стоит упомянуть, что в практике преподавания ESL существует несколько видов письменной речи: *Personal Writing, Subject Writing, Creative Writing, Reflective Writing, Academic Writing, Business/Technical Writing*⁵. Первый из них (*Personal Writing*) связан с необходимостью обдумать что-либо или поделиться личным опытом. В результате пишутся *дневники, журналы, воспоминания и письма*. Второй вид (*Subject Writing*) отражает передачу информации, адресованной узкоспециальной аудитории, и включает *интервью, отчеты, свидетельские показания, описания*. Третий вид (*Creative Writing*) представлен такими творческими работами, как рассказы, стихи и т. п. Четвертый вид (*Reflective Writing*) несет оттенок комментариев или анализа жизненного опыта автора. Как следствие, пишутся *авторские эссе, передовые статьи, комментарии*. Пятым видом письменной речи (*Academic Writing*) считаются различные письменные работы по учебным дисциплинам, например, *рефераты и курсовые, эссе, обоснование учебного проекта*. Академическая письменная речь широко распространена в учебном процессе и считается наиболее эффективным способом доказать себе и преподавателю, что изучаемый предмет действительно понят и стал частью самостоятельных размышлений обучающегося. Шестой вид (*Technical Writing*) представляет собой необходимую в любой профессиональной деятельности письменную речь. Частным случаем данного вида можно рассматривать деловую переписку — *Business Writing*, процесс передачи деловой информации в определенной форме: *писем, резюме, заявлений, меморандумов*.

Отметим, что, применяя один из вышеперечисленных видов письменной речи, автор должен принимать во внимание *цель написания, со-*

⁴ См., напр.: Anson C. M., Schwegler R. A. The Longman Handbook for Writers and Readers. 2nd ed. N.-Y., 2000. P. 7.

⁵ Lunsford A. The Everyday Writer. 2nd ed. Boston, 2001.

став аудитории, определенную форму, стиль, характерный именно для этого вида изложения⁶.

Поскольку данное пособие направлено на развитие у курсантов основ письменной речи на английском языке, целесообразно остановиться лишь на тех, которые отвечают академической и профессиональной направленности.

Academic Writing преследует цель, которая часто определяется учебным заданием: объясните, опишите и дайте рекомендацию, предложите свое решение вопроса. Но все это будет отражать общую цель — предоставить информацию, которая подтвердит понимание предмета. Форма академических работ выстраивается по установившейся дедуктивной схеме: тезис, аргументация, выводы. Читателями являются преподаватели и обучающиеся, интересующиеся этой темой. Как правило, такие работы пишутся в стиле научной прозы с использованием терминов, характерных для области исследования. Если описание не затрагивает личное исследование, текст пишется от третьего лица или используются неопределенно-личные предложения.

Целью *Subject Writing* является точность передачи информации и точки зрения автора, а также обсуждение, объявление, выяснение, подтверждение определенных деловых вопросов, начало или продолжение каких-либо действий. Форма в данном случае может быть разнообразна: интервью может быть выдержано в форме вопросов и ответов; свидетельские показания будут представлять детали событий в хронологическом порядке. Важно следовать определенным стандартам в форме изложения, так как читатель ожидает получить конкретную информацию в привычной общепринятой форме. Аудиторией в рассматриваемом примере будут заинтересованные специалисты. Если автор имеет отношение к материалам, то нужно излагать их от первого лица (например, в показаниях). В других случаях изложение составляется от третьего лица.

В деловом мире письменная речь представляет собой высокоорганизованную и функциональную форму общения, поскольку объясняется ее целью — выполнением определенной работы. Автор использует *Technical Writing*, чтобы подготовить и мотивировать читателя к эффективным действиям, т. е. этот вид речи дает читателю возможность действовать в сообществе людей, объединенных определенными целями и интересами⁷.

⁶ *Writing INC: A Student Handbook for Writing and Learning* / P. Sebranek, V. Meyer, D. Kemper. Lexington, 1996. P. 277–371.

⁷ *Riordan D. G., Pauley S. E. Technical Report Writing Today*. 6th ed. Boston, 1996. P. 2–6.

Как известно, в связи с необходимостью противостоять международному терроризму ООН обеспечивает работу международных специалистов не только в гуманитарной, но и в военной области. С 1990 г. в миссиях ООН работают и сотрудники правоохраны из России, выполняя обязанности следователей, патрульных офицеров и т. п.

Для выяснения актуальности владения письменной речью был проведен анкетный опрос ста офицеров миссии ООН из Австрии, Германии, Ирландии, Индии, США, Финляндии, а также некоторых африканских стран. Анализ ответов показал, что офицеры миссий ООН всех специальностей широко используют некоторые аспекты *Technical/Business Writing*, *Subject Writing*. Навыки письменной речи считаются обязательными для любого специалиста правопорядка и играют важную роль при продвижении по служебной лестнице⁸.

В пособии рассмотрены основные элементы письменной речи: правила написания предложений и логических абзацев. Несколько тем посвящены обучению написанию некоторых работ из *Academic Writing*, *Technical/Business Writing*, *Subject Writing*, которые будут способствовать не только более успешному выполнению академических заданий, но также и решению задач международного правоприменения.

⁸ Веретенникова А. Е. Развитие коммуникативной культуры курсантов образовательного учреждения МВД России : монография. С. 125.

WRITING PARAGRAPHS

Mind some new words: topic sentence — тематическое предложение; supporting details — подтверждающие детали; sequence of events — последовательность событий; cause and effect — причина и следствие; paragraph — абзац; linking word — слово-связка; transition phrase — соединительная фраза.

Writing Topic Sentences

The topic sentence is usually the first sentence in a paragraph. It explains its main idea. The following sentences supply supporting details which can be presented as sequence of events, examples, comparison, contrasts, cause and effect situations.

Exercise 1. Read the following topic sentences and write what supporting details you expect to find in the paragraph.

1. My high school teacher was the best teacher I ever had.
2. Being a law enforcement cadet can have its good moments and its bad ones.
3. It is too expensive to live in a city.
4. Kate Middleton was lucky to be accepted at St Andrews University.
5. Victor first met Max several years ago while studying at the Police Academy.

Exercise 2. Write a topic sentence of the following topics. Think about supporting details.

1. My best friend.
2. A success story.
3. Investigation of crime.
4. Profession of a lawyer.
5. Juvenile delinquents.

Exercise 3. There are no topic sentences in the following paragraphs. Write a topic sentence for each of the paragraphs.

1. The first two Georges were German-born and German-speaking, and all four Georges married Germans. Even Queen Victoria's miserable childhood in Kensington Palace had a distinctly German flavour (A. Hunt, J. McConnachie. The Rough Guide to the Royals. 2012. P. 620).

2. It's now a crime in Brazil to use a cellular phone while driving, even when stopped at a stop light. The exception is voice-activated phones that let drivers keep hands on the wheel. Violators can be fined up to \$25.20. Repeaters can lose their drivers' licenses (J. Healey — USA TODAY).

Using Linking Words

The way to organize a paragraph is to use linking words and transition phrases. They usually begin a sentence and have different functions. Learn some linking words!

1. To indicate order, sequence or importance

first	во-первых	to begin with	прежде всего
second	во-вторых	sooner or later	в конце концов
next	следующий	moreover	кроме того
finally	в заключение	at the same time	вместе с этим

2. To show chronological order

at first	вначале	as soon as	как только
after	после	at last	наконец
then	затем	until	пока не
before	раньше, до	while	в то время как

3. To introduce details or exemplify

for example	например	as evidence	как доказательство
in fact	на самом деле	in support of	в подтверждение
for instance	например	as stated in (by)	как заявлено в
to illustrate	чтобы пояснить	as a result	вследствие этого

4. To support, add or continue

besides	кроме того	furthermore	еще, также
moreover	более того	likewise	подобным образом
in addition	кроме того	in the same way	таким же образом
also	также	equally important	что немаловажно

5. To show cause and effect

since	поскольку, так как	hence	следовательно
because of	из-за	consequently	поэтому
thus	итак	if... then	если... то
therefore	поэтому	caused by	обусловленный

6. To conclude

in short	одним словом	without question	бесспорно
as noted above	как отмечено ранее	without a doubt	без сомнений
obviously	очевидно	to be sure	быть уверенным
in any case	в любом случае	on the whole	в целом

Exercise 4. Read the paragraph and mind linking words.

If you want to be good at writing, be aware of the writing process. First select and shape a subject for writing (Prewriting). Then write all of your thoughts about your subject (Drafting). After that make changes in your writing until it says what you want to say (Revising). Next check your revised writing for correctness and in addition prepare it for publication (Editing and Proofreading). Finally share your finished piece of writing with your instructors, fellow students, friends, newspaper (Publishing).

Organizing Sentences into Paragraphs

All paragraphs should be organized in a logical way. Details support, explain or illustrate the main idea of the paragraph. *Sequence of events* is used when it is necessary to give an arrangement of something in some kind of order. It can be time order, stages or steps. This technique is often found in science books. *Supporting details* may be arranged according to examples. An idea is stated and then illustrated and supported with examples.

Exercise 5. Organize the following sentences into a logical paragraph. First choose the topic sentence. Then arrange the remaining ones in some order so that they make sense.

1. Now, he could no longer put off his decision.
2. However, he didn't feel like an adult.
3. Everyone said that he was an adult, and as an adult he would have to decide on his life's work.
4. He felt confused and angry at the pressures being placed on him.
5. He had reached a stage in life when he would have to make decisions.
6. Perhaps he could wait until after summer.
7. In the past, he had put off making any decisions concerning his future.

Exercise 6. Arrange the following sentences into a paragraph.

1. He placed it upon the threat of crime when talking the Metropolitan Police Bill through Parliament.
2. The focus upon crime served to head off possible sources of opposition.

3. The emphasis on crime prevention owed to Robert Peel.
4. The force instructions thus made the point that policing was principally about crime, and not public disorder.
5. Although as local historians show, this was not always successful.

Exercise 7. Write a topic sentence on the topic “Crime Prevention”.

Writing the Concluding Sentence of the Paragraph

A paragraph generally ends with some strong point, a conclusive statement or a question relating to what has been described before.

Exercise 8. Choose a concluding sentence for the paragraph below.

Crime prevention has always required partnerships. This simple point may have been lost in events which accompanied the birth and professionalism of policing, but it is a point which has been brought home, by research, activities of the Home Office, and also by recent police thinking. (Gilling D. Policing, crime prevention and partnership // Core Issues in Policing / edited by F. Leishman. Longman, 1996. P. 112).

