

Державний вищий навчальний заклад
“Українська академія банківської справи
Національного банку України”
Кафедра іноземних мов

**ДІЛОВА КОРЕСПОНДЕНЦІЯ:
РЕКОМЕНДАЦІЇ ДО НАПИСАННЯ
ТА ОЦІНЮВАННЯ**

**BUSINESS CORRESPONDENCE:
TIPS ON WRITING AND ASSESSMENT**

Навчальний посібник

Для студентів
економічних і правових спеціальностей
немовних вузів

Суми
ДВНЗ “УАБС НБУ”
2014

УДК 811.111

ББК 81.2Англ

Д46

Рекомендовано до видання вченою радою Державного вищого навчального закладу “Українська академія банківської справи Національного банку України”, протокол № 8 від 27.03.2014.

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Д46

Ділова кореспонденція : рекомендації до написання та оцінювання =
Business Correspondence: Tips on Writing and Assessment [Текст] :
навчальний посібник / Державний вищий навчальний заклад “Українська академія банківської справи Національного банку України” ;
[уклад.: С. В. Дорда, І. В. Соколова, Л. В. Гнаповська та ін.]. – Суми :
ДВНЗ “УАБС НБУ”, 2014. – 158 с.

ISBN 978-617-668-000-0

Посібник містить систему вправ, покликаних розвинути вміння студентів ефективно спілкуватись англійською мовою як мовою міжнародної комунікації. Найвні в посібнику деталізовані пояснення сутності основних критеріїв оцінювання письма допоможуть тим, хто вивчає англійську мову, усвідомити базові стратегії продукування письмового тексту відповідно до норм мовної системи та соціокультурних вимог сучасного ділового світу. Матеріали видання також стануть у пригоді викладачам іноземної мови під час розробки ними завдань для оцінювання вмінь письма.

Призначений для студентів економічних і правових спеціальностей немовних вузів.

УДК 811.111

ББК 81.2Англ

ISBN 978-617-668-000-0

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Національного банку України”, 2014

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PREFACE

To be successful in today's global world, business professional must be able to communicate effectively by means of spoken as well as written foreign language. "Business Correspondence: Tips on Writing and Assessment" is the instruction aimed to reinforce and integrate the development of practical business writing skills in English and prepare students for written interaction in English at more advanced levels. The objectives of this book are:

- to improve writing skills for producing correspondence;
- to develop appropriate style for correspondence;
- to extend knowledge of standard phrases and structures for correspondence;
- to practise initiating new correspondence;
- to practise professional communication skills in bounds of corresponding communicative situations.

To achieve the above goals, the book provides full-page models of each major writing task, shown in complete ready-to-send format, so that students become familiar with the appropriate format for every major type of writing assignment. Useful tips on common business expressions and practices in English help students interact successfully in a variety of business situations.

The book will also come as a handy tool for those who plan to take international exams in English where Writing (including business correspondence) is assessed as one of the major communicative competencies.

The aim of modern English examinations is to give language learners tasks that require them to use language as similarly to real-life situations as possible. Such tasks present candidates with a variety of lifelike writing situations that allow them to perform different language functions to achieve their communicative goals. The tasks therefore present carefully designed contexts in which test-takers have to address topics relevant to them to achieve specific communicative purposes. The writing tasks administered in modern English examinations attempt to ensure that candidates produce their own texts rather than reproduce memorized ones. The aim is to elicit language that is suitable for getting the student's message across. In modern English examinations more emphasis is laid on successful communication than on accuracy: a candidate does not have to produce a text that is perfectly accurate in order to be understood and communicative.

The book is intended to help both – learners reading for international language tests and teachers who have to administer and design tests of writing that meet the standards of modern European requirements for language learning and assessment. It gives an overview of the composing process in order to describe the ability that a test of writing measures, provides a broad overview of the nature of writing tasks, describes the main types of rating scales, and systematically explores the criteria most frequently used in the assessment of writing skills.

PART I

WRITING BUSINESS CORRESPONDENCE

Unit 1

BUSINESS LETTER COMPONENTS

The typical business letter contains the following standard components: company letterhead, current date, inside address, salutation, body, complimentary close, written signature, and keyboarded name/title. In addition, some business letters contain one or more other components.

Common among these are attention line, subject line, enclosure notation, copy notation, and postscript.

Company Letterhead This is typically preprinted on company stationery and contains information such as company logo, company name, post office box address, physical address, e-mail address, telephone number, and fax number.

Current Date This sounds simple enough, but certain standards should be adhered to. When writing letters to U.S. communication partners, spell out the month followed by the date and year (June 5, 2014). Do not use the digital version (06-05-14 or 6-5-14 or 6-5-2014). When writing letters to international communication partners, it is more typical to start with day followed by the month and year (5 June 2014).

Inside Address The inside address (or letter address) contains the name and mailing address of the person or company the letter is being sent to.

Salutation This is the greeting to the reader. If you are writing to a specific individual, the typical salutation is the word *Dear* followed by the receiver's title (Ms., Mr., Dr., etc.) and surname followed by a colon, for example, Dear Ms. Garcia:. If you are writing to a company and do not have a specific individual's name, use a salutation such as Human Resources Department or To Whom It May Concern.

Body This is the message. Most business letters contain three parts: an opening paragraph, one or more body paragraphs, and a closing paragraph.

Complimentary Close As the term suggests, this closes the letter. It is typically a word or phrase followed by a comma. Examples of popular complimentary closes include *Sincerely* and *Respectfully*. Although they are less widely used, complimentary closings such as *Sincerely yours* and *Very truly yours* are still used by some.

Written Signature This is the writer's written signature. It is typical to leave three blank lines between the complimentary close and keyboarded name components for the writer's written signature.

Keyboarded Name/Title At minimum, this component contains the keyboarded name of the writer. In addition, the writer's job title should follow his or her name either to the right of it (e.g., William G. Rogers, Project Director) or below it. If your title appears on the line below, omit the comma after your name on the line above.

Other Business Letter Components

Attention Line Use this when you will send your letter to a company, but want to direct it to a specific person (Attention: Mr. Kuo), position (Attention: Marketing Director), or a department within the company (Attention: Information Systems Department). It is the second line of the Inside Address.

Subject Line As the term implies, the subject line tells the reader, in brief, the nature of the letter. It starts with the word Subject: followed by colon, then a five- or six-word message description. The subject line is located between the Salutation and the first paragraph of the Body.

Enclosure Notation This notation indicates to the reader that you have sent along one or more items with the letter. If you enclose one item, either type Enclosure (the word only) or type Enclosure followed by a colon and the item enclosed (Enclosure: Sale Flyer). If you enclose two or more items, type Enclosures followed by a colon and the number of enclosures (Enclosure: 2). The Enclosure Notation is located one blank line below the Keyboarded Name/Title component.

Copy Notation This tells the reader the name(s) of others the letter was sent to. Here are some examples: cc: Tamara Jones, cc: Tamara Jones & Jennifer Maxwell. The Copy Notation is located one blank line below the Enclosure Notation. If there is no enclosure, the Copy Notation is located one blank line below the Keyboarded Name/Title component.

Postscript The Postscript typically contains an afterthought or a brief reminder of information that the writer wants to emphasize. Type *PS.* followed by the entry. The Postscript is located one blank line below the Copy Notation. If there is no Copy Notation, the Postscript is located one blank line below the Enclosure Notation. If there is no Enclosure Notation or Copy Notation, the Postscript comes one blank line below the Keyboarded Name/Title component.

The steps in the writing process are summarized in the checklist.

(Adapted from: Robert G. Insley. Communicating in Business, Kendall Hunt Publishing Company, 2014)

EXERCISES

1. Which salutation should be used in different situations? Check yourself and match each particular situation with the appropriate variant of salutation.

1) Dear Mr. Brown	a) when you know the addressee well and call him / her by first name
2) Dear Mrs. Smith	b) if it is a business letter, but you don't know the receiver's name and job title
3) Dear Miss Jones	c) when you are addressing a male and know his family name
4) Dear Ms. Grey	d) if you don't know whether your recipient is a male or a female
5) The Sales Manager	e) when you are addressing a married female and know her family name
6) The Sales Department	f) when you unsure whether the woman you are writing to is married or not, or do not know which title she prefers
7) Clark & Co	g) when you are addressing an unmarried female and know her family name
8) Dear Ann	h) if you do not know the name of the person you are writing to, but know his / her job title
9) Dear colleague	i) if you know nothing about the company and do not know which person or department your letter should go to
10) Dear Sir or Madam	j) if you are addressing a particular department
11) Dear Sir	k) if you are addressing a company, an organization or a group of people
12) Dear Madam	l) when you are writing to a male whose name you do not know
13) Dear Sirs	m) when you are writing to a female whose name you do not know

2. Label the different elements of this letter. There are 10 mistakes in the letter. Write the correct word or punctuation above the mistakes.

Company, Inc.
123 Alphabet Drive
los angeles, California 90002

15 November 2012

Ms. Susan Smith
Supervisor of Product Development
Pet Supply Provider, Inc.
472 Canine Road
Los Angeles, California 90002

Dear Ms. Smith!

It was a pleasure meeting you at the conference last week. As we discussed, I sincerely believe that the widget produced by Company, Inc. can greatly streamline your production process. If you are still will, I would like to bring some of the key member of my team along with me to meet with you at Widget Supply Provider, Inc. We would like to give you an overview of our services and discuss with you best plan to suit your needs.

Meeting in person would allow us to fully evaluate your wants and needs. Our team is available to meet any time this week or next. Please let me know, at your earliest convenience, when you would be available.

Cordially

Sam Brown
vice president of Company, Inc.
555-555-5555
s.brown@companyinc.com

3. Complete the sentences in this letter. Use the words below.

business;	complimentary;	considered;	extend;
facilities;	location;	longtime;	meeting; opportunity

Mr. L. Krunk
Events Planner
The Lamar Companies
870 Roundwood Drive
Scarborough, ME 04074
May 4, 201_
Dear Mr. Krunk:

The Vista Prix Conference Center is again open for (1) _____. We are excited to announce our new (2) _____ in Bar Harbor. We would like to (3) _____ an invitation to visit us and meet our new director, Ms. Ingrid Black. We hope all of our (4) _____ customers will join us. We invite you and a guest to our (5) _____ Sunday brunch. This way, you can see first-hand why the Vista Prix is (6) _____ the best conference facility on the coast.

