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У навчально-методичному посібнику розглянуто особливості англomовного академічного дискурсу. Значна увага приділяється характеристикам академічних текстів, написанню анотацій, рефератів, тез доповідей. Предметом особливої уваги є особливості письмової документації англійською мовою такої як: різного типу листів, заяв, меморандумів, звітів тощо з подальшим закріпленням навичок оформлення документарної сфери.

Призначений для широкого кола спеціалістів.

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Передмова

Навчально-методичний посібник «Academic and business writing» призначений для широкого кола спеціалістів, сфера діяльності яких не обмежується діловими контактами із зарубіжними партнерами, а й спрямована на наукові розвідки. Оскільки більшість з них є випускниками вищої школи, то виникає необхідність підготувати їх до цієї специфічної діяльності уже в стінах вищих навчальних закладів країни.

Засвоєння матеріалу, поданого у посібнику уможливорює вихід на прямий контакт із зарубіжними партнерами, а також допомагає швидше здобути прихильність і довіру партнера, допомагає налагодити як ділові, так і особисті контакти з ним. При цьому особлива роль у спілкуванні відводиться його письмовому різновиду, оскільки саме документарне забезпечення відіграє вирішальну роль у налагодженні партнерських взаємин.

Автори посібника акцентують увагу на тому, що професійно оформлена документація сприяє створенню іміджу сучасного бізнесмена, а невміння правильно оформити документацію може привести до непорозуміння, а іноді і до розриву раніше дружніх стосунків між партнерами.

Вагомим також є зорієнтованість посібника на опанування студентами особливостями англomовного академічного дискурсу. Значна увага приділяється характеристикам академічних текстів, написанню анотацій, рефератів, тез доповідей.

Мета цієї праці – навчити студентів працювати з англійською науковою літературою, ознайомити їх з особливостями письмової документації англійською мовою такої як: різного типу листів, заяв, меморандумів, звітів тощо з подальшим закріпленням навичок, оформлення документарної сфери спілкування з зарубіжними партнерами.

Посібник складається з 15 розділів, кожний з яких побудований за єдиною схемою. Напочатку подається оригінальний текст, після тексту – примітки, далі

йдуть запитання, що контролюють розуміння тексту і серія фонетичних, лексичних та граматичних вправ.

Фонетичні вправи (transcribe and practice correctly the words) представлені словами двох видів: а) слова, які викликають труднощі під час читання; б) слова, що підбираються на певне правило.

Лексичні вправи (match the word with its definition, complete the text with words from the box, give synonyms for the underlined words, rewrite the paragraph so that it flows smoothly, spot the intruder in each synonymic group, tell the kind of business letter you would write) спрямовані на засвоєння нового матеріалу та розвиток навичок усного мовлення.

Граматичні вправи (change the forms of the verbs, select the correct word from the choices in brackets, complete the dialogue with the appropriate form of the verbs in brackets, correct the mistakes in the sentences, fill in the proper form of the following verbs, select the correct form of pronouns, select the correct form of prepositions, fill in the correct form of adjectives) спрямовані на вироблення вмінь правильного вживання часових форм, прийменників, прислівників, прикметників, правильної побудови речень у сучасній англійській мові.

Комунікативні вправи (comprehension check, speak on the following topic, explain what comes to your mind when you see the word) передбачають завдання рольового та дискусійного характеру та спонукають до діалогічного мовлення з аргументуванням точки зору.

Unit 1

English as the World Language of Research and Education

English is considered to be the world language of science, technology, and education. In fact, it has become *a lingua franca* that is a common language used for communication over areas where several languages have usually been spoken. The knowledge of English allows professionals and researchers to get access to the latest information in their fields and to effectively communicate with their colleagues throughout the world.

Academic writing is a complex process that requires a number of various skills. As research shows, its nature may be treated differently in different cultures and educational systems. The ways of academic writing vary sometimes considerably.

Recent research has demonstrated that there exist certain differences in the organization and the ways of argumentation in academic writing of different languages and cultures. For example, writing specialists Joel Bloch and Lan Chi (1995) came to a conclusion that Chinese authors prefer indirect criticism, while English writers usually do not hide their attitudes. According to Finnish linguist Anna Mauranen (1993), Finns pay less attention to the general organization and structure of their texts than Anglo-Americans. Another study has shown that Ukrainian authors, in contrast to their Anglo-American counterparts, tend to avoid self-advertising, "eye-catching" features in their research papers.

The style of English academic writing is formal. Its main characteristics are the absence of conversational features and the use of an appropriate academic vocabulary.

Formal academic English normally avoids:

1. Contractions.
2. Interjections and hesitation fillers (i.e., um, well, you know, etc.),
3. Addressing the reader directly.
4. Phrasal verbs (although not always).
5. Direct questions (although not always).
6. Adverbs in initial or final positions (the middle position is preferable).

7. Inappropriate negative forms.
8. Short forms of the words or slang.
9. Figures at the beginning of the sentence.

Academic writing maintains an objective and scholarly tone. It is, therefore, important to adopt an appropriate point of view, that is to choose (or not to choose) personal pronouns (*I* or *we*) for framing a piece of writing. Traditionally, academic writing tends to avoid personal pronouns and shows preference toward impersonal style. At the same time, there is a tendency now to use an *I*-perspective in English academic writing, mostly in humanities.

Using “*I*”, however, may seem somewhat unusual or awkward to Ukrainian writers. It may thus be recommended, at least for beginners, to maintain impersonal style and to avoid the first person pronoun “*I*”. This does not mean, however, that “*I*” should never be used.

An important feature of English academic writing is a cautious manner of writing. It means the avoidance of too definite statements or conclusions. The purpose of such a strategy is to be accurate and to protect the author from being criticized for possible errors or invalid claims. Cautious writing also allows for other opinions or points of view. The main linguistic ways of doing this are as follows.

1. By using modal verbs.
2. By using adjectives that express probability: It is certain ... It is likely ... It is probable... It is possible ... It is unlikely ...
3. By using a ***there is*** construction with the word possibility:
There is a strong possibility
 a definite possibility
 a slight possibility
4. By using adverbs that express certainty and probability: Definitely, Undoubtedly, Probably, Possibly, Presumably,
5. By using verb phrases that distance the writer from the statements or conclusions he/she makes: It seems ... It appears ... It would seem/appear ...
6. By using quantity words: *a majority of; a large number of; many; some; a few.*

7. By using statements of shared knowledge, assumptions, and beliefs.

It is generally agreed

It is widely accepted

It is now generally recognized

Another important feature of English academic writing is a tendency to choose more formal alternatives when selecting words of different parts of speech. English academic style makes use of formal verbs, often of Latin origin.

The knowledge and appropriate use of collocations (relatively stable word-combinations) is very important for successful academic writing in English.

Logical connectors (linking words and phrases which establish the logical relationship between ideas within a sentence or between sentences) also improve the flow of writing (a smooth movement from one idea or piece of information in a text to the next). Logical connectors are thus guideposts for readers that help them to better follow the text.

Vocabulary notes

1. Lingua franca – лінгва-франка (мова міжетнічного спілкування, часто з обмеженою сферою використання)
2. To get access – отримати доступ
3. Argumentation – аргументація, наведення аргументів
4. Appropriate – підхожий, відповідний; доречний, придатний
5. Contraction – скорочення, стягнення; стягнена форма
6. Hesitation – вагання, сумнів
7. Preferable – пріоритетний; якому віддається перевага
8. Maintain – твердити
9. Scholarly – вчений; властивий вченим
10. Impersonal – безособовий
11. Cautious - обережний
12. Invalid claims – претензії, що не мають законної сили

Exercises

1. Transcribe and practice correctly the following words from the text.

Lingua franca, professionals, researchers, access, effectively, communicate, colleagues, require, considerably, certain, argumentation, conclusion, author, criticism, contrast, counterpart, avoid, self-advertising, contractions, interjection, hesitation, phrasal, initial, position, preferable, inappropriate, figure, characteristics, absence, feature, maintain, scholarly, adopt, impersonal, tendency, awkward, discourse, cautious, avoidance, strategy, accurate, error, claim, likely, undoubtedly, presumably, assumption,

2. Comprehension check.

- 1) What is lingua franca?
- 2) What does the knowledge of English allow professionals and researchers to do?
- 3) What is academic writing?
- 4) What is the main feature of English academic writing?
- 5) What is meant by a cautious manner of writing?
- 6) What are the main linguistic ways of cautious manner of writing?
- 7) What differences exist in the organization and the ways of argumentation in academic writing of different languages and cultures?
- 8) What features does formal academic English normally avoid?
- 9) Enumerate important features of English academic writing.

3. Match the word with its definition:

- | | |
|------------------|---|
| 1. lingua franca | a) based on or characterized by the methods and principles of science |
| 2. formal | b) a distinctive attribute or aspect of something |
| 3. scientific | c) process of reasoning systematically in support of an idea, action, or theory |
| 4. feature | d) a common language used for communication over areas where several languages have usually been spoken |
| 5. accurate | e) describe or denote; have as a referent |

- | | |
|------------------|--|
| 6. argumentation | f) a thing that is accepted as true or as certain to happen, without proof |
| 7. refer | g) the analysis and judgment of the merits and faults of a literary or artistic work |
| 8. assumption | h) a person or thing that corresponds to or has the same function as another person or thing in a different place or situation |
| 9. counterpart | i) correct in all details; exact |
| 10. criticism | j) suitable for or constituting an official or important occasion |

4. Complete the text with words from the box.

complex	become	focuses on	research
thinking	verbal art	situation	takes place

Writing is considered to be a _____ cognitive process, which _____ within a certain social context. It has also _____ an object of intensive _____. In particular, one popular trend _____ the ways of writing of various social, professional, and cultural communities. The nature and goals of writing are treated in the following way: it is considered to be the means of the development of _____, the ‘culture of the thought’, adequate to a certain social _____ of communication. One may conclude, that writing as thinking, as a cognitive process, and writing as a _____ are two faces of one phenomenon.

5. Reduce the informality of the following sentences.

1. Researchers have found out that many mental illnesses are based on molecular defects.
2. What are the effects of pollution on the population of birds in large urban areas?
Several assumptions can be made.
3. 97 people visited the museum last week.
4. The experiment will be over in three months.

5. This booklet describes the requirements and content of the university graduation exams.
6. Each statement in a high-level programming language is translated into many machine-code instructions generally.
7. The investigation didn't yield any new results.
8. What can be done to improve the state of our economy?
9. You can see the data in Table 1.
10. The government won't do much to support universities in the near future.

Unit 2

Some Important Features and Elements of Academic Texts

Paragraphs and Paragraph Division

The division into paragraphs is an important feature of any type of writing. A paragraph may be defined as a textual unit usually consisting of a number of sentences which deal with one main idea. In writing, a paragraph is defined by indentation and sometimes by extra blank spaces before and after it. Indentation means starting a line (of print or writing) farther from the margin than the other lines. Indentation signals the beginning of some kind of a change. In English academic writing, all paragraphs with the exception of the first one should be indented.

A paragraph is, therefore, a visual textual unit. By dividing a text into paragraphs, writers give their readers cues as to how process their texts.

In English academic writing, the length of a paragraph is often between 75 and 125 words (although it can be much longer). In a short piece of academic writing (for example, the conference abstract or text summary), each major point may be developed into a separate paragraph. In longer types of papers (e.g., the journal paper), several paragraphs may be necessary to develop one point.

The topic sentence of a paragraph tells what the paragraph is about. A topic sentence can be put in any place in the paragraph, but putting it at the beginning guides paragraph development.

Titles

Titles are important components of academic and research writing, “responsible” for gaining readers’ attention and facilitating positive perceptions of any kind of written research. The following requirements for good academic titles can be suggested:

1. The title should indicate the topic of the study.
2. The title should indicate the scope of the study (i.e., neither overstating nor understating its significance).
3. The title should be self-explanatory to readers in the chosen area.

Titles may have quite different syntactic structures. The most typical structural types of English titles are as follows:

1. Nominative constructions (with one or more nouns as principal elements).

A Script of Today’s Russian Feminine Biography.

2. “Colon”-titles consisting of two parts separated by a colon.

The Rotor-Tip Vortex: Structure and Interaction.

3. Titles consisting of two parts (of different syntactic types) separated by a punctuation mark other than the colon. These constructions are close in their rhetorical features to “colon”-titles:

Lagrangian Stochastic Modeling of Dispersion – from Theory to Practice.

4. Verbal constructions that is titles containing a non-finite form of the verb as a principal element: *Analyzing and Teaching Research Genres.*

5. Titles in the form of complete sentences: *Language is not a Physical Object.*

The types and length of titles vary across fields. Hard and natural sciences usually use long, detailed nominative titles.

Social sciences and humanities tend to use shorter but more diverse types of titles, often with the preference for “colon”-titles. Such titles separate ideas in the relation of “general-specific” with the first part indicating a research area and the second one naming an object of the investigation. “Colon”-titles may consist of the parts with different syntactic structures.

Citations

Citations are used in academic texts to demonstrate the familiarity of the citing author with the field of investigation, to provide support for his/her research claims or criticism, to describe what has already been done in the field, to point the way to what has not been done and prepare a space for new research (Swales, 1990:181).

Giving credit to cited sources is called documentation. There are two methods of documenting:

- putting a number near the reference in square brackets (numeric);
- putting a short reference in the text itself. It usually includes the author's/authors' last name(s) and the year of publications and page numbers in parentheses (separated by a comma or a colon), e.g. [Jordan 1996, 15] or [Jordan 1996: 15].

If a reference is made to the whole work, the page numbers are usually not given: [Jordan 1996]. If several authors are simultaneously cited, their names are separated in parentheses by a semicolon: [Jordan 1996; Kramer 1956].

The full references are given in the bibliography at the end of the text.

Failure to provide the appropriate documentation may lead to the accusation of plagiarism – conscious copying from the work of others. Sometimes it is possible to borrow some information or phrases. The words or phrases of other authors used in academic writing are called quotations. Quotations may be direct or indirect. There are two basic ways of using direct quotations.

1. The author's words in quotation marks are incorporated into the text and separated from the rest of the sentence by a comma. This is typical for short quotations.
2. In case of longer quotations, the quotation is indented and quotation marks are often omitted.

Citation may focus either on information provided by the cited author (information-prominent citations) or on the author himself/herself. In citations that highlight the information, the author's name and the date of publication are given in parentheses or a numerical reference is provided.

In the citation with the emphasis on the cited author, the author's last name appears in the sentence followed by the publication date in parentheses.

The ways of citing are quite diverse. According to Swales and Feak [1994: 182-183] at least two-thirds of all citations fall into one of these three major patterns.

1. Citations with a cited author as an agent of research activity. Reporting verbs in such citations are often in the past tense, e.g.:

The distribution of the seal in the Arctic Ocean *was described* by Wesley (1989).

Tense options in this pattern depend on how close cited research is to a citing author's own investigation, opinion, or current state of knowledge.

2. Citations with reference to the activity of a researcher. In this pattern, the present perfect tense is usually used:

Possibly, most of these division-specific proteins *have now been identified* [51, 52].

3. Citations with no reference to the activity of a researcher. In this pattern the present simple tense is used:

Rapid-reading instruction *has* certain effects for second language learners [Anderson, 1983; Mahon, 1986].

Footnotes and Notes

A footnote is a note at the bottom of a page in a book which provides more detailed information about something that is mentioned on that page. End notes or notes appear at the end of the paper. They tend to be longer and more detailed than footnotes. A footnote or note is usually marked by a small number written above the word or item in the text. The explanation of the item has the same number. The explanations are numbered in numerical sequence. In footnotes, the first line of each entry is indented.

Appendices

Appendix (*appendices* in the plural) is a body of separate additional material at the end of a book, magazine, etc., especially one that is documentary or explanatory. It usually includes important data, explanatory and illustrative materials. It is placed outside the main body of the text after the lists of references. If there are several appendices, they are appropriately enumerated (Appendix 1, Appendix 2, etc.), or labeled with letters (e.g. Appendix A, Appendix B, etc.).

Vocabulary notes

1. Define – визначати
2. Indentation – абзац
3. Margin – поле сторінки
4. With the exception – за винятком
5. Cue – знак, сигнал
6. To process – обробляти (інформацію)
7. To facilitate – полегшувати; допомагати; просувати; сприяти
8. Self-explanatory – який не потребує пояснення (роз'яснення)
9. Principal element – головний елемент
10. Colon – двокрапка
11. Punctuation mark – розділовий знак
12. Non-finite form – безособова форма
13. Hard sciences – точні науки
14. Citation – цитата; цитування, посилання
15. Documentation – підтвердження документом (документами); документування
16. Reference – посилання, виноска
17. Parentheses – круглі дужки
18. Plagiarism – плагіат

Exercises

1. Transcribe and practice correctly the following words from the text.

Division, indentation, exception, attention, perception, punctuation, preposition, conjunction, citation, exclamation, paragraph, bibliography, paraphrase, feature, procedure, textual, visual, structural, rhetorical, margin, cue, process, major, facilitate, suggest, title, indicate, scope, contain, finite, widespread, familiarity, sequence, appendix.

2. Comprehension check.

1. What is paragraph? How is it defined in writing?
2. What does indentation signal?
3. What is the length of a paragraph in English academic writing?

4. Where can the topic sentence be put in the paragraph?
5. What is title “responsible” for?
6. What requirements can be suggested for good academic titles?
7. Why are citations used in scientific texts?
8. What is documentation? Name main methods of documenting.
9. What do you understand under plagiarism?
10. What is quotation? What types of quotations do you know?
11. What can citations focus on?
12. What ways of citing are identified by Swales and Feak?
13. Is there any difference between footnotes and end notes?
14. What do appendices include? Where are they placed?

3. Complete the text with words from the box.

title	relevant aspects	Internet databases	topical
notes	information	essay	specific

Once you have chosen the draft thesis, go to the set reading lists, library listings or _____ and websites to find titles of _____ books, journals, or papers. As a general rule, more recent titles tend to be more useful as it is fairly safe to assume that the writer is probably familiar with, and will cover, all the _____ of previous research in his field.

When you have found enough material on the _____ theme that you have chosen, begin reading material in order to relevance to your topic, taking _____ on interesting points and writing down page numbers of any ideas that you think you might want to use.

Always keep notes with the _____ of the book or article and journal you are using and the author’s name. Note down where you can find the book again. Unless you have this _____, you will not be able to use the ideas in your _____.

4. Divide the following text into paragraphs with appropriate indentation.

Spain occupies most of the Iberian Peninsula, on the western edge of Europe. It is nearly surrounded by the Atlantic Ocean and the Mediterranean Sea. Spain’s dry climate and poor soil make farming difficult. Extensive irrigation allows farmers to raise

strawberries and rice in dry areas. Vegetables and citrus grow on the coastal plains, and olives and grapes grow in the river valleys. The grasslands of the large dry central plateau are used for grazing sheep, goats, and cattle. People in this region eat roasted and boiled meats. They also raise pigs for ham and spicy sausage called *chorizo*. And people all over the country eat lots of seafood from the Atlantic and the Mediterranean. One classic Spanish dish, *paella*, includes sausage, mussels, lobster, or chicken, plus red pepper, peas, tomatoes, and saffron rice. Peasants were the first to make paella, using whatever food was available. But this dish and others also reflect Spain's history of traders, conquerors, and explorers who brought a variety of foods by land and by sea. Phoenicians from the Middle East introduced grapes to Spain in about 1100 B.C. Hundreds of years later, Romans brought olives from what is now Italy. In the 8th century A.D., Moors (Muslim Arabs and Berbers from Africa) introduced short-grain rice and *za faran*, or saffron - the spice that colors rice yellow. And in the 1400s, 1500s, and 1600s, Spanish explorers and traders returned home with nutmeg and cloves from the East Indies; and peppers, tomatoes, potatoes, and chocolate from the Americas.

5. Analyze the use of citations in the text by answering the following questions:

1. Which sentences contain direct quotations?
2. Which sentences contain indirect quotations?
3. Which sentences contain author-prominent citations?
4. Which sentences contain information-prominent citations?
5. Which sentences contain reporting verbs? Identify them in the sentences.
6. Which sentences follow the citing patterns suggested by Swales and Feak? What tenses and why are used in these sentences?
7. Which sentence follows a different citing pattern?

¹Different groups and societies at different times take up different positions and attitudes to nature and its various parts [Thomas, 1983]. ²Roderick Nash [1989] in *The Rights of Nature* refers to the recent emergence of the idea that the human-nature relationship should be treated as a moral issue, and regards it as one of the major developments in recent intellectual history.

³Certainly, the role of morals, ethics and philosophy has become much more prominent in

recent decades, especially since the plea by Aldo Leopold [1949] for a new 'land ethic' and the growth of the 'deep ecology' movement associated particularly with Arne Naess [e.g., Naess, 1990; Devall, 1980]. ⁴Indeed. Lester Milbrath [1985: 162] has claimed that 'Americans are undergoing a profound transformation of their basic beliefs about the proper relationship between humans and their environment.'

6. Correct any errors in the following sentences.

1. Successful paragraphing be essential to good writing.
2. Not use too many paragraphs.
3. If paragraphs will be very short, this may mean that the writer has either introduced ideas without developing them, or separated one idea over several paragraphs.
4. If paragraphs are very long, there are likely to be more than one idea in the same paragraph.
5. As a general rule, a paragraph should used a minimum of three sentences to develop an idea.

Unit 3

Summaries

A summary (*розширена анотація, sometimes реферат*) is a shortened version of a text aimed at giving the most important information or ideas of the text. Summarizing is an important part of writing academic papers, which usually include extensive references to the work of others. The development of summarizing skills is important for those who wish to master English academic writing. A good summary should satisfy the following requirements:

1. It condenses the source text and offers a balanced coverage of the original. Avoid concentrating upon information from the first paragraph of the original text or exclusively focusing on interesting details.
2. It is written in the summary writer's own words.
3. It does not evaluate the source text and is written in a generally neutral manner.
4. The first sentence of the summary contains the name of the author of a summarized text, its title, and the main idea.

5. The summary uses enough supporting detail and transition device that show the logical relationship of the ideas.
6. It satisfies the requirements set to its length (which may be quite different; however, for a rather short text, the summary is usually between one-third and one-fourth of its length).

Steps in Summarizing

1. Skim the original text and think about the author's purpose and main idea of the text.
2. Try to divide the text into sections, or, if it has subheadings, think about the idea and important information that each section contains.
3. Now read the text again highlighting with a marker important information in each section or taking notes. You may also write an outline of the text.
4. Try to write a one-sentence summary of each section/part of the outline in your own words; avoid any evaluation or comments. Use the words and expressions synonymous to those used by the author of a summarized text.
5. Decide what key details may be added to support the main point of the text and write them down.
6. Write the first sentence of the summary with the name of the author of a summarized text, its title, and the main idea.
7. Add appropriate transition devices (logical connectors) to show the logical relationship of the ideas and to improve the flow of the summary.
8. Go through the process again making appropriate changes if necessary.

Useful Phrases: Beginning a Summary

The purpose of the first sentence in a summary is to acquaint the reader with the summarized text. The first sentence, therefore, includes the name of the author of a summarized text, its title, and the main idea. It uses the present tense. Below are some possible patterns that you may use in your summaries.

According to Charles G. Morris in his book *Psychology*, ... (main idea)

Charles G. Morris in *Psychology* discusses ... (main topic)

Charles G. Morris in his book *Psychology* states/describes/explains/ claims/argues that ... (main idea)

In Charles G. Morris' discussion of firstborns in *Psychology*, ... (main idea)

In his book *Psychology*, author Charles G. Morris states/describes/explains/claims /argues that ... (main idea)

Useful Phrases for Longer Summaries

In longer summaries, it is advisable to remind a reader that you are summarizing. For this purpose, you may use the following patterns also adding some logical connectors (such as *further*, *also*, *in addition*, *furthermore*, *moreover*, etc.) and using, if necessary, other reporting verbs.

In the third chapter of the book, the author (*or his name*) presents ...

The author (*or his name*) (also) argues/believes/claims/describes/explains/states that...

The author continues/goes on to say ...

The author (further) states that...

The author (*or his name*) concludes that...

In longer summaries, the author's name is usually mentioned at least three times – at the beginning, the middle, and the end. Although some reporting verbs have an evaluative meaning, they are used in summaries.

Vocabulary notes

1. Summary – розширена анотація, реферат
2. To condense – стисло викладати (думку)
3. Coverage – охоплення, покриття
4. Exclusively – виключно, тільки
5. Evaluate – оцінювати, давати оцінку
6. Skim - нашвидку (побіжно) переглядати
7. Subheading - підзаголовок
8. To highlight – висувати на передній план, підкреслювати, виділяти

9. Outline – короткий зміст

10. Appropriate – підхожий, відповідний; доречний, придатний

11. Transition – перехід

12. Acquaint – знайомити

Exercises

1. Transcribe and practice correctly the following words from the text.

Shortened, version, include, extensive, satisfy, requirement, source, balanced, coverage, original, exclusively, evaluate, neutral, contain, summarized, enough, support, logical, length, divide, section, highlight, outline, avoid, evaluation, comment, synonymous, key, detail, device.

2. Comprehension check.

1. What is a summary?
2. What requirements should a good summary satisfy?
3. Name some important steps in summarizing.
4. What is the purpose of the first sentence in a summary?
5. What patterns can be used in summaries?
6. What patterns can be used in longer summaries?

3. Complete the text with words from the box.

original	logical	interpretation	author	quotations
present tense	scientific	indirect speech		

A written summary starts with a lead, including title, _____¹, text type, and the main idea of the text. It has a clearly arranged structure and is written in a _____², chronological, and traceable manner. In contrast to a résumé or a review, a summary contains neither _____³ nor rating. Only the opinion of the _____⁴ writer is reflected – paraphrased with new words without _____⁵ from the text. Unlike a retelling, a summary has no dramatic structure and is written in _____⁶ or historic present. In summaries only _____⁷ is used and depictions are avoided.

Summaries of books or dissertations present the major facts in common _____ language.

4. Compare the summary with the original text. Underline the parts of the text that appear in the summary (the first part is underlined as an example for you). Discuss with your partner what is included into the summary and what is left out. Write out the synonyms and synonymous expressions that are used in the summary instead of the following: "to excel," "researchers," "economic factors," "a higher need," "seek approval by conforming."

Are Firstborns Better?

Freud, Kant, Beethoven, Dante, Einstein and Julius Caesar — what do they have in common? All of these eminent men were firstborn children. Although many later-born children also become famous, certain studies hint that a firstborn child is more likely to excel. For example, more firstborns become National Merit Scholars, earn doctor's degrees and rate mention in *Who's Who*.

Researchers suggest several explanations for the higher achievement of firstborns. Some believe that the reason is simply that firstborns are more likely than other children to attend college. They argue that economic factors alone could account for this difference, although firstborns typically get high grades *before* college as well.

Others suggest that firstborn children have a higher need to achieve (Rosen, 1964). This need to achieve may be an outcome of the special relationship between firstborn children and their parents. Firstborns have their parents' exclusive attention and seem to interact more with parents than other children (Gewirtz & Gewirtz, 1965). Parents of firstborns also seem to expect more of them (Hilton, 1967). As a result, firstborns may seek approval by conforming to adult standards, including standards of achievement.

Whatever the reasons, firstborn children do tend to be more conforming, shyer, more anxious than their siblings, – and more likely to outdo them.

(Charles G. Morris, *Psychology*)

Summary

According to Charles G. Morris in his discussion of firstborns in *Psychology*, the first child in a family is more likely to have achieved excellence than are those children born later. Scientists explain this in a number of ways. The firstborn has a greater chance to receive higher education, if only financial elements are considered. Another suggestion is that these children have a deeper motivation for achievement possibly resulting from the fact that they relate to adults, particularly their parents, who have very high expectations of them. Thus, firstborn children might gain acceptance through conformity and meeting standards set for them.

5. Read a passage from the article "Teaching vocabulary in colour" by Anna Gnoinska and its summary Evaluate the summary according to the described above requirements and try to improve it. Add appropriate first and concluding sentences and insert one reminder phrase into the middle of the revised summary.

Teaching Vocabulary in Colour

Colours have a tremendous influence on human health and the psyche. A lack or overabundance of certain colours can cause physical or emotional disorders Exposure to colour vibrations is used in the treatment of a number of diseases and mental problems. The colour of the classroom walls, curtains, or even the teacher's clothes can either soothe or irritate students.

Colour is also an important tool in visual thinking. It separates ideas so they can be seen more clearly; it stimulates creativity and aids the memory! Colour captures and directs attention. Even conventionally outlined notes can benefit from colour coding; maps ... and most expressive drawings are considerably more effective in colour (Williams 1983:107).