1. Partnerships also require a range of diplomatic and managerial skills.
2. The future of the partnership approach — both with the public and other agencies — is now integral to the future of policing.
3. The current review of core tasks makes the position uncertain.

Exercise 9. The paragraph below is missing a concluding sentence. Write a concluding sentence.

A further problem arises from the work that Crime Prevention Officers (CPOs) do. Their work is demand-led and proactive. There is an incongruity (несоответствие) between the ideal and the actuality. The CPOs spend most of their time conducting commercial or domestic surveys, dealing with alarm problems, arranging talks. They do not have much time left for planning responses to particular crime problems. (Gilling D. P. 107).

Exercise 10. There is a topic and supporting details about the topic. Write a paragraph on this topic, using the given supporting details. You can refresh the topic looking through the text on page 134 in the textbook “Law. Police. Society”: Part II⁹.

Topic: Situational Crime Prevention.

Information: The aim — to change the situation in which crime occurs.

Key concept — opportunity.

Three points of situational crime prevention.

⁹ *Law. Police. Society* (Право. Полиция. Общество) : учеб. пособие по английскому языку / М. Н. Малахова, Е. Ю. Смердина, Ю. И. Алферова. Омск, 2014. Ч. II.

WRITING AN ESSAY

Mind some new words: to argue — приводить доводы, рассуждать; general statement — общее утверждение; thesis — основное положение; contents — содержание; summary — обобщение; key noun — ключевое существительное; subtopic — подтема; freewriting — процесс создания текста без учета правил грамматики; brainstorming — мозговой штурм; clustering — группировка по общему признаку; quotation — цитата; to prove — доказать.

An essay is a piece of writing in which ideas on a single topic are presented, explained, argued, or described. It consists of several paragraphs and has three main parts: introduction, body and conclusion. There are two parts in the introduction: *some general statements* to attract readers' attention and a *thesis statement* to state the main idea of the essay. It gives the reader a general idea of the contents. An introduction is usually one paragraph long. The body as a rule details the topic. That is why it includes several paragraphs depending on the number of subtopics. The conclusion is a summary of the main points discussed in the body.

All parts of an essay must be united and logically structured. Transition signals and repetition of key nouns link the paragraphs.

Exercise 11. Study the model essay and mind its structure.

Investigation of Crime¹⁰

Criminal investigation is the keystone of the police service and in the structure of the detective function. (*The topic sentence is a general statement*). Investigation means a search. It means a search for the truth, for the offender, for witnesses who help to reconstruct the happening and will present evidence of it in court. Criminal investigation is indispensable to learn whether an accident involves a crime and if so who is responsible. As for the police work the investigation is an inquiry into the facts surrounding the commission of the criminal offence. (*Thesis statement*).

¹⁰ Учебник английского языка для профессионалов правоприменительной деятельности / под ред. проф. С. С. Соловей. 2-е изд. Омск, 2001. С. 313–314.

(*Body paragraph 1*). No successful investigation is available without participating highly professional policemen — patrol officers, detectives or investigators — who possess such attributes of the policeman's profession as dedication, courage, intelligence, competency, self-command. To ferret out serious crimes and detect those who commit them a police officer should do his best in performing his job. He should be knowledgeable not only in theoretical fundamentals of law enforcement but be skilled in such policeman's functions as marksmanship, driving a patrol car, communicating with the public. All that helps him in maintaining proper police/public relations and in his decision-making judgement.

(*Body paragraph 2*). Thus frustrating the efforts of professional criminals and quick and accurate solution of crime depend very much on proper special training, education and selection of police officers. It also depends on their skills in undercover work. A police officer operating in plain clothes often comes to know personally the offenders of the specific criminal specialty, their friends, their relatives and close associates and becomes familiar with salient features of their *modus operandi*.

(*Body paragraph 3*). In case investigating officer works at the crime scene he defines the crime quickly and examines the scene carefully before he touches and disturbs anything. He takes active measures to detect the offender, that is to identify, locate and apprehend an evil-doer. He usually takes pictures of the scene and its objects and makes a plan on which he records the position of any trace. He collects and protects evidence, interviews witnesses and details a number of other factors, e. g. search of the premises and persons for discovery of stolen property and instruments of the crime. Then the investigator examines all the evidence to establish proof of guilt against the person responsible for a crime, and if so brings a charge against the suspect and presents the criminal case for the prosecution in court.

(*Body paragraph 4*). No doubt quick and accurate crime investigation and solution, catching, neutralizing and bringing the criminal to justice is essential. At the same time a very much more important and difficult thing is crime prevention. In order to function effectively in crime prevention the professional policeman establishes contacts with the public and maintains positive attitudes about the citizens he serves. If understanding is lacking, then decision-making judgement and general performance of the policeman in the field will be less effective. The better he understands the people, the better he manages to perform his duty.

(*Concluding paragraph*). In conclusion, we see how diverse criminal investigation is and it proves that it is really the keystone of the police service.

Exercise 12. Look through the model essay and be ready to answer the following questions:

1. What is the topic of the essay?
2. How many paragraphs are there in the essay?
3. What are the subtopics of the essay?
4. What is the topic sentence of each body paragraph?
5. What kind of supporting details (sequence of events, examples, comparison, contrasts, cause and effect) are presented in each body paragraph?
6. What linking words and phrases guide you from one idea to the next?
7. Is there any repetition of key nouns to link the paragraphs into a whole one?
8. Does the conclusion reflect a summary of the main points discussed in the body?
9. Can you suggest your own concluding paragraph of the essay?

While choosing your own topic and generating ideas you can apply such techniques as:

- Keeping a Journal (recording of thoughts from day to day).
- Freewriting (writing ideas as they come to mind to explore a topic without worrying about grammar, punctuation, spelling, logic).
- Brainstorming (starting with a key word or idea and listing other ideas as they occur).
- Collecting Information (by asking personal, creative, analytical or informational questions; library research; observing; interviewing).
- Clustering (write your topic in the middle and think about it, writing down briefly everything that comes to mind. Each time you write something, draw lines to connect it to the main idea in the center. Continue to think about secondary ideas that add details to existing ideas and add lines to them. Review the chart, looking for ideas that interest you).

NB! Instructors recommend reviewing essays according to the following points:

If the introductory paragraph begins with general statements and ends with a thesis.

If a thesis statement states the topic of the essay.

If the body paragraphs begin with a topic sentence.

If each has details such as statistics, examples, or quotations to prove the topic sentence.

If the supporting sentences in each paragraph relate to the topic sentence.

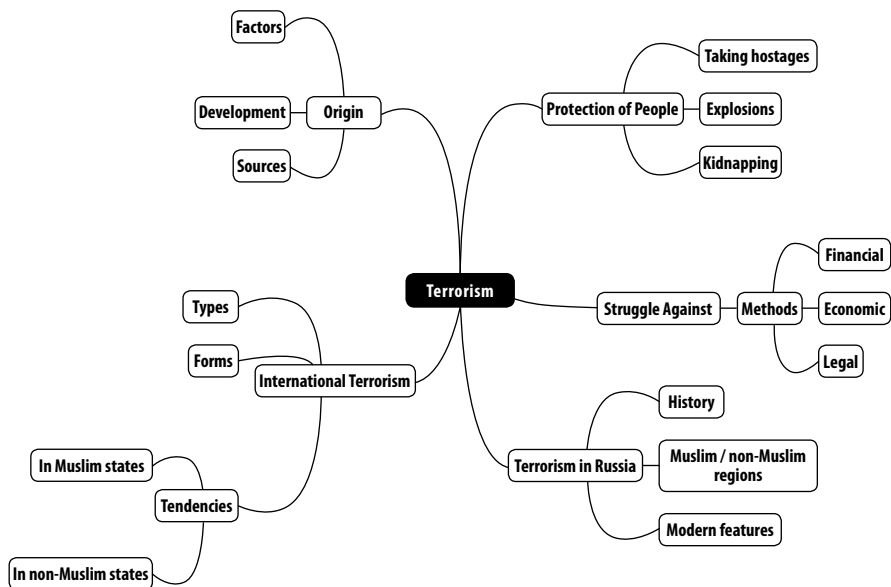
If there is a logical order and transition signals which help to go from one paragraph to the next.

If the concluding paragraph begins with a conclusion signal.

If it summarizes the main points of the essay or restates the thesis statement in other words.

If it does not include new ideas.

Exercise 13. Study an example of clustering of the essay topic “Terrorism”.



Exercise 14. Look through the essay *Investigation of Crime and make clustering for this topic based on it.*

Exercise 15. Write an essay on the topic “Methods Used in Fighting Organized Crime in the 1930s and Nowadays”¹¹ according to the writing process steps (prewriting, writing the first draft, reviewing, revising, proofreading, evaluation).

- After completion the first draft revise it and write a second one if necessary.
- Exchange papers with a classmate and check each other's essays.
- Discuss your classmate's notes and decide what changes to make if necessary.
- Revise your essay.
- Write a final copy to hand in.

¹¹ Там же. С. 314.

ARGUMENTATIVE ESSAY

Mind some new words: issue — вопрос; proposition — утверждение; reasonable — обоснованный; point of view — точка зрения; solid evidence — веские доказательства; data — данные; to convince — убеждать; rebuttal — оспаривание; pattern — схема.

An argumentative essay is an essay in which a writer agrees or disagrees with an issue, using reasons to support his opinion. To be successful with it choose a topic for which you are able to write a proposition supporting and opposing arguments. Focus on subjects that are serious, specific, timely and debatable and identify a reasonable point to argue for.

One should have his own view on the topic, support it with reasons and prove it with solid evidence. For this reason look for information to build arguments for and against your proposition and use the data to convince the reader that you have the right proposition. It is important to consider all sides of the topic. That is why a writer is to discuss the opposite view points and reasons and to prove that they are not good reasons. The best way to do so is to follow logical structure of argumentative essay organization. Depending on the topic and the data discussed a writer may choose one of the following patterns.

BLOCK PATTERN

INTRODUCTION

Explanation of the issue.

Thesis statement.

BODY

Block I

- A. Summary of other side's arguments.
- B. Rebuttal to the first argument.
- C. Rebuttal to the second argument.
- D. Rebuttal to the third argument.

Block II

- E. Your first argument.
- F. Your second argument.
- G. Your third argument.

CONCLUSION

Summary of your point of view.