Thanks to our customers' highly valued comments, the Vista Prix knows what it takes to be the best conference center, and is now able to offer you the finest (8) _____. We want the Vista Prix Conference Center to be the spot for your next (9) _____. We look forward to the (10) _____ to host you here at the Vista Prix.

Yours truly,
Malcolm Winter
Malcolm Winter
Customer Service Manager

4. Transitional words act as road signs, indicating where the message is headed and letting the reader know what to expect. Match commonly used transitional expressions with the relationships they express.

Relationship	Transitional Expressions
1. addition	a. for example, for instance, in other words , to illustrate
2. cause and effect	b. meanwhile, next, since, soon, then
3. comparison	c. at last, finally, in conclusion, to summarize, therefore
4. contrast	d. as a result, because, consequently, hence, so, therefore, thus
5. illustration	e. although, but, however, in contrast, nevertheless, on the other hand, still, yet
6. sequence	f. also, besides, furthermore, in addition, moreover, too
7. summary/conclusion	g. in the same way, likewise, similarly
8. time	h. first, second, third, then, next, finally

5. Here are some paragraphs with very short sentences. Join the sentences together to make one or two longer sentences, using conjunctions or adverbial phrases.

- 1) There was a technical problem. The assembly line stopped. The workers were sent home early.
- 2) Your letter to us was posted yesterday. Our letter to you was posted yesterday. the letters crossed in the post.
- 3) Our company has a long tradition. Out letters look old-fashioned. We are trying to modernize the company's image. All our correspondence should be word-processed.
- 4) Short sentences are easy to write. Short sentences are easy to understand. Long words can be confusing. A simple style of writing letter is recommended.
- 5) A letter should have a personal touch. People like to be treated as individuals. It is unwise to use a style that is too informal with people you don't know very well.

6. A long complicated sentence may be confusing for a reader. Often short sentences are clearer. Rewrite each long sentence as two or three shorter sentences, beginning as suggested.

1) As requested, I enclose our new catalogue and feel sure that you will find within many items to interest you, particularly our new range of colours that will brighten up your office and keep your staff feeling happy.

I am sending

2) Working in an export department requires a great deal of specialist knowledge, including a mastery of the complex documentation, an awareness of the various methods of payment that are available and the ability to correspond with customers in a distant country.

If you work in ...

3) One of the most difficult aspects of correspondence with people you have not met face-to-face is establishing a personal relationship with them in order to show them that you are not just a letter-writing machine but a real person.

Writing to people...

7. Identify the problems of the sexist language below and use one of the terms from the box to make each sentence less offensive.

appropriate clothes	artificial	chair	employees
sales representatives	Ms	spokeswoman	staff (verb)
staffing	their	their	women

- 1) Every executive knows that people will form judgments about his company on the basis of his personal behavior.
- 2) We expect all our managers to wear suits and ties when on company business.
- 3) It is the responsibility of the chairman to ensure that meetings are conducted efficiently.
- 4) A spokesman for the company said that every effort was being made to implement an effective equal opportunities program and added that she was personally convinced that it would be a success.
- 5) The company's manpower needs will continue to grow next year.
- 6) Nearly all our salesmen are against the proposed changes to the bonus system.
- 7) Men found guilty of sexually harassing employees of the opposite sex are liable to dismissal.
- 8) We have to man the assembly line on a 24-hour basis.

- 9) We congratulate both Mr. Smith and Miss Duffy on their success in the recent sales competition.
- 10) If a customer complains, his complaint should be reported to the customer complaints department immediately.
- 11) You have to be careful what you say round here nowadays. The girls in the office downstairs might object.
- 12) But from the range of spring clothes: made from man-made fabrics but they look like the real thing.

USEFUL VOCABULARY

- We have received your letter of ...
- We thank you for your letter of ...
- We are pleased (We are glad) to inform you that ...
- We learn from your letter that ...
- Your letter enclosing (stating that..., asking us to do ..., requesting us to do ...), has been considered (given proper attention)...
- You are no doubt aware that ...
- You may know that ...
- We express confidence that ...
- We are sure (confident) that ...
- At the same time we would like to remind you that ...
- We find (consider) it necessary (important, reasonable) to note ...
- Apart from the above (said) ...
- Further to the above ...
- In addition to the above ...
- We would welcome the opportunity ...
- We wish to draw your attention to the fact that ...
- We would like you to note that ...
- We wish to bring to your notice that ...
- In view of the above (said) ...
- In this connection ...
- The matter is ...
- The point is ...
- In the circumstances ...
- In our opinion ...
- We believe ...
- We think ...
- We feel ...
- We have to admit that ...

CHECKLIST

Planning

Determine the purpose of the message.

Make it as specific as possible.

Identify the type of response desired from the reader.

Analyze the audience.

Identify the audience and your relationship with this person.

Determine how the audience will probably react.

Determine how much the audience already knows about the topic.

Determine what is unique about the audience – demographic information, interests, desired level of formality, and the like.

Determine what information to include in the message, giving its purpose and your analysis of the audience.

Organize the information.

Prefer a direct approach for routine and good-news messages and for most messages to superiors: present the major idea first, followed by supporting details.

Prefer an indirect approach for persuasive and bad-news messages written to someone other than your superior: present the reasons first, followed by the major idea.

Drafting

Choose a productive work environment and schedule a reasonable block of time to devote to the drafting phase.

Let your ideas flow as quickly as possible, without worrying about style, correctness, or format. If helpful, write the easiest parts first.

Do not expect a perfect first draft; avoid the urge to revise at this stage.

If possible, leave a time gap between writing and revising the draft.

Revising

Revise for content: determine whether all information is necessary, whether any needed information has been omitted, and whether the content has been presented in an appropriate sequence.

Revise for style.

Revise for correctness: use correct grammar, mechanics, punctuation, and word choice.

Formatting

Format the document according to commonly used standards.

Proofreading

Proofread for content errors, typographical errors, and format errors.

WRITTEN FOLLOW UP

Decide what parts of this letter can be improved to give a better impression. Rewrite the letter in your own words.

Dear Mr. Brown,

What an unexpected pleasure to hear from you after all this time! We thought you must have forgotten us since you placed your previous order with us two years ago.

May I take this opportunity of enclosing for your attention our new catalogue and price lists. One of the things you'll probably notice is that all the prices have gone up by 15 % since your last order but still, never mind, everyone else's have gone up too – even yours I expect! Nevertheless, for your current order, we shall be delighted to supply you at the old price, so you're quite lucky.

Oh, and another thing, I nearly forgot: you can contact us by fax if you feel like it. The number is 5554444, all right?

So, there we are, nice to be writing to you again.

Yours faithfully,

Sales Director

Unit 2

MEMORANDUM

Memos are internal documents that are sent to people inside the same organization as the writer. They advise or inform staff of company policies and procedures. They are usually quite formal and impersonal in style. *Memorandum* is the full term, but the abbreviated form is usually used.

Memos may be put on a noticeboard for everyone to see, or circulated in internal mail. In the latter case the receiver/s may be asked to sign the memo to acknowledge that they have read it. Memos maybe also posted on internal email (the Intranet). However, as email is an open access system, this method is not suitable for confidential communications.

Memorandums typically contain To:, From:, Date:, and Subject:, and they do not contain an inside address as is typical in letters. The important point is to use the format that is appropriate for each specific message.

Joe LoCicero offers good examples of when to use memos. He states, "Internally, memos may inform their recipients of:

- Announcements for such diverse happenings as hirings or holidays.
- Changes in such aspects as policies, procedures, and prices.
- Confirmations of verbal discussions, decisions, and meeting times.

- Documents to follow, such as reports, gathered research, and survey results.
- Recommendations for action.
- Requests for further information, further research, or reports.
- Solicitation[s] for opinions.”

Electronic memos, sent via e-mail, are commonplace in many organizations and are most commonly referred to as e-memos. Despite the convenience and ease of developing and sending e-memos, be cautious! They have several shortcomings typically not associated with hardcopy memos. Some of these shortcomings are listed here.

- Receivers are more likely to read hardcopy memos than e-memos because e-memos can be so easily filtered out or deleted before receivers get past the subject line.
- E-memos are often poorly written, with problems ranging from including too little detail, careless tone, and misspelled words to grammatical mistakes and lack of clarity.
- E-memos can be easily hacked, thus raising privacy and security concerns. After all, even deleted e-memos (e-mail) can be resurrected! For example, if you need to relay information regarding a sensitive or private matter (e.g., health conditions, salary), do not do so in an e-memo. Instead, send a hardcopy memo.

(Adapted from Robert G. Insley. Communicating in Business, Kendall Hunt Publishing Company, 2014)

EXERCISES

1. Match the halves of these sentences explaining the elements of a memo.

1	A heading	a	refers to any sentences providing background information about the project in question (such as a reference to an event or to a previous request for information)
2	The subject line	b	individual points should be organised in descending order of importance, i.e. most important ones first, subordinate or supporting points later
3	The context	c	is a clear call to action – an explanation of what should be done in what way, by whom and by what date
4	In the main message	d	includes the components Date, To, From and Subject
5	The action close	e	states the main idea of the memo in less than ten words

2. Identify the elements from Exercise 1 in this internal memo.

Memorandum

To: All members of the legal staff of the M and A department
From: John Thornton
Date: 11 March 201_
Subject: In-company seminar on contract negotiations

As part of our in-company training programme focusing on professional communication skills, we have arranged for the well-known communication trainer and practising lawyer, Mr Tom Boland, to hold a half-day workshop on the topic of Successful Contract Negotiations.

We would like to invite all members of the legal staff in the department to attend this workshop, which will take place on 27 February, 9–11.30 a.m., Conference Room 12.