It is not unimportant, however, which colours we use to stimulate students. To benefit from using them, we should know what possible power they have over our students. Then we will not expose learners to calming vibrations if we expect them to be active or to intellectual vibrations if we expect them to use their imagination. According to Muths

(1994) and Mertz (1995), the most commonly used colours have the following properties.

Green symbolizes balance and agreement with nature and other people. It soothes the nervous system. It gives hope and peace of mind. It is said to be favoured by quiet, patient, open-minded traditionalists. Too much green, however, evokes sadness and hidden fears.

Blue is a calming and cooling colour. It is relaxing for the eyes and cheering for the mind. It promotes intellectual processes; that is why people who favour it are clever and industrious but not always creative. They are exceptionally just, dutiful, and loyal.

Yellow, when bright and sunny, reinforces the nervous system and helps in analytical studies. It symbolizes wisdom, shrewdness, ambition, and intellectualism of the left brain. People who like yellow are happy optimists but also critical thinkers who will eagerly defend their views. They often lack creativity and imagination. Pale shades of yellow, on the other hand, mean unfavourable emotions like envy or a tendency toward plotting and intrigue.

Black represents mystery and the unknown. It protects people's individualism and makes them seem more unusual and interesting. People who like black are profound explorers and original thinkers. ...

Red is the most exhilarating colour and stimulates vivid emotions of the right brain. It promotes health, energy, and interest. In some people, however, it may evoke aggression.

White stands for youth, cleanliness, and naiveté. People who like white strive for perfection. They are submissive idealists whose dreams are difficult to fulfill. ...

It is a well-known fact that students recall words better when they read the definitions and draw their own pictures to represent them than when they read and write the words and the definitions. ... Using colour in a number of ways produces similar results: students concentrate better, spend more time processing a word, and find learning more interesting and pleasant. Colour is useful in learning and revising, as well as making students and teachers aware of the way they approach certain tasks.

Summary

Colours are considered to have a great impact on humans, both positive and negative. Colours may stimulate creativity and cause irritation. Colour coding facilitates perception. The teachers should know the possible influence colours have over students. Otherwise, learners may be exposed to calming colours at the time they need to be active, or to the colours promoting thinking when they are expected to use their imagination. The best known colours have the following properties. *Green* is a symbol of consensus with nature and other humans preferred by quiet, sincere people of traditional views. *Blue* is a cold, refreshing colour. It facilitates cognitive processes. The people who like this colour are hardworking but do not have enough imagination. They are exceptionally just, dutiful, and faithful. *Black*, which is usually associated with the mysterious and unknown, is favoured by people with original thinking. While *red* symbolizes health, energy, and sometimes aggression, *white* stands for youth, cleanliness, and idealism. Colour is useful in the learning process, because it helps to better memorize new words.

7. Correct any errors in the following sentences.

1. A book review is often carry out in periodicals.
2. Its length may various from a single paragraph to a substantial essay.
3. Such a review often contain evaluations of the book on the basis of personal taste.
4. Book reviews require special skills and obliges the reviewer with precise responsibilities.
5. The professional reviewer do not just have to read and summarize the text, but to realize concealed, implied meanings.
6. Skilled book reviewers' explanations makes the reader feel confident in their perception of the book or change it entirely.

Unit 4

Research Paper Abstracts

A research paper (or journal) abstract (*анотація*) is a short account of a research paper placed before it. In contrast to the abstracts, which appear in abstracting journals, the research article abstract is written by the author of a paper. The “relatives” of the journal abstract are: the summary, the conference abstract, and the synopsis – a shorter version of a document that usually mirrors the organization of the full text.

The journal abstract performs a number of important functions. It:

- serves as a short version of the paper, which provides the most important information;
- helps, therefore, the potential audience to decide whether to read the whole article or not;
- prepares the reader for reading a full text by giving an idea of what to expect;
- serves as a reference after the paper has been read.

The journal abstract has certain textual and linguistic characteristics. It:

- consists of a single paragraph;
- contains 4-10 full sentences;
- tends to avoid the first person and to use impersonal active constructions (e.g. “This research shows ...”) or passive voice (e.g., “The data were analyzed...”);
- rarely uses negative sentences;
- uses meta-text (e.g. “This paper investigates...”);
- avoids using acronyms, abbreviations, and symbols (unless they are defined in the abstract itself);
- does not cite by number or refer by number to anything from the text of the paper.

The most frequent tense used in the abstract is the present tense. It is used to state facts, describe methods, make comparisons, and give results. The past tense is preferred when reference is made to the author’s own experiments, calculation, observation, etc.

Journal abstracts are often divided into informative and indicative abstracts. The informative abstract includes main findings and various specifics such as measurements

or quantities. This type of abstract often accompanies research reports and looks itself like a report in miniature.

Indicative abstracts indicate the subject of a paper. They provide a brief description without going into a detailed account. The abstracts of this type often accompany lengthy texts or theoretical papers. The combination of both types of journal abstracts, however, also exists.

The structure for the English journal abstract includes the following moves:

1. Situating the research (e.g. by stating current knowledge in the field or a research problem).
2. Presenting the research (e.g. by indicating its main purpose or main features).
3. Describing its methodology.
4. Summarizing the results.
5. Discussing the research (by drawing conclusions and/or giving recommendations).

However, the rhetorical structure of journal abstracts may vary depending upon a research subject, field of investigation, and type of a paper.

Vocabulary notes

1. Abstract – анотація
2. Account – повідомлення
3. Synopsis – короткий огляд
4. Retrieval system – інформаційно-пошукова система
5. Dissemination – розповсюдження
6. Acronym – акронім
7. Abbreviation – аббревіатура
8. Indicative abstract – індикативний реферат
9. In miniature – в мініатюрі
10. Draw a conclusion – робити висновок

Exercises

1. Transcribe and practice correctly the following words from the text.

Account, synopsis, version, mirror (v), audience, storage, retrieval, dissemination, circulation, tend, impersonal, frequent, preferred, finding, specific, detailed, current, methodology, rhetorical.

2. Comprehension check.

1. What is a research paper abstract?
2. Who is it written by?
3. What functions does the journal abstract perform?
4. Where are the abstracts used nowadays?
5. What textual and linguistic characteristics does a journal abstract have?
6. What is the most frequent tense used in abstracts?
7. In what case is the past tense preferred?
8. What two types of journal abstracts do you know? What is the difference between them?
9. What is the structure of the English journal abstract?

3. Complete the text with words from the box.

the Internet	retrieval systems	graphical abstracts	coverage
a summary	to indicate	to summarize	

During the late 2000s, due to the influence of computer storage and _____¹ such as _____², many scientific publications started including _____³ alongside the text abstracts. The graphic is intended _____⁴ or be an exemplar for the main thrust of the article. It is not intended to be as exhaustive _____⁵ as the text abstract, rather it is supposed _____⁶ the type, scope, and technical _____ of the article at a glance.

4. Read the two abstracts with identified moves and answer the questions that follow.

A)

Presenting the research Treating a printed circuit board (PCB) as a thin flexible rectangular plate, we evaluate its dynamic response to periodic shock loads applied to the support contour. The effect of the load periodicity on the amplitudes, accelerations, and stresses is analyzed for transient and steady-state damped linear vibrations, as well as for steady-state undamped nonlinear vibrations. Summarizing the results It is shown that the transient nonresonant linear response can exceed the steady-state response by up to two times, and that the linear approach can be misleading in the case of a nondeformable support contour and intense loading. Discussing the research The obtained results can be of help when evaluating the accelerations, experienced by surface mounted electronic components and devices, and the dynamic stresses in a PCB of the given type, dimensions, and support conditions.

B)

Situating the research Modern democracy requires delegation. One problem with delegation is that principals and agents often have conflicting interests. A second problem is that principals lack information about their agents. Many scholars conclude that these problems cause delegation to become abdication. Presenting the results We reject this conclusion and introduce a theory of delegation that supports a different conclusion. The theory clarifies when interest conflicts and information problems do (and do not) turn delegation into abdication. Summarizing the results We conclude by arguing that remedies for common delegation problems can be embedded in the design of electoral, legislative, and bureaucratic institutions. The culmination of our efforts is a simple, but general, statement about when citizens and legislators can (and cannot) control their agents.

1. How can you characterize the above abstracts in terms of being informative/indicative?
2. What moves do all the two abstracts share?

3. What instances of meta-text (reference to the text/research itself) can you find in the texts?
4. What tense is most frequently used in the abstracts? What other tenses are used (and why)?
5. Which of the abstracts seems to advertise the research? What are the linguistic signs of self-promotion in this abstract?

5. Correct any errors in the following sentences.

1. A web annotation is an online annotation associate with a web page.
2. With a Web annotation system, a user can to add, modify or remove information from a Web resource without modifying the resource itself.
3. The annotations can be think of as a layer on top of the existing resource.
4. This annotation layer do usually visible to other users who share the same annotation system.
5. For Web-based text annotation systems, Web annotation can used to improve or adapt its contents by adding/removing material.

6. Write an abstract of your research paper.

Unit 5

Conference Abstracts

A conference abstract (тези доповіді) is a short account of an oral presentation proposed to the organizers of a conference. It is a widespread and important genre that plays a significant role in promoting new knowledge within scientific communities, both national and international.

For many of Ukrainian academics, the conference abstract is a kind of a “pass” to the world research communities that provides, if accepted, various opportunities for professional contacts and communication.

The abstracts submitted for international and major national conferences are usually reviewed by conference committees and a certain number of abstracts are, as a rule, rejected. Therefore, conference abstracts participate in the competition for acceptance and need to impress reviewing committees; that is why they may be written in a somewhat promotional, self-advertising manner. A dominant rhetorical feature of conference abstracts is “interestingness” created by the novelty of a topic and its presentation in an interesting for the potential audience way.

Conference abstracts have certain textual characteristics. They are usually of one-page length (200-300 words) and consist of three paragraphs on average. Some conferences require in addition a shorter version of an abstract for inclusion in the conference program. Such versions do not normally exceed 50 words.

The conference abstract tends to have five basic rhetorical moves. These moves are as follows:

1. Outlining the research field.
2. Justifying a particular research/study by indicating a gap in the previous research.
3. Introducing the paper to be presented at the conference.
4. Summarizing the paper by giving its brief overview.
5. Highlighting its results by indicating the most important results or their possible applications.

The first and the second moves are realized in the initial paragraph of the text, while the following paragraph introduces and summarizes the paper, and the concluding one highlights the outcome.

Conference abstracts from various research areas may be somewhat different due to the influence of disciplinary factors. Abstracts in hard sciences tend to be more specific about their findings. They may also provide a brief description of the research framework in the Summarizing the paper move. The abstracts in these fields generally favor the use of personal pronoun *we* for representing a single author, in contrast to their counterparts in humanities.

Vocabulary notes

1. Submit – подавати на розгляд
2. Reject – відхиляти
3. Participate – брати участь
4. Acceptance – схвалення
5. Promotional – рекламний
6. Novelty – новизна
7. On average – в середньому
8. Require – вимагати, потребувати
9. In addition – на додаток, до того ж
10. Justify – підтверджувати

Exercises

1. Transcribe and practice correctly the following words from the text.

Disciplinary, reject, average, justify, novelty, acceptance, promotional, require, committee, review, self-advertising, interestingness, highlight, influence, strategy, introduce, move (n).

2. Comprehension check.

1. What is a conference abstract?
2. Why do Ukrainian scholars try to submit abstracts to international conferences?
3. Why are they written in promotional, self-advertising manner?
4. Why is 'interestingness' a dominant rhetorical feature of conference abstracts?
5. What are textual characteristics of conference abstracts?
6. Enumerate five basic rhetorical moves of the conference abstracts.

3. Complete the text with words from the box.

conference	hypothesis	accepting and preparing	rejected
presented	online	acceptance	<u>committee</u>

Abstract management is the process of _____¹ abstracts for presentation at an academic _____². The abstract typically states the _____³, tools used in research or investigation, data collected, and a summary or interpretation of the data. The abstracts usually undergo peer review after which they are accepted or _____⁴ by the conference chair or _____⁵ and then allocated to conference sessions. The abstracts may be _____⁶ as an oral talk or as an illustrated poster during the event. Abstracts are often published before or after the event as conference proceedings or in academic journals or _____⁷. In some cases submission of a full paper may be required before final _____⁸ is given.

4. Read the abstract and answer the questions that follow.

Outlining the research field The conference abstract is a common and important genre that plays a significant role in disseminating new knowledge within scientific communities, both national and international. As a genre with the specific features of “interestingness” created to attract the attention of reviewing committees, the conference abstract has been investigated by Berkenkotter & Huckin (1995) and Swales (1996).

Justifying a particular research/study However, the issue of cultural variation in this genre has not yet become a subject of research, although the conference abstract, like other genres of academic discourse, can be presumed to reflect the national proclivities in writing.

Introducing the paper This paper attempts to describe the culture-specific differences of English versus Ukrainian conference abstracts on the level of their cognitive structure and language and to provide some tentative explanations of cultural backgrounds underlying these rhetorical and linguistic preferences.

Summarizing the paper It is also shown how the inherited cognitive patterns of Ukrainian writers interplay with the acquired stereotypes of English scientific discourse in the abstracts they construct in English.

Highlighting the outcome As a result, this study raises a broader question: to what extent is it necessary to adopt the English conventions of this genre in order to be accepted and recognized by international fora? This issue will be discussed in connection with the pedagogical implications arising from the findings and observations of the study.

1. What rhetorical strategy is used in the first move of the abstract?
2. Why does this move contain two references? What does the author of the abstract want to show by including them into the text?
3. What strategy is used to present the study described in the abstract as a novel one (in the Justifying a particular research/study move)?
4. What instances of meta-text (phrases about the text/research itself) can you find in the abstract? What is, in your opinion, their role? How would the removal of these phrases influence the text?
5. How does the final move present the outcome of the study?
6. What promotional strategy/features can you identify in the abstract?

5. Correct any errors in the following sentences.

1. Companies often have they own individual style and format for reports.
2. The style and structure of the report may vary in level of formality according to its purpose and who will reading it.
3. When writing reports it is use to consider the reader and the purpose of the report.
4. How many knowledge do they have of the subject discussed in the report?
5. Cultural attitudes may have an impact from the formality of language and expression used.

6. Write your own conference abstract of 200-250 words based on your research.

Unit 6

Informational and Analytical Reports

Owners or managers of small businesses are able to keep in touch personally with everything that goes on in the firm. Whenever executives of a small company need information, they can go directly to the appropriate person and ask, “Michael, will we be able to fill the Levering order by December 12?” Michael could probably base his answer on readily available data.

In larger business, however, the owner, manager, or president cannot personally keep in touch with all operations of the company. Even department heads in very large operations are not able to directly supervise all the activities under their direction. Many businesses are so large and complex that a firm may be scattered throughout a particular section of the country or throughout the United States. In fact, many businesses now operate worldwide. Therefore, when business executives need information, they often ask for a written report.

The Need for Business Reports

Business reports are written to communicate facts and ideas to others. Without facts and ideas, without data on costs and expenses, and without statistics that indicate trends, businesses could not operate. The flow of information and ideas is necessary for business executives to make their decisions. The quality and accuracy of their decisions determine the future of the company. To make successful decisions, executives, managers, and supervisors rely heavily on the information that is reported to them.

Information is reported on all levels of business. The board of directors studies the reports from presidents and vice presidents, who in turn rely on reports from their department heads and assistants. Managers and supervisors rely on reports from their sales staff, their accounting department, and so on. The information reported may be complex and detailed, or it may be simple and straightforward.

A complex and detailed report may be written to explain the results of a lengthy study on topics such as (1) whether the company should close its three outdated plants and open one modern plant, (2) whether the company should expand its product line, or

(3) whether the company should merge with another firm. Reports that require a long period of research and investigation to analyze a major topic in depth are called *analytical reports*. The format and the language used for such a report are usually formal.

Most of the reports written in business are simpler and more straightforward than analytical reports. They are called *informational reports* because their purpose is to communicate facts, ideas, statistics, or trends in a direct manner. Informational reports are less formal than analytical reports – in fact, informational reports are generally typed on standard memo paper or on printed forms.

Informational Reports

The average business worker writes many, many informational reports each year. For an informational report, the writer will generally have to gather and organize facts and figures, and perhaps make recommendations. The writer of the report, the marketing director, will prepare similar reports for other routes that the airline flies. These are likely to be issued at regular intervals. *Periodic reports*, reports that are submitted at regular intervals, are common in business. Sales representatives may submit their sales reports on a daily basis. Production managers may submit their reports on a weekly basis. Executives usually submit their expense reports on a monthly basis or upon the completion of a major trip.

Writing Informational Reports

Like a business letter (or any other business message), an informational report must be clear, complete, correct, and concise. However, the wording of an informational report will be different from that used in a business letter. The wording for an informational report follows the style used for any other memorandum – that is, it is direct and to the point. The following paragraph, for example, might be used in a business letter informing a customer that a product that was ordered is no longer available.

We were most happy to receive your June 3 order for ten of our 5-gallon gasoline drums. Since Associated Industries is always working to improve its products, we no longer manufacture this

container. It has been replaced by a seamless aluminum container with a special no-spill top. This container sells at retail for only 2 percent more than our former model and wins immediate customer approval everywhere.

In a report, the same information would be worded in a more straightforward style, as follows:

Periodic reports such as an expense summary are usually submitted at regular intervals. They are usually completed on printed forms.

Associated Industries no longer manufactures its former line of gasoline containers. Here is a list of our discontinued models and the improved models that we suggest as replacements:

<u>Discontinued Models</u>	<u>Suggest Replacement</u>
2-721—2 gallon	A-802
5-722—5 gallon	A-805
10-723—10 gallon	A-810

The replacements are superior to the discontinued models and retail for almost the same price.

Analytical Reports

An analytical report (1) defines a problem, (2) presents relevant data to analyze the problem, (3) draws conclusions from the data, and (4) makes recommendations based on the conclusions. Since it is a thorough, extensive report, it may take months (even a year or more) to complete the research, investigation, and analysis for the report and to submit it. In fact, because of the importance and the scope of such a report, several people may be asked to contribute to its preparation.

Obviously, an analytical report is not an everyday task for most business workers. It will be required only for special projects – projects that deserve detailed research, investigation, and analysis. Any company that is considering an expensive proposal (such as the possibility of installing a computer system or of opening a new branch office) or a major change (such as expanding its line of products or reorganizing its



Interoffice Memorandum

TO: Corinne Calvert FROM: Henry Bester
SUBJECT: Maintenance Estimates DATE: September 27, 1984
St. Louis Branch Office

At your request, I asked the Purchasing Department to secure estimates from outside suppliers to provide janitorial and maintenance services for our new St. Louis office building and warehouse. The estimates are based upon the service specifications that were drawn up by our purchasing staff. They match in all essential respects the specifications established for our home office facility.

Table with 3 columns: Supplier, Monthly Cost, Yearly Cost. Rows include Aspen Cleaning, Rogers Associates, Republic Services, and Wheelwright Company.

In spite of the fact that the Wheelwright Company's bid is the highest, the Purchasing Department is recommending that we contract with that firm. Sources in the area that are known to us are enthusiastic about their services, which are reported to be superior. The firm is well established and most reliable.

Please let me know if you agree with the Purchasing Department's assessment. If you do, I will advise Purchasing to enter into an agreement with them.

HB

rd

An informational report must be accurate and complete, but also direct and to the point.

accounting system) will ask for an analytical report to help make a sound decision. A company specializing in market analysis (product testing, plant location, advertising media, and the like) has need for many analytical reports. Actually, the report is the end product of the business. Chemical, petroleum, drug, and similar manufacturing companies require analytical reports from research and laboratory personnel who are conducting experiments on new products.

Writing Analytical Reports

The pattern of the analytical report varies with the type of business for which it is prepared. Memorandum forms may be used for reports as long as five or six pages. Longer reports will require a more formal format. Many companies adopt their own standard pattern for reports. The longer report will usually contain the following parts:

1. Memo or letter of transmittal
2. Summary
3. Body
4. Conclusions and recommendations
5. Appendixes

Letter of Transmittal

Since longer reports are more formal, a memorandum or letter of transmittal usually accompanies the report. The letter of transmittal serves several purposes:

1. It tells why the report is being submitted. The report may be the result of a project that was assigned several months earlier. Therefore, readers should be reminded of the reason for the report.
2. It identifies the report. Since executives receive many reports, it is important to identify each one so that it is easily recognizable.
3. It acknowledges sources of information and help. The people who helped gather and analyze data for the report should be acknowledged, of course.

Summary

Reports are presented to busy executives who will make decisions based on them. Many executives will not read an entire report. Since they are interested in getting directly to the heart of the material, they will be favorably impressed with the writer who provides a well-done summary. A report that does not contain a summary is not a welcome sight to a busy executive!

The summary includes (1) the purpose for writing the report, (2) the methods for collecting data, (3) the conclusions based on the data, and (4) the recommendations based on the conclusions. Some executives prefer a summary that begins with the recommendations. As a general rule of thumb, the summary is about one-tenth the length of the body of the report.

Body

The body begins with a brief introductory paragraph stating why there was interest in the topic. Then the main sections of the body (in order of appearance) are labeled as follows:

1. Purpose – explains what the writer hopes to accomplish.
2. Scope – tells what the report does include and what topic areas are to be covered.
3. Limitations – tells what the report does *not* include; usually specifies geographic locations and dates on information that is included.
4. Justification – lists those who will benefit from the report and explains why.
5. Related Publications – lists any articles the writer may have read before gathering the data.
6. The Present Study – presents the pertinent facts that have been gathered for this particular report.

In the “Related Publications” section, the writer will probably summarize the most relevant points of published articles on the subject. By showing what experts have said on the subject, this section adds credibility to the entire report. More important, these readings often provide direction for the writer in gathering and analyzing data. Report writers generally find appropriate articles in trade magazines, professional journals, and

newspapers and periodicals. A complete bibliography of the articles should appear at the end of the report for those who are interested in reading more on the subject.

The facts offered in “The Present Study” section must be carefully assembled and clearly presented. Since there is no excuse for carelessness in a written report, the writer must be sure of the accuracy of the data presented. Careless errors will damage the writer's reputation for accuracy.

Conclusions and Recommendations

Up to this point, the writer has explained why the report was written and what was discovered. Sometimes this is all that is required, and the writer's conclusions and recommendations may not be necessary. In some cases, however, the report may be incomplete without conclusions – especially if the report writer has been asked to include them. By asking for the writer's conclusions and recommendations, the executive is showing (1) faith in the writer's judgment and (2) interest in what the writer will say. The writer's conclusions and recommendations should be based strictly on the “Related Publications” and “The Present Study” sections of the report. Writing the “Conclusions and Recommendations” section gives the writer a prime opportunity to show his or her ability to think. In fact, good writing ability combined with the skills to prepare a successful report has in many cases brought the writer favorable attention and promotions.

Appendix

The appendix may include working papers that show statistical computations; visual aids (tables, pie charts, trend lines, maps, graphs) that were too numerous to include in the body; and computer printouts – in other words, any kind of material that supports the report. A report may have a relatively short body with a long appendix. If the appendix is very long, it may be divided into sections, each with its own title page. The appendix material should be fully identified in the table of contents. A good appendix can lend much credibility to a report.

Writing Headings and Subheadings

Headings and subheadings are important communication tools – especially in reports. They (1) form an outline for your report, (2) improve your organization, (3) prepare your readers for the next topic, and (4) help readers to keep on track. Like signs on freeways, headings and subheadings help readers proceed smoothly to their destination. Remember the principle of balanced structure when using headings and subheadings. Within a chapter, the wording of headings should be balanced; the wording of the subheadings below each heading should be balanced; and so on.

Choosing the Right Tone

Shorter reports – those submitted on memo forms – use a conversational tone. Longer analytical reports generally adopt a formal (but not a stiff) tone. Contractions and the personal pronoun *I* are avoided, although they may be used correctly in other kinds of writing. Avoiding *I* gives the report a certain objectivity. For example, “I gathered the following evidence as I conducted a survey of...” sounds too much as if the report is based on the writer’s personal feelings. Instead, “The evidence gathered during the survey proved that ... ” makes the report objective – based on facts, not on personal opinions.

Using Visual Aids

Statistical information should be presented as visual aids – tables, charts, graphs, trend lines, and so on. Statistical data is much easier for the reader to comprehend when presented in visual form rather than in paragraph form. Since visual aids are usually grouped in the appendix, they should be mentioned in the body of the report. However, do *not* repeat all the data in the body; emphasize only the most significant points.

When developing the kinds of visual aids listed above, be sure to follow these guidelines:

1. Use a title that is clear and complete. The title of each visual aid should identify it precisely. The visual aid should be able to stand alone – away from the report – and still be understandable.

2. Identify the original source of the data. Give the full source for each visual aid. List whatever information would help the reader identify and find the visual aid: author's name, publisher's name, place of publication, date of publication, volume number, and page numbers for magazines, books, and periodicals; dates, locations, and names for interviews; and so on.

YEARS OF SERVICE OF EMPLOYEES IN BRANCH OFFICES AS OF JUNE 30, 2005						
OFFICE	TOTAL EMPLOYEES	YEARS OF SERVICE				FEWER Than 5
		OVER 20	OVER 15	OVER 10	OVER 5	
Atlanta	36	1	3	4	17	11
Chicago	21	1	4	6	5	5
Dallas	46	0	2	7	6	31
Denver	14	1	1	10	1	1
San Francisco	<u>29</u>	3	3	12	7	4
TOTALS	146	6	13	39	36	52

3. Explain the meaning of any graphic devices. Graphic devices such as colors, shaded areas, and stick figures must be explained. For example, in a graph comparing expenses for three different years, three different lines may be used to identify the years. The reader must therefore be told that the dotted line represents 2005, the solid line represents 2006, and the wavy line represents 2007. If a graphic device has a specific purpose, be sure to let the reader know that purpose.

Typing Analytical Reports

Expert typing and setting up of a report will increase the forcefulness of the communication by helping the reader to absorb the main points quickly. The long analytical report usually consists of the following parts:

1. Cover

2. Title page
3. Letter of transmittal
4. Table of contents
5. Summary
6. Body
7. Conclusions and recommendations
8. Bibliography
9. Supplementary material or appendix

Reports should be typed on plain white bond paper, 8½ by 11 inches. Each page should be typed on only one side of the sheet. All reports should be double-spaced, and each page after the first should be numbered. A left margin of approximately 1½ inches should be allowed for the binding. Top, bottom, and side margins of all but the first page should be 1 inch.

Most analytical reports require a title page. The illustration below shows the title and contents pages for a report on advertising needs.

Typing Headings and Subheadings

In typing headings and subheadings, observe the following points:

1. Use the same typing format for each level of headings.
2. Main headings are usually (a) typed in capital and small letters, (b) underscored, and (c) displayed on separate lines. Two blank lines are used above main headings and one blank line below them.
3. Subheadings, a secondary level of headings, are typed at the left margin in all-capital letters. They are not underscored. Two blank lines are used above these headings and one blank line below them. However, if a main heading directly precedes the subheading, then only one blank line is used above the subheading.
4. If a third level of heading is needed, the headings are usually run in with the text. They are (a) indented (like paragraphs) five spaces from the left margin, (b) typed in capital and small letters, (c) underscored, and (d) followed by a period (or a question mark or exclamation point, if appropriate). Two spaces are used after the period.

SURVEY OF CUSTOMER REACTIONS
TO THE BENEDICT CORPORATION'S
ADVERTISING PROGRAM

Prepared for A.F. Furman
Director of Public Relations
By Janice Loew
October 14, 1984

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A title page (left) and a table of contents (right) are standard parts of any analytical report.

Binding the Report

When the report is completed, it may be bound at the side with staples (usually three vertical staples close to the left edge) or fastened at the top with a paper clip. Some reports are placed inside a special folder made for the purpose; others are bound by special backing paper of a heavy stock.

Vocabulary notes

1. Keep in touch with – підтримувати контакт
2. make a decision – приймати рішення
3. rely on (information) – покладатись на
4. accounting department – бухгалтерський відділ
5. submit a report – подавати звіт
6. complete a research – закінчити дослідження
7. conduct an experiment – проводити експеримент

Exercises

1. Transcribe and practice correctly the following words from the text.

Supervise, scatter, throughout, straightforward, expand, merge, research, depth, janitorial, through, scope, obviously, pattern, assign, thumb, excuse, accuracy, survey, absorb, require.

2. Comprehension check

- 1) Can owners or managers in large business personally keep in touch with all operations of the company?
- 2) Are large and complex businesses convenient to supervise all the activities under their direction?
- 3) When business executives need information, they ask for a written report. Isn't it a wise decision of the problem?
- 4) What are business reports written for?
- 5) What does the future of any company rely on?
- 6) Is information reported on all levels of business?
- 7) Why is it necessary for the board of directors to study the reports from presidents and vice presidents?
- 8) What does a complex and detailed report explain?
- 9) What can be said about the wording and style of the informational report?
- 10) An analytical report is required only for special projects? What are they?