POINT-BY-POINT PATTERN

INTRODUCTION

Explanation of the issue, including a summary of the other side's arguments.

Thesis statement.

BODY

A. Statement of other side's first argument and rebuttal with your own counterargument.

B. Statement of other side's second argument and rebuttal with your own counterargument.

C. Statement of other side's third argument and rebuttal with your own counterargument.

CONCLUSION

Summary of your point of view.

Planning an essay

Mind some new words: to contain — содержать; to research — исследовать; to invent an outline — создать план; to self-revise — проверить себя; to evaluate — оценивать; valid — достоверный; to hand in — сдавать.

Writing an argumentative essay requires careful planning. It means the following:

- To understand two sides of the argument and decide which one to support.
- To write a thesis statement, containing your point of view.
- To research the topic for ideas and supporting details for both sides of the argument (quotations, summaries, paraphrases).
- To choose an essay pattern and create an outline according to it.
- To write the first draft with explanatory or an attention-getting introduction.
- To self-revise an essay.

- To exchange papers with a classmate and review each other's essays, making notes of mistakes.
- To make changes if necessary and write a final copy.

Exercise 16. Study the model essay below and mind its structure. Evaluate it according to the following points:

- *Is the proposition reasonable and clearly stated?*
- *Are supporting arguments logical, clear, and convincing?*
- *Are opposing arguments dealt with?*
- *Given the supporting arguments, is the conclusion valid?*

It is/is not worth the expense to support INTERPOL

INTRODUCTION

Throughout history crime and criminals have been crossing borders. The problem of crime is increasingly becoming global therefore, it requires the joint cooperation of all countries interested in the peace and peaceful life of their citizens. (*Thesis statement*). It is the International Criminal Police Organization or INTERPOL that has been fighting international crime since 1923.

BODY (*Statement of other side's argument and rebuttal with own counterargument*).

Although there is some data showing huge expenses spent for the organization¹² we can state that they are reasonable. First it is true that Interpol is the world's largest international police organization. At the moment, it includes 190 member states. Second Interpol initiatives promote cooperation of police of different countries, assists in combating crime. For example, Global Security Initiative for the 21st Century targets cyber-crime, drug and human trafficking as well as financing of terrorism. Another project, Operational Assistance, Services and Infrastructure Support, assists less developed countries, to develop their resources to combat transnational crime. It also offers training and operational support to police forces and is funded by the German Federal Government.

Moreover there are some activities which are important for member states. To illustrate this we can mention anti-bioterrorism special unit which works on anti-bioterrorism projects with the regional offices, as well as International medical Products Anti-Counterfeiting Taskforce. It has set up a specialized database relating to counterfeit medicine to assist investigations of this type of crime.

¹² Miller A. Why should we pay? // Science Monitor. 10 Oct. 2017. URL: <http://smon.com/cdf/2017/10/10/fp7/shtml/> (дата обращения: 20.10.2017).

CONCLUSION (*Summary of point of view*).

So, in my opinion, without a doubt, it is worth to support INTERPOL because its activities allow to establish relations with other countries in the field of fighting crime and to increase the level of suppression of crime in various spheres of society.

Exercise 17.

A. Choose topic and write an argumentative essay.

- *Capital Punishment.*
- *The Speed Limit.*
- *Gun Control.*
- *A Career in Law Enforcement.*

B. Agree or disagree with the following statements and write an argumentative essay:

- *Today the FBI mission should be changed.*
- *There is no agency in Russia which has the similar functions and jurisdictions as the FBI.*

Mind some new words: self-editing — саморедктирование; peer-editing — взаиморедктирование; to check — проверять; to indent — делать отступ; spelling errors — орфографические ошибки; historical background — история вопроса; to cite the source — цитировать источник; borrowed information — заимствованная информация; off the topic — не по теме; coherence — согласованность; smoothly — плавно; to restate — вновь заявить; weak — слабый; to persuade — убеждать; assessment — оценивание.

Modern education considers argumentative essay as a means of competency evaluation¹³. Instructors usually evaluate writings based on some criteria. To be successful with the essay before handing in it is recommended to check it using Self-Editing and Peer-Editing materials¹⁴.

Self-Editing

Format. My essay is correctly formatted (title centered, first line of every paragraph indented, etc.) (yes/no).

Mechanics. I have checked for punctuation, capitalization, and spelling errors (yes/no).

Content and Organization. My essay has all three parts: introduction, body, and conclusion (yes/no).

I used block/point-by-point organization (yes/no).

¹³ Веретенникова А. Е., Доби Э. Б. Аргументирующее эссе как средство оценки компетенций. С. 65–68.

¹⁴ Oshima A., Hogue A. Writing Academic English. 4th ed. White Plains, 2006. P. 329–330.

INTRODUCTION

Type of introduction I used (historical background, surprising statistics, dramatic story, etc.).

The introduction ends with my thesis statement (yes/no).

BODY

The body has ___ paragraphs.

I give arguments for my point of view and arguments for the opposing ones (yes/no).

I rebut each opposing argument (yes/no).

I support each point with a specific supporting detail such as an example, a statistic, a quotation, a paraphrase, or a summary (yes/no).

I cite the source of all borrowed information (yes/no).

UNITY

Each paragraph discusses only one main idea. There are no sentences “off the topic” (yes/no).

COHERENCE

Each paragraph has coherence. My essay goes smoothly from beginning to end (yes/no).

CONCLUSION: The conclusion summarizes my arguments/ restates my opinion.

GRAMMAR AND SENTENCE STRUCTURE. I checked my essay for verb tense, article, preposition, modal errors (yes/no).

Peer-Editing

1. Analyze how the writer organizes the essay:
 - a) write out the thesis. Does it explain the writer’s point of view?
 - b) which organization (block/point-by-point) does the writer use?
2. Write out the writer’s arguments.
3. Write out the opposing arguments and counterarguments.
4. What is the writer’s strongest argument/ counterargument?
 - a) How does he support it?
 - b) What is the writer’s weakest argument/ counterargument?
 - c) Why is it weak?
 - d) What are the ways to strengthen it?
5. Do you understand everything? Comment about any part you do not understand.
6. Does the writer use examples, statistics, quotations, paraphrases, summaries to support argument/counterargument?
7. Is this a convincing argumentative essay? Does the writer persuade the reader that his point of view is the right one?

Assessment Criteria

Usually include: organization, content, vocabulary/spelling, grammar, punctuation. An instructor marks each section and makes comment.

<i>Organization</i>	An essay has three parts: introduction, body, and conclusion
	A block or point-by-point organization is used
<i>Content</i>	<ul style="list-style-type: none">— Introduction contains a thesis statement— It states the topic of the essay— Body includes several paragraphs— Each paragraph discusses only one main idea— Each paragraph has coherence— There are some arguments and rebuttal with the (writer's own) counterarguments— Each point is supported with a specific detail— The sources of borrowed information are cited— Conclusion restates the writer's opinion
<i>Vocabulary/ Spelling</i>	<ul style="list-style-type: none">— Linking words, transition phrases are used to link paragraphs— Special terms and expressions are used— There are no spelling mistakes
<i>Grammar</i>	Every grammar structure is correct
<i>Punctuation</i>	Punctuation is used correctly

WRITING A SUMMARY

Mind some new words: summary — реферирование; objective — объективный; evaluative — оценочный; content — содержание; essential — главный, актуальный; to skim — просмотреть; evidence — доказательства; to underline — подчеркивать; key points — основные положения; worth mentioning — стоит упоминания; to avoid — избегать; to comprehend — понимать.

Summary is a shortened version of any text written in one's own words. There are objective and evaluative summaries. *An objective summary* focuses on presenting the content in a compressed way without discussing it. *An evaluative summary* presents the essential information with the writer's opinion, evaluation or comments.

Exercise 18. Read the summary below and state if it is objective or evaluative.

The intention in this chapter has not been to suggest some kind of unilinear development to theorizing about crime, where one theory is replaced by another in a rational process like natural selection. Rather, the purpose has been to demonstrate, in a limited way, some of the breadth and diversity of theorizing about crime from the late eighteenth century through to the recent past. Theories have been developed from within a particular cultural context, as have the crime preventive practices which they have spawned. As a consequence, the theories and practices have tended to come in and out of favour. The overall effect is of a superimposition of one theory practice coupling upon another, with the result being the *mélange* which is characteristic of our modern approach to crime. (Gilling D. Crime Prevention. Theory, policy and politics. UCL Press, London, 1997. P. 42–43)

Guidelines for Writing a Summary

To write a summary it is important to understand the text. That is why first it is necessary to skim it and get the overall meaning. After that one should read it carefully, looking for the most important ideas, evidence, and information. It

is recommended to underline or *make notes* of key points worth mentioning in a summary. Next, review the text once more to be sure you have got its meaning. At last *summarize* main ideas, using your own words. The topic sentence should be a statement of the main idea. Mention some essential data such as dates, names, places, but avoid descriptive details and examples. Try to write each idea in one clear sentence and arrange them logically. A concluding sentence should connect all ideas and bring the summary to an effective end. Finally *revise* the summary and *check* for accuracy.

The following transition phrases will make summary easy to comprehend.

The opening sentence:	<p>The article (text) under the headline... deals with... is devoted to... is about... gives a survey of...</p>
The body:	<p>The author studies presents explains compares and contrasts expresses the view that stresses</p> <p>The process of... is studied. The problem of... is examined. The results of... are described. The specific features of... are explained. The role of... is revealed. The importance of... is proved.</p>
The closing sentence:	<p>In the author's opinion... The basic approach of the author is... The author comes to the conclusion that...</p>
Personal opinion:	<p>From my point of view... As far as I am concerned... I think/believe that...</p>

Exercise 19. Translate into English using transition phrases.

1. Статья посвящена структуре Европола. 2. Она (статья) сравнивает организацию правоохранительной деятельности в странах Европы

и Северной Америки. 3. Текст представляет обзор проблемы контроля в сфере наркотиков. 4. Он (текст) объясняет такие особенности данного вопроса, как... 5. Автор подчеркивает важность мероприятий контролирующей организации. 6. Объясняются особые черты работы Интерпола. 7. Выявляется роль офицеров полиции общественной безопасности в предотвращении преступлений. 8. Основной подход автора заключается в сравнительном описании двух структур. 9. Автор выражает точку зрения о том, что правила дорожного движения в Великобритании очень сложны. 10. Полагаю, что данная статья будет представлять интерес для тех, кто изучает особенности правоохранительной деятельности в разных странах.