The workshop consists of a theoretical part, followed by practical role-plays offering an opportunity for negotiating skills training and personal feedback from the trainer. Thus it is imperative that you arrange your schedules so that you can be present for the entire workshop.

Please let me know by 9 a.m. on Monday, 13 February by email whether you can attend.

J. Thornton

3. Arrange the memo so that everything is in the right place.

DATE: December 8, 201_
SUBJECT: Evaluation of the Staff Benefit Program at Atlantic State University

I enjoyed working on this assignment, Dave, and learned quite a bit from my analysis of the situation that will help me during the upcoming labor negotiations. Please let me know if I can provide further information.

MEMO TO: David Riggins, Director of Human Resources

The report shows that overall the staff is familiar with and values most of the benefits we offer. At the end of the report, I've made several recommendations regarding the possibility of issuing individualized benefit statements annually and determining the usefulness of the automobile insurance benefit, the feasibility of offering compensation for unused sick leave, and the competitiveness of our retirement program.

Here is the report evaluating our staff benefit program that you requested on October 15.

FROM: Loretta J. Santorini, Assistant Director of Human Resources

Attachment

4. The words in the brackets have their letters in the wrong order. Rearrange the letters so that they are in the correct order. Put the word with the letters in the correct order into the gaps in the sentences. The first letter of each word is given.

1. Proofreading is the final quality-control check for your d_____ (ucodetmn).
2. Remember that a reader may not know whether an incorrect word resulted from a simple typo or from the writer's ignorance of c_____ (rrctcoe) usage.
3. Being almost perfect is not good enough: for example, if your telephone directory were only 99 % perfect, each page would contain about four wrong n_____ (bsremnu).
4. Don't depend on having an assistant catch and correct every m_____ (aeitsmk); become a "super blooper snooper" yourself.
5. It's your r_____ (ttnioauep) that is at stake.
6. Take responsibility for ensuring the a_____ (aacccruy) of your communications, just as you take responsibility for your other managerial tasks.
7. Proofread for content, typographical, and format e_____ (rrrseo).
8. Finally, after planning, drafting revising, formatting and proofreading your document, transmit it – confident and satisfied, that you've taken all reasonable steps to ensure that it achieves its o_____ (bjotcesvei).

USEFUL VOCABULARY

Common abbreviations used in business

a/c	account
admin.	Administration
approx.	approximately
ASAP or asap	as soon as possible
attn	for the attention of
Corp.	Corporation
dept	department
do	ditto
ea.	each
enc. or encl.	enclosures
etc.	et cetera/and so on
ie or i.e.	that is/in other words
Inc.	Incorporated
incl.	including/inclusive
Ltd	Limited
misc.	miscellaneous

N/A	not applicable
p.a.	per annum
p.p.	per pro (on behalf of)
CEO	chief executive officer
MD	managing director
PA	personal assistant
PDQ	pretty damn quick(ly)
plc or p.l.c.	Public Limited Company
PS or P.S.	postscript
recd	received
ref.	reference (number)
©	copyright
®	registered trademark
™	trademark

CHECKLIST

Memos are typically:

Written in a less formal style than letters. (E-memos are more conversational and there is greater use of first-person pronouns.)

Written more often using a direct strategy. (Memos can be and still are developed using the indirect and persuasive writing strategies.)

Tone should be courteous no matter what the receiver's level in the organization.

Conciseness is desired more so than in letters.

Clarity is as important in memos as in letters.

Message completeness is as important in memos as in letters. Degree of completeness directly impacts clarity.

Message correctness is as important in memos as in letters. In other words, are facts, dates, names, etc., correct? If not, we cause confusion, misunderstandings, and mistakes.

Subheadings are more prevalent in memos than in letters.

Lists are more common in memos than in letters.

Writing mechanics (e.g., grammar, punctuation, spelling) are just as important in memos as in letters.

WRITTEN FOLLOW UP

Having attended the in-company seminar on effective contract negotiations, you have been asked by your superior to draft a memo for some of the junior colleagues who were not present at the talk. He would like you to write a memo summarizing the most important points raised by the speaker. You should include:

- a subject line;

- an introductory statement of the reason for writing;
- a relevant background information;
- a short explanation of each point;
- a concluding remark pointing to the future;
- an offer to provide further information or assistance as needed.

Unit 3

EMAIL AND INSTANT MESSAGING (IM)

E-mail refers to electronically-generated messages and documents that are sent over the Internet, intranets, and extranets. E-mail is an extremely popular communication medium in organizations.

Organizations use e-mail in a variety of ways. Some of the more common uses include coordinating work, sending attachments, keeping others informed, following up on earlier communication, sending the same message to many people simultaneously, and e-marketing.

Organizations around the globe enjoy several benefits from e-mail. Included among these are:

E-mail reduces the costs associated with distributing information to large numbers of employees or other stakeholders as well as the costs associated with paper preparation, duplication, and distribution.

E-mail is a tool that supports and increases teamwork and collaboration because people can communicate easily and efficiently with others.

E-mail, in conjunction with the Web, enhances research efforts.

E-mail supports the mobility and flexibility benefits associated with mobile communication technologies such as laptops, cell phones, smartphones, and tablets.

However, e-mail does pose some problems and challenges. Two of these that bear mentioning are interpersonal disconnection and information overload.

Competent communicator follows the guidelines summarized in checklist to ensure that their email messages achieve their objectives.

Instant messaging (IM) is a form of online chat. While IM was once used mainly by night-owl teens chatting with their friends, it is now a standard business communication medium. The two defining characteristics of IM, presence awareness and near real-time operation, make it a compelling alternative to e-mail and voice-mail. The deficiencies of traditional forms of business communication help explain the explosive growth of business IMs.

Combining the real-time benefits of using the phone with the convenience of e-mail, IM offers a variety of advantages to the corporate communicator. IM's popularity as a business communication tool can be explained by its quickness, flexibility, and versatility.

IM is great for those messages that are too brief to pick up the phone or too urgent to try to play phone tag. In many cases, IM has replaced phone use for short transactions. Since it does not require your full attention, you can even talk on the phone while messaging other people.

Another useful feature allows you to invite several people into the same session. Unless you need the archiving function to save the message, these messages usually disappear when you log off.

(Adapted from: Robert G. Insley. Communicating in Business, Kendall Hunt Publishing Company, 2014)

EXERCISES

1. E-mails, like letters, should have a start and an end. Which phrases usually start a message and which end one? Write S (start) or E (end). Which are formal (F) and which are informal (I)?

- 1) Yours sincerely.
- 2) Love and kisses to all.
- 3) Dear Sir or Madam.
- 4) Thanks for your e-mail.
- 5) Give my regards to your family.
- 6) Good to hear from you.
- 7) Please call if you require assistance.
- 8) I refer you to e-mail dated 21st August.
- 9) I got your e-mail yesterday, thanks.
- 10) Give me a ring if you need me.
- 11) I look forward to seeing you.
- 12) I can't wait to see you.

2. Read the following sentences. Put E if the sentence could only come in an email, L if it could come in a letter and B if it come in both.

- 1) Nice to hear from you.
- 2) I attach a copy of the relevant form.
- 3) I enclose a copy of the relevant form.
- 4) Your request was forwarded to me.
- 5) I'm afraid I couldn't open the document.
- 6) I am sorry for the delay in replying.
- 7) I am copying James in on this message.

- 8) Thank you fro your message. I will be out of the office from 26 to 28 May inclusive.
- 9) I am also sending a hard copy.
- 10) I look forward to your reply.

3. Some companies have guidelines on how staff should use e-mail. Look at the following extract and complete the gaps using words given below.

importance option;	receiver/recipient;	To/Cc;	cc field;
attachment;	signature;	subject line;	disclaimer

- 1) Make sure you have the _____'s address correct. It's easy to send an e-mail to the wrong person.
- 2) Use the _____ only if someone else needs to be kept informed or to take action.
- 3) Include the following information in your _____: your name, job title, company name and address, telephone number.
- 4) The company's website address and a legal _____ are sometimes automatically added to all outgoing messages.
- 5) Ensure the _____ clearly describes what the e-mail is about and is free of errors.
- 6) Do not use *Reply all* unless you mean to e-mail the whole group.
- 7) Use the body of the e-mail if possible. If you need to send an _____, first check with the receiver that the format (Word, etc) and file size are appropriate.
- 8) Use the *bcc* field instead of the _____ field to avoid having large numbers of names in the e-mail header, and to avoid making e-mail addresses known to other people.
- 9) Only use the _____ (high priority) if your e-mail requires quick action, or if others need to receive information from you urgently.
- 10) Don't forward e-mails unless the sender has given you permission.