3. Give information, prepare a report and discuss the visual aids according to the following situations.

1) Assume that you have been asked by your office manager, Sharon Rosenberg, to prepare a report on the types of mailings done by your firm. She would like to know how many pieces of the various categories of mail are processed each week: how many are first-class letters, how many are bulk-rate sales pieces, how many are packages. She is especially interested in the package shipments that must be received by the addressee on the following business day. She needs information on the postage that the firm spends during a typical week and during a particularly busy week.

- a) Prepare an outline for the proposed report, even though you will not actually gather the information.
- b) Describe the procedures you would use in gathering the information and preparing the report.
- c) List the sources of information that you would see.

2) Your supervisor has asked you to investigate the methods used to conserve energy in five firms in your area. Assume that you have interviewed five employees of different firms. Prepare a report of your findings.

3) Survey your class or a group of about 20 students to determine what kinds of jobs in what kinds of businesses they hope to have by the time they are thirty years old. Prepare a visual aid – a table, a chart, a graph, or trend line – that would display your data most effectively. Discuss the visual aid briefly.

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

language	improve	activity	appreciation	great
spend	occupies			

Surveys have shown that listening _____ more time than any other communication _____: we spend more time listening than we _____ talking, reading, or writing. Obviously, then, we can greatly _____ our ability to receive communications by improving our listening skills. The rewards of listening are _____: they include

increased knowledge, broadened experience, more and deeper friendships, increased job opportunities and promotions, development of facility in using _____, and an increased _____ of the spoken word.

5. Choose the correct verbs in brackets.

Consumer spending in the US (rose/raised) last year, mainly because the oil companies (pushed up/rose) the price of oil to the highest level for several years. Higher oil prices meant that spending on petrol for cars, as well as home heating, (raised/increased). However, salaries did not (put up/go up) to match the rise in spending. Many companies (cut/fell) jobs at the start of the year in order to (reduce/rocket) their costs. These companies are still not (increasing/rising) their workforce. Economic growth remains slow and current trends seem set to continue.

6. Select the correct form of Pronouns.

- 1) When you have finished using this book, please return it to (he, him).
- 2) Between you and (I, me), I have little confidence that the economy will recover within the next two months.
- 3) All of us were surprised when Mr. Rooney appointed Gladys and (I, me) to head the committee.
- 4) Veronica promised to send extra copies of her column to you and (I, me).
- 5) Mrs. Lewis encouraged Helen and (he, him) to continue their education in the evenings.
- 6) Barry and (I, me) interviewed several more applicants early this morning.
- 7) Mr. Goldberg often depends on (we, us) printers to handle his “rush” projects.

Unit 7

Qualities of Effective Letters

Why do you write letters to friends and relatives who live out of town? You write because you want to keep in touch, and it isn't possible to make a trip every time you want to exchange news and information; that would be time-consuming and expensive. Telephoning, too, becomes expensive if you talk very long. Your letters, then, are substitutes for personal visits. They convey messages, and at the same time, they build new friendships or maintain old ones.

Business letters are written for many of the same reasons as personal letters. Business people can't afford the time for, nor the expense of, a personal visit each time they want to transact business in various parts of the country, so they make phone calls or write letters instead. Even telephone messages, however, must be put in writing for understanding and formal confirmation by both sender and receiver and as a source for later reference. Business people depend on the written word to keep them in touch with their customers and business associates and to preserve on paper their conversations with them. Thus their letters become their "paper representatives."

Since business letters represent business people in dealing with their customers and business associates, it is important that the letters leave the reader with a good impression of the writer and his or her company. Building goodwill – and maintaining it – is an important job of the business letter. Because many people who receive business letters never enter the place of business or talk with its managers and employees, their impressions are formed entirely through the correspondence they receive. Therefore, not only is the business letter a business representative, but it is also in many cases an ambassador of goodwill.

What makes a Letter Effective?

On what basis do you select your friends? How do you decide what food to pick from an appetizing display in a cafeteria? How do you decide what suit or dress to buy?

In each case, the person or the article you choose possesses certain qualities or characteristics that appeal to you. The friend may be thoughtful of other people – and

thoughtfulness is a trait you like. The salad may simply look appetizing – and appearance helps you make the choice. The suit or dress may be of an interesting texture – and texture influences your decision. These are only a few of the factors that help us choose one person or thing rather than another. There are many other factors. We react favorably to some characteristics and unfavorably to others.

The same is true when you read a letter. The qualities it possesses will cause you to react either favorably or unfavorably. One of the main objectives of all business letters is to prompt the recipient to react favorably.

But, you may say, every person does not like the same things, so how can a letter please everyone? All of us do not like spinach; we do not all like the color yellow; not everyone likes Beethoven's music. How, then, can one write a letter that will appeal to *every* reader?

You cannot predict exactly how your words will affect another person. From your own experience in dealing with friends and classmates, however, you know what kind of behavior and personal characteristics affect *most* people favorably. You know that friendliness usually wins friends, but sarcasm and indifference do not. You know that a "sharp" appearance, a ready smile, and good listening habits usually attract people; but shoddiness, glumness, and nervous jabber drive them away. There are certain qualities in business letters, too, that will call forth successful results.

Ten Requirements

If each of your letters meets the following ten requirements, the chances are that you will be a successful letter writer. A good letter does the following:

1. Creates a favorable first impression.
2. Appeals to the reader's point of view.
3. Is correct in every detail.
4. Is courteous, friendly, and sincere.
5. Promotes goodwill.
6. Is clear and complete.
7. Is concise.

8. Flows smoothly.
9. Is well paragraphed.
10. Avoids jargon.

Create a Favorable First Impression

When you meet people for the first time, you probably form some quick judgment of them on the basis of their appearance. Research has shown that during a job interview the first impression of a person's appearance in most cases may decide whether that person gets the job. And so it is with a letter. Your first impression is often influenced by the appearance of the letter, and that impression stays with you as you read the message. Just as an attractive platter of food stimulates your appetite to eat, an attractive letter stimulates your desire to read. If the physical characteristics of the letter create a favorable first impression, you will probably react more favorably to the contents.

But if you receive a letter that is smudged, has strikeouts or misspelled words, has erasure holes, or has been typed with a worn-out ribbon so you can hardly make it out, you really don't feel much like reading it. However, when you receive a letter that looks prestigious, you are impressed that whoever wrote it would be writing to you. You read the letter, as you are curious to know what he or she wants.

The impression of not caring by the sender of a messy letter carries over an impression of not caring about the quality of products or services that the sender is offering. This impression may make your readers place their orders elsewhere. To the receiver, the only reason a letter appears messy is that the writer didn't care enough to retype it or make neat corrections. Therefore every letter you write should look inviting. The factors that help to create a favorable impression include the quality of stationary, the attractiveness of the letterhead, the neatness of the typing, and the form or setup of the letter placement.

Appeal to the Reader's Point of View

Producing an action-getting letter will be easier for writers who put themselves in the reader's place. As you compose a letter, pretend to be the reader and ask: "What do I get

out of this? What will it do for me?" Then you will find that you can write from the reader's point of view. You can show how taking the desired action will be to the advantage of the reader.

Suppose you wrote the following sentence in a letter to Enrico Ortiz, a potential customer, who inquired about your magazine:

Your \$15 check will put *Financial Planning* in your mailbox next month and for the next eleven months after that.

Is there anything in this sentence that would move Mr. Ortiz to sit down, write a check, and mail it? Probably not. Certainly, he can't see any advantage in it for him. Nearly always there is a better chance of motivating the reader if he or she is definitely brought into the picture. For example here is an appeal that is aimed at the need for leisure-time activities.

Your \$15 check will give you a year's worth of the knowledgeable articles and money-saving advice that are included in every issue of *Financial Planning*.

Be Correct in Every Detail

Errors in a letter can prevent the letter from doing the job it sets out to do. Of course, errors are never intentional; even so, there is little excuse for them. Reasons for errors fall into two main categories:

1. Carelessness, such as the following:

Typographical errors – wrong letters, strikeouts, errors in spacing. Uneven typing – some letters light, others dark.

Poor margin balance – top and bottom and right and left margins out of balance.

Messy corrections – holes in paper, smudges.

2. Failure to consult reference sources, with these results:

Misspelled words and names. (All misspellings are serious, especially a misspelled name because it does not meet the reader's need to "be somebody.")

Errors in word selection.

Errors in dates and figures.

Errors in capitalization and punctuation.

Incomplete information.

Some errors, such as those involving dates and amounts of money, can cause a great deal of harm. Such errors not only irritate the reader (especially if they cause loss of time or money), but they also cause the reader to lose faith in the company sending the letter. There is a harmful effect on goodwill if your letters are not correct. Therefore, you should proofread every letter carefully and correct all mistakes before you send it.

Be Courteous, Friendly, and Sincere

Would you continue shopping in a store where your patronage was not appreciated? A famous chain of stores displays this sign at all cash registers; "Your purchases are free if we fail to say 'thank you.'" The owners claim they have never lost any money but have won thousands of friends. They do not take their customers for granted.

Of course, good manners are not reflected merely in a "please" or "thank you." The *way* in which you say or write "please" or "thank you" – the tone – makes the difference. The tone of your letter tells many things about you – your attitude, your sense of fair play, your desire to be of service. Such expressions as the following help to give your letter a desirable tone:

"You were very kind to ..."

"We are most grateful for ..."

"We very much appreciate your ..."

"We are very happy to know that ..."

"We value your ..."

"You are entirely correct in saying ..."

These phrases do not in themselves make a courteous letter. Your letter must "talk to" and treat the reader like a guest in your home.

Friendliness is an important quality of the good letter. Friendliness and courtesy are related terms, but they are not synonymous. You may use courteous words and yet not be very friendly. For example, the person who wrote the following was not actually discourteous. But the letter does not sound very friendly, does it?

We can't do a thing about your request for a discount. Our special discount offer expired a month

ago. Please send us a check for an additional \$11.50.

You can inject warmth into your letters by writing as you would talk, by keeping the reader's point of view, and by using friendly sounding words and expressions. Now let's try to inject a friendly tone into the previous letter.

We wish we could honor your request for a discount. However, our discount offer expired a month ago. Since the merchandise currently available was manufactured at a higher price, we must reluctantly ask you to send us your check for an additional \$11.50.

Sincerity is another quality your letter should possess. Sincerity means that you really do wish to be of service to your readers – you have a genuine interest in them. False sincerity, however, will show through. If you are genuinely sincere, customers will not take the attitude that your courtesy and friendliness are prompted by a selfish desire to get what you want. Rather, your sincerity should make them feel that they will benefit by acting as you request. When you are sincere, you mean what you say and letter reflects this feeling. To write a sincere letter, you must believe in people, in your company or organization, and in yourself. You must talk *with*, not *at*, people. Following are examples of expressions that help to reflect sincerity:

“You are correct. We did send you the wrong ...”

“Please accept our apology for the delayed shipment...”

“Our mistake is very embarrassing to us.”

“We would like very much to help you; however, we ...”

“I am more than happy to explain the situation.”

“You have a right to better service, and we have an obligation to provide it.”

“You are right in saying that three weeks is a long time.”

Promote Goodwill

Every letter you write should help to promote goodwill for your firm, because goodwill is considered one of the major purposes of all business messages. Goodwill results from:

1. Good products or services.

2. Ethical conduct.
3. Superior service to customers.
4. Prompt attention to details.

Remember that every letter you write *is* the company insofar as the reader is concerned. Your letter sells – or unsells – the reader on your firm.

When you write letters for your company, you should have a thorough knowledge of that company and of the goods or services it offers. You also should have loyalty toward your company; you should believe in it and its goods and services. If you are sincere in this belief (and also a good letter writer), then your faith will show in your letters. Goodwill must necessarily follow.

Loyalty toward your company is dependent upon the company's ethical conduct – its honest and upright dealings in all situations. A company's reputation for high ethical standards must also include keeping its word, never taking advantage of any other firm or person, and paying its bills promptly. In carrying out your duties for the company, you should reflect your company's ethics in what and how you write.

It is ironic that customers expect good service, but when they receive it, they are flattered. When they get poor service, on the other hand, they react negatively, and their outrage soon makes itself felt. In no time at all their goodwill is lost and, eventually, their business. Most progressive firms make top service a company policy, for they know that consistently excellent service keeps old customers and makes new customers out of prospects. Your business letters should stress the service-mindedness of your company.

One secret for building a reputation for "super" service is prompt action. When an order comes in, it should be filled immediately. When a request comes in, it should be answered within 48 hours. If a customer has a complaint, it should be attended to without delay. Failure to reply quickly to a letter is a sure way to destroy goodwill. Such negligence implies to customers that they are not important enough to merit your attention, nor does it meet their needs for safety and security, belonging, and being "somebody." Therefore, even if you are unable to answer all the writer's questions within 48 hours, you should write anyway, giving what help you can and indicating

when the remaining questions will be answered.

Be Clear and Complete

Have you ever received a message that you did not understand? How did you feel – confused, and maybe a little angry? What kept the message from being clear? Was something left unsaid? "Meet me on Wednesday at 4 p.m.," Jim writes. But Jim doesn't tell you where to meet him. So his message is not clear because it is not complete. You can see, then, that completeness contributes to clarity in letter writing and that a clearly written message is vital if your letter is to achieve its purpose. You can't meet Jim if you don't know where to meet him. And Miller Brothers can't fill your order for shirts if you don't tell them the size you want. Incomplete letters can be costly, for they lead to errors, often cause delays in filling orders, and call for other letters of clarification to be written. With the cost of today's business letters running between \$6 and \$15, it is necessary to make the *first* letter get the job done successfully.

Clarity also depends on the words you use and the way you use them. First you must have a clear idea in your own mind of what you want to say. Then you must decide how you are going to say it. In general, the writer should use the simplest everyday expressions – those the reader will surely understand. Contrast the following:

POOR: It is absolutely essential that all delinquent payments be forwarded within 15 days to avoid substantial penalty charges.

BETTER: Please pay overdue bills within 15 days to avoid added charges.

Be Concise

A concise letter – a letter that covers the subject in the fewest words possible – is more certain to convey the message than a rambling, wordy letter. But do not think that *concise* and *brief* mean the same thing; brevity is only a part of conciseness. To be concise, a message must be *both* brief and complete. Look at the following request:

Please send me four of the shirts that you advertised in yesterday's Seattle Times. My check for \$32 is enclosed.

This request certainly meets the test for brevity, but could the order be filled? No; the size (and perhaps color) desired has not been specified. Brevity is desirable, but it must not be achieved at the expense of clarity or completeness.

Conciseness means saying all that needs to be said and no more. In business, time is money – and few business people have time to read irrelevant details.

Maintain a Smooth Flow

A letter should hold together; that is, each part should be related to the other parts. This cohesiveness helps the reader to follow your thinking because each sentence flows smoothly into the next, and each paragraph connects with the one preceding and the one following. On the other hand, a rambling letter that has no guidelines – like a rambling speech – is hard to follow.

Logical sequence of thought is the most important factor in achieving cohesiveness. You will be helped in thinking logically if you first number the points you wish to make and then expand each point into a paragraph. In other words, you should make an outline of your thoughts before you begin to write your letter.

In making the transition from one sentence to another or from one paragraph to another, you will be helped by using connecting or linking words or expressions, such as the following:

however	in the first place	furthermore	next
therefore	nevertheless	at any rate	thus
of course	on the other hand	for example	finally

Don't expect these words to work miracles for you, however. Using them to link sentences that embrace disconnected thoughts will fool no one. Again, make an outline before you begin.

Use Paragraphs That Invite the Reader

Good paragraphing is an essential part of effective business letters. However, there is no formula for determining how many paragraphs a letter should have. Many believe that every letter, no matter how short, should contain at least two paragraphs. This is a pretty

good rule to follow in most cases. However, the rule does not always work. Consider the following example:

Enclosed is my \$24 check for a one-year subscription to Financial Planning.

This letter is complete (assuming that the writer's name and address are included elsewhere), and there is no need to say more. If you have to contrive a message just to make two paragraphs, then you should forget about the two-paragraph rule.

There are three main guiding principles in paragraphing letters:

1. Convey only one principal idea in a paragraph.
2. Hold paragraphs to not more than six or eight typewritten lines. Long paragraphs make your message look hard to read, whether or not it really is hard to read.
3. Don't overparagraph. Too many paragraphs make a letter look choppy and detract from the smoothness of the message. The typical full-page letter contains three or four paragraphs.

Avoid Jargon

Within any trade, profession, art, or science, there develops a vocabulary of technical terms commonly called *jargon*. On the job, jargon may help you to communicate with co-workers and to save time. But when writing letters, put yourself in the receiver's place and avoid jargon: the reader may not understand it. For example, in the jargon of the printing industry, a *signature* is a large printed sheet that, when folded, usually makes 32 printed pages. Although this jargon has a special meaning for printers and publishing people, it would be confusing to those outside these industries.

Vocabulary notes

1. They can't afford the time for – їм ніколи.
2. Make out – зрозуміти, розібрати.
3. Lose faith in – втратити віру в
4. Take for granted – допускати, вважати доказаним; те, що не вимагає доказу.

5. Be dependent upon – бути залежним від.
6. Keep one's word – стримати слово.
7. Take advantage of – скористатися, віддавати перевагу.
8. Carry out one's duties – виконувати обов'язки.
9. In no time – негайно.
10. At the expense of – за рахунок.

Exercises

1. Transcribe and practice correctly the following words from the text.

Exchange, convey, message, maintain, source, reference, touch, associate, goodwill, ambassador, possess, quality, appeal, appearance, choice, texture, favorable, true, cause, prompt, recipient, predict, affect, experience, behavior, sarcasm, attract, requirement, impression, courteous, sincere, smooth, paragraph, jargon, judgment, research, smudge, prestigious, curious, advantage, miracles.

2. Comprehension check.

- 1) Why do people write letters to each other?
- 2) Are business letters written for the same reason as personal ones?
- 3) Why do business people depend on the written word?
- 4) Which is one of the main objectives of all business letters?
- 5) Is it possible to predict exactly how your words will affect another person?
- 6) What are the requirements to a successful letter writer?
- 7) What are the factors that help create a favorable impression of a business letter?
- 8) To write letters from the reader's point of view is more effective, isn't it?
- 9) Why are friendliness and courtesy so important in a good letter?
- 10) Goodwill is considered one of the major purposes of all business messages, isn't it?
- 11) Does clarity of the letter depend on the words the writer uses or the way he uses them?
- 12) Why are connecting words in expressing logical sequence of thought so meaningful?

3. Match the word with its definition:

- | | |
|-------------------|---|
| 1. message | a) number of persons united for business or commerce; |
| 2. associate | b) act or event which doesn't follow the known laws of nature; remarkable and surprising event; |
| 3. quality | c) process of gaining knowledge or skill by doing and seeing things; knowledge or skills so gained; |
| 4. source | d) high degree of goodness or worth; |
| 5. experience | e) piece of news or a request sent to somebody; |
| 6. advantage | f) system or arrangement that supplies public needs; |
| 7. miracle | g) person elected or appointed to represent or act for others; |
| 8. representative | h) something useful or helpful, likely to bring success, especially success in competition with others; benefit profit; |
| 9. company | i) place from which something comes or is got; |
| 10. service | j) person who has been joined with others (in work or business); companion. |

4. Complete the text with words from the box:

feelings	concrete	opinion	leadership	meetings
ability	minutes	writing	organization	business

As a member of a group or association, you probably will have many occasions to express _____ or to make suggestions during _____. The person who can word a recommendation clearly or can summarize the _____ of a group precisely will probably be elevated to a position of _____. If you could read material written by the top people in organizations, you would probably find that they write in clear, concise, _____ language. They are easy to understand. They are admired for their _____ to speak and write effectively. Activities such as keeping _____ of meetings and _____ correspondence as secretary to an _____ are excellent preparation for the _____ world.

5. Rewrite the following letter. Paragraph it correctly and use connecting words that will help clarity.

We received your order today for three dozen of our portable AM/FM radios. We welcome this opportunity to serve you. There has been such a great demand for our radios. We are temporarily out of stock. This fine product will again be available in eight days. Our plant is working overtime. Your order will be shipped very soon. Once again, we very much appreciate your order. We are convinced that the quality of the product will make up for the slight delay.

6. Put the verbs in brackets into the Past Simple.

1. The clerk (tear) the invoice by mistake.
2. We (see) the new word processing system last week.
3. She (begin) the meeting on time.
4. The rest of our group (catch) the last plane for Chicago.

Unit 8

The Art of Being Polished

The expert communicator must be able (1) to select and place words carefully and (2) to arrange ideas so that they flow smoothly. Notice, for example, the television commercials or magazine ads that hold your interest. After appealing to your needs, they take you smoothly from one idea to the next, each idea building upon and growing out of the previous one. Such continuity provides the polish needed for understanding and acceptance.

To become an expert writer, then, you must learn to write fluent, well-explained messages. In business communications, polish is a secret ingredient that may make a very important contribution to increased profits. For example, the business message that is clearly understood promotes goodwill and inspires confidence; it conveys the *image* of a top-quality firm. Confusion and misunderstanding, on the other hand, can only

destroy the company's image in the eyes of the public.

Mastery of the principles that govern this phase of the art of writing – the principles that you will study in this unit – will help you become a polished writer.

Messages That Flow

Each type of communication – letter, report, news release – usually develops one main thought; consequently, the entire communication should flow from beginning to end, showing the logical development of that thought.

Sentences within each paragraph must be written so the paragraph hangs together, and all paragraphs must glide along the main-thought track.

One way to help your messages flow is to learn how to use transitional, or "bridging," words and phrases. These are simply the conjunctive adverbs and the introductory expressions that you have studied previously. Note the following examples:

accordingly	for this purpose	on the contrary
after all	furthermore	on the other hand
as a result	hence	otherwise
at the same time	however	similarly
besides	in addition	still
consequently	meanwhile	therefore
for example	moreover	yet
for instance	nevertheless	

Making Sentences Flow Smoothly

To understand the importance of bridging expressions within sentences, study carefully the following illustration and explanation:

We have four strategically located warehouses; delivery delays are common.

Can you see any connection between having four warehouses and having delivery delays? A transitional word is needed to tie this sentence into a smooth, meaningful message. Let's try *nevertheless*.

We have four strategically located warehouses; nevertheless, delivery delays are common.

Now you can see that the word *nevertheless* bridges the meaning of the second clause to the meaning of the first clause.

Remember that a comma usually follows an introductory transitional, or bridging, expression that contains more than one syllable. *Nevertheless* is considered introductory because it introduces the second clause.

Making Paragraphs Hang Together

Failure to use transitional expressions to introduce new paragraphs can affect the flow of the entire message exactly as such failure affected the smoothness of the single sentence you have just studied. With bridging thought in mind, consider the following paragraphs taken from a report from a marketing manager to a company's president.

Yes, we have catered to a select group of customers over the years. These people appreciated the finest and did not complain about paying high prices.

We believe that the market for our quality products has increased dramatically. Over the past year we have been flooded with requests for our products from people we have never approached directly.

We believe that sizable numbers of people whom we have never thought of as our customers have suddenly become our customers. These people cannot pay our standard prices as easily as our regular clientele. If our sales volume can increase by 20 percent, we will be able to lower our prices by at least 10 percent. We believe that both of these goals can easily be met.

Let's polish this report by using transitional expressions to introduce the second and third paragraphs and to link the first and second sentences of the third paragraph.

Yes, we have catered to a select group of customers over the years. These people appreciated the finest and did not complain about paying high prices.

At the same time, we believe that the market for our quality products has increased dramatically. Over the past year we have been flooded with requests for our products from people we have never approached directly.

As a result, we believe that sizable numbers of people whom we have never thought of as our customers have suddenly become our customers. These people cannot pay our standard prices as easily as our regular clientele. *However*, if our volume can increase by 20 percent, we will be able to lower our prices by at least 10 percent. We believe that both these goals can easily be met.

Some Pitfalls

Boring, repetitious, and incorrect use of the word *and* is a common writing fault that you should learn to avoid. The *and* pitfalls are the following:

And, And, And. *And* is one of the most important conjunctions. There is no reason for a writer to avoid using it, but there is good reason to be cautious of overusing it. A message consisting of sentence after sentence containing two or more clauses joined by *and* is monotonous and boring. The expert writer adds sparkle by (1) using many synonyms and (2) varying sentence structure. For instance, consider this sentence: "We will control our careless expenses, and profits will improve greatly." Use of the *and* connective makes this a wishy-washy message. Now see how the sentence could be strengthened and polished.

GOOD: After we control our careless expenses, profits will improve greatly.

BETTER: The control of our careless expenses will allow us to improve profits greatly.

BEST: Profits will improve greatly when our careless expenses are controlled.

While the *and* construction has its place in writing, notice how constant use of this sentence structure results in monotonous writing.

Last month our ten new service technicians completed their training, and they began working on June 1. Customer response to these added people has been tremendous, and the better service should lead to more sales. Current sales are already far ahead of budget, and we'd better think about adding more service personnel. We are developing a fine product reputation, and we can't afford to damage it through poor service.

Now let's vary the sentence structure. Study the following revision and note how much more interesting the writing appears.

Our ten new service technicians who completed their training last month began working on June 1. The tremendous customer response to these added people suggests that better service should lead to more sales. We'd better think about adding more service personnel, since current sales are already far ahead of budget. We are building up a fine product reputation which we cannot afford to damage through poor service.

And So

Using *and so* to introduce a clause is using the expression as a conjunction; yet *and so* does not appear in any list of conjunctions. This incorrect expression is another common writing fault. Some writers constantly use *and so* to introduce a reason-giving clause; they do not know that there are other expressions that would be just right for reason-giving. Some transitional words that may properly be used for this purpose are *hence, therefore, consequently, and accordingly*. Now study the following illustrations and revisions:

POOR: When we tested the product, the customer response was tremendous, and so we began manufacturing it.

BETTER: When we tested the product, the customer response was tremendous; therefore, we began manufacturing it.

POOR: Your bids were accepted, and so we signed a contract with you.

BETTER: Your bids were acceptable; consequently, we signed a contract with you.

POOR: Your payment record has not been good, and so we cannot extend additional credit.

BETTER: Your payment record has not been good; therefore, we cannot extend additional credit.

Written without the *and*, however, *so* is an acceptable conjunction. Like any other conjunction, it must not be overused. The following sentence illustrates the *so* usage; but *therefore* or *consequently* would be just as effective.

Hard work is always necessary for success; so prepare yourself for a significant effort.

Balanced Sentences

When you want to emphasize a comparison or contrast or when you want to emphasize a particular idea in a forceful way, you may want to use a "balanced" sentence. This type of sentence is one in which ideas of equal value are expressed in parallel, or similar, constructions.

Balancing Comparisons

To be balanced, comparisons must contain all necessary words; omitting necessary words causes lopsided comparisons. Look at the following sentence:

Mr. Alden appreciates your work just as much, and maybe more, than I do.

You know that words set off by commas are considered excess baggage and can be omitted without affecting the basic meaning of the sentence. In the above illustration, however, omission of the words enclosed in commas would produce this meaning: Mr. Alden praises your efforts just as much *than* I do. The use of *than* in this sentence is inappropriate; therefore, the meaning of the sentence is obscured.

If, however, you correctly insert the second *as*, and if you place the commas correctly, you will have the following balanced comparison:

Mr. Alden praises your efforts just as much as, and maybe more than, I do.

To fix this principle in your mind, study one more illustration and explanation.

Do you believe that the office staff is less interested in profits than salespeople?

As written, this question is a request for your opinion as to whether the office staff is less interested in profits than they are in salespeople. For balance and clarity the comparison should be phrased this way:

Do you believe that the office staff is less interested in profits than salespeople are (interested)?

Balancing Modifiers

Although you would say *a boat*, you would not say *a apple*. When writing words in a series, do not omit modifying adjectives if the first adjective will not serve for the entire series.

We looked at a personal computer, word processor, and automatic letter opener.

Because *a* is used only before the first item in the series, the meaning is that we looked at a personal computer, a word processor, and *a* automatic letter opener. However, the first modifier is not correct for all members of the series; so the sentence should be changed to read: "a personal computer, a word processor, and *an* automatic letter opener."

Balancing Verbs

Some sentences contain verb phrases such as *will make*, *have sent*, *was shipped*, and so on. Other sentences may contain two verb phrases, as does this sentence:

We *will* go to the airport and (*will*) take a flight to Dayton.