Exercise 20. Read the extract from the monograph¹⁵ and write an objective or an evaluative summary.

Youth extremism

The youth is a special demographic group of a society. It acts as an important resource of social and economic development and the key factor of public transformations. The modern mass youth culture began to develop in the second quarter of XX century and promoted change of forms of the organization and self-organization of youth. Youth associations and groups can act as: 1) asocial, keeping away from social problems, but presenting no threat to a society; 2) antisocial, with strong aggressive character; 3) prosocial, socially-positive, benefiting society, solving social problems of cultural-protective character.

The most dangerous of them are sects. They declare the right for the special status which puts its members outside of laws due to be “the chosen”, to possess special knowledge, and unique “truth”.

Informal youth associations which protest takes socially dangerous forms of extremism also present serious threat to a society. Scholars identify some reasons provoking their occurrence, e. g. a challenge to the society; misunderstanding in family; unwillingness to be like everybody, to draw attention, religious beliefs; absence of the purpose of life; influence of criminal groups.

The youth extremism touching on the problems of safety of the state is a component of political extremism and as practice shows covers political, social, national, religious, ecological and other spheres of the life of the society. It consists in realization by representatives of youth groups, organizations and movements, and also some young people of the illegal actions against authorities

¹⁵ *Metlev S. E. Modern terrorism and methods of antiterrorist activity : monograph. Saint Petersburg, 2008. P. 74.*

and managements and pursuing the purpose of violent change of constitutional regime, of stirring up racial, national, religious, and other social discord.

Object of prime aspirations of youth extremism are bases of constitutional regime, political organization of a society, the government and institutes. Members of various public associations, state and public figures, employees of law enforcement bodies, representatives of industrial and financial business, people under international protection, appear in practice most frequent objects of youth extremist actions.

To sum it up, youth extremism being one of the present day problems, a modern society and its law enforcement bodies should deal with, making attempts to solve it.

WRITING AN ABSTRACT

Mind some new words: abstract — аннотация; coercion — принуждение; to argue — доказывать; inconsistency — непоследовательность; substantiate — обосновывать; banning — запрет; mitigation — смягчение; inadmissibility — недопустимость; urgent — необходимый; constraint — ограничение; generalize — обобщить.

An abstract is a summary of the information presented in a piece of writing: a book, an article, a text etc. Looking through it a reader finds out if it is worth reading. There are three types of abstracts: informative, descriptive and critical.

As a rule informative abstracts are written for research and give the key information about it including the results. They are one paragraph long. Descriptive abstracts are created for short papers explaining the purpose and methods of research not mentioning its results. These abstracts are a sentence or two long. A critical abstract discusses the writers own research.

Exercise 21. Study abstracts of the articles published in the scientific journal¹⁶ and state if they are informative, descriptive or critical.

Methods of document recording of crime detection procedure and its gained results are under consideration. The author raises disputable questions of legal regulation of coercion used in crime detection. The necessity for introduction some changes in crime detection legislation concerning usage of coercive measures in crime detection procedure is argued. (*Lugovik V. F. Legal Surrogates and Coercion in Crime Detection*)

Interconnection and interdependence of terrorism and extremism are under study. The author underlines the legislator's inconsistency when increasing criminal responsibility for terrorism. Analyzing the list of terrorist crimes given in Footnote 2 to Article 2052 of the Penal Code of the Russian Federation the author finds it a technical fault to attribute the crime provided by Article 2056 of the Penal Code of the Russian Federation to terrorism and suggests removing this crime from the list. The article substantiates relevance of banning mitigation of criminal responsibility for persons engaged in terrorist activity

¹⁶ Научный вестник Омской академии МВД России. 2017. № 2(65). С. 82.

and committing crimes of extremism. The focus is made on inadmissibility of exclusive mitigation of punishment for such criminals. A new text of part 3 Article 64 of the Penal Code of the Russian Federation is suggested. The author finds it urgent to include similar constraints in a range of articles of the Penal Code. (*Kukovyakin A. E. Unification of Legislative Constraints Concerning Mitigation of Criminal Responsibility for Terrorism and Extremist Crimes*)

The style used in abstract writing is characterized by using transition words and phrases as well as Active and Passive Voice constructions.

The following words are used to describe the subject of the research:

to study	изучать
to investigate	исследовать, расследовать
to examine	рассматривать, внимательно осматривать, проверять
to analyse	анализировать
to consider	рассматривать
to describe	описывать, давать описание
to discuss	обсуждать, излагать
to outline	кратко описывать, описывать (в общих чертах), очерчивать

These words and expressions describe the results:

to show	показывать
to find	обнаруживать
to pay (give) attention to...	обращать внимание на...
to emphasize, to give emphasis to	подчеркивать.

Closing sentences are often introduced by the following transition phrases:

to conclude	приходить к заключению (выводу)
to make, draw, reach a conclusion	делать заключение (вывод) относительно...
to come to a conclusion that...	приходить к выводу, что...
it is concluded that...	приходить к выводу, что...
it may be noted that...	можно отметить, что...
it may be stated that...	можно утверждать, что...
thus	таким образом
consequently	следовательно
as a result	в результате

As a rule a readers' focus group is also underlined:

The article is of great help to ...	Эта статья окажет большую помощь...
The article is of interest to...	Эта статья представляет интерес для...

Exercise 22. Study the abstracts below and mind the use of transition words and phrases.

A. The author analyses US police structure as the most decentralized police system in the world having five major types of police agency.

He draws readers' attention to the fact that federal police fall into two broad categories which include investigative agencies and uniformed security police agencies and describes in detail the responsibilities of FBI, the Bureau of Alcohol, Tobacco and Firearms, the United States Marshals Service, the Drug Enforcement Administration.

It is stressed that these bodies are controlled by the federal government and are authorized to enforce various laws at the federal level.

Much attention is given to the description of state, county, municipal and special district policing stressing the duties of sheriffs, investigators, patrolmen, regular and special purpose officers.

It will be interesting to learn the hierarchy of police ranks given in the text.

B. The text is devoted to FBI. It contains data about its mission and reveals the crimes it investigates. The author considers standards of ethical behavior of FBI agents. He also mentions the number of FBI agencies across the nation and writes in details about the work of FBI Scientific Laboratory. The text is intended for everybody who is interested in police work.

Exercise 23. Read and translate into Russian the sentences of some abstracts.

1. An analysis of the US road traffic rules was made. 2. It was concluded that DNA can also be used as a technique for positive identification. 3. A general conclusion is made concerning crime scene search. 4. A new problem of identification in police investigation is studied. 5. The case of kidnapping is analyzed. 6. Fingerprints were examined. 7. Europol structure is considered. 8. International police cooperation is described. 9. Violations of traffic code are discussed. 10. The advantage of using DNA as a biometric identifier is outlined. 11. Innovations in identification have been considered. 12. The article deals with the Bertillon system. 13. It is specially noted that organized crime threatens human security. 14. It is spoken in detail about the list of standard road traffic rules. 15. The text gives a valuable information on the UN police. 16. Much attention is given to traffic safety in Europe. 17. The article gives a detailed analysis of three basic areas of police functions. 18. It draws our attention to different interrogation tactics. 19. It should be stressed (emphasized) that crime scene is the source of information. 20. It was found that neighbourhood watch results in community safety.

Exercise 24. Complete the following sentences and translate them into English.

1. Изучается... 2. Обсуждаются... 3. Рассмотрен... 4. Был сделан вывод, что... 5. Рассматривается... 6. Эта статья (работа, книга и т. д.) каса-

ется... 7. Делается общий вывод относительно... 8. Исследуется случай... 9. Изучались... 10. Подробно описывается... 11. Большое внимание уделяется... 12. Описываются... 13. Следует подчеркнуть, что... 14. Рассмотрен вопрос о... 15. Обнаружено, что... 16. Особенно отмечается, что... 17. Текст дает ценную информацию о... 18. Статья дает детальный анализ... 19. Она (статья, работа) привлекает наше внимание к...

Exercise 25. Read the text and write some sentences generalizing its information. Begin with: The article deals with.../ It draws our attention to.../ An analysis of the ...was made/ It should be stressed (emphasized) that.../ The article is of great help to .../ is outlined/ ...is described/ etc.

From the History of Police Forces

Police is the agency of a government that is responsible for maintaining public order and preventing and detecting crime. The basic police mission is to protect order by enforcing rules of conduct or laws. It was the same in ancient societies as it is in the contemporary urban environments.

The idea of the police force as a protective and law enforcement organization developed from the use of military bodies as guardians of the peace, such as the Praetorian Guard — bodyguard of the ancient Roman emperors. The Romans achieved a high level of law enforcement, which remained in effect until the decline of the Roman Empire and the onset of the Middle Ages.

During the Middle Ages, policing authority was the responsibility of local nobles on their individual estates. Each noble generally appointed an official person, known as a constable, to carry out the law. The constable's duties included keeping the peace and arresting and guarding criminals. For many decades constables were unpaid citizens who took turns at the job, which became increasingly unpopular.

Police forces developed throughout the centuries, taking various forms. In France during the 17th century King Louis XIV maintained a small central police organization consisting of some forty inspectors who, with the help of informants, informed the government with details about the conduct of private individuals. The king could then exercise the kind of justice he saw fit. This system continued during the reigns of Louis XV and Louis XVI. After the French Revolution, two separate police bodies were set up, one to handle ordinary duties and the other to deal with political crimes.

In 1663 the city of London began paying watchmen (generally old men who were unable to find other work) to guard the streets at night. Until the end of the 18th century, the watchmen — as inefficient as they were — along with a few constables, remained the only form of policing in the city.

Exercise 26. Read the texts and write abstracts of 5–8 sentences long.

Text 1. Interpol's initiatives in public safety and terrorism.

Terrorism in all of its forms is a serious threat to international peace and security. Interpol has designated the fight against terrorism as a priority crime area and has committed significant resources to support member countries in their efforts to combat it.

Interpol's anti-terrorism programme is designed to 1) increase the exchange of information on terrorist groups, their member and activities to provide assistance to countries in the identification of terrorists networks; 2) to assist member countries in the event of terrorist incidents or investigations through analytical, investigative and database services; 3) support member countries in building early detection and counter-terrorism capacity through training.

To investigate and prevent environmental crimes Interpol initiates projects focusing on oil pollution, illegal discharge of hazardous wastes and illegal trafficking of endangered flora and fauna.

There are several working projects and operational resources established in cooperation with member countries.