4. Read the following email. Underline the words and expressions which should be changed.

Hi there Nick

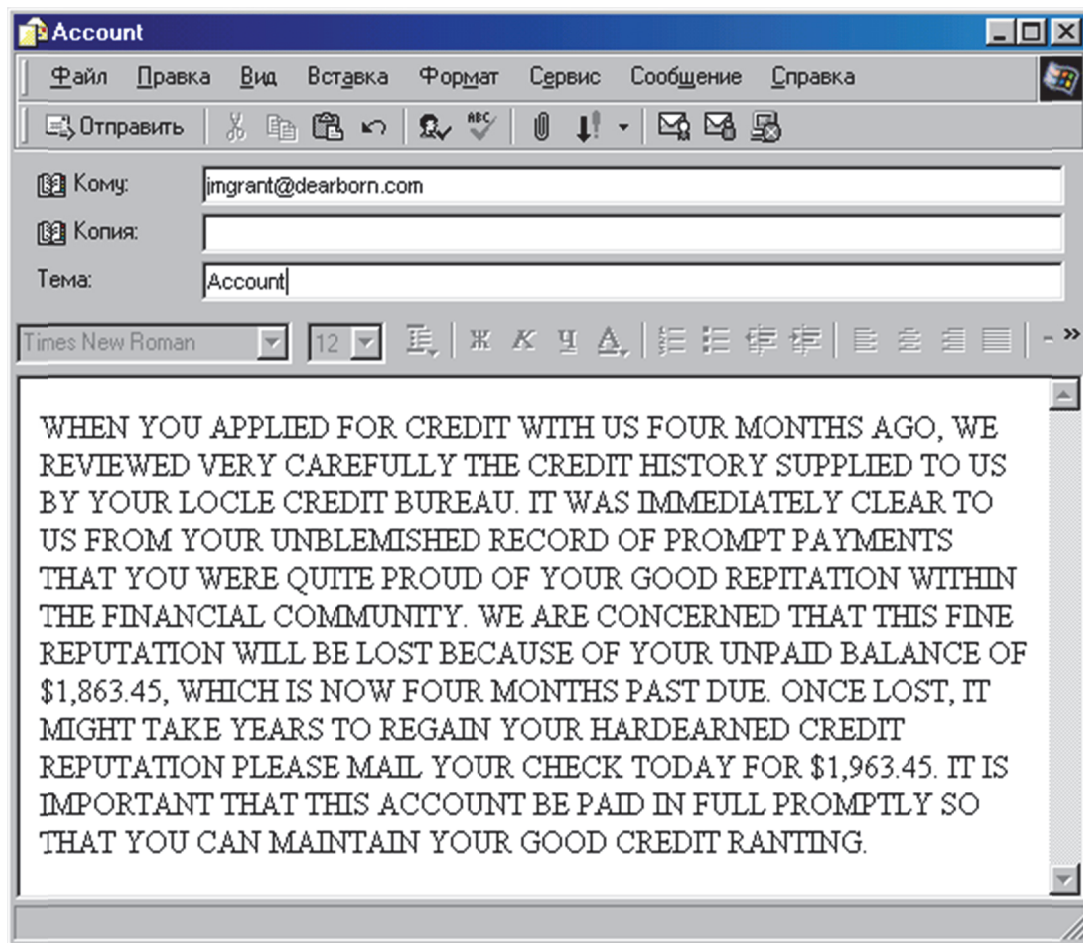
Really cool presentation, thanx. We should definitely do it asap for those people who missed it. Any thoughts on a time ☺?

I guess we just need to wait till you guys have finished the trial period and then we're READY TO START the new system!!!!!!

Keep smiling

Mike

5. Evaluate the following email message. Specifically, what would you change to make it more effective?



USEFUL VOCABULARY

- Please find attached ...
- As stated in your original message below ...
- You can reach me by email or phone to discuss...
- I look forward to hearing from you soon.
- As mentioned, I am interested in
- I want to let you know that
- I look forward to hearing from you soon.
- You can contact me via phone or email.
- I attach a copy of the relevant form.
- Your request was forwarded to me.
- I'm afraid I couldn't open the document
- Thank you for your message.
- I am also sending a hard copy.

CHECKLIST

Format

Use short lines and short paragraphs.

Do not confuse personal messages with business ones.

Use correct grammar, spelling, capitalization, and punctuation.

Don't shout. Use all-capital letters only for emphasis or to substitute for italicized text (such as book titles).

Proofread your message before sending. Don't let the speed and convenience of email lull you into being careless.

Content

Choose your recipients carefully.

Use a descriptive subject line.

Greet your recipient.

Insert previous messages appropriately.

Use a direct style of writing.

Think twice; write once.

Provide an appropriate closing.

WRITTEN FOLLOW UP

You are going on a business trip to Rome. Write an e-mail to the BBB Hotel to make a booking. Use the following notes.

- single room;
- park view;
- transfer from airport to hotel.

Unit 4

RESUME

A resume is a brief record of one's personal history and qualifications that is typically prepared by an applicant for a job. Although recruiters sometimes refer to the resume as a *wilawid* ("What I've learned and what I've done"), the emphasis in the resume should be on the future rather than on the past: you must show how your education and work experience have prepared you for future jobs – specifically, the job for which you are applying.

Some companies usually offer to write a curriculum vitae or CV. There is no much difference between a resume and a CV, except the volume. Sometimes the CV includes up to 8 pages with detailed information about the applicant and is written to meet the demands of foreign employers. But usually a resume and a CV are considered to be one

and the same document as 'resume' is an American English equivalent of 'CV'.

Right from the start, be realistic about the purpose of your resume. Few people are actually hired on the basis of their resumes alone. (However, many people are not hired because of their poorly written or poorly presented resumes.) Instead, applicants are generally hired on the basis of their performance during one or more job interviews.

Thus, the purpose of the resume is to get you an interview, and the purpose of the interview is to get you a job. Remember, however, that the resume and accompanying application letter (cover letter) are crucial in advancing you beyond the mass of initial applicants and into the much smaller group of potential candidates invited to an interview.

A resume can be written in chronological or functional format.

Chronological: In a chronological arrangement, you organize your experience by date, describing your most recent job first and working backward. This format is most appropriate when you have had a strong continuing work history and much of your work has been related to your job objective (see Supplement).

Functional: In a functional arrangement, you organize your experience by type of function performed (such as supervision or budgeting) or by type of skill developed (such as human relations or communication skills). Then, under each, are specific examples (evidence). Functional resumes are most appropriate when you're changing industries, moving into an entirely different line of work, or reentering the work force after a long period of unemployment, because they emphasize your skills rather than your employment history and let you show how these skills have broad applicability to other jobs.

(Adapted from: Scot Ober. Contemporary Business Communication. Houghton Mifflin Company, Boston, 2001)

EXERCISES

1. Look at part of a CV of Margareth Mitchell. Fill the gaps with these extracts.

- a) Cycle regularly. Play tennis in a local club.
- b) Master in Business Administration (MBA), Iowa State University
- c) Work placement
- d) Graduate trainee
- e) leadership qualities
- f) Good at teamwork

Curriculum Vitae

Margareth Mitchell

Profile

I am a highly-motivated graduate in Commerce with over three year's experience in the retail clothing and food industries. I am interested in working for a fast-expanding company in the leisure industry, which will appreciate my dynamism, 1) _____ and sales ability.

Education

2006-2008 2) _____

2002-2005 Diploma in Commerce, Universite of Pennsylvania

2000 (June) Bachelor Degree (Economics)

Work Experience

2013-present Ammilk, Los Angeles: Manager

2012-2013 Lee Cooper, New York: Sales Assistant

2009-2011 Zara, Chicago: Assistant

2008-2009 Zara, Chicago: 3) _____

2007 (summer) BB, Chacago: 4) _____ (two months)

Key skills

Fluent in English, French and Spanish

IT-literate; working knowledge of Microsoft Office package

5) _____

Fast typing – 80 words a minute

Interests

Enjoy music. Play in a local jazz band.

6) _____

2. In general, 5 or 6 headings will be enough for most resumes or CVs. However, sometimes you will want to use more headings – when applying for a particular job for which additional information is appropriate. Here is a CV layout with most of the possible headings that you can choose from. Tick which up to you are obligatory.

✓	1. Your name	First name Surname (for example, John Brown) Include a good photo if you want or if requested
	2. Address	Number, Any Road, Anytown, Anycountry
	3. Telephone	+44 171 123 4567
	4. Fax	+44 171 123 4567
	5. Email	myname@anydomain.net
	6. Marital status	Single, married, divorced, separated or widowed
	7. Nationality	Ukrainian, English, French...
	8. Place of birth	Town, Country

9. Objective	State the position or opportunity that you are looking for. (This must be short. One or two lines only.)
10. Summary of qualifications	A short list of the qualifications you have for this job. (This should be short. Your full qualifications will appear later under 'Education')
11. Professional experience	Your jobs in reverse chronological order (last is first)
12. Education	Your university/school in reverse chronological order (last is first)
13. Specialized skills	Any additional special abilities you have (for example, computer programming) that may be of interest to the employer
14. Patents and publications	Any relevant inventions you have made or books, articles and papers you have published.
15. Additional professional activities	Any relevant work activities not listed elsewhere
16. Professional memberships	Relevant professional associations or clubs of which you are a member
17. Extracurricular activities	Any activities that you have outside work
18. Security clearance	It may be necessary to state your level of authorization to work on classified or confidential projects
19. Languages	Mother tongue, fluent, excellent, good, some knowledge
20. Interests and activities	Your favorite leisure-time activities (for example, stamp-collecting). You should include this only if you think it will be interesting for the employer
21. Additional information	Any additional information that is necessary and relevant for a particular job
22. References	The names and addresses of (two) people who can give you a reference. You can state 'Available on request'

3. Which of the following extracts from a CV/resume and different application letters would help the candidate to get an interview, and why?

1.

Dear Sir or Madam,

I am writing to express my interest in applying for the position of Community Fundraiser advertised in the Morning Star on 15 June, 201_. I am looking for a challenging entry-level position that allows me to contribute my skills and experience to fundraising for a charity.

2.

I am writing to express my interest in the position of Account Manager that was advertised on your website on 21 February, 201_. I'm extremely interested in this position, and I would like the opportunity for an interview in which I could show you how I can benefit your company.

3.

I play for the university football team. we have won the national university championship for the past two years.

4.

My parents are German and Russian, and because they work for a multinational company, I grew up in five different countries. I did all my schooling in English, but I speak and write fluent German and Russian. I can also read Italian, Spanish and Portugese languages.

5.

Employment

Saturdays, 2007-9, and full-time July 2009, Right Price food store, West End Avenue (shelf-filling).

July 2010, Port Authority Bus Terminal, 8th Avenue (bus cleaner).

August 2010, grape-picking, Napa Valley, California.

November 2010 – present, tourist guide at St Patrick's Cathedral, 5th Avenue (Saturdays).

6.

Dear Mr/Ms _____,

I am applying for the Sales Associates position which we discussed during the Career Fair at the National Univercity in Plymouth on 15 April. I believe my varied sales experience and my Bachelor's degree in Business Administration are an excellent match to the qualifications you are seeking. As you can see from the enclosed resume, I have sold a variety of products in pary-time jobs during my studies and have worked in sales departments during two internship positions. This experience, as well as my oral and written communication skills, should prove valuable in increasing NN's

sales volume. I am enthusiastic about pursuing a career in sales with NN because of your varied product line and international distribution network.