Note that the *will* is omitted before *take*, because the *will* in the first verb phrase serves correctly for the second part of the compound verb phrase.

Verbs will not balance, however, if a sentence has two verb phrases and any part of one of them is omitted or if the tense or number of both is not the same.

POOR: Your successful bids were received last week, and the contract (were) approved today.

These verb phrases do not balance because the *were* that is correct for *received* is not correct for *approved*. *Bids* requires a plural verb; *contract* requires a singular verb. Correctly written, this is the sentence:

Your successful bids were received last week, and the contract was approved today.

Now consider balance in relation to a compound verb:

POOR: I never have, and never will, see a better worker.

While only one form of the main verb phrase, *will see*, is expressed, the two forms are not the same. Adding the unexpressed *see* to the first part of the compound would give this awkward construction: "I have never see." Thus omission of part of a verb phrase destroys verb balance. The sentence should have been written this way:

I never have seen, and never will see, a better worker.

Balancing Prepositions

Different words call for different prepositions to go with them. For instance, you would say conform to, but in compliance with. Balancing prepositions means that if different prepositions are required to accompany words used in a compound, each preposition must be stated. Consider the preposition *in* as used in this sentence:

Our employees have respect and belief in the company's goals.

Respect and belief in means *respect in* and *belief in*. But *respect in* does not make sense. Omission of a preposition, therefore, caused a mismatch; the sentence should have been written like this:

Our employees have respect for and belief in the company's goals.

Now study this second illustration:

I can't figure out why some of our workers have no appreciation or interest in our mutual problems.

Can you see that *appreciation (in)* or *interest in* is not balanced? The sentence

must be written like this:

I can't figure out why some of our workers have no appreciation of or interest in our mutual problems.

Incomplete Clauses

Although omitting part of a clause may be good writing, in many cases such an omission can really confuse a reader. In the sentence "Kelley is more outgoing than I," for example, the meaning "than I (am)" is clear.

But read the following sentence and see what an omission in a clause can do to the clarity of a message:

Did Anderson lose the sale or his manager?

What do you suppose this writer means? The question may be whether Anderson or his manager lost the sale. The polished writer would have asked clearly and simply:

Which one lost the sale, Anderson or his manager?

Now see how absurd the following illustration is as a result of the incomplete clause:

Did Laura mail the package or her secretary?

The sentence can be interpreted to mean: "Did Laura mail the package or did she mail her secretary?" To make this sentence clear, the complete clause should be included:

Did Laura mail the package, or did her secretary do it?

Balancing Items in Lists

Balance is especially important in lists. Note, for example, the following list:

The salary committee decided:

1. To study pay scales in local companies.
2. To study salaries in the industry.
3. That employees be informed of the studies.

For balance, the last item in the list should match the other items:

3. To inform the employees of the studies.

When listing items, be sure to use the same structure for all items. Compare the following example of a poor list with the better example that follows. Note how the better list is easier to read.

POOR: When you are traveling, be sure to follow these guidelines:

1. Tell someone in the company where you plan to be.
2. Call in each day for messages.
3. A number should be left where you can be reached.
4. Your office should be notified if plans change.

BETTER: When you are traveling, be sure to follow these guidelines:

1. Tell someone in the company where you plan to be.
2. Call in each day for messages.
3. Leave a number where you can be reached.
4. Notify your office if plans change.

As you see, in both examples the items listed are complete sentences. but in the poor example the sentences are not balanced. Notice how the words *Tell*, *Call*, *Leave*, and *Notify* create a balanced list. Each item now begins with an imperative verb.

APPLICATION EXERCISES

A. Rewrite the following sentences, avoiding the *and* pitfalls.

1. Our warehouse will be closed for summer vacation, and no orders will be shipped between July 1 and July 15.
2. Our office staff serves coffee and doughnuts on Friday mornings, and just about everyone attends.
3. These word processors are just what we need, and we want to order five as soon as possible.
4. The advertising is being prepared now, and the sale will be held.
5. Experts forecast an increase in consumer spending, and our company will continue to open new branch stores.
6. We made some changes in our billing operation, and payments came in more quickly.
7. Our representatives manage to make more calls than before, and there are fewer of them now.
8. We showed your suggestion to Mr. Ordin, and he liked it very much.

B. With the principle of balance in mind, rewrite the following sentences.

1. The new procedure was adopted yesterday and the new regulations published today.
2. To equip the office, we have ordered a word processor, minicomputer, and electronic typewriter.
3. I never have, and never will, see a successful disorganized salesperson.
4. A customer has little faith and respect for a representative who is always late.
5. This is the simple procedure: push the button, wait one minute, any number of copies can now

be made.

6. Did the general manager give you those instructions or his secretary?
7. Ms. Willard called the airline, made a reservation, and she has driven to the airport.
8. Purchasing, billing, and the maintenance of the books are all done in the home office.
9. Each participant will be responsible for joining in the discussion and for questions.
10. It will take quite a while to update our bookkeeping, to check accounts, and for examining the salespeople's daily reports.

C. Use transitional expressions to show a closer relationship between the following pairs of ideas.

1. We are making too many billing errors. We must check invoices twice from now on.
2. The recession has very much affected our performance. We do have a chance of bettering last year's performance.
3. You are invited to suggest an office improvement. The deadline is tomorrow at 5 p.m.
4. The mail room closes at 4 p.m. This package will have to go out tomorrow morning.
5. Experienced people are scarce. Ms. Johns will have to start a training program.
6. The computer terminals frighten the staff. Mr. Osmond uses his 10 hours a day.
7. She was hired mainly because of her accounting background. She is also extremely intelligent and able.
8. This collection service is very expensive. It seems to be much more efficient than our present service.

D. Rewrite the following paragraph so that it flows smoothly.

Last year we closed four branch offices to conserve funds. This decision saved about 8 percent on our operating budget. Sales decreased by 14 percent. A large portion of this decrease can be traced to the closing of the offices. A portion is due to the general decline in the economy. I would suggest that we reopen these offices. Their closings cost us more than we saved.

VOCABULARY AND SPELLING STUDIES

A. These words are often confused: *threw, through, thorough*. Explain the differences:

B. Three of the four words in each line below are synonyms. The fourth is an antonym. Spot the intruder in each group.

1. frighten, calm, alarm, terrify
2. conform, correspond, deviate, match
3. enthusiasm, eagerness, zeal, indifference
4. happy, miserable, distressed, pitiable

5. forceful, weak, strong, mighty

C. Complete the following by adding *ar*, *er*, or *or* – whichever is correct.

1. supervis_____

2. lawy_____

3. regul_____

4. direct_____

5. monit_____

6. sweep_____

Vocabulary Notes

1. Make a contribution to – зробити внесок в.
2. Increased profits – збільшені (більші) прибутки
3. Art of writing – вміння писати.
4. Polished writer – бездоганний дописувач.
5. Bridging words and expressions – з'єднувальні слова і вирази.
6. Be cautious of – бути обережним, обачним.
7. Wishy-washy message – невизначене повідомлення, послання.

Exercises

1. Transcribe and practice correctly the following words from the text.

Continuity, acceptance, fluent, polish, secret, destroy, consequently, transitional, conjunctive, smooth, failure, volume, goal, cautious, monotonous, boring, sparkle, strengthen, personnel, current, emphasize, series, absurd.

2. Comprehension Check

1. What must the expert communicator do to realize the art of being polished?
2. Is continuity very important in holding one's interest?
3. What are the results of the business message that is clearly understood?
4. What can destroy the company's image in the eyes of the public?
5. The entire communication should flow from beginning to end, shouldn't it?
6. How can bridging words and expressions help your message flow?
7. What can be done to avoid monotonous writing?

8. The task of the expert communicator is to show the logical development of one main thought, isn't it?

3. Match the word with its definition:

- | | |
|------------|--|
| 1) failure | a) advantage or good obtained from something, money gained in business |
| 2) goal | b) able to speak smoothly and readily |
| 3) fluent |c) lack of success, failing |
| 4) promote |d) object of efforts or ambition |
| 5) profit |e) break to pieces, make useless, put an end to |
| 6) explain |f) put uplifting thoughts, feelings or aims |
| 7) inspire |g) help to organize and start |
| 8) destroy |h) make plain or clear, show the meaning |

4. Rewrite the following paragraph so that it flows smoothly.

Last year we closed four branch offices to conserve funds. This decision saved about 8 percent on our operating budget. Sales decreased by 14 percent. A large portion of this decrease can be traced to the closing of the offices. A portion is due to the general decline in the economy. I would suggest that we reopen these offices. Their closings cost us more than we saved.

5. Three of the four words in each line below are synonyms. The fourth is an antonym. Spot the intruder in each group.

- 1) frighten, calm, alarm, terrify.
- 2) conform, correspond, deviate, match.
- 3) enthusiasm, eagerness, zeal, indifference.
- 4) happy, miserable, distressed, pitiable.
- 5) forceful, weak, strong, mighty

6. Complete the text with words from the box.

language	advances	dictionaries	vocabularies
translations	example	science	include

Every year, thousands of new words are added to our _____. Our space program is an _____ of an activity that has added many entries to our dictionaries. In fact, English is now considered the major _____ throughout the world simply because scientific _____ have forced us to coin new words to support modern technology. Thus people are learning English because their own language does not _____ the terminology of American _____ and technology, making _____ into their own language nearly impossible. Since English is a living language, we who speak it must build our _____ to keep up with the constant changes.

7. Complete the dialogue with the appropriate form of the verbs in brackets. More than one answer is possible in some cases.

A: Can you come to a meeting tomorrow at 10? We (discuss) _____ the plans for exporting the new model and we'd like to have your ideas.

B: I'm afraid I can't. I (leave) _____ for France this evening. I (attend) _____ the Paris sales conference.

A: When (you, come back) _____?

B: Not till next week. I (stay) _____ there over the weekend.

A: Well, I'm sure you'll have a wonderful time. I (tell) _____ the others that you can't come.

UNIT 9

Business-Letter Format and Letter Style

Almost everything that you use is available in a wide variety of styles or models. Clothing, for example, is available in a "Western Look," an "Italian Look," and so on. Therefore, when buying a suit or a dress, you try to select the style that meets your preference and that best reflects *you*.

The same is true of styles for business letters. There is no standard by which the appropriateness or inappropriateness of a specific style can be firmly established. However, some companies adopt one particular style, and employees are expected to use that style. In all other situations, the choices are for you to make from the styles discussed in this unit.

Since the differences among formats and styles concern the placement of letter parts, you will first review the various parts of business letters; then you will review the different arrangement styles of letters. In this way, you will be better able to present your ideas within an acceptable framework, leave the reader with a positive impression, and keep the reader's goodwill.

Letter Parts

The letter writer works with many letter parts: the address, the salutation, the message, and the complimentary closing, to mention some. These parts must be arranged in a sequence that will make the letter meaningful and will contribute to attaining the purposes of the message.

Usually a letter is divided into four sections. These sections, each of which contains several essential and a few optional parts, are the following:

1. The heading
2. The opening
3. The body
4. The closing

The Heading. Except in unusual situations – when proof of the mailing date is

important, for example – envelopes are not retained and filed in business offices. Therefore, information that the reader needs to answer a letter must be included in a *letterhead* and *date line*. These are the essential heading parts referred to when the reply is written and, frequently, after the letter has been filed.

The Company or Organization Letterhead. Almost every company uses high-quality stationery with its name, address, and telephone number printed on it. These identifying items, and often such additional data as the names of the company's top executives, its slogan, and so on, are referred to collectively as the letterhead. Some examples are shown above.

In addition to providing identification of the writer's company, the content and design of the letterhead help to project the company's image. While the reader is primarily interested in getting to the writer's message as quickly as possible, the letterhead is almost sure to be glanced at first. An opinion of the company may be formed (perhaps subconsciously) because of its letter – head: It's old-fashioned or it's modern; it's futuristic or it's ultraconservative; it's middle-of-the road or it's progressive; and so on.

For these reasons practically every company hires a professional artist to design its letterhead. Various styles and sizes of type and different layouts serve to project different images. Naturally, every company wants to make the most favorable impression that it can – even if only for a fleeting second in a reader's mind.

The Date Line. It is often *very* important to know when a letter was written – important to both reader and writer. With the flood of mail that every business office receives and sends, it is unwise *to* assume that you or your reader will remember the exact order of events related to a particular matter. Every letter should therefore carry a date line consisting of the month, day, and year.

There are two widely used date line styles – one for general business correspondence and one for military correspondence. In neither style is it acceptable to use a number to indicate the month – even if the letter is written to a military organization or an individual. Do not use *st*, *nd*, *rd*, *tin*, or *d* after the day of the month.

Business

February 3, 1985

November 14, 1985

Military

3 February 1985

14 November 1985

Personal or Confidential Notation. A personal or confidential notation is typed below the date at the left margin to indicate that a letter is of a private nature. The notation may be typed in all-capital letters or initially capped and underscored.

PERSONAL OR Personal CONFIDENTIAL OR Confidential

The Typed Heading. Office people become so accustomed to using printed letterheads, which are return addresses, that they sometimes forget to type this information when they write personal business letters on plain paper. A personnel manager once remarked: "I received a splendid letter of application today. I'd certainly hire that woman if only I knew her address."

For a typed heading, use one of the following forms:

932 Wyncrest Drive

Manchester, Missouri 63011 January

18, 1985

OR:

YOLANDE P. LADOWSKI

932 Wyncrest Drive

Manchester, Missouri 63011

January 18, 1985

The Opening. The functions of the opening are to direct the letter to a specific individual, company, department, or whatever, and to greet the reader. The *inside address* directs the letter, as does an *attention line*, if used; and the *salutation* greets the reader. Both the inside address and the salutation are essential in the most commonly used letter styles.

From your point of view as the reader, the opening is assurance that the letter is

intended for you and that the writer is thoughtful enough to say "hello" before beginning to talk business. In addition to serving a practical need, the opening serves the purpose of courtesy and helps establish the overall letter tone.

The Inside Address. The name of the addressee, which should always be preceded by a courtesy title (except when followed by *M.D.* or another abbreviation), is usually the first line of the inside address. It is also common courtesy to include the person's job title when it is known – either on the same line as the name or on a separate line in the inside address. The name of the addressee's company; the street address; and the city, state, and ZIP Code number are also included. The following are examples of accepted inside-address styles:

Mr. David L. Grosshans, President
Grosshands Furniture Company
1746 Laurel Road
Ogden, Utah, 84401

Amanda P. Rodriguez, M.D.
(or Dr. Amanda P. Rodriguez)
6002 Exchange Avenue
Albuquerque, New Mexico 87101

Ms. Miriam E. Deem, Chairperson
Business Education Department
Riddner High School
981 West Wisconsin Avenue
Milwaukee, Wisconsin 53203

Mrs. Lee Ming
83 Sansome Street
San Francisco, California 94111

The Attention Line. When a letter is addressed to a company or to a department within a company rather than to a specific person, an attention line may be used to speed up handling of the letter. This line is typed below the inside address and above the salutation. The following are various styles of attention lines:

ATTENTION MS. CARRIE J. ADLER
ATTENTION MARKETING DEPARTMENT

Attention xMs. C J. Adler
Attention General Manager

Notice that they are typed in all-capital letters or in underlined upper- and lowercase letters. Remember to use one of the following salutations with an attention line: *Ladies:* or *Gentlemen:* or *Ladies and Gentlemen.*

The Salutation. There are several accepted forms of salutations, and each form reflects a different tone. The following are examples of salutations and descriptions of their use:

Singular Form	Plural Form	Use
Dear Bob:		Used for informal business letters – implies a personal friendship.
Dear Dominica:		
Dear Mr. Chambers	Dear Messrs. Chambers	Used in routine business correspondence addressed to one or several individuals – formal but cordial.
Dear Mr. Traut:	and Traut:	
Dear Ms. Shapiro:	Dear Ms. Shapiro and	Used for correspondence addressed to a company or to a group.
Dear Mrs. Anthony:	Mrs. Anthony:	
	Ladies and Gentlemen:	Used only for <i>very formal</i> correspondence; avoid in most correspondence
	Gentlemen:	
	Ladies:	
Dear Madam:	Dear Mesdames:	
Dear Sir:	Dear Sirs:	
Dear Madam or Sir:	Dear Mesdames or Sirs:	
Madam:	Mesdames:	
Sir:	Sirs:	
Madam or Sir:	Mesdames or Sirs:	

If you know the name of the person to whom you are writing, then use the name in the salutation. This approach is more human and meets the receiver's ego needs since we all like to see our name in print (spelled correctly of course). If you don't know the person's name, use an attention line with the person's job title (*ATTENTION PERSONNEL MANAGER*). Then use a salutation such as *Ladies and Gentlemen*.

The Body. The body of the letter is, of course, the most important section of the letter – from both the writer's and the reader's point of view. Here the writer makes every effort to get his or her thoughts across to the reader effectively. The important thing to remember is that the body of the letter consists essentially of the *message* and may optionally include a *subject line*.

The Subject Line. The writer can give the reader advance notice of what the letter is about by including a subject line immediately *below* the salutation (so that it precedes the message). Like the attention line, the subject line is typed in all-capital letters or in underlined upper- and lowercase letters. The word *Subject* may be omitted, but when it is used it is followed by a colon:

SUBJECT: ANNUAL STOCKHOLDERS' MEETING

Subject: Annual Stockholders' Meeting

In legal correspondence or when referring to policy or project numbers, the term *In re* may be used in place of *Subject*.

The Message. The message is the "body and soul" of the whole letter—all the other parts are appendages, arms and legs, that support and help make the message work.

The message of every business letter usually consists of at least two paragraphs – even if the second paragraph is nothing more than "Thanks and best wishes to you," or something along that line.

The Closing. Just as a person usually says "Good-bye" or "So long" when finishing a conversation, so a writer usually uses a *complimentary closing* in a business letter. The only thing that is different is the way in which "So long" or "Good-bye" *is* said.

The Complimentary Closing. Complimentary closings, like salutations, vary in form

and tone. The important thing to remember is to match the tone of the complimentary closing with that of the salutation as closely as possible. *Dear Rob* and *Very truly yours*, for example, obviously would make a rather absurd combination in a letter. Forms that are commonly used are the following:

Formal

Yours very truly,
Very truly yours,
Very sincerely yours,
Very cordially yours,
Respectfully yours,

Informal

Sincerely,
Cordially,
Sincerely yours,
Cordially yours,
Best regards,

The Company Signature. The company signature, the typed name of the company, is usually considered an optional part of the closing. Some companies prefer having their typewritten names in the closing on the theory that the company, not the writer, is legally sending the letter. Most companies, however, do not use a company signature.

When a company signature is used, it is usually typed in all-capital letters on the second line below the complimentary closing:

Sincerely yours,

THE GREEN ISLAND COMPANY

Very truly yours,

ADVENT DISTRIBUTORS

The Writer's Signature. This is simply the handwritten signature of the person who has written the letter.

The Writer's Identification. In most instances, the writer's name and job title (and/or department) are typed below the signature. Sometimes only the writer's title and/or department are used. Here are several examples of styles:

Laura C. Angelis, General Manager

C W. Chase, Manager

Estimating Section

Marketing Department

Carlton C. Westlake

Executive Vice President

Assistant Manager

Service Department

Reference Initials. The reference initials serve an administrative purpose only. If the writer's name is included in the writer's identification, then his or her initials may be omitted in the reference initials. Remember that when used, the writer's name or initials are written first, followed by the typist's initials. The following are widely used reference-initials styles:

FCBorstal/laj	FCB/laj	FCB/crn/laj	(Three initials indicate that
FCB/LAJ	laj		FCB signed the letter, crn
FCB/laj	FCB		wrote it, and laj typed it)

Enclosure Notation. When something is included with the letter in the same envelope or package, this fact should be indicated by an *enclosure notation*. Such a notation helps writers, recipients, and secretaries confirm that all the enclosures are included when the letter is sent and received. The following are widely used enclosure-notation styles:

Enclosure	Enclosure: Contract	Enclosures:
Enc.	2 Enclosures	1. Contract
Enclosures (2)	1 Enc.	2. Check
Enc. 2	2 Enc.	3. Envelope
		4. Memo

Mailing Notation. When some special postal service, such as *registered mail* or *certified mail*, is to be used in mailing a letter, a note indicating the special service should appear on all copies of the letter. Such notations are typed below the reference initials (or below any enclosure notations).

Carbon Copy Notations. When the writer wishes to send a copy of the letter to one or more persons and wishes the addressee to know, a *carbon copy (cc) notation* is indicated on the original and all duplicate copies of the letter. The *cc* may be typed in lowercase letters or in all-capital letters, and it may be followed by a colon:

cc Public Relations Department	cc: Mr. Bruce Patco
CC Mrs. Nancy Fells	CC: Ms. Francine Dollar

Other acceptable carbon copy notations are as follows: *c*, *pc*, *copy to*, or *copies to*.

Note that *cc* applies both to carbon copies and to copies that are duplicated photographically.

Blind Carbon Copy Notation. The *blind carbon copy (bcc)* notation never appears on the original copy of a letter. It appears only on carbon copies and is used only when the writer wishes to send a copy to a person other than the addressee but does not want the addressee to know. It is typed in the upper left corner so it will be quickly noticed when referring to any carbon copies. All *cc* and *bcc* notations should appear on the writer's file copy.

Postscript (PS). The writer who has unintentionally forgotten to mention something in the message can add a *PS* rather than have the letter completely retyped. In fact, some writers deliberately add postscripts to draw the reader's attention to a particularly important point. A postscript therefore functions as part of the *body*, but it is always positioned in the closing section of the letter. The letters *PS* may be omitted, but when they are used, they are followed by a period or a colon.

Positioning of Letters Parts

The sequence in which the letter parts occur in a business letter follows the order in which they have just been discussed. Their horizontal positioning – whether typed to begin at the left margin or the center, for example – is determined by the letter's arrangement style, which will be discussed later in this unit. The vertical spacing of the letter parts, however, is relatively fixed.

The placement of the whole letter on the page can do much to enhance or destroy the impact of the message on the reader. If the left and right margins are approximately even, the letter looks balanced horizontally; if not, it looks as though it is ready to fall sideways off the page. The same is true of vertical placement. If the letter ends too high on the page, it looks as though it is hanging at the top of a cliff. If it ends too low, it looks as though it is sliding right off the page. The letter should be balanced visually.

To balance your letters visually on a page you must set your margins according to

the size of the type your typewriter has (pica or elite) and the size of the stationery you are using. *Pica* type fits 10 strokes to the inch; slightly smaller, *elite* type fits 12 strokes to the inch. The most common used stationery sizes and their metric equivalents are as follows:

Customary-Size Stationery	Metric Equivalent
Standard: 8½" × 11"	A4: 210 × 297 mm (approx. 8¼×11¾")
Baronial: 5½" × 8½"	A5: 148 × 210 mm (approx. 5⅞" × 8¼")
Monarch: 7¼ × 10½"	_____
Official: 8" × 10½" -----	_____

Knowing the size of type and the size of the stationery, then, you can determine your margin settings using the chart below.

If the Stationery You Are Using Is	Start Date on	Use Line Length of...	Set Margins at ...*
Standard, A4	Line 15	50 spaces (pica)	25-80
		60 spaces (elite)	20-85
Monarch and Official	Line 14	50 spaces (pica)	25-80
		60 spaces (elite)	20-85
Baronial, A5	Line 12	40 spaces (pica)	30-75
		50 spaces (elite)	25-80

Spacing. On standard 8½- by 11-inch stationery, the date is usually typed on line 15, with the inside address typed five lines below it. (See the preceding chart for the positioning of these parts when using other sizes of stationery.) One blank line is left before the salutation, each paragraph, and the complimentary closing. If an attention line or a subject line is included, one blank line precedes and follows these parts.

The writer's identification should be preceded by at least three blank lines to allow room for the signature, and at least one blank line usually separates the writer's identification from the reference initials. Generally, no blank lines are left to separate the reference initials from the enclosure and carbon copy notations.

A postscript, if used, would be preceded by one blank line, and a *bcc* notation would

be typed about 1 inch from the top of the (carbon copy) page.

*The additional five spaces added to the right margin setting avoids overusing the man
release key.

ZIP Code Numbers

The postal ZIP Code follows the state in an address, with no punctuation preceding or following the number. In the inside address, in a typed letterhead, on an envelope, and in running text material, the ZIP Code number is preceded by only one space.

The state may be spelled out, or it may be abbreviated, using the official two-letter abbreviations recommended by the United States Postal Service.

Sharon Service Company

760 Hanson Avenue

Oklahoma City, Oklahoma 73111

Mr. Andrew Bestor

318 Harrison Avenue

Canton, OH 44708

Using these official abbreviations will aid handling by an optical character reader (OCR).

The Second Page

Sometimes letters cannot be completed on one page and the message must be continued on a second, and sometimes even a third, page. When this happens, *plain* (not printed letterhead) paper of the same size and quality as the letterhead sheet should be used for continuation pages.

Side Margins

All continuation pages should have the same side margins as the first page. Since there would be over 200 words in the body of a two- or three-page letter, the right and left margins would be about 1 inch each.

Top and Bottom Margins

The top margin of a continuation page should be 1 inch (start typing on line 7). At least 1 inch – no more than 2 inches – should be left blank at the bottom of each continuation

page. The last page of a letter may, of course, have a much deeper bottom margin.

Continuation-Page Heading

A heading consisting of the name of the addressee, the page number, and the date should appear at the top of each continuation page. Two of the commonly used arrangements for such headings are illustrated next. Remember that three blank lines should be left between the last line of the heading and the first line of the continued message.

Ms. F. C Wilkins 2 October 20, 1986

Ms. F. C Wilkins

Page 2

October 20, 1986

When dividing a paragraph at the bottom of the first page, leave at least the first two lines on the page and carry at least two lines to the continuation page. If this isn't possible, carry the whole paragraph over to the continuation page. Avoid dividing the last word on any page.

The Envelope

Envelopes should be of the same quality and color as the letterhead paper. Here are some points to remember when addressing envelopes.

1. On a small (No. 6^{3/4}, 7, 5^{3/8}, C6, or C^{7/6}) envelope, start the address on line 12 about 2 inches from the left margin; on a large (No. 10 or DL) envelope start the address on line 14 about 4 inches from the left margin.
2. Single-space all addresses and use block style.
3. Always type the city, state, and ZIP Code number on the last line.
4. Leave one space between the state and ZIP Code number.
5. Type the attention line or any personal notation below the return address. Begin on line 9 or on the third line below the return address whichever is lower. Capitalize each word, and underscore the entire notation.
6. If special mailing services are required, type the service in all-capital letters on

line 9 in the upper right corner of the envelope.

7. If the envelope does not contain a printed return address, be sure to type a return address in the upper left corner – it should not be typed on the back of the envelope.

The arrangement style of a letter depends upon the *horizontal* placement of the various letter parts. The order or sequence in which the parts are positioned is, as indicated in this unit, fixed in a logical pattern that is normally not altered to suit individual tastes.

Block Style

Letters in which *all* the parts begin at the left margin are written in block style. This style, which is illustrated on page 374, saves typing time since the typist doesn't have to use the tabulator in setting up the letter.

Modified-Block Style

In arranging a letter in modified-block style, the typist usually changes only the position of the date line, the complimentary closing, and the writer's identification. All these parts usually start at the horizontal center of the page. However, the date may be aligned to end at the right margin, and the subject line may be centered or indented five spaces.

Modified-Block Style with Indented Paragraphs

These letters are exactly the same as the modified-block style except that the first line of each paragraph is indented five spaces. This style is illustrated on page 376.

Social Business Style

The social business style differs from regular business letter styles in a number of ways. Instead of opening the letter, the inside address may be typed at the left margin five lines below the signature line. Reference notations, enclosure notations, carbon copy

notations, and often the writer's typewritten signature are omitted. Informal salutations, often followed by a comma instead of a colon, characterize the social business style. Complimentary closings such as *Cordially*, *Regards*, *Sincerely*, *Best wishes*, and *Yours* also maintain the informality of this letter format.

Punctuation Style for Business Letters

The message part of the business letter is punctuated, of course, using the standard rules of punctuating sentences. Two parts that get special punctuation treatment are the salutation and the complimentary closing. The complimentary closing traditionally ends with a comma, and the salutation traditionally ends with a colon:

Dear Janet:	Cordially,
Dear Mr. Bimtin:	Sincerely,
Ladies:	Yours truly,

All display lines in the other parts of business letters end with no punctuation unless, of course, the line ends in an abbreviation:

Mr. Bryon Landesman	Mrs. Donna Bellman
700 Gaston Ferry Road	CDE Limited
Hicksville, New York 11802	91 Vestry Avenue
	Coventry, Connecticut 06238
Enc.	Enclosure
Cc Miss Claudia Renfrew	cc Mr. Ralson W. Brown, Jr.