Project Geiger initiative collects and analyses data on the theft of radiological materials to identify methods and trends used by terrorists in the manufacture of so-called 'dirty bombs', conventional explosives armed with radiological materials.

The goal of the Project on Bioterrorism is to enhance knowledge of the bio-terrorist threat, oppose bio-weapons proliferation and develop police training programmes.

Project IWETS (Interpol Weapons and Electronic Tracking System) provides member countries with a communication and information-sharing tool which helps to enhance criminal and terrorism investigations related to firearms.

The Terrorist Arrest Report collects submissions from member countries to establish an annual list of individuals arrested for terrorist activities, along with identifying information.

Text 2. Twenty-seven arrested as European Police dismantle large drug smuggling network.

The Hague, the Netherlands 24 October 2012.

An international drugs smuggling network responsible for trafficking large quantities of illegal drugs into and out of Spain has been dismantled. Long-running operation, led by Spain's Guardia Civil in Navarra, was coordinated by Europol and Eurojust, working in cooperation with French and Dutch law enforcement authorities. For years, this organized criminal group from Navarra

was the main importer of speed (amphetamine sulphate) to Spain. They would receive consignments of cannabis, shipped in horse transporters, from another criminal group in Valencia. Once received, the drugs were concealed in cans and then transported by lorry to The Netherlands. On 30/11/2011 French Police apprehended a lorry, which contained over half a tone of cannabis. This was to be exchanged for 200 kg of speed and sent back to the criminals in Spain for further distribution.

The effective law enforcement cooperation demonstrated by this operation has resulted in seizure of 675 kg of cannabis. Two individuals accompanying the drugs through France were arrested and subsequently jailed in Spain. Spain's Guardia Civil carried out 25 house searches and seized 4.3 kg of speed plus ketamine, cocaine and other illegal substances, discovered an indoor cannabis plantation and more than 100 cannabis plants. 27 arrests were made in Spain in Valencia, Madrid, La Rioja, Zaragoza and Navarra. Those arrested were linked to three international drug trafficking organizations. Spanish Customs (AEAT) blocked 97 bank accounts, and seized 19 apartments, six companies and eight vehicles as part of a parallel money-laundering investigation. As part of the investigation, links were discovered to another violent criminal group involved in contract killings and extortion.

Two Europol specialists were present in Spain supporting the investigation and assisting with the secure dismantling of outdoor and indoor cannabis plantations. Europol drugs experts facilitated the exchange and analysis of key criminal intelligence.

Text 3. United Nations Peacekeeping Forces.

Peacekeeping is an activity that aims to create the conditions for lasting peace. It is distinguished from both peace building and peacemaking. United Nations Peacekeeping Forces first used in 1948 to observe cease-fires in Kashmir and Palestine. The use of international forces as a buffer between warring parties waiting for troop withdrawals and negotiations was formalized in 1956 during the Suez Crisis between Egypt, Israel, France, and the United Kingdom. Although peacekeeping missions have taken many forms, they have in common the fact that they are designed to be peaceful, that they involve troops from several countries, and that the troops serve under the authority of the UN Security Council.

Peacekeepers monitor and observe peace processes in post-conflict areas and assist ex-combatants in implementing the peace agreements they may have signed. Such assistance comes in many forms, including confidence-building measures, power-sharing arrangements, electoral support, strengthening the rule of law, and economic and social development. Accordingly UN peacekeep-

ers (often referred to as Blue Beret because of their light blue berets or helmets) can include soldiers, police officers, and civilian personnel.

The United Nations Charter gives the United Nations Security Council the power and responsibility to take collective action to maintain international peace and security. For this reason, the international community usually looks to the Security Council to authorize peacekeeping operations. The UN Peacekeeping Forces were awarded the 1988 Nobel Prize for Peace.

Most of these operations are established and implemented by the United Nations itself, with troops serving under UN operational control. In these cases, peacekeepers remain members of their respective armed forces, and do not constitute an independent “UN army”, as the UN does not have such a force.

The United Nations is not the only organization to implement peacekeeping missions. Non-UN peacekeeping forces include the NATO mission in Kosovo (with United Nations authorization) and the Multinational Force and Observers on the Sinai Peninsula.

WRITING A RESUME

Mind some new words: experience — опыт; field — сфера деятельности; carefully — тщательно; relevant — имеющий отношение; reverse — обратный; employer — работодатель; applicant — заявитель; valuable attributes — ценные качества; precisely — точно; strength — сильная сторона; achievement — достижение; accomplishment — достижение; cover letter — сопроводительное письмо.

The word *resume* comes from French *resume*, which means to summarize. *Curriculum vitae* (C. V.) is another term for personal and working history. It is similar to a resume. There are various layouts for a resume. Some may have a section for supplementary information, where reasons for applying for the position and leaving previous and present employment are included, as well as personal qualities and skills which the candidate feels are relevant to the job. It is often sent to the employer with a *cover letter*, which either explains points that might not be clear, or gives further information to emphasize one's suitability for the post, telling how your background is suited to a particular job.

Resume is a one-page (sometimes two-page) document that summarizes skills, experiences, and qualifications for a position in the field. One must plan it carefully, selecting the most relevant information and choosing a readable format. Decide what information to include and in which format — chronological (in reverse chronological order) or functional (stressing skills and expertise) — to present that information.

Information to Include in a Resume:

the information to include is that which fills the employer's needs. Most employers expect the following information to appear on applicants' resumes:

Personal information: name, address, phone number.

WILLIAM C. O'TOOLE

45299 Research Place

Ashburn, Virginia 20147

(703) 554-6251

Summary. Summarize your background and most valuable attributes. Using concrete examples, explain to potential employers precisely what you will be able to do for them. Describe your unique gifts and strengths. Write this section last, as it is often the most difficult to write. Study the example:

I have extensive knowledge and experience in overseeing training academy operations, staff management and development, and in managing budgets and facilities. I believe in creating a work environment where employees feel challenged by and appreciated for the work they perform. For me, the keys to providing quality leadership and training involve effective communication, fairness, integrity, and professionalism. I have shown, through past performance, that I am capable of displaying these attributes at a high level.

Educational information: date of graduation, name of college, major, degree.

1997–1999. The Johns Hopkins University, Police Executive Leadership Program, Master of Science.

1978–1981. University of Maryland, Bachelor of Science.

Work history: dates of employment, titles of jobs held, employing companies, duties, a career objective;

1995–1998. Lieutenant/Deputy Commander, Silver Spring District.

- Directed all operations of patrol shifts in both a traditional and non-traditional policing environment.*

- Researched, drafted, submitted, and coordinated the first Maryland Hot Spot Communities Initiative, a multi-agency, three-year, comprehensive public-safety strategy and grant initiative for Downtown Silver Spring, with an annual budget in excess of \$100,000.*

1993–1995. Sergeant/Supervisor of the Central Business District and the Piney Branch Initiative.

- Researched, developed, and implemented a model for “beat team” deployment of patrol officers in the Central Business District and the Piney Branch areas of Silver Spring.*

- Co-chaired the Panhandling Initiative Work Group, which successfully lobbied the County Council to enact legislation to deal with aggressive panhandling.*

- Developed and implemented a comprehensive plan to address public safety issues related to public intoxication, homelessness, and the negative impact of the day laborer problem in the Silver Spring District.*

Achievements: awards and honors, special aptitudes and skills, achievements at work.

- Recipient of two Extraordinary Performance Awards, a Departmental Commendation, two Chief’s Awards, and four Community Awards.*

- Honor graduate of the Maryland Police and Correctional Training Academy Correctional Officers Course.
- Honor graduate of the United States Army Military Police School.

The Chronological Resume

Traditionally, the information required on a resume has usually been arranged in chronological order, emphasizing job duties. Because employers are accustomed to this order, they know where to find information they need and can focus easily on positions and accomplishments. The chronological resume has the following sections: personal data, career objective, summary (optional), educational history, work history.

The Functional Resume

This kind of resume presents the applicant to the employer in the same way the employer looks at the applicant: in terms of relevant skills. This style allows candidates whose work experience is not relevant to their job area to stress their skills. The functional resume has these sections: personal data, objective, summary (optional), skills, education, work.

Exercise 27. Study the example of a chronological resume.

Ronald J. Reinstein
3277 Fairway 6
Macedon, New York 14502
315-986-7242

OBJECTIVE: To obtain employment in the State of New York Insurance
Department: Frauds Bureau.

PROFESSIONAL EXPERIENCE:

October 1989–2010 Rochester Police Department
185 Exchange Street
Rochester, New York 14614

2002–2010 — Central Investigation Unit (IMPACT) — Primary responsibility includes investigation of child exploitation and child abuse.

1998–2002 — Central Investigation Unit (Homicide Investigation Section) — Responsible for investigation of all police shootings, homicides, and cases where death appears imminent.

1995–1998 — General Investigation Unit — Assigned to general investigation duties.

1989–1995 — Rochester Police Department — responsible for carrying out all the duties assigned to a Uniformed Police Officer.

September 1994–1998 Eastern Monroe Career Center
41 O'Connor Road
Fairport, New York 14450

Criminal Justice Instructor — Instructed AP courses to juniors and seniors high school students, including Constitutional Law through police investigations. Successful completion of courses resulted in 16 College credits.

October 1983–1989 Jamestown Police Department
201 East Second Street
Jamestown, New York 14701

Patrol Officer, Command Desk Supervisor, Detective Bureau — Primary responsibility consists of enforcement of state and local laws. Additional duties included SWAT team member, Police Academy Instructor, In-Service Training Coordinator, Spokesman on Sex Crimes.

July 1982–1983 Randolph Police Department1 Town Street
Randolph New York 14772

Patrolman — Responsible for enforcement of all State and local laws.

September 1979–1982 Erie County Sheriffs Department
10 Delaware Avenue
Buffalo, New York 14202

Deputy Sheriff — Responsible for enforcement of New York State laws.

HONORS AT ROCHESTER POLICE DEPARTMENT:

12 Excellent Police Service Awards;

21 Chief of Police Letters of Recognition;

Safe Driving Award;

Numerous Community Letters of Recognition;

Numerous State and Federal Letters of Recognition;

Mayor's Employee Award.

EDUCATION:

1994 — Oswego State University	SUNY Oswego
Vocational Education	Oswego, New York 13126
1986 — Erie Community College	6205 East Main Street
Criminal Justice	Williamsville, New York
	14221

1984 — University of Buffalo	17 Capen Hall
Political Science	Buffalo, New York 14260

Police Training Courses (available Upon Request).