7.

I am seeking a challenging position with a progressive company that will offer opportunities for professional growth and advancement. I am results oriented, a self-starter and a team player. I'm a good communicator, and have excellent project management, interpersonal, people management and negotiation skills. I can also work unsupervised. I am committed, creative, competitive, ambitious, adaptable and flexible. I am good at meeting deadlines, solving problems and making decisions.

8.

As you will see from my CV, I scored an average of 91 % in my university examinations (94 % at the end of the first year, 87 % in my second year, and 92 % in my final year exams). I stayed on to do a post-graduate degree in finance and banking, and was encouraged to extend my Master's dissertation into a doctorate, which I have done in the past ten months. I expect to be awarded my PhD in six weeks' time.

4. Read and complete these job advertisements with words from the box.

prioritising;	give;	type;	making;	use;	persuading;
speak;	dealing;	work well;	organising		

Bi-lingual secretary required.

Needs to be able to (1) _____ fast, and (2) _____ more than one European language.

Marketing Manager required for busy department. Must be able to (3) _____ under pressure, (4) _____ good presentations, and (5) _____ a range of computer software.

PA needed urgently for Chief Executive of BBB bank. The ideal candidate will be good at (6) _____ with people and (7) _____ decisions. S/he will be good at (8) _____ meetings and (9) _____ his/her busy workload.

Are you good at (10) _____ people to do things? Then you could join our busy *sales team* and earn extra money working from home. For more details contact Nick. Dodge@workfromhome.com

USEFUL VOCABULARY

- I am good at dealing with people/listening to people/persuading people.

- I am good at solving problems/making decisions.
- I am good at organizing/delegating/prioritizing.
- I am good at languages.
- I am good at meeting deadlines.
- I am committed/ creative/ competitive/ ambitious/ adaptable and flexible.
- I work accurately/irregular hours/under pressure/quickly.
- I am results oriented.
- I speak more than one language.
- I type fast.
- I give good presentations.
- I remember a lot of information.
- I drive well.
- I use a lot of computer software.
- I can work irregular hours.
- I am single/married/divorced.
- I am fairly good team worker.
- I speak fluent English, French and Spanish.
- I can contribute to the full.
- I am a keen reader.
- I have a clean driving licence.
- Well-qualified executive in field of...
- Seek challenging position in...
- Computer-literate...
- Excellent organizational and communicational skills...
- Mother tongue Ukrainian, fluent English, elementary German...
- Bachelor of Science Degree: Business Administration.
- Experience with Word, PowerPoint, Excel, Access, Quicken...
- The outstanding achievements are...

CHECKLIST

Length and Format

Use a one-page resume (neither longer nor shorter) when applying for most entry-level positions.

Use a simple format, with lots of white space and short blocks of text. By means of type size, indenting, bullets, boldface, and the like, show which parts are subordinate to other parts.

Print your resume on standard-sized, good-quality, white or off-white (cream or ivory) paper.

Make sure the finished document looks professional, attractive, and conservative and that it is 100 % error-free.

Content

Type your complete name without a personal title at the top of the document (omit the word resume), followed by an address (or by temporary and permanent addresses if needed), a daytime phone number, and an email address.

Include a one-sentence job objective that is specific enough to be useful to the employer but not so specific as to preclude consideration for similar jobs.

Decide whether your education or work experience is your stronger qualification, and list it first. For education, list the title of your degree, the name of your college and its location, your major and minor, and your expected date of graduation (month and year). List your grade-point average if it is impressive and any academic honors. Avoid listing college courses that are part of the normal preparation for your desired position.

For work experience, determine whether to use a chronological (most recent job first) or a functional (list of competencies and skills developed) organizational pattern. For either, stress those duties or skills that are transferable to the new position. Use short phrases and action verbs, and provide specific evidence of the results you achieved.

Include any additional information (such as special skills, professional affiliations, and willingness to travel or relocate) that will help to distinguish you from the competition. Avoid including such personal information as age, gender, ethnicity, religion, disabilities, or marital status.

Provide a statement that references are available on request.

Throughout, highlight your strengths and minimize any weaknesses, but always tell the truth.

WRITTEN FOLLOW UP

Your CV (Resume) is the summary of your professional life. You should include everything that is relevant to your employment or career and nothing that is irrelevant. Exactly what you include depends partly on your type of work.

Prepare your CV (Resume) to apply to one of the positions mentioned in Exercise 4 or in Follow Up activity in Unit 5.

Unit 5

JOB-APPLICATION LETTER

An application letter communicates to the prospective employer your interest in and qualifications for a position within the organization. The letter is also called a cover letter, because it introduces (or “covers”) the major points in your resume, which you should include with the application letter. A *solicited application letter* is written in response to an advertised vacancy, whereas an *unsolicited application letter* (also called a *prospecting letter*) is written to an organization that has not advertised a vacancy.

Most job applicants use the same resume when applying for numerous positions and then use their application letter to personalize their qualification for the specific job for which they are applying.

Because the application letter is the first thing the employer will read about you, it is of crucial importance. Make sure the letter is formatted appropriately, looks attractive, and is free from typographical, spelling, and grammatical errors. Don't forget to sign the letter and enclose a copy of your resume (or perhaps both versions – formatted and plain-text).

Your cover letter is a sales letter – you're selling your qualifications to the prospective employer. You should use the same persuasive techniques you learned earlier; for example, provide specific evidence, stress reader benefits, avoid exaggeration, and show confidence in the quality of your product.

An application letter should be no longer than one page.

Your letter should be addressed to an individual rather than to an organization or department. Remember, the more hands your letter must go through before it reaches the right person, the more chance for something to go wrong. Ideally, your letter should be addressed to the person who will actually interview you and who will likely be your supervisor if you get the job.

If you do not know enough about the prospective employer to know the name of the appropriate person (the decision maker), you have probably not gathered enough data. If necessary, call the organization to make sure you have the right name – including the correct spelling – and position title. In your salutation, use a courtesy title (such as Mr. or Ms.) along with the person's last name.

Some job-vacancy ads are blind ads; they do not identify the hiring company by name and provide only a box number address, often in care of the newspaper or magazine that contains the ad. In such a situation, you (and all others responding to that ad) have no choice but to address your letter to the newspaper and to use a generic salutation, such as “Dear Human Resources Manager.” Insert a subject line to identify immediately the purpose of this important message.

Guidelines for writing job-application letters are summarized in checklist.

(Adopted from: Scot Ober. Contemporary Business Communication. Houghton Mifflin Company, Boston, 2001)

EXERCISES

1. What pairs of words will you use to describe your qualities and performance? Choose from the words on the right a synonym for each word on the left.

tidy	clever
friendly	timid
careful	easy-going
intelligent	acceptable
shy	self-assured
reliable	cautious
relaxed	adaptable
self-confident	neat
flexible	consistent
systematic	outstanding
satisfactory	dependable
excellent	warm

2. Replace the words in italics in the job advertisement with the adjectives below. There are two extra adjectives.

a) ambitious;	b) organised;	c) assertive;	d) reliable;	e) bossy;
f) creative;	g) serious			

Trainee Manager

We are currently interviewing for a Trainee Manager at a famous high street store. The successful candidate will be 1) someone who wants to achieve and is 2) able to make decisions confidently. You will demonstrate that you are 3) someone who can plan carefully and can approach problems in a 4) new and original way where necessary. Your team of ten will need you to lead and inspire rather than simply be 5) someone who tells everyone what to do.

3. Select the correct words below so that this covering letter is in good English.

Dear Mr Saleh,

I am writing to 1) _____ for the position of Editorial Assistant which was 2) _____ in the latest edition of Gulf News.

I am currently 3) _____ by a Market Research company as a research assistant, but am keen to 4) _____ a career in publishing, because I enjoy reading and write my own poetry.

As you will notice on the 5) _____ CV, I graduated in European Literature. At University I gained considerable 6) _____ working on the student magazine, so I am 7) _____ with editing techniques. I work well under 8) _____ and enjoy working in a team. In addition, I speak English 9) _____.

I would be 10) _____ for interview from next week. Meanwhile, please do not 11) _____ to contact me if you require further information.

I look forward to hearing from you.

Yours sincerely,

Margaret Smith

	a	b	c
1	apply	ask	request
2	shown	advertised	presented
3	worked	employed	used
4	want	pursue	take
5	included	mentioned	attached
6	experiment	expression	experience
7	familiarized	familiar	familiar
8	anxiety	demands	pressure
9	excellently	fluently	strongly
10	available	around	accessible
11	hesitate	wait	stop

4. Read the covering letter below, then match these functions (a-f) with the sentence or sentences in the letter (1-10) which express them. Each function can be used more than once.

- a) Referring to any relevant work experience you have in the field
- b) Identifying your current status
- c) Referring to future contact
- d) Explaining how you found out about the position
- e) Demonstrating an interest in the firm to which you are applying
- f) Highlighting particular skills, qualifications or accomplishments

Dear Mr. Brown:

- 1) I would like to apply for the post of a Company Commercial Solicitor in your firm as advertised on the website www.legalpositions.com.
- 2) As a recent law-school graduate, I was particularly happy to see that the position you are offering is open to newly qualified lawyers.
- 3) You will see from my enclosed CV that I completed my law sty in Rome with honors, and spent one year studying law in Edinburgh.
- 4) I am especially interested in the position you are offering, since I have relevant work experience in the field of insolvency.
- 5) I spent three summers working as a clerk in a mid-sized commercial law firm in Manchester.
- 6) While assisting with the insolvency work carried out there, I developed a keen interest in becoming an insolvency practitioner.
- 7) In addition, I am a student member of the Insolvency Practitioners Association in the UK, and two articles I wrote in English were published in their newsletter.
- 8) I may also I add that 1 achieved a high score on the International Legal English Certificate Examination.
- 9) I would welcome the opportunity to work as part of your succesi team, to benefit from your extensive experience, and to put my traif experience and enthusiasm into practice for your firm.
- 10) I look forward to hearing from you.