A Final Word

Knowing all the letter parts and the arrangement styles will help you to prepare successful letters. However, you must also be sure that the typewriting quality helps foster the positive image of your letters.

The quality of the typescript is governed by three factors: the evenness of touch,

the quality of the typewriter ribbon, and the neatness of corrections. An even touch will produce typescript of even density – not a sprinkling of light and dark letters across the page. A well-adjusted electric typewriter guarantees consistent density of typescript, since each key strikes the paper with the same force, regardless of how much or how little pressure is used by the typist. Cleaning the type keys regularly prevents dust-and-ink-clogged letters from marring the appearance of the typescript.

A good-quality ribbon should be used, one that is suited to the kind of typewriter – standard or portable, manual or electric. When the ribbon has been used so frequently that there is insufficient ink to produce clear typescript, the ribbon should be replaced. Ribbons come in a variety of colors, but black is the color most frequently used.

Corrections should be kept to a minimum, of course, and they should be made so neatly that they are not noticeable. Good correction tools are as essential to the typist as a good set of carpentry or plumbing tools is to the carpenter or the plumber. If corrections are noticeable, the letter should be retyped.

Erasable typing paper can prove to be both expensive and disappointing. Easily erased paper is also smudged, and it will pick up old ink as it travels around the platen of your typewriter. Simply brushing your fingers across it or touching it with something can easily smudge a typewritten page and ruin it.

Vocabulary notes

1. Present one's ideas – передавати, представляти думки (ідеї)
2. Top executive – високопоставлені посадовці
3. Middle-of-the-road - середній
4. Make favourable impression – викликати сприятливе враження
5. At the left margin – на полях зліва
6. Job title – робоче звання
7. Speed up - прискорити
8. Make an effort – зробити зусилля
9. Registered or certified mail – рекомендована пересилка
10. Blank line – чистий, не списаний рядок

Exercises

1. Transcribe and practice correctly the following words from the text.

Concern, salutation, address, sequence, purpose, except, optional, proof, reply, frequently, stationary, data, futuristic, layout, flood, accustomed, common, courtesy, establish, accept, colon, certified, carbon, postscript, enhance, visually, guarantee, marring, envelope.

2. Comprehension check.

1. Is it necessary to know something about language structure, psychological principles, writing techniques writing business letters?
2. Are the styles for business letters identical with the styles of buying a new dress or not?
3. What are the main letter parts?
4. What are the essential heading parts of a business letter?
5. What helps to project the company's image in the letter?
6. Who is usually hired to design the letterhead?
7. Why is it important to know the date of a business letter?
8. What are the functions of the opening of the letter?
9. The message of the letter is the "body and soul" of the whole letter, isn't it?
10. What should the writer of the letter remember writing the complimentary closing?

3. Write the salutation and complementary closing for each of the following.

1. A letter to a competitor, Ms. Carla Weinberg, who has just received a promotion in her firm.
2. A letter to a state senator, Paul Sprague, inviting him to speak to a monthly meeting of a trade association.
3. A letter to your state's department of economic development inquiring about plant sites.
4. A letter to a good customer, Mr. Nickolas Costa that includes an invitation to a formal dinner party.

5. A letter to a sales representative, Ms. Diana George, congratulating her for exceeding her monthly quota by a large margin.

4. Which of the words that follow each of these sentences is nearest in meaning to the underlined word in the sentence?

1. We partitioned the office to give each worker some quiet.

- a) restored b) divided c) examined d) scattered

2. We developed a calculating plan for expanding our share of the furniture market.

- a) secret b) unusual c) reckless d) deliberate

3. I remained impassive as the customer enumerated how inferior our product was.

- a) distressed b) intense c) composed d) defiant

4. If we consolidate our warehouses, our costs will drop.

- a) integrate b) separate c) organize d) abolish

5. Complete the text with words from the box.

used	pronoun	different	verb	think
development	dropped	way	because	modern

Changes in the meanings of words are nothing new in the _____ of language. The English language has always been shifting. Who would _____ that *silly* once meant “good” or “happy”? and *fond* meant “foolish”? that *curious* meant “careful”? that fascinate once meant “to influence in some wicked and secret manner”?

In addition, the ways in which many words were _____ in sentences long ago _____ from the ways in which they are used at present. Once, if the _____ you referred to one person, a singular _____ was used. (Today we always say “you were”, never “you was”). Many words have been _____ from our working vocabularies _____ they no longer apply to our _____ of life.

6. Correct the mistakes in these sentences.

1. Could you like to go to the conference in Brussels?
2. Let me to help you with your report.
3. Would I have another cup of coffee, please?
4. You can open the window, please?
5. Can I the new design see?

7. Discuss the following.

Each morning before she begins working, Jennifer prepares a list of all the things she must do. She then numbers the items in the order of their importance and begins working on the first item. Ted, her co-worker, thinks that Jennifer wastes valuable time organizing her day this way. He prefers to start working. With whom do you agree?

Unit 10

Planning Your Business Letters

Using the formats and arrangement styles, you will be sure to send letters that look attractive and modern. As inviting as your letters may look, however, they cannot be effective and promote goodwill if your writing is not well organized and your ideas are not well planned. In this unit you will preview the major kinds of business letters and learn how to plan these letters from the reader's point of view. Three basic plans are offered that are sure to help you organize any kind of business letter – and write it effectively.

Kinds of Business Letters

The employee in business writes many types of letters – to ask for information, advice, or favors; to send information; to collect money; to apologize for a mistake; to refuse a request that cannot be granted; to apply for a job; or to sell the company's products or services.

Business letters, though, are written not only by the business employee. They are

also written by others to conduct *personal* business. Parents, students, bill payers, and consumers are just a few of the others who have occasion to write personal business letters. A parent may write to the school board requesting better courses; a student may write to several colleges requesting catalogs; a bill payer may write to Nash's Department Store to clarify charges on the last statement; a consumer may write to an automobile manufacturer to request a new car adjustment.

One could hardly name all the kinds of letters written – the list is practically endless. However, the following are among those most frequently in use.

Request Letters

Request letters may also be called "please send me" letters. They are the simple requests for information, literature, favors, appointments, reservations, and so on. Secretaries and stenographers often write such letters for their employers.

Another type of request letter is written to order merchandise or services. It is commonly called an order letter. Many large companies use a form called a purchase order for this purpose, but thousands of small companies place orders for goods and services by means of letters.

Letters Answering Requests

Just as a business firm often writes letters asking for something from another organization, it also receives a great many letters of request. Form letters and postal cards are often used to acknowledge routine requests if the reply does not require a personal message.

If a letter is needed to convey a personal message, it may not be so easy to write. You may sometimes have to tell a customer that the order will be delayed because the merchandise is out of stock, or you may have to refuse a customer's request for a special favor simply because you cannot possibly grant it. These letters require the utmost tact and courtesy.

Letters answering requests give the letter writer an excellent opportunity for making friends and building goodwill. They are, therefore, among the most important

communications in business.

Claim and Adjustment Letters

However hard people try to avoid them, mistakes will occur in business. A furniture store receives a shipment of lamps and several are broken. A disappointed parent feels that the tricycle she ordered for her child does not look new – the paint has been scratched in several places. A shoe store manager receives too many shoes in size 6A and too few in size 5B. These are typical situations in which the person who has been inconvenienced or offended writes a letter in protest. Although letters are called *claim* letters, they really are *complaint* letters. All businesses receive – and send – them.

Letters written in response to claims are called *adjustment* letters. When the adjustment asked for is not granted (it isn't always; the claim may be unreasonable or unjustified), you must write the claimant a letter refusing to make the adjustment. To retain goodwill you must always give a logical reason for the refusal. Because adjustment letters are among the most difficult to write, they require special understanding of people, plus extensive knowledge of the company the writer represents.

Credit and Collection Letters

A large percentage of business transactions in this country are handled on a credit basis. Letters must be written in response to requests for credit. Usually, the responses are favorable: "We are pleased to welcome you as a new charge customer at Elliot's." Sometimes, however, requests for credit must be declined because the applicants are not good credit risks. These are perhaps the most difficult of all letters to write. People don't want to be told that they are a poor credit risk!

Collection letters are written because a very small percentage of those who are given the privilege of credit violate that privilege. Therefore, they must be reminded, reasoned with, and sometimes threatened before they will pay what they owe. Collection letters are among the most challenging to the letter writer – their effectiveness is measured by the amount of money they bring in from forgetful or

careless customers.

Sales Letters

In a sense, every letter business people write is a sales letter because it automatically becomes a showcase for the writers and their firms. However, there are letters written for the specific purpose of selling a product or a service. You probably have received a great many of these. A publisher wants to sell you a subscription to a magazine; a record company tries to persuade you to join its record club; an insurance company asks you to buy a policy. Millions of such letters are written every year.

Other sales letters come under the heading of promotion letters. These don't attempt to make direct sales; their primary purpose is to make friends and to create a good feeling between the company and its customers. In the long run, of course, the desired outcome is an increase in customers – and in sales.

Employment Letters

Employment letters deal with getting a position. They are written by everyone, not only by those who expect to work in business. Employment letters include letters inquiring about a position, letters of application, letters thanking an employer for an interview, and letters of resignation.

Social Business Letters

Many letters of a social business nature are written to maintain friendly relationships with customers and business acquaintances. Typical social business correspondence includes letters of congratulation, letters of sympathy, invitations, letters of friendship, and thank-you letters. Since they show thoughtfulness on the part of the writer, social business letters do a great deal to build goodwill.

Classifying the Kinds of Business Letters

No matter what kind of business letter you write, you must consider its effect on the reader's needs. How you put your ideas on paper and in what order you present your

thoughts will in large part determine how your reader will react to your message.

While there are many different *kinds* of business letters, these kinds of letters can be handled simply in terms of the reader's anticipated reaction. Three basic letter patterns enable the business writer to solve problems with request, order, claim, adjustment, credit, collection, sales, employment, and social business letters. By putting ideas together according to the basic patterns, you can work within the framework of the reader's needs and minimize the possibility of creating ill will.

Some everyday letters may be matter of fact or may share good news. Persuasive letters, on the other hand, attempt to convince the reader to do something not previously considered or something that might be inconvenient.

Letters that refuse (say "no") or convey bad news have the potential of alienating the reader. It is the business writer's task to transmit the bad news and still maintain the reader's goodwill. The following discussion of the three organizational plans will help you in planning your business letters. Each plan considers the reader's needs in presenting its message.

Everyday Letters

In your role as an effective writer, you will face a variety of communication situations. In some cases your writing tasks will be pleasant. You may tell a reader that the charge account she has requested has been opened; that your company will be able to donate 500 pens for a charity benefit; that you will be able to ship the requested merchandise today; that you will be able to attend the sales convention next week. These "yes" letters are easy to write because they tell your reader good news. The reader's needs are met in this type of correspondence by the positive answer that the request will be granted.

Other everyday letters include order letters, acknowledgments of orders, simple requests, simple claims, and friendly collection reminders. Because of their routine nature, everyday letters use a direct approach in conveying their messages. The business writer usually starts the letter by telling the reader the good news, by granting the request, or by stating the claim. After the opening statement come the necessary

details and then a friendly statement designed to maintain or generate goodwill. The organizational pattern for everyday letters is outlined below.

1. Direct statement indicating purpose of the letter.
2. Necessary details (if any) to carry through the purpose of the letter.
3. Goodwill statement that brings the letter to a close.

If you wanted information from the San Diego Chamber of Commerce for a class report, you would organize your letter according to the plan for everyday letters.

1. Request information about the city of San Diego for class report.
2. Indicate specific kinds of information needed – population trends, industrial growth patterns, unemployment figures, building trends, and recreational facilities.
3. Close with a statement of appreciation for any help that can be given in gathering information.

Persuasive Letters

Everyday letters take a direct approach and are simple to write. More skillful writing techniques are needed, however, when you show Mrs. Ramon why she should purchase your product; when you convince the Landon Candy Company that it should send you a complimentary display; when you ask Illuminare Company to replace your batteries because they leaked in the flashlight, or when you request Mr. Ramon to pay his past-due account of \$48.23. What particular needs must be met for each situation? How can our ability to meet our reader's needs be stated so that the reader acts positively?

The organization of persuasive writing is important in getting your reader to act positively. By using an indirect approach in persuasive writing, you can show your reader why he or she should take a desired action before you actually ask that action be taken.

The needs for financial gain, status, health, security, family, leisure time, and comfort and convenience provide bases upon which to organize the persuasive letter. A general organizational pattern that relies on the needs is presented below.

1. Attention-getting statement or device that encourages the reader to continue reading the letter.

2. Statements that present facts that show the writer's ability to meet the reader's needs.
3. Presentation of request in terms of how it will benefit the reader, if possible.
4. Request for action.

If your electric shaver broke just two days after the warranty had expired, you might want to write a persuasive claim letter. In this case you would probably use the following organizational pattern:

1. Praise company for its reputation for quality and dependability.
2. Explain that the electric shaver broke two days after warranty expired. Appeal to pride by indicating you know that this is not a usual occurrence with the company's products.
3. Indicate that you wish to have the razor repaired under terms of warranty.
4. Ask company to let you know if it will comply with your request.

Bad-News Letter

Probably the most difficult communication situation involves saying "no." But you must say "no" when you refuse requests, refuse adjustments, and refuse credit. Conveying bad news is just as difficult as saying "no." We find it hard to explain order delays or announce price increases – and still maintain the customer's goodwill. How can you avoid losing a customer when sending bad or negative news?

Like the persuasive letter, the bad-news letter should take an indirect approach. If you were to say "no" or relate the bad news in the opening sentence, you would immediately lose your reader.

To maximize the amount of potential goodwill in a bad-news situation, you should begin your letter with a neutral statement upon which both you and the reader can agree. Then you should present the reasons for the refusal (as positively, tactfully, and courteously as possible) before actually stating the refusal. Offer an alternative, if possible, and then close your letter with a goodwill-building statement. This organizational pattern for bad-news letters is outlined below.

1. Neutral opening statement upon which the reader and the writer can agree.
2. Reasons for the refusal stated in positive, tactful, and courteous terms.
3. Statement of refusal.

4. Suggested alternatives, if any.
5. Statement to retain goodwill of reader.

The bad-news letter organizational plan might be used to tell a customer that the bank for which you work is unable to lend him or her the \$3,000 requested:

1. Thank customer for the credit request.
2. Discuss the need for collateral. Discuss the income requirements for a \$3,000 loan without collateral.
3. Compare customer's qualifications with requirements and courteously refuse request (or combine refusal with alternative proposal).
4. Indicate amount you can lend, if any.
5. Indicate that you look forward to hearing from customer if the alternative is satisfactory or invite customer to take advantage of one of your other banking services.

Planning Leads to Better Results

If you were going to take a long trip, would you just get into your car and take off? Not very likely. Your car might break down shortly after you started, you might run out of money before you reached your destination, and you might waste much valuable time by traveling on the wrong routes. Many things could go wrong because you had not planned ahead.

A blueprint helps the carpenter to build a house; a pattern helps the dressmaker to make a dress. Without the blueprint and the pattern, the builder and the dressmaker would be lost. When you write a letter your "blueprint" can be of great help to you, for an effective letter does not just happen – it combines knowledge, experience, and careful planning.

How to Plan

The first step in any planning process is to gather all the materials you will need to do the job. In writing a letter, these materials may include the letter to which you are replying, a good dictionary, and pertinent information, such as prices and delivery dates. Only when you have all the necessary tools and information at hand can you plan an effective letter.

Using this information, you may wish to make brief notes – either on a scratch pad or on the letter to which you are replying. From these notes you can prepare a rough draft of

your letter.

First, however, you should prepare an outline of what you wish to say, for an outline will help you to organize your thoughts. This practice will save you time and money, and it should prevent the necessity for writing follow-up letters to add information or explain something that was not clear in the original.

Using your outline, you should next prepare a rough draft of the letter. Then, check this draft for correct spelling and grammar and for completeness and accuracy of details. You may wish to improve the wording or change the order of some sentences so that your meaning is clear, your words are vivid, and your ideas flow. This is the process of revising, or editing, your letter.

Probably you will want to prepare another draft, and perhaps still another, before you arrive at a final draft. In each, you will incorporate the changes made in the preceding draft. This procedure is time-consuming, but it results in a better letter.

As you gain experience in letter writing, you will find that you need to spend less and less time in detailed planning; in time, many facets of the letter-writing process will become almost automatic.

Vocabulary notes

1. Conduct personal business – вести, проводити приватну справу
2. Out of stock – розпродано
3. Make friends – потоваришувати
4. Be offended – бути ображеним
5. Get a position – отримати посаду
6. In terms of – відповідно до
7. Solve problems – розв'язувати проблеми
8. Within the framework – у межах (чого)
9. Grant the request – задовольняти прохання
10. Take off – відправлятися у подорож
11. Rough draft – чорновий проект
12. Make brief notes – робити короткі (стислі) нотатки

Exercises

1. Transcribe and practice correctly the following words from the text.

Personal, apologise, occasion, request, charge, consumer, adjustment, merchandise, purchase, acknowledge, routine, occur, tricycle, claim, complaint, retain, extensive, percentage, decline, privilege, violate, owe, challenge, persuade, sympathy, alienate, warranty, schedule.

2. Comprehension check.

- 1) What types of letters does the employee in business write?
- 2) How do types of letters differ from each other?
- 3) What are the peculiarities of the request letters?
- 4) Why are claim and adjustment letters the most difficult to write?
- 5) What can you tell us about letters written for the specific purpose?
- 6) What is a general organizational pattern of everyday letters?
- 7) Why is it so difficult to write bad-news letters?
- 8) Is it easy to write a business letter without any planning process?
- 9) An effective letter combines knowledge, experience, careful planning, doesn't it?
- 10) What is the first step in any planning process?

3. For each of the following situations, tell the kind of business letter you would write.

- 1) To send a customer a requested price list.
- 2) To order 3000 pens imprinted with the company's name.
- 3) To request payment on a long overdue account.
- 4) To interest a potential vacationer in a resort.
- 5) To thank the Richmond Corporation for an interview.
- 6) To sell a lawn maintenance service.
- 7) To congratulate a competitor on a promotion.
- 8) To invite potential customers to a plant tour.
- 9) To complain about a long overdue shipment.

10) To reject someone who has applied for a job.

4. Use either raise or rise to complete each of the following sentences.

- 1) No matter what I propose, my boss will _____ objections to it.
- 2) If our costs continue _____, our prices must soon follow.
- 3) The prices of raw materials have _____ dramatically.
- 4) The technician _____ the top of the machine to service it.
- 5) The cost of living _____ steadily last year.

5. Complete the text with words from the box.

put	part	hurt	humorous	sense	offend	misuse
-----	------	------	----------	-------	--------	--------

Humour can enhance communication, but what is humorous in one _____ of the country may not be _____ in another part of the country. Also, humour can often _____ people, even though no offense is intended. Many a contract has been lost over the _____ of humour.

We should ask ourselves these questions before using slang, colloquialisms or humour: Is this slang really necessary? Will this phrase make _____ to someone else? Can this joke _____ someone's feelings? To answer these questions, we must constantly _____ ourselves in the other person's shoes.

6. Choose the correct verb forms to complete the text.

We are all accountants and we work / are working for a telecommunications company in the finance department. We sit / are sitting at our personal computers in the office every day and check / are checking the invoices and payments. But this week is different: we attend / are attending a training course. The company currently changes / is changing to a new accounting system, and this week we learn / are learning all about it. So at the moment, we stay / are staying at a big hotel in the mountains. It's wonderful! When we're at home, we usually spend / are spending the evenings cooking and cleaning for our families. But here, there is an excellent restaurant and we can relax and have a laugh together.

Unit 11

Refusal Letters

As a business writer, you have a relatively easy job when you are sharing good news with customers. After all, there is little or no danger that such letters will alienate customers or will cause them to take their business elsewhere. All you need do is tell the customers exactly what they want to hear.

Sometimes, however, you cannot comply with a request because some information you may need is missing, the request is unreasonable, a product is sold out, or other circumstances prevent your granting the request. In situations like these, you must write refusal or bad-news letters – letters that say “no.”

The word *no* can cause more ill will than any other word in the English language. Therefore, letters that refuse requests or convey bad news are very difficult to write. Care must be taken not to offend readers when you are unable to satisfy their needs. Customers must be led to understand the logic behind and the reasons for the refusal. Every letter you write has as its secondary purpose the promoting or retaining of goodwill. But the ill-will potential of a refusal letter is so great that only by drawing on your knowledge of human behavior can you write a “no” that gives your reader the feeling of “yes.”

Qualities Of the Refusal Letter

All the principles of good business writing are essential in writing letters that say “no.” The following four guidelines, however, are of particular importance to bad-news and refusal letters.

Be Prompt

Most business firms consider it good practice to answer letters of inquiry within 48 hours. Whether the letter carries good or bad news, this policy should be carried out. Delayed negative responses can only offend the reader even more and lessen your chance of retaining goodwill. It is, of course, tempting to avoid writing the refusal letter and to handle more pleasant duties instead. But the longer the letter is delayed, the more

difficult it will be to write and the more likely you are to compound the problem.

Be Positive

Avoid using negative words such as *fault*, *refuse*, *unfair*, and *unreasonable*. Maintain a positive tone in your writing and use words that convey pleasant images. Always try to phrase your refusal in a positive way by emphasizing what you *can* do for your readers instead of what you cannot do. How much more positive it is to say, “Your order will be shipped in two weeks” rather than “Your order will be delayed for two weeks.” “We sell only through authorized dealers” is more friendly than “We refuse to sell directly to the public.”

Be Helpful

In writing a refusal or bad-news letter, you can occasionally provide an alternative solution. Although you cannot comply with the original request, you may be able to suggest some other plan that may help the reader. For example, if you cannot accept an invitation to speak at a certain meeting, you may recommend someone who can. Or if you cannot accept an appointment for March 13, you may suggest the reader see you on March 15. When possible, you should try to help the reader by providing a substitute plan.

If you had to refuse to donate door prizes to the Little League’s fund-raising breakfast, you might include the following sentence in your letter to give it a “yes” slant.

We will, however, be glad to support your project by displaying your poster in our store window.

Or when refusing to give space in your store for a display of frozen foods, you might be able to offer an alternative date.

We would be pleased to speak with your demonstrator, Miss Marcus, sometime in January to arrange for a demonstration early in the spring.

Be Tactful

While the inquirer’s request may be unreasonable or the tone insistent, always respond

with a tactful letter. Do not insult the reader or indicate that the request is unreasonable. Avoid accusations and other discourtesies in writing your letter. Be careful to explain the circumstances fully and in such a way that the reader understands and accepts the refusal or bad news as being necessary. Study the following pairs of tactful and tactless responses.

TACTFUL: We wish we could send you the personnel information breakdown requested in your April 3 letter, but we do not have the data readily available. As a business executive, you can see that the time and money involved in preparing such a pamphlet would be prohibitive.

ABRUPT: We cannot send you the personnel information breakdown requested in your April 3 letter. The time and money involved in preparing such a pamphlet would be prohibitive, a fact that you, as a business executive, should have taken into consideration before making your request.

TACTFUL: We would like very much to accommodate you by accepting the return of the clothing purchased from us on January 4 of last year, but we are unable to do so. To protect all our customers who may purchase returned merchandise, we place a two-week limit on the return of all wearing apparel.

SARCASTIC: Surely you cannot seriously expect us to accept return of the clothing you purchased from us on January 4 of last year. We are sending the items back to you today and will notify you whenever we decide to go into the used-clothing business.

Organizing the Refusal Letter

Because refusal letters contain information antagonistic to the reader's needs, the writer must take care not to alienate the reader and thereby lessen the chance of retaining goodwill. If readers can be shown why you must refuse the request, delay the order, or refuse the invitation *before* they are told "no," they may be more tolerant and understanding. Their self-images may not be as threatened since they have been taken step-by-step through the reasoning process that led to the refusal or bad news. Consequently, the following indirect organizational plan should be used for refusal letters and letters conveying bad news:

1. Neutral opening statement upon which both the reader and the writer can agree.
2. Reasons for the refusal stated in positive, tactful, and courteous terms.
3. Statement of refusal.
4. Suggested alternatives, if any.
5. Statement to retain goodwill of reader.

Notice how the bad-news organizational plan is used to refuse the following request:

Dear Mr. Eggert:

Your new line of heavy-duty machinery is certainly of interest to me. I appreciate all your contacting me about an appointment to discuss how this equipment can improve our production and increase sales.

On Monday, March 25, I am scheduled to fly to New York for a two-week sales conference. Consequently, I will not be able to meet with you on March 27. Perhaps you might be free on April 10 and could come to my office at 10 a.m. that day.

I look forward to hearing from you as to when we might get together to discuss your new machinery.

Sincerely,

Explaining Refusals and Delays

Many kinds of requests are directed to a business organization. People ask for appointments, special favors, literature, service, information, and jobs. Sometimes you must ask for additional information before complying with a request. At other times you must refuse the request completely, as in the case in the letter illustrated on the next page.

Refusing Orders

The primary purpose of any business is, of course, to sell goods or services for profit. Usually nothing makes a business happier than to receive an order. Under some circumstances, however, orders must be refused. Sometimes customers have poor credit ratings or do not have the legal qualifications to purchase the product sold.

Carnation

World Headquarters

5045 Wilshire Boulevard
Los Angeles, California 90036
Telephone: (213) 932-6000

August 9, 2008

Mr. David Avila

3519 Carlson Boulevard

El Cerrito, CA 94530

Dear David:

Thank you for taking the time to meet with us regarding career opportunities with Carnation Health and Nutrition Centers.

While we are impressed with your background and believe that you have a great deal to contribute to an organization, the limited number of available positions forces us to select only a relatively small number of the many talented applicants we see. Unfortunately, we cannot offer you a position at this time.

We appreciate your interest in Carnation Health and Nutrition Centers and wish you much success in whatever career you select.

Very truly yours,

Roseann B. Perrotti

Director of Store Operations

Health and Nutrition Department

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The letter of refusal must be written in such a way as to retain goodwill.

In other cases the product has been discontinued. The most common instances involve

consumers who try to purchase directly from a wholesaler or manufacturer. The wholesaler or manufacturer must, of course, refer them to a retail store. This type of letter is not so much a refusal as it is an explanation and a referral.

Following is a typical letter refusing an order. The letter was sent by a national manufacturer to a customer who ordered directly from the warehouse. Notice how the letter uses the bad-news plan to achieve its goal.

Dear Mrs. Warren:

Thank you for your order for a Worksaver steam iron. We are delighted that you chose this fine product. Worksaver does indeed live up to its motto, "Takes the dread out of ironing."

Since we distribute our products through local dealers only, we are unable to serve you directly, Mrs. Warren. I am pleased, however, to refer you to the Lincoln Appliance Center at 115 West Main Street in River Grove. The Lincoln people will be delighted to show you their complete line of steam irons and many other fine Worksaver appliances.

I am returning your check for \$25.95 and hope that you will make a trip to Lincoln Appliance Center right away for your new Worksaver. You will find our steam iron to be one of the wisest investments you have ever made.

Sincerely yours,

Why not take this opportunity to build goodwill with the retail store? Send Lincoln Appliance Center a copy of the letter so the Lincoln management will (1) know you are living up to your agreement of selling only on a wholesale basis, (2) appreciate your effort in helping make the sale, and (3) contact the customer about the specific merchandise.

Refusing Unreasonable Requests

Businesses sometimes receive information requests that must be refused. The request may be unreasonable or the information sought may be confidential. For example, a physician or a hospital employee cannot divulge medical information about a patient: a bank will not give information regarding a depositor except to those authorized by the depositor to receive such information. Letters refusing to give information follow the bad-news plan. Study the following example:

Dear Ms. Frosch:

I appreciate your letter in which you ask for information concerning markup rates on drug products sold in our store. Markup rates vary considerably, Ms. Frosch, and it is impossible for me to give you a figure that would apply to all drug products. Putting together detailed information would require more time than we can afford just now.

May I refer you to Service Bulletin 16, Markups in the Drug Industry, issued by the State Bureau of Commerce and Industry. This 50-cent booklet contains markup rates for the drug industry as a whole, and I am sure it will be helpful to you. You can obtain a copy by writing to the State Bureau of Commerce and Industry, 3001 Central Avenue, Hartford, Connecticut 06103.

Cordially yours,

Refusing Invitations.

A business organization and its employees receive numerous invitations to participate in exhibits, to speak before groups, to take part in various kinds of community activities. Most business executives feel that it is wise to participate in these affairs – they help to build goodwill for the business. However, not all such invitations can be accepted because of time or financial limitations. In writing a letter refusing an invitation, you may adapt the bad-news plan to include the following three points:

1. Express appreciation for the invitation.
2. Give a logical reason for having to refuse.
3. Keep open the possibility of accepting a similar invitation in the future (if desirable).