BOARDS:

Vice President: Families and Friends of Murdered Children and Victims of Violence: Organization designed to work with families and friends who have suffered a loss due to violence.

VOLUNTEER EXPERIENCE:

Russian American Rule of Law: Federal program established with the goal

of promoting democratic standards in the Russian government and working on issues such as jury trials, land reforms, and other important legal matters.

Project Harmony: Federal Program used to cross train Russian and American Government Officials.

Exercise 28. Study the example of a functional resume.

Dennis L. Ward
11492 Majestic Drive
Montgomery, Texas 77316
(H) 936-447-6525

Personal

I was born in Houston, Texas where I attended public schools with my highest level achieved being that of a sophomore at North Harris / Montgomery County College. I finished 43 college credits in an Associate of Arts Degree program majoring in Criminal Justice. I have lived in Houston or the surrounding area all of my life. I am married to Kimberly Parmelly-Ward and we have two children, Markus and Matthew ages 8 and 4. I live my life through a high set of values, which is supported by a good moral character.

Professional

I have been employed with the Harris County Sheriff's Department for 25 years. I have attended 1,767 hours of investigative and law enforcement training accredited by the Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE) representing too many individual classes to list. A transcript from TCLEOSE is available for your review highlighted by achieving a Master Peace Officer Certificate, Police Instructor Certificate, Firearms Instructor Certificate, Advanced Traffic Investigations, SWAT Training, Advanced SWAT Training and Supervisory, and Crime Prevention Inspectors Certificate.

Assignments

1990–1991	Deputy Sheriff
1991–1994	Humble, Tx./Patrolman (Night Shift)
1994–1995	Special Operations Division/SWAT/Corporal
1995–1997	Accident Investigator/Homicide Investigator
1997–1998	Administrative Sergeant/Central Jail/Day Watch (Responsible for 15 Sergeants and 156 Deputy Jailers)
1998 — (Present)	Patrol Bureau/Community Services Division

Special Duty Assignments

Serving in many different roles in law enforcement as a patrolman, accident investigator, homicide investigator, and as a manager resolving citizen

complaints as well as bureau level internal affairs investigations. Served on a multi-jurisdictional homicide task force targeting prison gang hits on inmates released to the street in the Harris County. The task force was comprised of two Texas Rangers, one DPS Intelligence, one TDC Intelligence, two Houston Police Department Homicide, and four HCSO Homicide Division.

In December of 1998, Sheriff Johnny Klevenhagen created a new Sergeant position and placed it in the administrative offices. Sheriff Klevenhagen had me trained in media relations by the FBI and utilized me as the department public information officer (PIO).

In early 1999 Sheriff Klevenhagen wanted to become more involved in the community and Chief Deputy. Tommy Thomas directed me to research grants for this effort. In 1999 I authored Crime Prevention and Drug Abuse Resistance Education (DARE) grants for the department. I continued to present performance criteria to the balance of regions board of directors and to compete for awarded funding through the 5-year grant program. Major E.A. Macaluso wanted me to write the High Intensity Drug Trafficking Agency (HIDTA) task force grant known as the "HOT SPOT / Zero Tolerance Unit" which consisted of 30 deputies, 4 sergeants, a lieutenant, a captain, and a divisional clerk. I also co-authored the grant that afforded federal funds to provide 28 deputies to man several operations in the community.

Between 1998 and 1994 I served as the patrol bureau fleet manager. I assisted in writing specifications, receiving bids and supervising the outfitting of the patrol cars and placing them in service. During this time I also coordinated the departmental issuance of the first ballistic vests that were provided by the 100 Club. I also coordinated the patrol bureaus transformation from the high band radio system into the new 800-mhz. system that is now in place today.

In 1990 the World Economic Summit of Industrialized Nations was held in Houston at Rice University. This event was hosted by President George Bush (41st) who requested local law enforcement to supplement his Secret Service for the protection of the 8 separate heads of state and their cabinets. I was selected and trained by the Secret Service in dignitary protection and placed on the inner perimeter to protect the Prime Minister of Italy.

In 1990 I was directed by a vote of the Sheriff's staff to write a weekly column for the Houston Chronicle called, "By the Book" by Sgt. Dennis Ward. Citizens sent legal questions in and I responded. I continued writing this informational column until 1996.

During the week prior to the Super bowl I supervised the Emergency Operations Center (EOC) for the 2004 Super bowl. Our primary role was to provide logistics and resources for the law enforcement personnel on site at Reliant Center in case of terrorist act or major incident concerning homeland security.

Career Objectives

I have served with the Harris County Sheriff's Department for 25 years, and the last 18 years in the capacity of a Sergeant, most of which in my current position as Community Service Division, Patrol Bureau. It is my intent to retire from this department at the end of May of 2005. I would like to move into the corporate security arena where I may utilize my specialized career in law enforcement, as an Investigator/Manager. I am willing to serve in an overseas theatre where opportunities are available for advancement. I believe I have qualities as an Investigator and Manager that will prove to be a great asset to your organization.

Personal Affiliations

The Ark Family Church of Conroe, Texas — Member.
Houston Farm & Ranch Club — Lifetime Member / Director.
Served as an Official for 17 years as liaison to elected officials.
Sheriff Tommy Thomas Annual Golf Tournament-Organizer / Committeeman.
Fraternal Order of Police-President.

Professional References

William T. Sparks, Lieutenant HCSO (current supervisor of 18 years)
(713) 545-2221.
Eddie A. Macaluso, Major HCSO — Retired (936) 447-6248.
Charles N. Wedemeyer, Chief of Police, Jersey Village P. D. (713) 539-6838.
Tommy Thomas, Sheriff of Harris County (713) 755-8388.
Personal References.
Provided upon request.

Exercise 29. Study the example of a resume and a cover letter.

<i>Date of Birth</i>	18/06/1967
<i>Place of Birth</i>	Novokuznetsk, Kemerovo region, Russia
<i>Name</i>	Tambovtsev Andrey Ivanovich
<i>Address</i>	Komendantskiy Ave. 117/1-apt. 91, St. Petersburg, Russia
<i>Telephone No</i>	+7 (911) 964 46 06
<i>Office Telephone No.</i>	+7 (812) 744 790 54 27
<i>FAX No</i>	+7 (812) 744 750 56 09
EDUCATION	
Sept.1988 — Jul.1992	The Omsk Militia Higher School of MIA of Russia
<i>Major</i>	Law
<i>Degree/ Academic</i>	
<i>Distinctions Obtained</i>	Lawyer
Oct. 2003 — Oct. 2006	

Post Graduate Course of the Omsk academy of the Interior,
Omsk, Russia

Degree/ Academic

Distinctions Obtained PhD in Law

OTHER FORMAL TRAINING OR EDUCATION

Aug. 2000 — Sep. 2000

Peace-keepers Training Course,
Peace-keepers Training Centre of the Russian Advanced
Training Police Academy, Moscow, Russia

Sept. 2007 — Oct. 2007

Crime detection instructors advanced training course,
The Omsk academy of the Interior, Omsk, Russia

WORK EXPERIENCE

2015 — Present

Head of the Crime Detection Chair.
The Saint Petersburg University of Interior of Russia

Rank Police Colonel

Responsibilities — Planning and supervising the faculty activity according to the University's focus area. Preparing and conducting lectures, seminars, practical classes and field trainings related to: crime detection, solution of all kinds of crimes, using the different kinds of the source of information, dealing with missing persons, undercover police work. Scientific research of the police activities problems. Writing, reviewing and evaluating scientific papers and teaching manuals.

2012–2015

Associate Professor of the Crime Detection Chair.
The Omsk academy of Interior of Russia

Rank Police Lt. Colonel

Responsibilities — Scientific research of the police activities problems. Preparing and conducting lectures, seminars, practical classes and field trainings related to: crime detection, solution of all kinds of crimes, using the different kinds of the source of information, dealing with missing persons, undercover police work. Writing and reviewing scientific papers and teaching manuals.

2007–2012

Assistant Professor of the Crime Detection Chair.
The Omsk academy of Interior of Russia

Rank Police Lt. Colonel

Responsibilities — Scientific research of the police activities problems. Preparing and conducting lectures, seminars, practical classes and field trainings related to: crime detection, solution of all kinds of crimes, using the different kinds

of the source of information, dealing with missing persons, undercover police work.

1999–2007

Instructor of the Crime Detection Chair.

The Omsk academy of Interior of Russia

Rank Police Major

Responsibilities — Scientific research of the police activities problems. Preparing and conducting lectures, seminars, practical classes and field trainings related to: crime detection, solution of all kinds of crimes, using the different kinds of the source of information, dealing with missing persons, undercover police work.

1998–1999

Chief of the detective department of the Zavodskoy district,
Novokuznetsk, Kemerovo region

Rank Police Captain

Responsibilities — Managing with the detective department. Planning, supervizing, analyzing the crime detection. Personal participation in crime detections and solutions. Conducting the apprehension of the armed criminals. Managing with the informants.

1992–1998

Detective (Senior detective) of the detective department of the
Zavodskoy district, Novokuznetsk, Kemerovo region

Rank Police Captain

Responsibilities — Crime detection (managing with murder squad). Planning, supervizing, analyzing the crime detection. Personal participation in crime detection and solution. Conducting the apprehension of the armed criminals. Managing with the informants. Undercover police work.

MISSION EXPERIENCE

Jan. 2001 — Jul. 2002

Investigator (Chief of investigation unit) of the UNMIK
police station, Lipljan, Kosovo

Responsibilities — Criminal Investigation; managing with the staff of the investigation unit; field training of KPS investigators.

Apr. 2009 — May 2010

UN police adviser in Sudan. Liaison officer.

Responsibilities — Monitoring of South Sudan police activity; preparing and conducting lectures, practical classes and field training related to crime detection and crime solution for the local police authorities.

FOREIGN LANGUAGES

English — advanced level.

COVER LETTER

Komendantskiy Ave. 117/1-apr. 91,
St. Petersburg,
Russia, 644092
Tel. +7 (911) 964 46 06
Ivan_msk@mail.ru

Mr Benjamin Dryden
44 Randolph Square
London EC1 4BE

24 September 2018

Dear Mr Dryden,

I would like to apply for the post of the Head of UN Mission Recruitment Department.

As you can see from my resume, I have some years of mission as well as military experience. I have also been working with the staff for many years. I am particularly keen to continue working in this field in UN Mission.