Sincerely,
Tom Smith

5. There are 10 mistakes in the following covering letter. Write the correct word or punctuation above them.

To: sfny@jobsfree.com
Subject: Secretarial Positioning

Dear Recruiter,

I am responding for the secretarial vacancy posted on August in your Website.

I have been an executive secretary since five years. I also have trained other secretaryes how to use word processing and accounting software. I am very organised. I have attached my resume to this e-mail.

I will e-mail you next week to follow up my apply. I look forward to hear from you soon.

Sincere yours,
Lisa Smith

USEFUL VOCABULARY

- With reference to your advertisement in “...” of Tuesday, January 10, I would like to apply for the position of... in your company.
- I appreciate the opportunity to work on my own initiative and to take on a certain amount of responsibility.
- During training for my present job I took courses in marketing.
- Since my present position offers little prospect for advancement, I would prefer to be employed in an expanding organization such as yours.
- I am at present earning ... per month.
- Thank you for offering me the post/position of ...
- I have pleasure in accepting this position.
- I am looking forward to commencing work on September 1.
- I am writing concerning your advertisement in the Guardian of 12 May for a bilingual secretary to work in your Export Department.
- I am writing to ask you if you might have a vacancy in your company (department) for an administrative assistant.
- Please let me know if there are any other details you need. Meanwhile I look forward to hearing from you.
- I was recommended by ..., who is currently working in your company, to contact you concerning a possible post in your department (company)
- I am 23 years old, and have recently graduated from ... with a diploma / degree in ...
- At present I am working for ..., where I am employed as a ... in the ... department.
- I would be grateful if you could send me an application form. If you need any further details, please contact me at the above address / email address.
- During my employment with ... my work was specifically concerned with
- I left (old employer) because (new employer) offered me a chance to use my (language, IT training, etc.)
- I was offered a chance to ...
- I left the company in order to...
- I am particularly interested in the post as I could apply my previous experience in ...
- I am sure I would be successful in this post as I have the skills and experience you describe.
- I believe my background in ... equips me for the post you advertise.
- I have some experience in ... and am enthusiastic about developing a career in this field.
- I would be happy to discuss with you at interview how my skills and experience could be used to your advantage.

CHECKLIST

Use your job-application letter to show how the qualifications listed in your resume have prepared you for the specific job for which you're applying.

If possible, address your letter to the individual in the organization who will interview you if you're successful.

When applying for an advertised opening, begin by stating (or implying) the reason for the letter, identify the position for which you're applying, and tell how you learned about the opening.

When writing an unsolicited letter, first gain the reader's attention by showing that you are familiar with the company and can make a unique contribution to its efforts.

In one or two paragraphs, highlight your strongest qualifications and relate them directly to the needs of the specific position for which you're applying. Refer the reader to the enclosed resume.

Treat your letter as a persuasive sales letter: provide specific evidence, stress reader benefits, avoid exaggeration, and show confidence in the quality of your product.

Close by tactfully asking for an interview.

Maintain an air of formality throughout the letter. Avoid cuteness.

Make sure the finished document presents a professional, attractive, and conservative appearance and that it is 100 % error-free.

WRITTEN FOLLOW UP

Write an application letter of your own in response to one of the following job advertisements.

1.

Marketing Executive

Competitive Salary +Pension Scheme

Leopard, the country's leading sports shoe manufacturer, is looking for an ambitious marketing executive to join our busy marketing department. You will have experience of designing and coordinating large advertising campaigns. Candidates should be prepared to spend time at our overseas branches in Paris and Prague. Fluency in a European language would be an advantage. This is a very exciting opportunity for the right candidate. Salary will depend on experience.

2.

Assistant to Finance Director

Greentree is an IT company supplying software to the engineering sector. We are currently seeking an assistant to the finance director. The ideal candidate will be both flexible and ambitious. Candidates should have experience of preparing budgets, preferably in the IT industry. Although

you will report to the Finance Director, you will also be responsible for assisting the Chief Executive when she travels abroad. There are excellent prospects for rapid career progress in the company for the right candidate.

Excellent Salary + Share Options

3.

Sales Manager

Excellent Benefits + Annual Bonus

Newway PLC is one of the largest suppliers of office equipment in the country. The successful candidate will be a dynamic person with excellent organisational skills. You will be responsible for leading and motivating a large sales team. You will also be expected to develop new market opportunities as part of Newway's continuing program of expansion. A knowledge of the office equipment market is desirable, but not essential. This is a challenging opportunity with one of the country's most respected employers.

4.

Chief Administrator

Greenline is a national charity that has been working with disadvantaged young people for over 50 years. The administrator will be based in our new Madris office. Duties will include providing support to the team and keeping our database up to date. the post will suit a self confident and organised person who is used to working under pressure and alone. Although the hours are flexible, the post will involve some evening and weekend work. This is a very satisfying and rewarding job for the right person.

Competitive Salary + Car

5.

Private practice lawyer

Practice Areas: Company/Commercial, Insolvency

Company Commercial Solicitor

The position will involve general company and commercial work, including some insolvency. You will be working with the head of the department and supporting the team as a whole on transactional work. You will also have the opportunity for some specialisation within the areas of IT and e-commerce, and this will involve working closely with a salaried partner. This is a great opportunity for someone wishing to join a market-leading, forward-thinking firm.

Unit 6

LETTER OF RECOMMENDATION

A letter of recommendation is sent to accompany a resume and a job-application letter. It also can be presented to an employer during an interview. The purpose of writing a letter of recommendation is to present true, important and relevant information about the applicant, and to show that he/she is qualified for a certain job.

Writing a letter of recommendation presents not only legal but also ethical considerations. The overriding guideline is that you must be fair – fair to your own conscience, fair to the prospective employer, and fair to the applicant.

To be fair to yourself, you must act in good faith. If you are satisfied in your own mind that you have written an honest and objective appraisal of the person's qualifications, you should have no concerns about the applicant's ultimate fate. That decision is the responsibility of the prospective employer.

You must also be fair to the employer because he or she is relying on your honest observations to make an appropriate hiring decision. And finally, you must be fair to the applicant. You are not doing anyone a favor by helping him or her get job for which he or she is not qualified.

Letters of recommendation may be of two types – general and specific. General letters are often requested by students as part of the personnel record they file with their college placement office. Sometimes a form is provided; otherwise you should use a generic salutation, such as “Dear Prospective Employer”.

Specific letters require your evaluation of a candidate's fitness for a specific position. Gear your comments to the specific job, making sure that you answer completely each question that is asked.

Regardless of whether you're writing a general or specific letter, begin by providing certain standard information:

- The full name of the job applicant
- The position the applicant is seeking
- The nature and length of your relationship with the applicant

A good legal safeguard is to label the information “confidential” and to state that you are providing this information at the specific request of either the applicant or the prospective employer.

The major part of your recommendation will, of course, be your comments on the applicant's performance and potential. From the employer's viewpoint, the most helpful comments are those that are reinforced with examples and specific factual information. Include only

relevant information – information that will help the prospective employer evaluate the candidate’s qualifications. Be especially careful to avoid mentioning any factors that might later become the basis for a discrimination lawsuit, such as of age, race, religion, or handicaps.

Most people do not ask someone to write a letter of recommendation unless they have had pleasant relations with that person. Thus, most such letters are primarily positive in tone. No one is perfect, however. If the negative trait is either irrelevant to the applicant’s performance on the job or if you are unable to document the deficiency, simply avoid mentioning it.

Occasionally you will need to include some negative aspect regarding the applicant’s qualifications for a particular job. When doing so, avoid value judgments and opinions and simply relate the specific facts. Because so much of what typically goes into a letter of recommendation is positive, any negative information tends to stand out and receive, perhaps, more attention than it deserves. You are the best judge of how to use emphasis and subordination appropriately to present the negative information fairly. The point is not to downplay the negative information but rather to make sure the reader perceives it with the same degree of importance as you do.

End your letter by making some summary, overall evaluation of the candidate. If your evaluation of the candidate has raised some questions about which the prospective employer might need more information, offer to provide more information if necessary. At the end of the letter give your contact telephone number.

If you honestly feel that you should not recommend a candidate, you should decline to do so. Your letter to the applicant, telling him or her of your decision, should be indirect, stating the refusal as tactfully and in as friendly a way as possible. However, if you simply prefer not to recommend this particular applicant, you need not provide a reason.

*(Adapted from: Scot Ober Contemporary Business Communication.
Houghton Mifflin Company, Boston, 2001)*

EXERCISES

1. Give three pieces of information about yourself that would be relevant to a prospective employer and that should, therefore, be included in a letter of recommendation.

2. Write *O* if the sentence is for the Opening, *F* for Focus, or *A* for Action.

- 1) Ms. Smith handled travel arrangements for seven executives.
- 2) I am writing this letter on behalf of our employee, Mr. Tom Hunter, who worked at Green Industries.
- 3) She has the skills and the energy to succeed in whatever she pursues.

- 4) Mr. Kong maintained steady sales even when the market was slow.
- 5) I highly recommend Ms Brown as a graphic designer.
- 6) Mr. Funny will surely become a leader in our region's fight to save the environment.
- 7) This serves as a letter of reference for Maya Green, my former assistant.
- 8) Ms. Black has my recommendation as a reliable, trustworthy employee.

3. Choose the correct adjectives or adverbs to complete the sentences.

- 1) Ms. Mild performed all of her duties professional / professionally.
- 2) She was efficient / efficiently in preparing and mailing correspondence.
- 3) He types quickly and accurate / accurately.
- 4) Miss Wong designed an attractive / attractively brochure for a major client.
- 5) He communicates effective / effectively with both clients and co-workers.
- 6) All of her projects were on schedule because her documentation was always complete / completely.
- 7) I high / highly recommend Mr. King for any engineering position.
- 8) Mr. Cho is very honest / honestly and loyal.
- 9) I will be happy / happily to answer any questions about Ms. Stein.
- 10) He had *full* / *fully* responsibility for the department's budget.