Note the following example of a letter refusing an invitation to speak:

Dear Mr. Milchak:

I was pleased and complimented by your invitation to speak at the October Senior Citizens Meeting of the Paxton Civic Club.

Because I plan to be out of town during the last week in October, unfortunately I will not be able to accept your invitation. An important company business trip is scheduled for that time and it cannot be postponed. I am genuinely sorry that I cannot be with you.

It would be a pleasure to appear before your group at some later date. If you wish me to do so, I hope you will let me know at least a month in advance. Incidentally, the subject "How to Make Your Retirement Income Go Further" suits me just fine.

Sincerely,

Delays in Filling Orders

Delays may occur because the customer has not given you enough information to fill the order or because the goods ordered are temporarily out of stock or for some other reason. In any case, be sure to open your letter with a statement of appreciation for the customer's order.

When writing letters concerning delays because you are temporarily out of stock, explain why the merchandise is not being shipped immediately and tell the reader when the order will be delivered. For both the incomplete order and the out-of-stock acknowledgment, conclude with a statement designed to reinforce confidence in your company and products.

In the following example, notice how the bad-news plan described on page 000 is used to tell a customer about a shipping delay.

Dear Mr. Hensel:

We were naturally very pleased to have your first order for Tempo sports shirts. You are most thoughtful to comment on our advertisement in Men's Wear magazine. Apparently a good many others saw the ad too, because we have been swamped with orders for the Tempo line.

I am sending you today two dozen each of small, medium, and large sizes in assorted colors. The remaining four dozen of each will be shipped on Monday, March 4.

I regret, Mr. Hensel, that you should be inconvenienced on your very first order, but I hope you will understand that we were not prepared for the large quantity of orders received. You may be sure that our factory is now geared for round-the-clock production to keep all our dealers supplied.

I hope you find it just as hard to keep Tempo sports shirts in stock – they are so very popular! We look forward to doing business with you on a regular basis and promise our usual prompt service on your next order.

Sincerely yours,

In writing letters of this type, observe the following rules of tact, courtesy, and goodwill:

1. Always tell the customer first what you *can* do; then what you *can't* do (“We are sending some shirts now; the rest will have to be sent later.”)
2. Keep the tone positive. Even though you must apologize for the delay, don't overdo it. Assume that the customer understands. (“This rush of business naturally caught us

unprepared.”)

3. Reestablish customers’ confidence in your firm by encouraging them to place additional orders. (“We look forward to future business give you our usual prompt service.”)

Delays Caused by Incomplete Requests. Suppose you receive the inquiry shown on the facing page. Obviously, this letter is neither clear nor complete. When possible, try to answer the customer’s inquiry on the basis of your first letter. Sometimes you can answer it by providing more information than the customer needs. To answer this letter, you would have to know the kinds and quantities of gifts the customer desires; and the customer may not be able to answer these questions until you send the prices. In this case the entire price list should be sent to the customer with an everyday covering letter. Naturally, you could conclude such a letter with a sales appeal urging the customer to visit your shop.

Other inquiries may not be handled so easily, however. Any attempt on your part to answer some letters on the basis of the initial inquiry would probably fail to satisfy the customer. What you must do, then, is write the customer to ask for the information you need. Such a situation must be handled tactfully, without giving correspondents the impression that they were negligent or careless. If the order is incomplete, ask the customer in a positive way for the additional details. A statement such as “Before we ship your order, Mr. Jones, can you tell us whether you prefer your shirt in white or blue?” tactfully indicates to the reader that he did not provide you with sufficient information.

November 4, 2005

Ladies and Gentlemen:

*I would like to buy some
unusual gifts for the holidays.
I am unable, however, to
Come to Tampa until late
This month, and I would
Like to know in advance
Of my trip how much the
Gifts would cost.*

*Sincerely yours.
John R. Lyons*

A letter that is unclear and incomplete may lead to a delay in fulfilling a request.

Make it easy for the customer to reply so as to increase your chance of completing the sale. Consider, for example, the following reply to a letter requesting a copy of a company's "booklet on gardening."

Dear Mrs. Petito:

We appreciate your interest in our service publications on gardening.

At present we publish over 300 booklets on every aspect of home gardening. In this way we hope to help our customers solve their special gardening problems.

Enclosed is a complete list of our publications. Just check the ones you want and mail your list in the enclosed stamped envelope. If you will let us know which booklets are of interest to you, we will forward them to you immediately.

Sincerely yours,

Vocabulary notes

1. It is tempting – спокусливо
2. Take into consideration – брати до уваги
3. Step-by-step – крок за кроком
4. Heavy-duty machinery – потужні машини
5. Take part in – брати участь у
6. Be swamped with – бути заваленими (листами, замовленнями)
7. Round-the-clock production – цілодобове виробництво

Exercises

1. Transcribe and practice correctly the following words from the text.

Delay, accept, suggest, refuse, accusation, pamphlet, though, accommodate, apparel, equipment, career, poor, wholesaler, referred, sought, divulge, numerous, postpone, genuinely, enough, initial, sufficient.

2. Comprehension check.

- 1) Why do we sometimes have to write bad-news letters?
- 2) Is the word "no" pleasant or unpleasant in refusal letters?

- 3) It's offensive to find "no" in a letter, isn't it?
- 4) What four guidelines of particular importance are essential in writing refusal letters?
- 5) Is it possible to avoid writing the refusal letters?
- 6) What are the ways of avoiding accusation in refusal letters?
- 7) Should some indirect organizational plan be used for letters conveying bad news?
- 8) What are the peculiarities of letters refusing orders?
- 9) Most business executives think that it is wise to participate in exhibits, to speak before groups of people as it helps to build goodwill for the business. Do you share this idea with the executives?
- 10) What are the rules of tact, courtesy, goodwill in writing letters concerning delay?

3. Match the word with its definition:

- | | |
|----------------|--|
| 1) customer | a) asking or being asked, expression of desire for something |
| 2) reasonable | b) feeling or showing confidence |
| 3) pleasant | c) having ordinary common sense, able to reason, acting etc. to reason |
| 4) avoid | d) make ready, do what is necessary |
| 5) particular | e) giving pleasure, agreeable, friendly |
| 6) request | f) favourable time or chance for something |
| 7) provide | g) say "no" to a request or offer |
| 8) confident | h) relating to one as distinct from others, special |
| 9) opportunity | i) person who buys things |
| 10) refuse | j) keep or get away from, escape |

4. Complete the text with words from the box.

ideas	purpose	attentive	nature	completely
position		attempt		

Request letters, especially those persuasive in _____, need to be planned carefully. Close _____ must be given to the reader's needs, and any _____ to relate the reader's needs to the request will bring the writer a step closer to

accomplishing the _____ of the letter. By placing yourself in the reader's _____ you can more easily see how the request could fulfil one of the reader's personal needs. The request letter should be exceptionally well written, with _____ stated in as little space as possible. At the same time, the ideas should be presented _____ and clearly.

5. Are these statements true or false?

- 1) Business writers do not respond with a tactful letter when the tone of the inquirer's request is insistent.
- 2) Words are often misspelled because they are mispronounced.
- 3) In business writers are not responsible for their own communications.
- 4) Proofreading skills can be acquired through study and practice.
- 5) Everyone does some reading every day.

6. Choose the correct form of the verb.

Everyone thinks British food is the worst in the world. But it improved / has improved a lot in recent years. Britons found / have found a new interest in food. If you read / will read British newspapers, you will see recipes and restaurant reviews. New restaurants is / are being advertised everywhere. Cooking programs schedule / are scheduled on TV every night and kitchens become / have become bigger and better.

The biggest change that can see / be seen is in the quality of produce in shops. Twenty years ago there was / has been only one kind of tomato in supermarkets. Now, if you visit / will visit a British supermarket, you can find 15 types of tomato. A similar change has took / has taken place in other rich countries. And in developing countries it has reported / has been reported that there is a lot more food available to the poor. But the wrong kind of food was / is being consumed too. In some countries more than half the population is overweight. Doctors warn that if people won't / don't eat better, there are / will be more deaths from over-eating than from smoking.

Unit 12

Claim and Adjustment Letters

No matter how efficient a business firm tries to be, mistakes will happen. A customer may receive the wrong merchandise, slow service, invoices or statements that contain errors, or even discourteous treatment at the hands of employees. Letters in which complaints are expressed – that is, letters in which customers make a claim against the company – are called *claim letters*.

The company for which you work undoubtedly will receive some claim letters; in turn, the company will have occasion to write claim letters to those from whom it buys. As a consumer you will also have many opportunities to write such letters. Therefore, to promote the company's and your own best interests, you need to be familiar with claim situations and with the principles of writing effective claim letters.

Preparing to Write Claim Letters

People writing claim letters are interested in one thing: satisfaction. If the merchandise is faulty, they want it replaced at no cost or inconvenience to themselves. If the service is poor, they want an apology and assurance that service will improve; they may even want some compensation for the inconvenience caused them. If an error has been made, they want it corrected.

To get satisfaction, claimants must present their cases carefully and thoughtfully to the people they feel are at fault. Suppose you ordered a gold identification bracelet from a mail-order house, specifying that the bracelet be engraved with your name. When the bracelet arrives, you are disappointed to find that a silver bracelet was sent. You become quite upset and a little angry. "How could they make such a stupid mistake?"

How would you begin your letter? In the first place, you should not write the letter while you are angry. Cool off first. You can do a much more convincing job when you are calm and can see the situation in a reasonable light. The mistake was not intentional; mistakes never are. If your letter were written in anger, it might begin like this:

It was certainly carelessness on somebody's part to send me a silver bracelet when I asked for a gold one. Don't your order clerks know how to read? I simply do not understand

Such a letter might do more harm than good.

You would surely get much more willing cooperation from the seller if you had been courteous. Imagine how much sympathy you would get from the order clerks with your insulting remarks! A letter like the following would accomplish your purpose and do it much more successfully.

Gentlemen:

Today I received a silver identification bracelet (your Invoice 753291) instead of the gold identification bracelet specified in my May 25 order, a copy of which is enclosed.

I am returning the silver bracelet to you in a separate mailing. Please substitute a gold one with the name "Karen" engraved in script.

The quality of these identification bracelets is superb, and I am looking forward to receiving my gold bracelet as soon as possible.

Sincerely yours,

Writing Claim Letters

When writing a claim letter, remember to explain *carefully* and *tactfully* what is wrong. Avoid negative accusations or threats such as “I demand,” “I must insist,” “you will have to,” “unless you,” “why can’t you,” and so on. Discourteous statements such as these only tune out the reader. In addition, they lessen the likelihood of your obtaining the best possible service that you could possibly receive.

Avoid lecturing the reader about the ethics of the situation. You can’t change the reader's values in one letter. And you only add more words. You want readers to read the specific points of your claim – not to be distracted or to begin skimming the letter because of words that seem to have no bearing on the specific situation from the reader’s point of view.

So that your claim can be processed quickly, be sure to include any details necessary for identifying your claim – dates, catalog numbers, styles, order numbers, invoice numbers, and so on. If appropriate, also indicate the loss or inconvenience you have suffered – but, by all means, don’t exaggerate!

Another important consideration in stating your claim is to let the company know specifically what you wish them to do about the situation. Remember, though, do not be unreasonable in your request. If the electric toothbrush you received as a gift breaks a

month before the one-year warranty expires, don't ask the company to send you a new toothbrush. All you can expect is a repair of the one you have.

All the considerations described in the preceding paragraphs are important in writing a successful claim letter. The way you present your ideas in the letter, however, may vary. The nature of the claim itself will determine whether you will need to write a simple or a persuasive claim letter.

Simple Claims

Companies recognize that errors will occur occasionally, and they are prepared to handle them to the customer's satisfaction. Therefore, most claim letters may be written using the everyday letter plan. A simple and tactful statement of the situation in the opening paragraph brings the claim letter off to a direct start. Details needed to process the claim and the specific action the customer desires should follow the direct statement. Of course, skillful letter writers will conclude their letters with a statement that builds goodwill or one that shows they anticipate satisfaction of the claim. Notice how the everyday letter plan is used in the following letter:

Ladies and Gentlemen:

The wood-grained radio I ordered from your store arrived broken. Apparently, no packing had been placed in the box before it was sent from the warehouse.

This radio was purchased on June 25 and charged to my account under your Sales Check PL538795. I am returning the broken radio to your store and would appreciate your replacing it with a new one in the same size and wood-grained finish.

The radio is to be a birthday gift, so I would appreciate receiving the replacement by July 28.

Sincerely yours,

Persuasive Claims

Occasionally claim situations may not be so obvious. If your travel alarm clock stops working two weeks after the warranty expires, you may wish to convince a reputable company that it should repair the clock free of charge. After all, you used it on only one vacation! Or you may wish to return clothing you purchased over a month ago because it shrank when you washed it, even though the tag is marked "Machine Washable." Many situations require an explanation before requesting an adjustment, and for these

situations you must write persuasive claim letters.

Like other persuasive letters, the persuasive claim begins with an attention-getting statement. In some cases this statement may begin to explain the situation; in other cases it may relate to the good reputation of the company or ask a question to stimulate the reader's interest. Then a presentation of facts and details leads the reader to the request for an adjustment. A closing that anticipates receiving the adjustment rounds out the persuasive claim letter. Notice how the following letter uses this approach.

Gentlemen:

Harmon's has always represented quality service and quality merchandise. That is why I know you will be interested in this letter.

Last month I purchased a Velda tennis dress (your Sales Check 8739621 dated April 9) from your better sportswear selection. The beauty and durability of my other Velda dress prompted me to purchase this one.

Because of the embroidered design, I decided to hand-wash the dress, in spite of its machine-washable label. Much to my dismay, though, the dress shrank 3 inches. I know you will agree that a Velda dress should not shrink, especially when it has been carefully hand-washed. Therefore, I am returning the dress to your store and would appreciate your crediting my account for \$39.95.

Since Harmon's always stands behind its reputation for quality, I look forward to receiving credit for this merchandise.

Sincerely yours,

Preparing to Write Adjustment Letters

In writing answers to claim letters, you are on the other side of the fence. Your customers wish to present a claim, and they write to you. They may be dissatisfied with your merchandise, your service, or your general efficiency. You will respond to their claim with an *adjustment letter*.

Opportunity to Remedy Faults.

A good company welcomes customer comments because they create opportunities to identify and remedy faulty products or poor services that may exist. It is your job to see that customers receive fair treatment – fair to them, of course, but also fair to your firm. Since adjustment letters sell satisfaction too, they are really sales letters.

Policies Differ

Most firms have established broad policies for making adjustments. Some are very generous and practice the motto “The customer is always right.” Others are not so eager to please customers, especially if the customer is wrong. Even in the most generous organizations, there will be numerous occasions when claims cannot be granted. Regardless of the fact that established policies exist for most adjustment situations, there will always be exceptions. For example, an old customer who has dealt with a firm faithfully over the years is likely to receive a little more consideration than a new customer who is merely shopping around for the best buy. Many factors enter into the decision as to whether or not an adjustment will be granted. Often there is simply no policy to cover an adjustment situation, so letter writers must weigh all the evidence and then do what they think is fairest to their customers and to their employers. However, the writer must have or must get authority for any adjustment that is out of the ordinary.

Writing Adjustment Letters

When writing adjustment letters, under all circumstances be patient, tactful, and diplomatic. Always be sure to observe these four principles:

1. Reply promptly.
2. Show the customer that you understand the problem.
3. Tell the customer exactly what you are going to do about the problem.
4. Avoid negative words and accusations.

Reply Promptly.

The longer customers wait for replies to their claims, the angrier they get and the harder it is to soothe their feelings. Show customers that they are important enough to warrant your immediate attention to their problems and that they are getting fast action.

“Right after I finished reading your June 10 letter, I looked into the matter of ...”

“We lost no time tracing the discrepancy in the invoice you wrote about ...”

“Good news! The lawn mowers arrived this morning, and they are already on their way to you.”

“To make sure that there would be no slipup this time, I personally saw to it that your order”

“Your letter arrived this morning, and we have already put a tracer on your shipment.”

Show Understanding

Those who make claims want, first of all, to have someone understand why they feel as they do. Your letter will be more effective if it expresses empathy.

“We can imagine how you feel about”

“You are entirely right about”

“Indeed, we can understand that”

“Your point is well taken, and”

“We ourselves have been in the same situation, and”

“Surely you have a right to feel that”

Be Exact

Tell customers exactly what you are going to do about their claim. If you are in a position to grant it, say so immediately and describe how you are going about it.

“Our check for \$38.62, which is a refund on Invoice A1428, will be sent to you this week.”

“Within a day or two you will have your new green blanket to replace the blue one you received”

“You have been given \$184 credit for the eight dead batteries. Although these batteries were carefully inspected before they left our warehouse, they....”

“We are pleased to replace the plastic hose on your Loyal vacuum cleaner with a new ‘Tite-Nit’ hose made of nylon.”

“You are entirely right. The discount to which you were entitled was not shown on your February statement. You may be sure, however, that”

Even if you are not able to grant the claim, you should be exact in telling the customer why.

“We wish we could offer you an adjustment on this clothing, but our inspection shows that the suit has been worn several times and is soiled. You can understand of course, that”

“Time slips by so fast that we can understand how it happened that your May 8 check contained a discount deduction of \$32.70 – although the 10-day discount period had expired. Would you like to send us a check for \$32.70, or should we add this amount to your next statement?”

“Nothing would please us more than to accept your Jolly Jack guitar for refund, but we are bound by the terms of the guarantee that you received with your instrument.”

Avoid Negatives

Negative words tend to put an unhappy claimant in an even more irritable frame of mind. On the other hand, positive, pleasant words help to soothe the claimant's irritation. Thus, you should try to conclude your letter with a positive statement that will build goodwill. In the following examples, notice the difference in tone between the positive statements and the negative ones.

POSITIVE: We appreciate receiving your helpful June 3 letter. NEGATIVE: We have received your complaint of June 3.

POSITIVE: We are glad that you called our attention to the late arrival of your Purchase Order 4286.

NEGATIVE: We are sorry to hear of the unfortunate delay in the delivery of your Purchase Order 4286.

POSITIVE: Thank you for the friendly suggestion made in your July 8 letter.

NEGATIVE: Your July 8 criticism has been received.

POSITIVE: We will check all your future orders even more carefully than usual.

NEGATIVE: Please accept our apologies for sending you unsatisfactory goods.

POSITIVE: Our driver returned your parcel to our store because the house number was omitted from the address.

NEGATIVE: Because of your failure to give us your house number, our driver had to bring back the parcel, thus delaying delivery for three days.

Kinds of Adjustments

Adjustment letters answer claim letters. As the writer of adjustment letters, you may grant fully the requests of the claimant or reject totally the writer's proposals. Many times you may not grant the claim as the writer suggested, but instead you may seek to rectify the situation through an alternative procedure. Whatever method of adjustment you choose, you must organize your response carefully and seek to retain, as much as the circumstances permit, the goodwill and future business of the claimant.

Full Reparation

Full reparation adjustment letters are easy to write because they do exactly as the claimant asks. These "yes" letters follow the everyday letter plan to solve the problem described in the claim. Each begins with a statement granting the adjustment. Only the details in subsequent paragraphs vary, depending on whether the seller is at fault, the fault is divided, or the customer is at fault but the claim is granted to retain goodwill.

Seller at Fault

If you are the seller of goods or services and you are entirely at fault in an adjustment situation, you will usually, of course, grant the claim. And you should do so willingly. Just as you have greater respect for persons who readily admit their mistakes, your customer will respect your company when it cheerfully fulfills its responsibilities without quibbling. When you must grant a claim because it is your fault, follow an outline such as this:

1. Tell the customer the good news immediately – preferably in the first sentence.
2. Explain how the mistake happened (if you have an explanation). Don't be afraid of embarrassment – it is folly to try to save face when you are unquestionably wrong.
3. Express appreciation for the customer's understanding, and tell the customer that you will do your best to assure better treatment in the future.

The letter might read:

Dear Ms. Groskin:

This Friday we will send you by parcel post, special handling, 200 "Cougar" pennants to replace those that were printed in white instead of yellow. There will be, of course, no additional charge for these.

We have tried to find out what caused the confusion, but we have no explanation – or excuse. The only possible reason we can offer is that two members of our production department were ill last week, and we had to use inexperienced help for two or three days.

Please excuse us this time, Ms. Groskin. We can take a little solace from this situation: we have started a new training program for all those who are likely to be called into emergency service in the production area. We expect that this precaution will help us give you better service.

You may dispose of the 200 pennants that you received. It is not necessary to return them to us.

Thank you for giving us an opportunity to serve you.

Sincerely yours,

Fault Is Shared

Occasionally the seller and customer share the responsibility for error. For example, the customer may have misunderstood your policy because it was not stated clearly or because the sales representative gave the wrong impression. In another case, one of your products may have malfunctioned and been damaged even further because the customer attempted to repair it. Of course, you should cheerfully acknowledge your part of the blame. At the same time, you may try to convince the customer to share some of the responsibility too. The following letter uses a form of the everyday letter plan to accomplish this purpose:

Dear Mr. Petrofsky:

Your American Home pinball machine has been restored to working order and is being returned to you today by parcel post.

The trigger device jammed because one of the bolts holding it in place had come loose. To prevent this situation from recurring, we have used special lock bolts to hold the trigger in place.

It was also necessary for us to replace the spring-feed mechanism. Apparently a screwdriver or other sharp instrument had been used in an attempt to free the jammed trigger. Instead, the spring feed was bent so severely that it was no longer operable. Although there is no charge this time for this replacement, please understand that such repairs are not included under the terms of the warranty. May I suggest that in the future any needed repairs be left solely to our well-trained service staff.

Enclosed is a copy of our latest catalog describing the newest in American Home electronic games. See for yourself the additional hours of enjoyment you can receive from these exciting, challenging entertainments.

Sincerely yours,

Goodwill Adjustment

As a goodwill gesture, you will sometimes grant adjustments even though the customer is clearly at fault. The risk of turning down a good customer may be too great, or the amount in question may be so small that refusing to make the adjustment would be poor business. In such a case, you should take full advantage of the opportunity to give in gracefully and build goodwill.

Dear Mrs. Renz:

It is a pleasure to write about the Stellar stereo recordings that you returned on November 8. I am sending you a replacement for the first record; the other two have been checked by our inspectors and are in excellent condition.

Upon examination of the records, our inspectors found that both sides of the first record were apparently played with a blunt needle. May I suggest that you examine the needle of your stereo before playing any records. A record is only as good as the needle playing it.

The enclosed booklet describes the various needles recommended by Stellar – available at any authorized Stellar record dealer.

Sincerely yours,

Partial Adjustment

Sometimes customers may request adjustments that are unreasonable or that are not covered under the warranty agreement. Instead of refusing the adjustment, you can reach a compromise by attempting to meet the customer halfway.

For example, suppose a customer returned to you a piece of luggage that was badly scratched and requested a replacement under the terms of the warranty. “After all,” states the customer, “you guarantee this luggage against damage.” You guarantee the luggage against *breakage*, not necessarily damage, under normal travel conditions. While you cannot replace the luggage, you can repair the scratch so that it will not be noticeable.

What if a customer writes you that one of your Lastever tires is threadbare after only 24,000 miles of service? Your 40,000-mile warranty does not guarantee the customer a full refund or even a new tire, as the claim letter suggested. You can, however, prorate the cost of the tire and issue a credit toward the purchase of a replacement.

Situations such as these two require partial adjustments. Since you are not doing exactly what the customers requested, you are in fact writing a “bad-news letter.” The task of the effective communicator is not to convey the bad news, but to present the circumstances in such a positive, thoughtful light that the customer is able to understand and accept graciously the partial adjustment.

Adapt the bad-news plan to the writing of partial adjustments. Use the following outline to organize your ideas:

1. Refer to the claim and its circumstances in a neutral manner.
2. Explain the circumstances for refusing the requested adjustment; tactfully weave in the refusal with the explanation.
3. Present your alternative for rectifying the situation.
4. Close with resale of your company or its products.

The following claim letter was received by a mail-order nursery. The warranty on the bulbs had expired. How would you handle this claim?

Gentlemen:

The catalog you mailed to me last spring attracted my attention. Excited about the beautiful photos, I purchased an order of begonia tubers.

Even though I did everything the planting and caring manual prescribed, all I got were some sad-looking plants, without even a trace of a flower. Since my garden is landscaped with plenty of trees and an excellent sprinkling and misting system, I know it was not because of a lack of water or shade that the begonias didn't bloom.

I relied on Spring Valley's Triple-Tested Seal of Approval, which ensured that the begonias would grow and bloom to my full satisfaction. I have great confidence in Spring Valley and would like to maintain it. Therefore, would you please stand behind your guarantee and refund to me the purchase price of these begonias – \$19.20. A copy of my credit card statement is enclosed.

Sincerely,

Ella Larsen

The company that received this letter chose to make a partial adjustment. Notice how the bad-news plan was used to retain the business and goodwill of this customer.

Dear Ms. Larsen:

We appreciate hearing from you about your experience with our begonia tubers.

The guarantee period for the plants you purchased expired on August 1. Although we are unable to grant a refund after the guarantee period, we do wish to make an adjustment. Because we value you as a customer, we are enclosing a gift certificate for \$19.20 for use on your next order.

You should be receiving our new spring catalog within the next six weeks. In it you will find many beautiful selections for the planting season, which is rapidly approaching.

Sincerely,

Adjustment Refusals

In many instances the customer's request for an adjustment is not justifiable and you must refuse the claim. Of course, this fact must be established conclusively before a letter is sent. You cannot automatically *assume* that the customer is wrong; therefore, all the facts should be obtained and weighed carefully. "Make sure you are right, and then go ahead" is good advice in writing letters of this type. Even though you know you are right and the customer is wrong, however, this type of letter is still one of the most difficult to write. Somehow you must convey to the customer the idea that you are following the only course open to you and that, as a reasonable person, the customer will agree with you. You will have to rely on your best skills as a business writer!

Nonreturnable Merchandise

Suppose a customer writes wanting to return for credit some items of merchandise purchased several months ago. The reason given for the return is that the merchandise received was not that specified in the order. Of course, you are immediately skeptical. Why did the customer wait so long before reporting the error to you? After looking up the original order, you find that the correct merchandise was definitely sent; the bill was even paid. You conclude that the customer is merely trying to unload some unwanted stock and may be trying to take advantage of your company's very fair adjustment policies. In this particular case, you cannot accept the merchandise for credit.

In writing the reply to this claim, use the bad-news letter plan, which may follow an outline like the one shown below:

1. Thank the customer for writing you, restating the adjustment he or she believes should be made.
2. Explain why it is not possible to grant the adjustment.
3. Offer helpful advice, if possible.
4. Assume that the customer accepts your position as fair, and close the letter on a friendly note.

The letter might read:

Dear Mrs. Kamen:

Thank you for writing us about the "Key Comfort" hassocks that you wish to return for credit. Immediately after receiving your letter, I rechecked your May 11 order. The order specified 12 "Key Comfort" hassocks in beige; the bill of lading matches your order in every respect. In fact, you have already paid the invoice for this shipment. Under the circumstances, we are unable to accept these hassocks for credit.

The "Key Comfort" line was discontinued by the manufacturer in July, and we are now featuring "Royal Rest" hassocks. Several of our dealers, however, reported considerable success in moving the "Key Comfort" line. Premier Furniture, in Ocoola, found that one of the biggest sales features is that the hassocks can be used with both indoor and outdoor furniture. The plastic cover included with each hassock makes this a genuine all-purpose item. Have you tried running an ad on these hassocks in connection with your summer furniture clearance sales? I think you will find doing so profitable.

Several new items of furniture for fall have arrived. Particularly exciting is the new line of Radwick Maple originals for every room in the house. Look over the enclosed folder describing some of these authentic period pieces. People everywhere are talking about Radwick furniture. This line promises to be one of the best sellers we have had in years.

Sincerely yours,

Buyer at Fault

Sometimes you must refuse to grant an adjustment because the product is no longer under warranty or it has been abused. Customers may request unwarranted repairs, replacements, or refunds. In any of these cases, the effective communicator must show the claimant why the request is not justified and minimize any resulting ill will.

Suppose a customer returned to you an electric typewriter that "will not turn on" and asks that it be repaired under the terms of the one-year guarantee. You find that the typewriter had apparently been dropped and three components in the motor were broken; such repairs are not covered under the terms of the guarantee. You would need to write this customer a refusal letter using the bad-news letter plan.