I enclose my resume and will be available for interview any day after 29 September and able to take up a new appointment from 3 October.

I look forward to your reply.

Yours sincerely,

Andrey Tambovtsev

Exercise 30. Read the biography of a lawyer and write her resume.

Diane Davis is widely known in Louisiana. She was the judge of Supreme Court of the state and has won respect from her countrymen for a number of just decisions she had taken for years of court service. Every postman in New Iberia knows the Davis' house at 1105 Sunshine Road because the family has always received a great variety of posts on legal issues.

Diane was born in Tenafly, New Jersey on the 3rd of July 1953. Her father was a law lecturer at Princeton which influenced Diane's choice of her future profession. Since childhood she has been interested not only in crime stories, but also in the legal aspects of life. That is why after high school graduation Cum Laude she entered Wellesley College and got her Bachelor's degree in law in 1975, Master's degree from Yale Law School in 1977 and Doctorate at Louisiana State University in 1980.

Shortly after receiving the Doctorate degree Diane started working at Mestayer & Simon Attorneys where she was an attorney from 1980 to 1984. In

1984 she was elected to the 16th Judicial District Court where she served for 17 years first as a District Judge and later as a Chief Judge. Later she worked in the Circuit Court of Appeals and the Supreme Court of Louisiana.

At present Diane Davis is busy with different projects for the Committee on Creation of New Judgeships; on the Committee on Admissions to the Louisiana State Bar and in some Courts of Appeals. She has plenty of assignments from such professional affiliations as: Marriage Committee and Guardianship Committee of Louisiana Law Institute as well as at the Louisiana Bar Foundation. Being a highly qualified lawyer Diane Davis shares her knowledge and experience on the pages of “The New Orleans Review” and “Louisiana Bar Journal”.

Exercise 31. Choose any writing assignment.

1. Write your resume following chronological or functional format.
2. On the basis of the advertisement, decide which of your skills and experiences you should stress to convince the employer that you are the person for the job. Write a cover letter to apply for the job.

WRITING MEMOS

Mind some new words: internal — внутренний; to advise — советовать; to circulate — распространять; the latter case — последний случай; to acknowledge — признавать; margin — поле; item — пункт, вопрос; colon — двоеточие; appropriate — соответствующий; recipient — получатель; detainee — арестант; to stab — нанесение ножевых ранений; modus operandi — способ совершения преступления; prisoner — заключенный; caution — предосторожность; cell — камера; compliance — подчинение.

Memorandums or memos are written internal communications which advise or inform employees of policies and procedures that the agency or a company has decided to adopt. The memo may be put on a bulletin board for everyone to see, or circulated in internal mail to the persons and departments it concerns. In the latter case the employee usually signs the memorandum to acknowledge that he has read it.

The memo format consists of specific lines placed at the top of a page: *To, From, Subject, Date*. What follows below those lines is a *memo report*. Theoretically there is no limit to a memo's length. It may be from one or two sentences to some pagers.

Follow these guidelines to set up a memo.

1. Place the *To, From* and *Subject* lines at the left-hand margin.
2. Place the date either to the right, without a head, or at the top of the list with a head (*Date*).
3. Follow each item with a colon and the appropriate information.
4. Name the contents or main point in the subject line.
5. Place the names of those people who are to receive copies below the name of the main recipient (usually with the head **cc:**).
6. Sign to the right of your typed name.

Exercise 32. Study the example of a memo.

INTEROFFICE MEMORANDUM

TO: All Team Captains/ Officers

THROUGH: Deputy Director

MITROVICA DETENTION

DATE: 19/06/18

FROM: Patrick Ukoynoh
CP 10678
SUBJECT: Security Precautions

Be advised that preliminary information received on the detainee Sejdge Luber revealed that he stabbed to death three different persons in three separate incidents. The modus operandi is yet unknown.

In the interest of the safety of all officers and his fellow prisoners, you are enjoined to handle him with utmost caution, and a high degree of tact. He must be searched when leaving his cell, and before returning into the cell. Note for strict compliance.

Exercise 33. Write a memo for one of the following situations.

1. Assume that you work for the UNMIK as an investigator. The head of the investigation department is Jack S. Smith. You are out of forensic equipment. Write a memo to remind the boss to order the equipment and give reasons why you are out of them.

2. Write a memorandum to your fellow officer, James T. Fisher. He is at patrol division and you are in the Duty Team. Tell him that Ms A. J. Jones whom he transported to the hospital has no trouble and donated \$1847 to the division.

3. Write a short memo. Ask Doug Kisworth from Investigation Department to give you the date when Case No. 4651 will be completed. Explain that you need an immediate answer because the head of your department wants it “now”! You are in the Crime Procedure Department.

WRITING BUSINESS LETTERS

Mind some new words: audience — аудитория; to request — сделать запрос; to transmit — передавать; report — отчет; bottom — нижняя часть; heading — заголовок; to spell out — прописать подробно; hyphen — дефис; return address — обратный адрес.

Business letters are an important part of any professional's job, and are written for many reasons to many audiences. They may request information from an expert, transmit a report, or discuss the specifications of a project.

There are some elements of a letter from the top to the bottom of a page.

Heading. The heading is return (sender's) address and the date. It is written either at the left margin (in block format) or at the right one (in a modified block format).

World Publishing, Inc.
757 First Street
Columbus, OH 43229
October 15, 2018

Spell out words such as Avenue, Street, East, North, and Apartment (but use Apt. if the line would be too long). Put an apartment number to the right of the street address. If, however, the street address is too long, put the apartment number on the next line. Spell out numbered street names up to Twelfth. To avoid misunderstanding, put a hyphen between the house and street number (1021–14th Street). If you address your letter to anyone in the USA, either spell out the full name of the state or use the U.S. Postal Service zip code abbreviation. If you use the zip code abbreviation, note that the state abbreviation has two capital letters and no periods and that the zip code number follows two spaces after the state (NY 10036).

Dates can have one of two forms: February 24, 2019, or 24 February 2019. Spell out the month. Do not use ordinal indicators, such as 1st or 3rd.

Exercise 34. Place the address elements in the right order.

A. Austin, TX 78701; Post Office Box 270; 4217 East Eleventh Avenue; June 4, 2018.

B. Apt. 69 College Park; 9 February, 2019; Maryland 46350; Whiteville.
C. 105 Langdon street; 53 Normansfield Court; September 1, 2018;
London, 9 FE.

Mailing (inside, addressee, recipient) address. This address is the same as the address that appears on the envelope.

Ms Susan Wardell
Director of Personnel
IREX
23201 Johnson Avenue
Arlington, AZ 85322

Use the correct personal title (Mr, Ms, Dr., Professor) and business title or rank (Director, Manager, Superintendent, Colonel). Write the firm's name exactly, adhering to its practice of abbreviating or spelling out such words as *Company* and *Corporation*. Place the reader's business title after his or her name or on a line by itself, whichever best balances the inside address. Use the title Ms for a woman unless you know that she prefers to be addressed in another way.

Exercise 35. Place the mailing address elements in the right order.

- A. Five Stars Books; Cincinnati, OH 41009; 1876 West Trust Center;
Ms Ann Williams, Director.
B. Mr Alexandr Bell; University of Wisconsin; Head of the English
Department; Madison, WI 64403; 27 Lane Road.
C. 2543 Rayburn building; Capital Club; Washington DC 20515.

Attention Line. Attention lines are generally used only when you cannot name the reader ("Attention Personnel Manager"; "Attention Patrol Department"). Place the line two spaces below the inside address. Place the word *Attention* against the left margin.

Salutation. The salutation always agrees with the first line of the inside address. A colon always follows the salutation. If the first line names an individual (Ms Wardell), say "Dear Ms Wardell". If the first line names an office (Personnel Director), address the office, use an attention line, or use a subject line.

Dear Ms Wardell: (or)
Attention Personnel Director
Subject: Your Application

If you know only the first initial of the recipient, write "Dear S. Wardell" or use an attention line. If you know only a Post Office box (say, from a job ad) or you want to replace awkward salutations and to focus the reader's attention use a subject line.

Box 4721 ML
The Daily Planet
Gillette, WY 82716
Subject: Application for IREX

Body. Use several short paragraphs rather than one long one. State the reason for your letter. Make clear what you hope the reader to do. Express appreciation for your reader's attention. Make response simple by giving your contact details.

Complimentary closing and signature. Close business letters with "Sincerely" or "Sincerely yours". Add the company name if policy requires it.

Sincerely yours,
IREX
John K. Palmer
Treasurer

Exercise 36. Place the letter of inquiry elements in the right order.

- Return address.
- The date.
- Mailing address.
- Salutation.
- Body.
- Complimentary closing.
- Signature.

(A) Mr John O'Brien
Chief Officer
Defensive Means Corp.
871 Cashew Boulevard
Lewiston, ME 04240

(B) April 2, 2019

(C) Sincerely,

(D) 1437 West Horwath Drive
Oklahoma City, OK 73100

(E) For my research paper on terrorism I am investigating the forms, means and methods of fighting it. In the reading I have done, I found your article where you mention a new weapon 409 CR. Could you please take a few minutes to supply more information on the following questions:

Are there any known terrorist groups using this weapon?

Is there any possible way for any law-abiding citizen to use it?

Is it possible to arrange its demonstration for law-enforcement students?

You can write to me at the above address, or you can call (715) 253-2580 on Monday and Wednesday (9 a.m.–12 p.m.) or Friday after 10 a.m. My fax number is (715) 352–0001. Thank you for taking time to answer these questions.

(F) Boris Smirnov

(G) Dear Mr O'Brien

Exercise 37. Place the business letter elements in the right order.

A. Dear Ms Bush:

B. Ms Leslie Bush

Personnel Director

GOODWILL INDUSTRIES

9800 Wisconsin Ave

Oakbrook, IL 60630

C. September 24, 2018

D. Sincerely.

E. 317 Blue Street

Cedar City, LA 57421

F. Your ad in the “Daily Advertiser” states that there is a vacancy in the Accounting Department of GOODWILL INDUSTRIES. As I expect to receive a Bachelor of Science in Business Administration, with a major in accounting, from University of Louisiana at Lafayette in June 2020 I am looking for a position. As my enclosed resume shows I have some experience in customer relations. I am planning to visit Oakbrook in March 2020. I will call your office before to arrange an interview.

G. Moris O'Connor.

The standard business envelope has some elements:

- the stamp in the upper right-hand corner;
- the sender's name and address (the same one used in the heading) in the upper left-hand corner;

- the addressee's name and address in the center.