4. Fill in the gaps with the words given below.

responsible;	hesitate;	position;	pleasure;	staff;
reference;	pressure;	along;	self-starter	

September 23, 201_

To whom it may concern:

It is my 1) _____ to write this letter of 2) _____ for Maria Brown.

Ms. Brown was a summer intern at Green International from May to August this year. As an intern, Ms. Brown was 3) _____ for assisting our professional

4) _____ with their duties. She was efficient, punctual, and detail-oriented. She worked well under 5) _____ and got 6) _____ well with the staff.

I recommend Ms. Brown for any 7) _____ that requires a 8) _____ who is able to follow through on a task.

Please do not 9) _____ to contact me if you have any questions.

Sincerely,

Richard Black

Manager, European Sales

USEFUL VOCABULARY

- I am pleased to recommend you...
- ... has asked me to write a letter on his behalf...
- I am happy to provide this information to you.
- It is my pleasure to write this letter of reference for ...
- I would evaluate his/her skills in ... as excellent/good/sufficient/superior
- We credit much of our success to his/her efforts
- Although he/she had some problems in..., I'm confident she will improve in this area with more experience.
- I have a very high regard for ... and recommend him/her to you
- Based on my observation of ... performance, I recommend him/her highly for the position of ...
- If I can provide additional information, please call me at ...

CHECKLIST

Be fair – to yourself, to the prospective employer, to the applicant whom you are recommending and to the other applicants for the same position.

Begin by giving the name of the applicant, the position for which the applicant is applying, and the nature and length of your relationship with the applicant.

Discuss only job-related traits and behaviors, be as objective as possible, and support your statements with specific examples.

If writing a recommendation for a specific position, answer all questions asked and gear your comments to the applicant's qualifications for the particular job.

Present any information in such a way that the reader will perceive it with the same degree of importance that you do.

Close by giving an overall summary of your evaluation.

WRITTEN FOLLOW UP

Write the requested letter of recommendation to Ms. Fox.

Martha Smith worked as your secretary for three years before quitting to return to college to finish her degree. Her secretarial skills were only adequate (she had some trouble adjusting to any new computer program). However, her organizational skills were excellent; thus, she was always able to complete her work in a timely and competent manner.

ДВНЗ “Українська академія банківської справи НБУ”

Martha had an engaging personality and got along well with her coworkers and with people at higher levels of management with whom she had to deal. She is twenty-four and single.

Martha is graduating this spring with a degree in business education and has, with your permission, used your name as a reference. Today you received the following letter from Susan Fox, assistant superintendent for personnel for the public school system.

Would you please provide some information on Martha Smith. Ms. Smith has applied for the position of cooperative office educator with one of our inner-city schools and has given your name as a work reference.

Since this position requires supervising student interns in clerical and secretarial positions, the person holding this position must have excellent technical skills. How would you rate Ms. Smith's technical skills? This position also requires frequent and close contacts with members of the business community. How successful do you think Ms. Smith would be in interacting with business executives?

I appreciate your providing this confidential information, which will help us evaluate Ms. Smith's qualifications for this position.

Unit 7

FOLLOW-UP LETTER

Follow-up Letter finalizes written communication in the process of job hunting. The content of a follow-up letter depends on the decision made by an employer: in case of turning down an applicant a Rejection Letter is written; if a candidate is considered to meet the employer's requirements he / she gets a Job-Offering Letter. An employee can also write a follow-up letter when he / she wants to thank a potential employer for the interview (Interview Follow-Up Letter) and / or accept the position (Job-Acceptance Letter).

Companies reject applicants for a variety of reasons, the most common of which are lack of relevant qualification or experience. However, it is unusual for a candidate to be told why he or she has been rejected.

Letter to successful applicants can vary in length and detail depending on the type of job, whether the company has a standard printed contract, or if for some reason, it is necessary to give details of the terms of employment.

A letter offering a job would invite questions if anything is not clear about the terms and conditions of employment, and ask for written confirmation of acceptance. In the UK, the law requires that companies offer a contract of employment and two copies of this are often sent with

the letter. The applicant would be asked to return one signed copy with their confirmation, and keep the other for their own record.

The interview follow-up letter should be written within a day or two of the job interview.

Letters confirming that you accept a post can be brief, as long as they cover all the relevant points.

(Adapted from: Scot Ober. Contemporary Business Communication. Houghton Mifflin Company, Boston, 2001)

EXERCISES

1. Write *A* if the sentence is for an acknowledgment letter, *I* – for an interview letter, or *R* for a rejection letter. Some sentences may be found in more than one type of letter.

- 1) We have received your application materials for the executive assistant position.
- 2) After reviewing your resume, we would like to schedule a time to meet with you.
- 3) We are interested in speaking further with you.
- 4) Thank you for applying for the position of customer service representative.
- 5) Our human resource department is currently collecting resumes.
- 6) We are looking for someone with more experience.
- 7) We will be reviewing applications over the next few weeks.
- 8) If the time is not convenient, please contact me immediately.
- 9) I look forward to meeting you.
- 10) We appreciate your interest in our company.
- 11) We wish you much success in your job pursuit.
- 12) Thank you for your interest in the position.

2. Match the beginning of the sentence with the appropriate ending in each section.

1	Your application has been carefully examined; however	a	is currently reviewing all files
2	Our human resource department	b	invite you to talk with our General Manager
3	We are pleased to	c	your experience does not match the job description
4	We are in the process	a	meet with you on April 11
5	We would like to	b	of collecting resumes
6	Your resume is excellent but	c	you don't have the experience necessary for the job

7	We have scheduled	a	we are reviewing application materials
8	At this time	b	we need someone with advanced computer skills
9	Unfortunately,	c	an interview with you at 4:00 P.M. next Thursday
10	We reviewed your application, but	a	schedule an interview with you
11	I would like to	b	we need to hire someone with more experience
12	The manager	c	is reading all cover letters and resumes

3. Complete the sentences in this letter using the words below.

advertisement;	openings;	response;	search
applicant;	received;	resume;	wish

Dear Mr Bridge:

Your resume was (1) _____ and reviewed by our human resources officer. The (2) _____ to our (3) _____ was overwhelming. Unfortunately, we cannot interview every (4) _____. We will keep your (5) _____ on file for future (6) _____.

We (7) _____ you well in your job (8) _____.

Sincerely,

Paul Hook

Human Resources Director

4. Arrange the letter so that everything is in the right place.

1	2	3	4	5	6	7	8	9

a. Anna McIntyre
Human Resources Representative
Prestige Financial Corporation
100 Prestige Way
York, PA 56789

b. Thank you again for the opportunity to be considered and selected for this position. I look forward to my employment at Prestige.

c. I am writing in follow up of our conversation on November 12, 2012 concerning your company's offer of employment. As we discussed, I am pleased to accept the position of Junior Financial Assistant. I agree to the terms concerning a beginning salary of \$35,000, in addition to the health

insurance premiums, 401k matching policy, and vacation package the company offers.

d. Patricia Marsh

e. Dear Ms. McIntyre,

f. November 14, 2012

g. I will report to the company headquarters on Prestige Way at 8:00 a.m. on my start date of January 3, 2013. I look forward to meeting with you on that date and completing the paperwork for my enrollment in the various benefit programs the company offers. I understand that my eligibility in each of these is effective as of the first day of my employment.

h. Sincerely,

i. Patricia Marsh

1234 Mockingbird Lane

York, PA 56789

USEFUL VOCABULARY

- Thank you for attending our selection panel on...
- We regret to inform you that you were not successful in our application.
- We regret that we are unable to offer you the position of ... for which you were interviewed on ...
- Thank you for your interest in ...
- We are pleased to inform you that you were successful in your interview for the post of ...
- We would like to offer you the post of ...
- The selections panel has approved your appointment as ...
- The bank has agreed to accept you for the post of trainee, subject to the usual references.
- As we discussed in your interview, your duties will include...
- I look forward to seeing you in my office at ... on ...
- If you have any questions concerning the enclosed conditions, please contact me immediately.
- Would you sign the enclosed contract of employment and return it with your letter of acceptance.
- Please find enclosed a copy of the Staff Handbook, which contains full details of the terms and conditions of employment with Mitchell Hill.
- I am delighted to accept the post.
- I am returning a signed copy of the contract of employment.
- I confirm that I will be able to begin work on ... at ...and look forward to seeing you then.

CHECKLIST

In your Interview Follow-Up Letter address the person in the salutation as he or she was addressed during the interview.

Begin your Interview Follow-Up Letter directly, with a sincere expression of appreciation.

Close your letters on a confident, forward-looking note.

In Job-Acceptance Letter give the good news (that you accept the job offer) first, where it will receive the most attention.

Provide the needed additional details.

WRITTEN FOLLOW UP

Read the following extract from a letter by Helen Wilson, who is applying for a position with an information technology company.

I am writing to apply for the position of project manager advertised in the Weekly Tribune of 21 March.

I have worked for the last three years as an IT project manager for BBB International Group. Although this has been an interesting and fulfilling job, I am now seeking to move into a more challenging role. I believe that the role of project manager in your company would offer me this challenge...

Write a reply to the letter (60-80 words), making sure you do the following.

- thank Ms Wilson for the letter
- give the news that she is not shortlisted for the post
- explain the main reason why
- express good wishes for the future.

Unit 8

GOODWILL MESSAGES

A goodwill message is one that is sent strictly out of a sense of kindness and friendliness. Examples include messages conveying congratulations, appreciation, and sympathy. These messages achieve their goodwill objective precisely because they have no true business objective.

Often a friendly gesture could be accomplished by telephoning instead of by writing – especially for minor occasions. But a written message, either in place of or in addition to the phone call, is more thoughtful, more appreciated, and more permanent. And because it requires extra effort and the recipient will receive fewer of them, a written message is much more meaningful than a telephone message.