Dear Ms. Phillips:

Your Wizard electric typewriter, along with your letter, arrived at our repair center yesterday. We appreciate your calling this condition to our attention.

Upon its arrival your Wizard was checked by one of our repair supervisors. Apparently the typewriter had been dropped or severely jarred because the carriage return mechanism was broken, the cylinder feed was cracked, and the wires to the power switch were torn loose. Since

your typewriter is guaranteed against defects in parts and work quality only under normal-use conditions, the needed repairs are not covered under the terms of the warranty. We can, however, put your typewriter in good working order for \$98.40, which is the actual cost of parts and labor. Please let us know if you wish us to make the repairs. A postage-paid card is enclosed for your convenience in replying.

Sincerely yours,

Unearned Discounts

Occasionally customers may figure the discount on a bill incorrectly or may attempt to take advantage of a discount when they are not entitled to it. The company may do one of three things:

1. Return the remittance and request a check for the correct amount.
2. Accept the remittance and ask for an additional remittance to make up the difference.
3. Accept the remittance and add the difference to the customer's next bill.

In any event, a letter must be written to the customer. Under no circumstances should the situation be ignored. In fairness to other customers who abide by the rules, the business cannot afford to make exceptions. In writing to customers, point out the error tactfully and appeal to their sense of fair play – but do both without offending them.

Dear Mr. DeWitt:

Thank you for your check for \$2,450 in payment of your March invoice. We appreciate the many opportunities you have given us to serve you.

We notice that in the past you have always paid your invoices within the discount period to take advantage of the saving. As you know, we can afford to give this discount because prompt payment enables us to make a similar saving on our purchases.

When a customer does not make payment within the discount period, we do not make any saving either. In this instance, 17 days passed before we received payment. Of course, this is 7 days beyond the maximum allowed.

Because you are a good customer and because this is the first time you have gone beyond the discount period, we would like to allow the discount. However, if we did so, we would be unfair to our customers who pay within the 10-day period. They would lose confidence in us, and so would you.

Therefore, Mr. DeWitt, will you please send us with your next remittance the \$50 remaining on your account.

Very sincerely yours,

Third Party at Fault

Quite often the roots of a claim lie neither in the customer's nor in the seller's actions but in the carrier's. Since the carrier assumes responsibility for safe delivery of any shipment accepted, the customer's claim is usually against the carrier rather than against the seller. The seller should have a receipt showing that the merchandise was in good condition at the time it was released to the carrier. When a shipment arrives in damaged condition or is "short," the company to whom the claim is made may do one of two things:

1. Take the responsibility for the adjustment; then make a claim against the carrier.
2. Suggest that the customer enter a claim with the carrier, since the matter is really between the buyer and the carrier.

Following is an example of a letter from a supplier to a dealer who received a badly damaged television set. The bad-news letter plan is used to write this kind of adjustment letter.

Dear Miss Malcolm:

We appreciate your calling to our attention the damage done to the Tru-Color television that you ordered from us recently.

When the television left our warehouse in Toledo, it was in perfect condition, as substantiated by a signed receipt from the Ohio Western Railroad. Evidently the television was damaged in transit, and your claim is with the railroad. The shipment was fully insured so you should have no difficulty recovering the cost of the set.

Would you like us to send a duplicate shipment to replace the television damaged in transit? If so, please sign and mail the enclosed postal card and we will ship the replacement immediately.

Sincerely yours,

Vocabulary notes

1. Make a claim against the company – зробити заяву проти компанії
2. Have an occasion to – мати нагоду
3. Be familiar – бути обізнаним
4. At no cost – ні за яку ціну
5. Make a mistake (error) – зробити помилку

6. Become upset – бути у пригніченому стані
7. Do harm – робити зло, шкодити
8. Grant the claim – погоджуватись, задовольняти вимогу (заяву)
9. Frame of mind – настрій
10. On the other hand – з іншого боку
11. Under the circumstances – за даних умов
12. Weigh the evidence – зважити доказ
13. On the way to – по дорозі до
14. See to it – простежити

Exercises

1. Transcribe and practice correctly the following words from the text.

Claim, turn, therefore, faulty, apology, assurance, fault, stupid, clerk, sympathy, accomplish, quality, superb, accusation,, ethics, value, suffer, exaggerate, warrant, expire, persuasive, occasion, policy, adjustment, exception, weigh, soothe, enough, slipup, empathy, discount, irritable, reparation, quibbling.

2. Comprehension check.

- 1) What are the reasons of claims against the company?
- 2) Why is it necessary to be familiar with claim situations?
- 3) What are people writing claim letters interested in?
- 4) How should claimants present their cases to the people they feel are at fault?
- 5) Is it wise to write a claim letter when you are angry?
- 6) In writing a successful claim letter the author must be reasonable in his request, mustn't he?
- 7) Is it important to conclude a claim letter with a statement that builds goodwill? Why?
- 8) What is the motto some firms have established to place the customers? Do you like it?
- 9) How do adjustment letters differ from claim letters?

10) Under what conditions can an adjustment be refused?

3. Are the following statements true or false?

- 1) People writing claim letters are interested in one thing: satisfaction.
- 2) In writing answers to claim letters you are on the other side of the fence.
- 3) Negative words tend to put an unhappy claimant in joyful spirits.
- 4) Every day customers request adjustments that are unreasonable.
- 5) In all instances the authors rely on their skills as business writers.

4. Complete the text with words from the box.

relations	order	employment	department	personnel
sales	advertising			

If you do not know the name of the person who would handle your request, you can at least speed up its handling by indicating the _____ you think will respond. For example, if your letter concerns _____, you would address the _____ department; if it concerns an _____, you would address the _____ department; if it concerns advertising or customer _____, you would probably address the _____ department or public relations department.

5. Respond to the following situations.

- 1) Suppose you had purchased a Bell-Tone tape recorder from Good Sounds Inc., 2703 Callaway Street, Pittsburg, Pennsylvania 15229. After you had used the recorder four or five times, it failed to record properly and required adjustment. Now Good Sounds bills you \$22.50 for the adjustment. Naturally you feel the charge is not justified since this is a new recorder. Write the claim letter addressed to Vincent Way, you would send to the store. Indicate several possible ways that Good Sounds might adjust your claim.
- 2) Assume that you are answering the claim in the previous assignment. Because the recorder had been improperly loaded, its winding mechanism was bent. Write a refusal letter to Peter C. Hale, 1811 Holiday Road, Sante Fe, New Mexico 87501.

6. Fill in the Present Perfect form of the following verbs (positive or negative).

be	decide	fall	introduce	rise	see	stay
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The Channel Tunnel is an impressive example of modern technology, but it _____ so successful as a financial venture. Shareholders are unhappy about the latest report, which show that the number of cars using the tunnel _____ by 8 per cent in the last twelve months. The number of trucks and commercial vehicles _____ at the same level, but the company _____ an increase in its market share. Airline traffic between London and Paris _____ because of low cost airfares. Eurotunnel's directors _____ not to review their pricing strategy. Instead, they _____ a programme of cost-cutting in the hope of saving the company.

Unit 13

Memos and Other Form Messages

In business, a letter is used to communicate with someone outside the company. When you wish to write to someone within your own company, you will send a memorandum. Memos are used to communicate with other employees, regardless of where the employees may be located – whether in the same office, in the same building, or in a branch office many miles away.

Because the interoffice memorandum form was developed to save time, the formality of an inside address, salutation, and complimentary closing is omitted. In other respects, however, office memos and letters have a great deal in common, as you will see from the following discussion.

The Tone of Memorandums

In most companies and organizations, memorandums are written in the first person, just as business letters are. The trend is decidedly away from the stiff, formal writing style

that characterized the business letters and memos of several years ago. The tone of the memo is influenced by the position held by the writer in relation to that held by the receiver. Also, the topic under consideration plays an important part in determining tone. Obviously a person writing to a company official to report the results of a financial audit will be more formal than a person writing a co-worker about the company bowling league.

An important factor is the personality of the individual receiving the memorandum. The president, for example, may insist on informality, whereas a peer might like a formal, impersonal tone. Therefore, the effective business writer must evaluate the position of the reader, the topic under consideration, and the personality of the reader when setting the tone of the memo.

Writing Memorandums

There are usually three main parts to a memorandum:

1. The heading
2. The subject and date
3. The message

Occasionally, when official approval or authority is required, the memorandum may be concluded with a line for the signature of the person originating the correspondence.

The Heading

The heading of a memorandum is usually printed. One example is shown at the bottom of the page.

In the *To* and *From* sections, the business title of each person is often included, particularly when the memorandum is being sent to a person whose office is in another city. In the *To* section, a courtesy title – Miss, *Mrs.*, *Ms.*, *Mr.*, *Dr.* – is sometimes included. However, in the *From* section, the writer does not use a courtesy title. (This principle also applies when you introduce yourself to someone: “Good morning, Miss Bloom – I’m Roy Vecchione,” *not* “I’m Mr. Vecchione.”)

TO: Mr. Ramon Ortega, Accounting Supervisor
FROM: Theresa Nibi, Accounts Receivable Manager

The memo forms used in large companies may also include *Department* and *Location* sections to facilitate communication among co-workers in various branches of the firm. These sections need not be filled in if reader and writer work in the same location or department.

The Subject and Date

The subject, a brief statement telling what the memo is about, helps the reader to prepare for the contents and aids in filing the correspondence for future reference. The subject line is not a complete sentence but rather a concise phrase that includes some specific information. For example, the subject may read:

SUBJECT: Changes in Travel Advance Form

Complete dates are just as important on memos as they are on letters. Dates are necessary for future reference to prevent oversights and mis-communication.

ARNESS PETROLEUM CORPORATION Interoffice Memorandum	
TO:	FROM:
SUBJECT:	DATE:

On some interoffice memo forms, the company's logo – as well as the standard heading – is printed.

The Message

The presentation of the message closely follows one of the three patterns presented for writing business letters. Like business letters, most memos follow a direct organizational plan. These messages present the main idea in the first paragraph and then follow with the necessary details to support the opening statements. Finally, the

everyday memo concludes with suggestions for future action or requests guidance on future action.

Occasionally, however, you may find it necessary to write a persuasive or bad-news memorandum. Rather than take a direct approach, you are likely to be more successful if you present your details first and lead the reader on a step-by-step method to your request or bad news. In this way, the receiver is more likely to complete reading the memo and come to the conclusion of bad news along with the writer. By allowing the reader to see the reasoning that supports or leads to the idea you are conveying, you are better able to maintain goodwill.

Note the various memo parts in the everyday memorandum that is illustrated on the facing page.

When Are Memorandums Written?

Many business firms tell their employees to put in writing all important information that crosses their desks. Written records help to (1) determine responsibility, (2) clear up inconsistencies, and (3) record needed information. If you are sending important papers or documents to another person, for example, it is best to transmit them by memorandum so that if they become lost, there will be a record – your file copy – proving when they were actually sent, and recording exactly what they were.

TO:	Francis Heffron	FROM:	Joyce Holtzclaw
SUBJECT:	Home Burglar Alarm Effectiveness Report	DATE:	August 3, 1986

The Home Burglar Alarm Effectiveness Report that you asked to see is attached.

I would appreciate it if you would return it to me within ten days. Incidentally, Ms. Dalton has requested that the report not be circulated outside the company until its reliability can be checked.

JH

The following is an example of a request correctly written in the form of a memorandum.

TO:	Mr. Charles Werner	FROM:	Cynthia Lewis
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SUBJECT: Request to Carry Over
Vacation Time

DATE: May 12, 1986

I would like to request that I be given permission to carry over into next year the two weeks that remain of my vacation time for this year.

VIGILANT INSURANCE COMPANY

Interoffice Memorandum

TO: Gloria Ambrusco

FROM: Sidney Parton

Brief,
specific
subject

SUBJECT: Loss From December Storm

DATE: February 9, 1985

Why the memo
is being written

The analysis of the company's losses as a result of the storm that hit the northeast states on December 11 and 12 of last year is now complete. This is the study that you requested in your memo of January 19.

Information
the memo is
to convey

As you are aware, most of the damage was suffered by the coastal New England states. This is the one area of the country where our company has relatively few policies in force. Our approximate losses in each of the states affected by the storm are given below:

Massachusetts	\$1,025,800
Connecticut	723,100
Rhode Island	324,000
New Hampshire	<u>182,300</u>
	\$2,255,200

Very slight losses were also sustained in eastern Vermont and southern Maine, but the total for these states is insignificant. Of the total amount of our New England loss 82 percent comes from wind damage claims under the "Extended Coverage" provision of our standard homeowner's policy. The balance comes from claims filed by owners of marine policies.

Future action

Since some policyholders are late in filing claims, the above total could rise by as much as 10 percent. I will provide you with a final report in three months.

SP

mn

The various parts of an interoffice memorandum are illustrated here.

I am well aware of the company's policy that vacation time be taken between June 1 and May 31 in the year that it is earned. However, I have been involved this year in a number of busy projects

that simply did not allow me to take the time that I was owed. I had hoped to squeeze in my vacation this month, but the delay in the Hartmann project has made that impossible. We are now running three weeks behind. If we ever hope to catch up, I will simply have to stay with it.

Ms. Lydia Jason, my immediate supervisor, is aware of my request and has acknowledged her support of it.

CL

Displaying Detailed Matter

A memorandum containing a great many details will be easier to read if each point is numbered in 1-2-3 order, each number starting a new paragraph. Enumerations also help readers to refer by number to specific points when they are replying.

When the memorandum contains statistical matter, the writer should display this material in tabulated form for easier reading, as in the memorandum below. When there is a full page or more of detailed material, it may be displayed on separate pages and accompanied by a brief covering memo explaining the material.

In any case, outside sources of information should be specifically and completely identified so that the reader could go back to the original source if necessary. Complete and accurate source identification enhances your credibility and helps your memo gain acceptance.

TRICOUNTY AIRLINES

MEMORANDUM

TO: Benjamin Spitzer
SUBJECT: Monthly Boardings for Last
Year: Cranston-Titusboro

FROM: T. A. Arthur
DATE: January 7, 1984

Following are the monthly boarding tables for last year on all our flights operating between Cranston and Titusboro. As you will recall, we began this service on January 1. The seat-occupancy rate, which is based on the total of 1,000 seats that are available monthly between these two points is also included.

Month	Number	Occupancy Rate
January	362	36%
February	427	43%
March	512	51%
April	598	59%
May	673	67%
June	718	71%
July	640	64%
August	639	64%
September	720	72%
October	810	81%
November	830	83%
December	<u>710</u>	<u>71%</u>
TOTAL	7639	AVERAGE 64%

As you can see, this service has grown steadily since we began it, largely as a result of our effective promotion in the area. Since the break-even point for our aircraft is 42 percent, it has been a profitable service as well. The only decrease in growth came in July and August, when many of our business passengers were on vacation. The December decrease was due to the storm at the beginning of the month.

These figures do not report on the increase in our service between Titusboro and Wheeling, which is obviously affected by the Cranston-Titusboro route. I am gathering this information, and you shall receive it within ten days.

TAA

wp

When a memorandum contains statistical material, the writer should display this material in tabulated form for easier reading.

Routing Slips

Routing slips are sheets of paper that are used to send materials to several people. The routing slip may be a small (3" x 5½") sheet that lists the names of the people who are to get certain articles or magazines. The routing slip is stapled to the first page, and after each person reads the material and crosses out his or her name, the magazine or article is passed on to the next person on the list. See the example illustrated below.

A routing slip may also travel along with an important document – a contract, for example – that must be approved by several people. As each person approves the contract, he or she initials and dates the routing slip. The completed routing slip is filed as a one-page record showing that everyone did approve the document.

From: Office Technology Library		
Please read this publication promptly, cross through your name and send to next person on list.		
If you cannot read immediately, place your name at end of list. Thank you.		
Name	Floor	Department
J. Dale	10	Advertising
M. McColgan	9	Sales
I. Singh	5	Production
T. Sands	7	Legal
P. Schwartz	7	Legal
V. Rinaldi	4	Purchasing
Last person on list please return to Office Technology Library – 11th Floor		

Routing slips are helpful when material must be sent to several people.

Routing slips that are used frequently may have names printed on them and a standard instruction at the bottom: “Return to P. Daniel, 29th Floor” or “Return to Library” or “Return to _____.” Of course, a routing slip may also be individually typed as the need for one arises.

Obviously routing slips can save much time and money by reducing the need to duplicate the same information over and over again and by ensuring that all the people who *must* see a document or a magazine *will* see it.

Message Forms

Message forms allow people to take complete, accurate messages for others quickly. Thus they help us and our co-workers to build goodwill with customers and to work more efficiently with one another.

Since the forms usually include printed guide words (*To, Phone No., Date*, and so on) and easy-to-check boxes, the person who takes the message writes very few words. In the example below, note that the check-off boxes make this form useful both for telephone messages and for messages from visitors.

To: <u>Harvey Lentz</u>		
Here is a Message for You		
<u>Helen Sturgis</u>		
of <u>Sturgis + Welles</u>		
Phone No	<u>555-7229</u>	Ext
<input checked="" type="checkbox"/> Telephoned		Will-Call Again
<input type="checkbox"/> Returned Your Call		Came To See You
<input checked="" type="checkbox"/> Please Phone		Wants To See You
<u>She wants to inform you of</u>		
<u>the progress made on the</u>		
<u>Fuller case.</u>		

Taken By	Date	Time
<u>Andy</u>	<u>10/28</u>	<u>3:40 p.m.</u>

Message forms help people to take complete, accurate messages.

Mailgrams and Other Telegraphic Services

Telephone and telegraph companies offer several services for sending messages. Perhaps the best known is the telegram, a fast (but costly) way to send a message anywhere in the world. To send a telegram, you can call Western Union, give the name and address of the person who is to receive the message, and dictate an exact message. Western Union will send your message by teleprinter to the branch office that is closest to the recipient, and the branch office will then deliver it. The cost of the telegram, which is based on the number of words in your message, and its destination, can be charged to your telephone account.

Businesses today often use teleprinter equipment to communicate directly with branch offices or divisions. For example, a company with branches in San Francisco, Dallas, Chicago, and New York can facilitate communications among its branches by installing a teleprinter in each location. Two such services offered by Western Union are called *TWX* (teletypewriter exchange service) and *Telex*.

Western Union also offers Mailgram service, which is actually a joint service of Western Union and the United States Postal Service. Western Union wires a Mailgram message to the post office that is closest to the person who will receive the message. Since the post office gives Mailgrams special delivery service, they are usually received the day after they are sent. Mailgrams can be used successfully for advertising campaigns and for other volume mailings when a special effect is desired, because their distinctive blue-and-white envelopes command the readers' attention and the telegraphic format impresses readers.

Vocabulary notes

1. Regardless of – незважаючи на
2. Have a great deal in common – мати багато спільного
3. Save time – економити час
4. Under consideration – те, що розглядається, обговорюється
5. Come to the conclusion – зробити висновок

Exercises

1. Transcribe and practice correctly the following words from the text:

Regardless, employee, characterize, audit, league, peer, require, concise, guidance, allow, prove, circulate, permission, sustain, owe, squeeze, specific, source, cross, initials, routing, accurate, exact, install.

2. Comprehensive check

- 1) In what way does a memorandum differ from a business letter?
- 2) Why was the interoffice memorandum differ from developed?
- 3) Which style in written communication do you prefer, a stiff formal writing or informal one?
- 4) What does the tone of a memo depend upon?
- 5) What are the main parts of a memorandum?
- 6) Which part is the most important? Why?
- 7) Routing slips are helpful and convenient when sent to several people, aren't they?
- 8) Which is the best known service for sending messages?
- 9) What do you know about the activities of Western Union?
- 10) Why does business prefer using teleprinter equipment?

3. Write a memorandum according to each situation.

- 1) Employees have been using the office postage meter as well as prestamped envelopes for personal correspondence. Write a memo to employees explaining that postage and stationery costs have risen greatly and that personal correspondence simply cannot be paid for the company.
- 2) Write a congratulatory message that your regional manager can send as a Mailgram to all sales personnel in the region. It has just been announced that the revenue budget has been exceeded by 23 percent. The message should contain 50 words or fewer.
- 3) A long-time employee from a branch office has called for information about early retirement. He would like to know what his monthly combined pension and social

security payments would be if he retired at age 62 instead of age 65. He would also like to know how much notice the company needs if he plans to take early retirement. Leave a telephone message for the personal director.

- 4) A friend who works for another firm has shown you a copy of a new monthly magazine called Tomorrow's office Today. Since the publication features the latest advances in office machinery and procedures, you believe it would be useful to several people in your office. Write a memo asking your supervisor for permission to subscribe to the magazine in your company's name. It is issued monthly and costs \$26 for twelve issues.

4. Complete the text with words from the box:

determine	hear	mind	ears	thing	interpret	big
-----------	------	------	------	-------	-----------	-----

Too often people think that listening and hearing are the same _____, but there is a _____ difference. Hearing depends upon the _____, but listening uses the _____ as well and may even require the eyes. The ears permit you to _____ sounds; the mind enables you to _____ these sounds, to recognize some of them as words, and to fashion the words into thoughts or ideas. With your mind, you are able to _____ that an oral message is important, interpret the message, and react to it.

5. Select the correct words in the following sentences.

- 1) Of all the ideas that the designers presented, Harry's was certainly (unique, the most unique).
- 2) Ellis and Gomer are both successful agents, but Allison is the (successfulest, more nearly successful, most successful) of the three.
- 3) Bertha is one of the (most tactful, tactfulest) people in the credit office.
- 4) Whenever Maria's workload is (heavier, more heavy) than mine, I volunteer to help her.
- 5) Paul is considered a very (good, better, best) programmer, but Winnie is certainly (good, better, best); however, everyone agrees, that Danielle is the (good, better, best) programmer on our staff.

- 6) Mr. Rusnak gave the (logica**l**est, most logical) reasons to explain why our electronic equipment will not work properly.
- 7) We selected the (whitest, most white, most whitest) paper available to print our sales brochures.

6. Complete the dialogue with the following words and phrases:

We could why I think we should I'm not sure a good idea how about
--

- A. So how should we entertain our visitors?
- B. _____ taking them to a restaurant?
- A. That's _____! I'm sure they'd like to try some local dishes.
- C. And maybe they like music. Perhaps _____ take them to a concert.
- B. _____ about that. We don't know what kind of music they like.
- A. Well, _____ not show them around the city? There are a lot of attractions.
- C. I like that! _____ show them round the city and then go for dinner.

Unit 14

Résumés and Job Applications

When you have completed your formal education, you will look for a job suited to your training, interests, and ambitions. In most cases, you will visit a prospective employer's office and complete an application form for the position in which you are interested. The employer may then make a decision regarding your employability on the basis of the application form and a personal interview. This employment process is the simplest one and probably the one most commonly used for obtaining a first job.

Throughout your lifetime, however, you may find yourself in other job-seeking situations in an attempt to improve your position. As you gain experience, you are likely to become ambitious for better and better jobs. These better jobs very often call for written letters of application and summaries of your background and experience. Your writing skills may very well play an important part in obtaining the job you desire.

In any job-seeking situation, there are a number of ways you may use your writing skills: to complete an application blank, prepare a resume (a summary of your qualifications), write an application letter, or write employment follow-up letters. To obtain your first job, you may need to complete only an employment application form. However, you may also need to prepare a letter of application and a resume. As an ambitious job-seeker, therefore, you should be able to prepare all the written material that will help you obtain the job you want.

What Abilities Do You Have to Offer an Employer?

You will be hired because you have a skill that an employer needs. Before you start your campaign for a job, you must decide for which specific jobs you are qualified and in which jobs you are interested. On the basis of your personal and educational background, you begin by listing specific skills and knowledge that would benefit an employer. Then you decide which specific job titles need the skills and knowledge you possess.

Which of the positions you have listed interest you most? Which ones interest you least? Direct your job-seeking efforts to the most interesting positions for which you are qualified.

For example, suppose your high school major is a general clerical program. Courses in the program may include typewriting, accounting, general business, business English and communication, filing, business mathematics, and office practice. At the end of your high school training, you will probably be able to type at least 50 words a minute, perform basic recordkeeping functions, operate various calculating and duplicating machines, and compose business letters. Some of the job classifications for which you will have received preparation include clerk-typist, payroll clerk, teller, file clerk, general office clerk, correspondence clerk, or credit clerk.

Once you have assessed your skills and knowledge and determined the various jobs for which you are qualified, your most important decision involves selecting the job that interests you most. How can you locate such a position?

What Are Good Job Sources?

How do you find the job in which you are interested? Where do you look for the job for which you are qualified? Several employment sources may be investigated to find a job suitable for you.

School Placement Offices

Your school placement office may be a good place to begin looking for your first job. To employers, graduating seniors are a good source of personnel. If your school has established a reputation for providing training in occupational areas, then you may be able to obtain a job through your school placement office. In addition, your teachers may be able to supply specific names of employers who are looking for graduates in your particular field of interest.

Newspaper Advertisements

Newspaper advertisements placed by local businesses are a good source of employment opportunities. These advertisements may request you to apply in person for the positions listed, or they may request that you submit an application letter accompanied by a resume.

Sometimes local professional journals or newspapers contain job listings. For example, the *Los Angeles Daily Journal*, a publication for the legal profession, is a good source of legal secretarial positions in the Los Angeles area.

Employment Agencies

Both state employment agencies and private employment agencies list job openings. Your local state agency places applicants in positions that have been referred to its office. Of course, this service is performed without cost to either the employee or the employer.

Private employment agencies charge either the employer or the applicant a fee for filling an opening that has been referred to them by the employer. Positions listed as "fee paid" are the ones employers pay for. Some companies prefer to refer all their

openings to private employment agencies to save themselves the trouble and expense of screening applicants. In the long run, it may prove less expensive for them to use an employment agency than to maintain their own personnel recruitment facilities.

Federal, State, County, and City Offices

Opportunities in civil service employment should not be overlooked, as salaries and opportunities for advancement are competitive with those in industry. Local federal, state, county, and city employment offices regularly publish announcements of job opportunities in their levels of government. Persons interested in working in civil service should consult local government employment offices to learn about the jobs available and to inquire about taking the civil service examinations for the jobs in which they are interested. Often, too, officials from various government offices will visit high schools to recruit qualified applicants and to administer civil service examinations right on campus.

College and University Offices

All institutions of higher education have business offices that employ many clerks, secretaries, managers, and administrators. Colleges and universities offer their employees some major advantages. Some, for example, permit their employees to take one course during working hours. In addition, of course, employees have the advantage of working in a different environment – the college campus.

Individual Companies

Many companies do not actively recruit prospective employees through newspaper advertisements or employment agencies. Sufficient numbers of applicants present themselves to the company and directly request employment. While companies may not always have immediate openings in every area, a qualified applicant's résumé is usually filed for future reference.

Larger companies with hundreds or thousands of employees are constantly busy recruiting and placing personnel. Therefore, contacting these companies directly may often lead to obtaining employment.

The Résumés

Once you have decided what you have to sell an employer, you should prepare a written summary of your qualifications. This summary – called a *résumé* – is a description of your qualifications. It usually includes a statement of your education, your employment record (experience), a list of references, and other data that will help you obtain the job you wish.

A résumé is highly useful. You may use it to accompany a letter of application, present it to an employer at the interview, mail it to a prospective employer without a formal letter of application, or use it to assist you in filling out an employment application form.

Since résumés are sales instruments, they must be prepared just as carefully as sales letters. They must present the best possible impression of you. The act of preparing the résumé is just as valuable as the résumé itself, for it forces you to think about yourself – what you have to offer an employer and why you should be hired. Thus it becomes a self-appraisal. Everyone brings unique talents to a position, but usually only after you prepare a résumé do you realize your true worth.

Make the Résumé Attractive

Because the résumé is a sales instrument, it should be as attractive as you can make it. Of course, it should be typewritten, perfectly balanced on the page, and free from errors and noticeable corrections. Résumés vary in length from one page to several pages, depending on how much you have to say about yourself. Your first résumé should probably fit on one page or at the most two, but as you gather experience and obtain more education, your résumés may get longer and more detailed.

Make the Résumé Fit the Employer's Needs

A résumé is tailored carefully to meet the employer's needs for the job for which you are applying. Thus it is an individual thing. Never try to copy someone else's résumé or to use the same one over and over. You must find out what the job you are seeking demands and then tailor your résumé accordingly. For example, if you apply for a job where you will be required to take dictation at a high speed, you will want to emphasize your skill in shorthand. You will make absolutely sure that the employer knows you are a highly skilled shorthand writer and transcriber. On the other hand, if the secretarial job you want requires little in the way of shorthand but a good deal of talent in writing, you will mention your shorthand skill but emphasize your writing ability.