The following descending order of the address is recommended:

- attention line;
- company name;
- street address (St., Ave., Rd.);
- sub location (Apt., STE [suite], RM [room]);
- city and state;
- zip code to the right of the state;
- country.

Exercise 38. Study the business envelope and identify.

- The sender's name.
- The addressee.
- The ZIP Code in the mailing address.
- The town the letter comes from.
- The street name in the mailing address.

Flower Publishing, Inc.
856 Last Street
Huntsville, VA 24066
USA

Mr Ivan Ivanov
Driving Dynamics, Inc.
69 West Avenue, RM 150
OMSK, 644091
RUSSIA

Exercise 39. Match the lines of the envelope with its elements.

Ms Emily Santana (1)
367 Tailor Street (2)
Anoka, (3) MN 54380 (4)
USA (5)

Mr Pablo Carriro (6)
803 West South Temple (7)
London, 84101 (8)
UK

- The sender's name.
- The addressee.
- The ZIP Code in the mailing address.
- The town the letter comes from.
- The street name in the mailing address.
- The ZIP Code in the return address.
- The country the letter comes from.
- The street name in the return address.

Exercise 40. Read the texts below and identify: cover letter, memo, letter of inquiry, letter of complaint, CV, resume.

TEXT 1

TO: Executive Committee members
FROM: Linda Martin

SUBJECT: Selection of new executive vice president
DATE: March 15, 2018

A meeting of the executive committee will be held on April 10 at 2:30 p.m. to discuss the resignation of our current vice president and the selection of a new one. Please come to the meeting with ideas or suggestions for possible candidates.

TEXT 2

MONICA SANTANA
75 West Fourth Avenue, Columbus, OH 43201
Phone: (614) 555-6661
e-mail: monica333@gmail.com

CAREER OBJECTIVE Position on editorial staff of a journal
EDUCATION 2010 — B. A. in English. The Ohio State University, Columbus, Ohio.
Core courses: Literary Publishing, Writing and Learning, Rhetoric and Community.
AWARDS Foster Award for Outstanding Undergraduate Essay, 2009.
EXPERIENCE 2007–2009
Mosaic: The Ohio State University Undergraduate Art and Literature Magazine. Editor-in-Chief.
Oversaw work of editorial assistants; served as liaison to faculty advisor. 2005–2007
Mosaic: The Ohio State University Undergraduate Art and Literature Magazine Associate Literature Editor.
Read submissions, selected poetry, fiction; copy-edited manuscripts.
ACHIEVEMENTS
President, Alpha Chi Omega Sorority — 2008–2010.
REFERENCES Available upon request.

TEXT 3

<i>Date of Birth</i>	11, June 1958
<i>Place of Birth</i>	Irkutsk
<i>Name</i>	Ivan Petrov
<i>Education</i>	1990–1995 Omsk Institute of MIA
Major	Law Enforcement
1975–1979 Novosibirsk Military College of MIA	
Major	Internal Service in Motorized Troops
Foreign Languages	

French, English.

Work Experience

Omsk Academy of MIA

May 1996–2005

Post

Head of the Law Enforcement Department

Rank

Colonel

Responsibilities — organization of both cadets' and officers' service, organization of the education and teaching process.

Nov. 1988 — May 1996

Omsk Institute of MIA

Post

Instructor of the Special Tactics Department

Rank

Lieutenant-Colonel

Responsibilities — conducting lectures, classes, seminars and field studies.

Aug. 1980 — Nov. 1988

Novosibirsk Military College of MIA

Post

Commander of a platoon

Rank

Major

Responsibilities — organization of the military education.

1979 — Nov. 1980

Omsk Military College of MIA

Post

Commander of a platoon

Rank

Lieutenant

Responsibilities — organization of the military education, organization of the staff battle readiness.

Computer skills

Word, Excel, PowerPoint.

Honors/Medals

for blameless service of the 1st, 2nd, 3rd degrees.

70 anniversary of the Army

Excellent MIA service Award.

Mission Experience

1988 in Armenia while international conflict

2002–2003 in Kosovo UN Mission

TEXT 4

324 Seventeenth Ave. N. E.

Large City, UT 86420-1689

12 December 2019

Five Stars Basketball Team

512 South Tower
Salt Lake City, UT 84101

Attention: Public Relations Department

I'm writing for information about attending a Five Stars Basketball Team home game. Could you send me the following: 1. Ticket prices. 2. A schedule of home games. 3. Directions on how and when to book tickets.

I would appreciate the information and look forward to your reply.

Sincerely,

Boris Shwartz.

TEXT 5

2345 Summerside Ave. N. E.
Buffalo, NY 14367
1 October 2018

Best of 90's Music
4563 Lafayette Blvd.
Buffalo, NY 14376

Dear Salesperson,

Last July Channel 1 advertised copies of a special recording called "Best of 90's Music". I wanted to get it for my grandfather's birthday (September 1) and on July 15 I sent you a letter and check ordering a CD copy.

Unfortunately it took you two months to deliver my order. I got it today on October 1. In addition you sent a copy of "Best of 80's Music". I'm returning the CD "Best of 80's Music" along with a copy of my check. Please, reimburse it and stop sending any advertising about your special offers.

Sincerely,

Rita White,

Encl. CD and copy of check

TEXT 6

16 Lomonosov Street, apt. 55
Omsk,
Russia, 644022
Tel. +7 (3812) 743650;
+ 7 (913) 456 54 00
gosha_oms@mail.ru

A&E LTD
Personnel Department
144 Kuznetsky Bridge
Bonn, J7 4NS,
Germany

24 September 2018

Dear Hiring Manager,

I am writing to apply for the position of a lawyer in your company.

As you can see from my curriculum vitae, my education and work experiences have provided me with a detailed knowledge of legal practice in different companies.

Please find my curriculum vitae and portfolio attached. You may reach me at + 7 (913) 456 54 00. I look forward to your reply.

Yours sincerely,

Maxim Dobarin.

TO THE LECTURER

Exercise 3. There are no topic sentences in the following paragraphs. Write a topic sentence for each of the paragraphs.

1. The arrival of the Hanoverians brought a German flavour to the British monarchy.
2. Hang up and drive.

Exercise 5. Organize the following sentences into a logical paragraph. First choose the topic sentence. Then arrange the remaining ones in some order so that they make sense.

(Key — 5, 7, 1, 3, 2, 4, 6)

Exercise 6. Arrange the following sentences into a paragraph.

(Key — 3, 1, 4, 2, 5)

The emphasis on crime prevention owed to Robert Peel. He placed it upon the threat of crime when talking the Metropolitan Police Bill through Parliament. The force instructions thus made the point that policing was principally about crime, and not public disorder. The focus upon crime served to head off possible sources of opposition. Although as local historians show, this was not always successful. (Daniel Gilling, *Policing, crime prevention and partnership*//*Core Issues in Policing* / Edited by F. Leishman — Longman 1996. 273 p. P. 102)

Exercise 8. Choose a concluding sentence for the paragraph below.

(Key — 2)

2. The future of the partnership approach – both with the public and other agencies — is now integral to the future of policing.

Exercise 9. The paragraph below is missing a concluding sentence. Write a concluding sentence.

(Key — This task should be carried out by the police organization).

Exercise 34. Place the address elements in the right order.

a) 4217 East Eleventh Avenue

Post Office Box 2701

Austin, TX 78701

June 4, 2018.

b) Apt.69 College Park

Whiteville, Maryland 46350

9 February 2018.

c) 53 Normansfield Court

105 Langdon street

London, 9 FE

September 1, 2018

Exercise 35. Place the mailing address elements in the right order.

a) Ms Ann Williams, Director

Five Stars Books

1876 West Trust Center

Cincinnati, OH 41001

b) Mr Alexandr Bell

Head of the English Department

University of Wisconsin

27 Lane Road

Madison, WI 64403

c) Capital Club

2543 Rayburn building

Washington DC 20515

Exercise 36. Place the letter of inquiry elements in the right order.

(Key — 1.D. 2.B. 3.A. 4.G. 5.E. 6.C. 7.F.)

1437 West Horwath Drive

Oklahoma City, OK 73100

April 2, 2018

Mr John O'Brien

Chief Officer

Defensive Means Corp.

871 Cashew Boulevard

Lewiston, ME 04240

Dear Mr O'Brien,

For my research paper on terrorism I am investigating the forms, means and methods of fighting it. In the reading I have done, I found your article

where you mention a new weapon 409 CR. Could you please take a few minutes to supply more information on the following questions:

Are there any known terrorist groups using this weapon?

Is there any possible way for any law-abiding citizen to use it?

Is it possible to arrange its demonstration for law-enforcement students?

You can write to me at the above address, or you can call (715) 253-2580 on Monday and Wednesday (9 a.m.–12 p.m.) or Friday after 10 a.m. My fax number is (715) 352-0001. Thank you for taking time to answer these questions.

Sincerely,

Boris Smirnov.

Exercise 37. Place the business letter elements in the right order.

(Key — 1.E. 2.C. 3.B. 4.A. 5.F. 6.D. 7.G.)

317 Blue Street
Cedar City, LA 57421
September 24, 2018

Ms Leslie Bush
Personnel Director
GOODWILL INDUSTRIES
9800 Wisconsin Ave
Oakbrook, IL 60630

Dear Ms Bush,

Your ad in the “Daily Advertiser” states that there is a vacancy in the Accounting Department of GOODWILL INDUSTRIES. As I expect to receive a Bachelor of Science in Business Administration, with a major in accounting, from University of Louisiana at Lafayette in June 2020 I am looking for a position.

As my enclosed resume shows I have some experience in customer relations.

I am planning to visit Oakbrook in March 2020. I will call your office before to arrange an interview.

Sincerely,

Moris O'Connor.

Exercise 39. Correspond the lines of the envelope with its elements.

- The sender's name. (1)
- The addressee. (6)
- The ZIP Code in the mailing address. (8)

- *The town the letter comes from.*(3)
- *The street name in the mailing address.*(7)
- *The ZIP Code in the return address.*(4)
- *The country the letter comes from.*(5)
- *The street name in the return address.*(2)

Exercise 40. Read the texts below and identify them.

(Text 1 — memo. Text 2 — resume. Text 3 — CV. Text 4. — letter of inquiry.
Text 5 — letter of complaint. Text 6 — cover letter.)

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Веретенникова Анна Евгеньевна

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