The Main Categories of a Résumé

The form of the résumé varies according to your individual taste and, more importantly, according to the job for which you are applying. If you were applying for a job with a bank or an accounting firm, you would probably want to use white paper and a conservative format. But if you were applying for a job with an advertising agency you would probably want to exhibit creativity, and might want to use a tinted paper and a more creative format.

The résumé illustrated on page 148 is an example of an effective arrangement. Notice that it contains four main headings: "Position Sought," "Experience," "Education," and "References." The information at the top of the form includes the name, address, and telephone number of the applicant. This is all the personal data needed here; you will supply other personal details on the application.

Position Sought

The employer wants to know, first of all, the specific job for which you are applying. It is best to find out in advance whether there is a vacancy in the company and to specify that position by its correct title, such as "Secretary to the Assistant Credit Manager." If you don't know the specific job title, it is satisfactory to write "Payroll Clerk," "Sales

Trainee,” “Receptionist,” and so on. Whichever résumé format you use – conservative or creative – be sure to include all the necessary details.

Experience

If you are a recent high school graduate, the employer will not expect you to have had a lot of experience that is related directly to the job for which you are applying. Employers understand that you have been in school and have used most of your summers for vacation. Nevertheless, any paid work experience, regardless of its nature, will impress an employer because the fact that you have worked reveals that you have some initiative. Therefore, be sure to mention such experience as temporary, part-time, after-school, Saturday, or Christmas vacation work – mowing lawns, baby sitting, delivering newspapers, and so on. Even volunteer typing or clerical work for a teacher or a community agency should be listed.

Include the following facts about your experience:

1. Name and address of your employer (including the telephone number is always very helpful).
2. Type of work you performed. Give not only the title of the position but also a brief description of the work.
3. Dates of employment. Employers usually prefer that you start listing your work experience with your *last* job and work back to your first job. When listing full-time experience by dates, it is important to leave no obvious, unaccounted-for time gaps:

January 1980-September 1981

Did not work during this period; I cared for my mother, who was recovering from surgery.

OR:

August 1982-July 1983

During this period I was a part-time student at the Franklin Music School. I was not employed.

Laura A. Stern
6732 Fraser Court
San Diego, California 92126
Telephone (603) 555-1239

POSITION SOUGHT Executive Assistant

EXPERIENCE La Jolla Engineering Company, La Jolla, California.
July 1981 to present. Assistant Office Manager.
Supervisor: Ms. Antonia Quarles. Duties include preparing weekly
and monthly work schedules, preparing and distributing payroll,
maintaining all office records, securing temporary help, and
monitoring use and service of all office machinery.

Chula Vista Supply Company, Chula Vista, California.
June 1979 to July 1981. Secretary to Sales Manager.
Supervisor: Mr. Miguel Rodriguez.
Duties included typing, filling, arranging travel schedules,
telemarketing, and assisting sales personnel.

Samson's Stationery, San Diego, California.
Summers of 1977 and 1978. Salesperson.
Supervisor: Mrs. Doris Samson.

EDUCATION San Diego Business Academy, San Diego, California.
Awarded certificate upon completion of twelve-month
secretarial program in June 1979.
Skills: shorthand, 120 wpm; typing 70 wpm.
Major subjects included office automation and modern office
procedures.
Received First Class Secretarial Award.

El Centro High School, San Diego, California.
Graduated with honors In June 1978.
Served as President of Business Club in 1977 and 1978
and as Secretary of Junior Achievement Club in 1978.

REFERENCES Ms. Rosa Gonzago, instructor, San Diego Business Academy,
73 Cabot Drive, San Diego, California 92126

Mr. Joseph Turrell, Vice President, The Ames Company,
949 Bennett Avenue, Oklahoma City, Oklahoma 73125

Mr. Frederick Lapatta, Principal, El Centro High School,
San Diego, California 92126

A resume should give specific details about the applicant's experience and education.

If you have held one or more full-time positions prior to making the application, you may wish to state why you left each position. For example: “I left this position because I was needed at home.”

Education

For most high school students, the education section of the résumé will be the most important, since work experience will at this point be limited. Therefore, give specific details about your training that qualify you for the position. Study the information presented in the resume illustrated on page 148. Note that the courses emphasized are those that have particular bearing on the position being applied for. Note also that special skills and interests are described. Be sure, on your resume, to list any honors you have received in school, even though they may not appear to be of great significance to you. Employers *are* interested.

Some people who take part in out-of-school activities mention their hobbies as indications of their broad interests. Mentioning outside interests is a good idea, especially if these hobbies give the prospective employer a clue to your personality and talents. For example, the hobby of working on cars will impress the manager of an automobile agency or an auto parts store. The hobby of reading will be of interest to a publisher. If art is your main hobby, this talent will appeal to a large number of employers.

References

At the end of your resume, list the names of people whom the employer can contact for information about you. Common courtesy requires that you obtain permission before using a person’s name for reference. Ordinarily, only three or four names need be listed, but others should be available to attest to your experience, education, and character. If possible, select your references according to the job for which you are applying. And let your references know what kind of position you are applying for so that they will be guided in their replies. If you are applying for a position as an accounting clerk, for example, a reference from someone in that type of work would be more appropriate

than one from your family doctor. When you ask someone to write a letter of recommendation for you, include a stamped envelope to the prospective employer.

The following information should be given about each and every reference you include on your resume:

1. Full name (check spelling) with appropriate title (such as *Mr.*, *Miss*, *Ms.*, *Mrs.*, *Professor*, *Dr.*).
2. Business title (such as *President*, *Director*, *Data Processing Manager*).
3. Name of company or organization and complete address.
4. Telephone number (with area code).

Filling Out Employment Application

Most business firms like to have a standardized record for each employee. You will probably be asked to fill out the company's application form either before or after you have been hired. Frequently, personnel interviewers use the application form as they interview you. Since interviewers are familiar with this form, they can quickly select from it items about which to question you. The application form also provides a great deal of information about the applicant other than the answers to the questions asked – information regarding the legibility of handwriting, accuracy and thoroughness, neatness, and ability to follow written directions.

Here are some helpful suggestions to follow when you must fill out application forms:

1. Bring with you:
 - a. A reliable pen. Many pens provided for public use are not dependable. An ink-blotched or unevenly written application form will reflect on your neatness.
 - b. Two or more copies of your resume, one or more for the interviewer and one for you to use in filling out details on the application blank.
 - c. Your social security card.
2. Write legibly. Your handwriting does not need to be fancy, but it must be legible. You should take particular care that any figures you write are clear. If the interviewer has difficulty reading your writing, you will start your interview with one strike against

you – that is, if you get as far as an interview!

3. Be accurate and careful. Double-check all the information you have included. Have you given your year of birth where it is asked for, and not this year's date? Are your area code and telephone number correct? Be careful to avoid any obvious carelessness.
4. Don't leave any blanks. If the information asked for does not apply to you, draw a line through that space or mark it "Does not apply."
5. Follow directions exactly. Since you have the opportunity to reread the directions to make sure you are completing the form correctly, reread them. If you ask unnecessary questions, you show that you cannot follow simple written instructions. The interviewer will then wonder how you would follow complicated oral instructions once you are on the job! If the directions say to print, then do not write. If the instructions call for your last name first, then do not give your first name first. If you are asked to list your work experience with your last job first, then be sure you do not list your first job first.

Vocabulary notes

1. Gain experience – здобути досвід
2. Job-seeking situation – пошуки роботи
3. Job-seeking efforts – зусилля, пов'язані з пошуками роботи
4. Obtain a job – отримати роботу
5. Civil service – цивільна служба, робота
6. Shorthand worker – стенографіст
7. Exhibit creativity – виставляти, виявляти креативність
8. Out-of-school activity – позакласна робота

Exercises

1. Transcribe and practice correctly the following words from the text.

Ambition, obtain, summary, experience, background, hire, campaign, duplicate, calculate, assess, advertisement, resume, trouble, recruitment, advancement, competitive, campus, environment, sufficient, worth, attractive, paid, reveal, lawn,

volunteer, qualify, frequently.

2. Comprehension check

- 1) Why do people look for a job suited to their training, interests, and ambitious?
- 2) What is the first step in looking for a job?
- 3) Under what conditions is somebody likely to become ambitious for better and better jobs?
- 4) What do these better jobs call for?
- 5) Are your writing skills very important in obtaining the job you desire?
- 6) What are the ways of using one's writing skills in a job-seeking situation?
- 7) What must one do before starting his campaign for a job?
- 8) Will an applicant for a job need some specific skills to obtain a specific job? What are they?
- 9) Where do you look for the job for which you are qualified?
- 10) What are the best sources of employment opportunities?
- 11) The categories of a resume vary according to one's individual taste, don't they?

3. Do the following assignments.

- 1) Investigate the kinds of jobs that are available in your community by studying the advertisements published in your local newspaper. List specific jobs that are of interest to you. Then list the kinds of jobs for which there are many ads.
- 2) Prepare a resume for yourself. Assume that you will leave school within two months.
- 3) Obtain application forms from two local business firms. Complete them just as you would if you were going to apply for a position. Be prepared to discuss in class the kinds of information that the forms required you to supply.

4. Complete the text with words from the box.

benefit	effectively	message	difficult	lose	meetings	knowledge
---------	-------------	---------	-----------	------	----------	-----------

Listening, like reading, is a message-receiving skill. But listening is more _____

than reading because you cannot re-listen to a spoken _____ as you can reread a written one. You must get the message right the first or you _____ it.

Reading about a topic in advance will enable you to listen more _____ to the speaker's message because you bring more _____ to the topic and that derive greater _____ from it. When planning to attend an important committee meeting, if you examine the agenda and reread the minutes of previous _____ beforehand, you will be able to listen much more effectively during the meeting.

5. Complete the insurance claims below with the following words.

injured	damaged	destroyed	lost	stolen
---------	---------	-----------	------	--------

- 1) There was an accident in the factory and two people were _____. We would like to claim for their medical expenses.
- 2) There was a bad storm last night and our roof was _____. We want to claim the cost of repairing it.
- 3) I'd like to claim for the theft of my car. It was _____ from outside my home during the night.
- 4) When I was on holiday last week, I _____ my wallet on the beach. I looked everywhere but couldn't find it. It had \$1, 000 inside.
- 5) We've had a fire in the computer room. All the equipment is completely _____. We need to replace it as soon as possible.

6. Correct any errors in the following sentences.

- 1) Last month interest rates begun to drop.
- 2) This machine is broke, but you may use mine if you wish.
- 3) Yes, we have wrote to the City Council concerning these restrictions.
- 4) Of course, Miss Amato, we have already spoken to our attorneys.
- 5) Harold generally type about 75 words a minute.
- 6) I'm sorry, I had forgotten about our 9 a. m. appointment.
- 7) Marion becomes quite an authority on microprocessors.
- 8) Has Mr. Morrison gave us his new address yet?

- 9) I seen Mrs. Derek at this morning's production status meeting.
- 10) The meeting had begun about 15 minutes before we arrived.

Unit 15

Employment Letters

Your ability to write an effective employment letter will help you compete successfully against others who want the same job you want. At some point in your career, you will surely have occasion to write one or more of the following types of employment letters:

1. A letter of application. This letter may be written (a) in response to a newspaper advertisement; (b) at the suggestion of a relative, friend, teacher, or business acquaintance; or (c) on your own initiative, even though you do not know of a specific job opening in the business to which you write.
2. Letters to various persons requesting their permission to give their names as reference.
3. A follow-up letter to thank an employment interviewer for the time given you and to reemphasize some of your qualifications that particularly suit you for the job.
4. A letter accepting the position.
5. A letter refusing a position.
6. A thank-you letter to each person who helped you in your job-seeking campaign.
7. A letter resigning from a position.

Letters of Application

Employers often receive hundreds of applications for one job, and they cannot possibly interview each person who applies. Therefore, the personnel recruiter uses the letter of application and other written documents as a basis on which to select those who will be called for a personal interview. An effective application letter can open doors to a bright future; a poor one could quickly close those doors. However, an application letter alone will rarely get you a job. Obviously, an employer needs more than your letter to decide

whether to hire you. But your letter can make you stand out from other applicants. It can get your foot in the door – its main purpose.

Appearance

The appearance of your application letter gives the employer a first clue to your personality and work habits. A sloppy letter suggests that you may not be careful about your own appearance or about your work habits – and this is not the kind of impression you want your letter to make.

Appearances *do* matter. Imagine, for example, getting caught in the rain before you are to meet – for the first time – an important person. Even though you explain that you have been caught in the rain and are excused, your bedraggled appearance will create a negative first impression of you. Likewise, a sloppy letter will give a prospective employer an impression of you – but a sloppy letter cannot be excused. It says, “I didn’t care enough to do it over.” Employers are interested only in applicants who care enough to do the job properly.

Thus, in writing your application letter you want the prospective employer to be favorably impressed and to grant you an interview. The physical appearance of your letter can do much to help create this favorable impression. Follow these instructions, therefore, in preparing your letter:

1. Use a good grade of 8½- by 11-inch bond paper (white). Be certain that it is clean and free from smudges and finger marks both before and after you write your letter. Be careful of paper that is specially treated so that it erases easily. “Erasable” paper is generally expensive. Moreover, you may be paying for extra smudges, because erasable paper tends to pick up old ink from your typewriter platen (roller). Since this paper erases so easily, you can blur the words merely by rubbing your finger across your paper. A good grade of bond paper is usually the best choice.
2. Type your letter of application. Here are some suggestions to follow when typing your letter:
 - a. Make no strikeovers.
 - b. Make very neat erasures. If an erasure can be detected easily, retype the letter.

- c. Use a black ribbon that is not so worn that the type is too light or so new that the type is too dark and smudgy.
 - d. Balance your letter neatly on the page, allowing plenty of white space in the margins (at least 1½ inches all around).
 - e. Clean your keys so that letters appear sharp and clear.
3. Address your letter to a specific person in the organization if it is possible to obtain his or her name.
 4. Don't expect to get your letter exactly right the first time. Be willing to rewrite it until it represents you in the best possible light.
 5. Never copy an application letter out of a book. Let your letter express your own personality.

Organizing the Letter

An application is usually accompanied by a resume. It is neither necessary nor desirable to describe fully your education and experience in the letter. This is the job of the resume. The letter's main purpose is to transmit the resume and to supplement it with a personal sales message:

Could you use a sales representative who is hard-working, conscientious, and ambitious? who understands people and who has a knack for knowing what they are looking for? who has sold successfully even while still a student? who wants to build a career in your organization? If your answer to these questions is "Yes," I think I can help you.

Can your word processing operators produce flawless work hour after hour, documents that pass every test for accuracy? I can – and I can prove this ability to you.

Is there a place in your organization for a bookkeeper whose work is accurate and meticulous and who accepts a demanding atmosphere as a challenge?

Can you use a secretary who takes flawless dictation and who transcribes quickly and accurately?

Another good beginning for an application letter that sells is a summary statement of your special qualifications. This type of beginning gives the prospective employer an immediate indication of your ability and training. If these qualifications seem to be what is needed, the employer will read further. Here are some examples:

My four years of telemarketing experience, plus my proven record of assisting a district sales staff, should qualify me for the position of sales correspondent in your regional office.

A sound background in secretarial training at Midland High School combined with three years of summer typing in the policy loan department of the Atlas Insurance Company have given me the knowledge and experience necessary for the secretarial position advertised in the May 3 edition of the Post-Dispatch.

My two years as a receptionist at the Zumwalt Corporation has given me the experience in working with people that your customer service position demands.

When you have been told about a vacancy by another person – an employee of the organization or a friend of the person to whom you are writing or a teacher or guidance counselor – it is often effective to use that person's name (with permission) in your opening paragraph.

Mr. Edgar Schuster, a family friend, has told me that you need a secretary that you can rely on. I have been an executive secretary for two years, and I believe I have the qualifications that you need.

Ms. Sylvia Clarke, who works as order fulfillment supervisor, has told me that you are seeking someone who is used to working with detail. Would two years of experience as a statistical clerk in the U.S. Labor Department's regional office be of interest to you?

My accounting teacher, Mr. Fred Santaro, has told me that you are looking for an accounting assistant. If you are looking for someone whom you do not have to train from the ground up, I believe that my qualifications would be of interest to you.

Developing the Body of the Letter

In the body of the letter, you should offer support for the statements made in the opening paragraph. Emphasize the highlights of your educational background and business experience that are specifically related to the job. You may also indicate why you would like to be employed by the firm to which you are applying. To impress the company favorably, get some of their literature and learn about their locations and activities. The *Funk and Scott Index* lists newspaper and magazine articles that have appeared about companies. Read some, and then you may be able to give specific

reasons for being interested in a particular company. Following this suggested plan, the second paragraph of your application letter might read like one of the following:

I routinely take dictation at 110 words per minute. I can also operate a switchboard without becoming flustered during even the busiest periods. I can type accurately and quickly and can answer routine letters reliably. I also have a solid background in modern recordkeeping procedures. I have practiced and sharpened these skills for the last two years in the offices of Acorn Industries.

My enclosed resume sets forth the training and experience that I have had during my first four years in business. I believe that it equips me for the position of assistant buyer with your firm.

Concluding the Letter. A good conclusion in any letter tells readers what you wish them to do. In a letter of application, you would like the reader to grant a personal interview. Therefore, ask for an interview and make your request easy to grant. Here are some suggested ways to accomplish this:

May I explain my background further during a personal interview? I can be reached at 555-5079. I believe that I can tell you why I am a likely candidate for your position in just a few minutes. May I have an interview? Just note a convenient date and time on the enclosed postal card.

To a prospective employer some distance away, the applicant may write:

I will be in the Edgartown area from June 27 to June 29. May I talk to you on any of those three days? My phone number is (314) 555-6318.

Sample Letters

The following letter of application for a position as stenographer was written by a soon-to-be-graduated high school business student.

632 Sunrise Highway
Fort Lauderdale, Florida 33322

April 17, 2006

Mr. Elton Saunders
Personnel Director
Global Radio Corporation

84 Industrial Parkway
Pompano Beach, Florida 33062

Dear Mr. Saunders:

Ms. Florence Cranshaw, the business education chairperson at Sunnydale High School, has told me that you have an opening for a secretary. I would be most grateful if you would allow me to quickly explain why I believe I have the necessary qualifications for the position.

As the enclosed resume points out, I have had two years of shorthand training and transcription at Sunnydale High School and have developed a high rate of speed and accuracy in both shorthand and typing. In addition, for the last two summers I have had the opportunity to improve both skills as a full-time summer replacement at the main office of the Bank of Broward County. This experience also served to acquaint me with the daily routine of a busy office. I have enjoyed both my training and my work experience and believe that I can satisfactorily fill the position that you have.

I can begin work anytime after July 1.

You can reach me at 555-7287 any day after 3:30 p.m. May I have a personal interview at your convenience?

Sincerely yours,

The following letter was written by a graduating student applying for an accounting position in reply to a blind newspaper ad:

73 David Lane
Collegeville, Minnesota 56321

May 30, 2007

The Register
Box 777
Collegeville, Minnesota 56321

Dear Sir or Madam:

Two years of high school accounting, supplemented by summer work at an accounting firm and strengthened by an evening program in accounting at the Abrams Institute, have equipped me to handle the general demands of accounting work. I would therefore appreciate it if you would consider me for an accounting position in your firm.

I am presently employed as a tax clerk with the Arvida Manufacturing Corporation. But I am looking for a position that would make greater use of my broad training. I would also value the opportunity to get into a more advanced phase of accounting. I plan to continue my accounting education through a night school program at our local community college.

The enclosed resume summarizes my education and experience. It also includes the names of three people from whom you may obtain information about my character and ability.

I would very much like to talk to you in person. I may be reached by phone at 555-3000, Ext. 342, from 9 a.m. to 5 p.m. or at 555-3894 after 6 p.m.

Sincerely yours,

Letters Requesting References

Almost every prospective employer likes to have information regarding the character, training, experience, and work habits of job applicants. You may need to supply only the names, titles, and addresses of references, leaving to the interested prospective employer the task of obtaining the desired references. Under some circumstances, you may request that the person speaking on your behalf write a letter of reference directly to the prospective employer. (In most cases, a letter of reference that you carry with you is not too effective.)

Before using a person's name as a reference, you should request permission to do so. This permission may be obtained in person, by telephone, or by a letter such as the following:

Dear Ms. Dalton:

I am applying for the position of assistant order clerk that is currently open at the Dennings Corporation in Afton.

As a student in your office practice class two years ago, I received the background that is needed for this position. I would like very much to use your name as a reference.

I enclose a return postal card for your reply.

Sincerely yours,

You might use a courtesy carbon and return envelope instead of the postal card.

If you are writing to request that a reference be sent directly to a prospective employer, you may say:

Dear Mr. Domboski:

I am applying for an assistant auditor's position at Dixon's Department Store.

Since I worked under your supervision for two years in the claims department of the Northwest Insurance Company, I believe that you are in a position to evaluate my character and ability.

Would you be willing to send a letter of reference for me to Ms. Helen Saltan, Personnel Director at Dixon's? I am enclosing a stamped and addressed envelope for your convenience.

Sincerely yours,

Follow-Up Letters

Application letters and letters requesting references are written before the interview with a prospective employer. After the interview, there are several types of follow-up letters you may write. Here are some examples.

The Interview Follow-Up

If your application letter has succeeded in obtaining a personal interview for you, the next letter you should write will follow the personal interview. This letter may serve to satisfy one or more of the following purposes:

1. To thank the interviewer for the time and courtesy extended to you.
2. To let the interviewer know you are still interested in the position.
3. To remind the interviewer of the special qualifications you have for this particular position.
4. To return the application form that the interviewer may have given you to take home to complete.
5. To provide any additional data requested by the interviewer that you may not have had available at the time of the interview.

Notice how the interview follow-up uses the everyday letter plan by directly thanking the reader for the interview and then following up with details related to the interview.

Dear Mr. Lewes:

Thank you for discussing with me yesterday afternoon the position that you have available in your billing office. You told me exactly what would be demanded of me in that position.

I am more interested than ever in this job. I believe that the position I have held for the last two years at Lyon's Service Company has given me the background I would need to perform the work required.

I have completed the application form that you gave me, and it is enclosed. I have asked my references to write to you directly.

I hope that you will look positively upon my application. Please let me know if I can supply you with any additional information.

Sincerely yours,

Letters of Acceptance

If you are notified by mail that you are being offered the position for which you applied, you should write a letter of acceptance. This letter does the following:

1. Notifies your employer-to-be of your acceptance.
2. Reassures the employer that she or he has chosen the right person.
3. Informs the employer when you can report for work.

The letter of acceptance, which follows the everyday letter plan, may read as follows:

Dear Miss Sands:

It is a pleasure to accept your offer of a secretarial position at Standard Embroidery. You can be sure that I will do everything possible to justify confidence you have expressed in me.

Since June 24 is my graduation day, Monday, June 27, will certainly be a convenient starting date for me. I will report to your office ready to work at 8:30 a.m.

Thank you for the opportunity that you have given me.

Sincerely yours,

Letters of Refusal

Perhaps you have been offered a position for which you applied, but you have also received another offer that you believe is better. You should return the courtesy extended to you by writing a tactful, friendly letter of refusal. You may want to reapply to this same company in the future. Structure your letter according to the bad-news plan. Refuse the position only after you have expressed appreciation for being offered the job.

Dear Mr. Sauter:

Thank you for offering me the position of inventory clerk at the Atlantic Company's warehouse. It would have been a pleasure working with you and the other fine people at Atlantic. However, just two days before receiving your offer, I accepted a position at another company. I very much appreciate the time that you gave me.

Sincerely yours,

Thank-You Letters

When you have obtained your position, remember that the people who have written reference letters for you undoubtedly helped you. You should be courteous enough to let them know that you have accepted the position. You might write a letter such as this:

Dear Mrs. Keno:

Thank you for the letter of reference that you sent on my behalf to the Ridgeville Trust Company. You will be pleased to know that I have accepted the position of secretary to Mr. Francis Easterly, Assistant Treasurer.

I want you to know how very much I appreciate your support.

Sincerely yours,

Resignation Letters

Occasionally you may need to write a letter resigning from a position. (Of course, you should discuss your resignation with your supervisor before writing a letter.) Regardless of your reason for resigning, your letter should be friendly in tone and tactful. Someday you may want this employer to give you a reference, and you want the employer to remember you favorably. The following letter, which follows the bad-news plan, is a good example of a letter of resignation.

Dear Mr. Connolly:

I want you to know how much I have enjoyed my last two years at the Ridgeland Tool Company. I have learned a great deal here and have made many permanent friends as well.

Because I would like to make greater use of my sales background, I have accepted a position at the Lufkin Investment Company. I would therefore appreciate it if you would accept my resignation effective July 31.

Thank you for all that you have done to make my work here both interesting and enjoyable.

Sincerely yours,

Vocabulary notes

1. Stand out from – відрізнятись, виділятися від
2. Get caught in the rain – потрапити під дощ
3. Grant smb. an interview – дати інтерв'ю
4. Knock for knowledge – уміння, спритність до знань
5. From the ground up – з нуля, з основ до
6. Be related to – мати відношення до
7. Set forth – висловлювати, пояснювати, представляти
8. At smb's convenience – для зручності, як комусь зручно
9. Tax clerk – податковий агент
10. Talk in person – говорити особисто, віч-на-віч
11. Speak on smb's behalf – говорити від чийогось імені
12. Blind newspaper – самвидат

Exercises

1. Transcribe and practice correctly the following words from the text.

Accept, resign, rarely, clue, sloppy, excuse, physical, smudge, erase, blur, erasure, margin, knock, flawless, accuracy, meticulous, proven, staff, loan, counselor, appear, routinely, fluster, sharpen, accomplish, resign, resignation.

2. Comprehension check

- 1) What are the types of employment letters?

- 2) An effective application letter can open doors to a bright future. Isn't it right?
- 3) Does the physical appearance of an application letter help create a favourable impression of the applicant?
- 4) Which part of an application letter is the most important?
- 5) Why does a prospective employer like to get some additional information about the person he is going to hire?
- 6) What is the difference between letters of acceptance and letters of refusal?
- 7) It's courteous to write thank-you letters to those who have written reference letters for you, isn't it?
- 8) What should people who are looking for a job know before writing an application letter?
- 9) Why do employers prefer reading written documents to interviewing every applicant?
- 10) What are the sources of information about vacancies?

3. Write an appropriate letter according to each situation.

- 1) The following advertisements appeared in a recent edition of your local newspaper. Write a letter of application answering one of these advertisements.

Secretary: Small office needs someone capable of doing everything. Good position for the right person. Apply to Mr. Charles Kim, 72 Delaware Street.

Clerk-typist: Must be quick and accurate. Opportunity to learn real estate business in convenient downtown location. Salary open-fringe benefits. Ms. Donna Madden, Edgemont Building.

Travel coordination: Entry-level position. Work for a busy manufacturing, firm with people who are always on the go. Will teach the use of official Air Line Guide and routing maps. Much telephone work. No typing. Personal Director, Massey Corp., Eagleton Mall.

- 2) Write a letter to a teacher or acquaintance requesting permission to use his or her name as a reference.
- 3) Assume that you have had a personal interview for one of the jobs in exercise 1.

Write a follow-up-letter to the person who interviewed you.

- 4) You have received a letter notifying you that you have been selected to fill the vacancy for which you had applied. Write a letter accepting the position.
- 5) Suppose that you have decided not to accept the position offered to you in Exercise 4. Write a letter of refusal.
- 6) Write a letter to the person who wrote a letter of reference for you, notifying him or her that you have accepted a position.
- 7) You have been employed in the office of the Reliance Electrical Supply Company for two years. A friend who works for the Pennington Advertising Agency has told you of a vacancy there, and you have applied for and have been offered the position which is better than your present one. Assume that you have already discussed this new job with your present supervisor. You must now put your resignation into writing. Write the letter.

4. Complete the text with words from the box.

employees	properly	habits	contribute	life	executives	orders
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Habits of efficient listening _____ greatly to one's success in all areas of _____ .

But particularly in business and industry. So important are _____ of good listening that many large corporations provide listening training for many of their _____ and supervisory personnel. These corporations know that management must be able to listen _____ if it is to be effective. They know that successful supervisors or managers don't just give _____; they also do a lot of listening. They listen to their _____ to find out what they think so that management can help to settle grievances and establish good employee relationships.

5. In the sentences below identify the present tense and past tense forms.

1. Martha Gurr has already received her new credit card.
2. Has Ms. Brantly been informed of the new procedures?
3. Mr. French was presented with a special award for his charitable work.
4. Rosemary always completes her work on time.

5. Andrew has been making all the arrangements for our trip to the West Coast.
6. I completed the invoices on Friday, July 15.
7. For your convenience we have enclosed an envelope.
8. Did you ask Bart for more information?

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