Congratulatory notes should be sent for major business achievements – receiving a promotion, announcing a retirement, winning

an award, opening a new branch, celebrating an anniversary, and the like. Such notes are also appropriate for personal milestones – engagements, weddings, births, graduations, and other noteworthy occasions. Congratulatory notes should be written both to employees within the company and to customers, suppliers, and others outside the firm with whom you have a relationship.

A **note of thanks or appreciation** is often valued more than a monetary reward. A handwritten thank-you note is especially appreciated today, when people routinely receive so many “personalized” computer-generated messages. A handwritten note assures the reader that you are offering sincere and genuine thanks, rather than simply sending out a form letter. And if you take the trouble to send a photocopy of your typed note to the person’s supervisor, the recipient will be twice blessed.

Thank-you notes (either typed or handwritten) should be sent whenever someone does you a favor – gives you a gift, writes a letter of recommendation for you, comes to your support unexpectedly, gives a speech or appears on a panel, and so on. Don’t forget that customers and suppliers like to be recognized as well. Unexpected thank-you notes are often the most appreciated – to the salesperson, instructor, secretary, copy center operator, restaurant server, receptionist, or anyone else who provided service beyond the call of duty.

Expressions of **sympathy or condolence** to a person who has experienced pain, grief, or misfortune are especially difficult to write but are also especially appreciated. People who have experienced serious health problems, a severe business setback, or the death of a loved one need to know that others are thinking of them and that they are not alone.

Some of the most difficult messages to write are those expressing sympathy over someone’s death. These notes should be handwritten, when possible. They should not avoid mentioning the death, but they need not dwell on it. Most sympathy notes are short. Begin with an expression of sympathy, mention some specific quality or personal reminiscence about the deceased, and then close with an expression of comfort and affection. An offer to help, if genuine, would be appropriate.

(Adapted from: Scot Ober. Contemporary Business Communication. Houghton Mifflin Company, Boston, 2001)

EXERCISES

- 1. Analyze Sympathy Note from the Supplement taking into consideration guidelines in the checklist. Is the note effective or not?**
- 2. The following letter has been mixed. Put the parts of the letter (a-f) into correct order (1-6). What is the type of the letter?**

1	2	3	4	5	6

a)

We have pleasure in inviting you to our annual conference. This year it will be taking place at the Metropole Hotel, Brighton from 24 to 28 July.

b)

We would appreciate it if you could confirm your participation at your earliest convenience.

c)

Yours sincerely

d)

Dear Mr Higgins

e)

We enclose details of the conference, accommodation arrangements and a provisional programme. Last year you gave us a very interesting presentation on the subject of "Purchasing High Technology". We would be very grateful if you would consider giving us an update on this.

f)

P Matthews
Conference Organizer

3. Read the Thank-you note below, then complete the spaces (1-5) using the phrases (a-e).

- a) As I mentioned during our conversation
- b) I appreciated
- c) The interview convinced me that my background
- d) Thank you again
- e) I am confident that my ability to

Dear Mr. Greene,

1) _____ for the opportunity to interview for the position of Senior Insolvency Practitioner in your firm. 2) _____ your hospitality and enjoyed meeting you and members of your staff. I especially enjoyed hearing about your firm's plans for expansion.

3) _____, interests, and skills are compatible with the goals of your firm. 4) _____, the experience I gathered in my previous employment has prepared me well for corporate insolvency work. 5) _____ supervise a case from commencement of Liquidation to closure will be of value to your firm.

I look forward to hearing from you.

Yours sincerely,

Julia Fenton

4. The following Thank-you Letters need to be revised in terms of style. Using phrases from the Useful Vocabulary, intensifiers and polite words, make the letters more polite. Also add other components of a business letter to make them ready for sending.

I have received your comparison study yesterday. Thank you for collecting the information and getting it to me quickly. The material will be useful in helping us determine our production costs for the coming year. If I can reciprocate in any way, do not hesitate to contact me.

The information I requested on the new camcorders arrived today. Thank you. I plan to use the data as part of my thesis on high tech piracy. If you would like, I will send you the results of my research.

5. Read the Sympathy Note and complete the gaps with the words from the box.

challenging setback sympathy skills listing

Just a note to express my (1) at the loss of your job. I understand how (2) it is when something like this happens, but considering your (3), I am sure this is just a temporary (4) It shouldn't be long before you are "back in the saddle." In the meantime I am enclosing a job (5) from the Doe Temporary Service in Lincoln that may be of interest to you.

CHECKLIST

Be prompt. Too often, people consider writing a goodwill message but then put it off until it is too late. The most meaningful messages are those received while the reason for them is still fresh in the reader's mind.

Be direct. State the major idea in the first sentence or two, even for sympathy notes; since the reader already knows the bad news, you don't need to shelter him or her from it.

Be sincere. Avoid language that is too flowery or too strong. Use a conversational tone, as if you were speaking to the person directly, and focus on the reader – not on yourself. Take special care to spell names correctly and to make sure your facts are accurate.

Be specific. If you're thanking or complimenting someone, mention a specific incident or anecdote. Personalize your message to avoid having it sound like a form letter.

Be brief. You don't need two pages (or, likely, even one full page) to get your point across. Often a personal note card is more appropriate than full-sized business stationery. Because they are considered personal notes, goodwill messages do not require a subject line (unless, of course, they are sent via email).

USEFUL VOCABULARY

- I want to apologize for...
- Please accept my apologies for...
- Give my best regards to ...
- I was saddened to hear the news.
- Please accept my deepest sympathy in your time of sorrow.
- We're sorry to hear about ...
- We all share your sadness.
- With best wishes
- Congratulations on the birth of your daughter. May you enjoy all the blessings of parenthood.
- I want to congratulate you on ... and wish you...
- Congratulations on the completion of your doctoral degree (new job, ...)
- May I wish you every success in your new career!
- Happy birthday and many happy returns of the day!
- We would like to invite you to ...
- You are cordially invited to come to ...
- Thanks again for...
- I'll never forget the warm hospitality
- I'd like to return your kindness & hospitality.
- We deeply appreciate your thoughtfulness.
- I (genuinely) appreciate your efforts/help in ...

WRITTEN FOLLOW UP

Think of a recent speech you have heard and enjoyed – perhaps by a speaker at a student organization meeting, a speaker sponsored by your institution, a guest speaker in class, or some similar presentation. Then write this person a letter of appreciation, letting him or her know how much you enjoyed and benefited from his or her remarks. (If you have not heard a speech you enjoyed lately, write a former professor, expressing appreciation for what you learned in class.) Use only actual data for this assignment.

Unit 9

BAD-NEWS MESSAGE

Just as most people find it difficult to accept bad news, they also find it difficult to convey bad news. Therefore bad-news messages require careful planning. Your purpose in writing a bad-news message is two-fold: first, to say “no” or to convey bad news; and second, to retain the reader’s goodwill. To accomplish these goals, you must communicate your message politely, clearly, and firmly. And you must show the reader that you’ve seriously considered the request and that, as a matter of fairness and good business practice, you must deny the request.

The reader’s needs, expectations, and personality – as well as the writer’s relationship with the reader – will largely determine the content and organization of a bad-news message. Thus you need to put yourself in the place of the reader.

To decide whether to use the direct or indirect plan for refusing a request, check the sender’s original message. If the original message was written in the direct style, the sender may have considered it a routine request, and you would be safe in answering in the direct style. If the original message was written in the indirect style, the sender probably considered it a persuasive request, and you should consider answering in the indirect style.

Many requests are routine and the writer simply wants a yes-or-no decision and wants to hear it in a direct manner. Similarly, if an announcement of bad news is not likely to generate an emotional response from you readers, you should use a direct approach. The direct plan for bad-news messages is to present the major idea (the bad news) up front. To help readers accept your decision when using the direct plan, present a brief rationale along with the bad news in the first paragraph. As usual, state the message in language as positive as possible, while still maintaining honesty. Then follow with any needed explanations and a friendly closing.

A message organized according to a direct plan is not necessarily any shorter than one organized according to an indirect plan. Both types of message may contain the same basic information but simply in a different order. Direct messages are often shorter than indirect messages only because the direct plan is often used for simpler situations, which require less explanation and background information than do indirect messages.

With indirect approach you present the reason first, then the negative news. This approach emphasizes the reason for the bad news, rather than the bad news itself. You will often want to use an indirect plan when giving bad news to subordinates, customers, readers who prefer the indirect approach, readers you don’t know.

You should begin your bad-news message with a neutral and relevant statement – one that helps establish or strengthen the reader-writer relationship. Such a statement serves as a *buffer* between the reader and the bad news that will follow. Ethical communicators use a buffer not in an attempt to manipulate or confuse the reader but in a sincere effort to help the reader accept the disappointing information in an objective manner.

Presumably, you reached your negative decision by analyzing all the relevant information. Whether you began in a direct or indirect manner, explain your analysis to help convince the reader that your decision is reasonable. The major part of your message should thus focus on the reasons rather than on the bad news itself.

Provide a smooth transition from the opening buffer and present the reasons honestly and convincingly. If possible, explain how the reason benefit the reader or, at least, benefit someone other than you. Presenting reader benefits keep your decision from sounding selfish. Sometimes, however, granting the request is simply not the company's own best interest. In such situation, don't "manufacture" reader benefits; instead, just provide whatever short explanation you can and let it go at that. Show the reader that your decision was a business decision, not a personal one.

The reason justifying your decision should take up the major part of the message; but be concise or your readers may become impatient. If you have done a convincing job of explaining the reasons, the bad news itself will come as no surprise. The decision will appear logical and reasonable.

(Adapted from: Scot Ober. Contemporary Business Communication. Houghton Mifflin Company, Boston, 2001)

EXERCISES

1. Analyze the Bad News Message from the Supplement taking into consideration guidelines in the checklist. What type of Bad News Messages is this one? Is the letter effective or not?

2. Indicate whether a direct or indirect message would be more effective when writing to:

- a) A colleague, refusing her offer of a free ride to your upcoming sales conference, because you have to go a day early.
- b) Employees, telling them that for the first time no vacations may be scheduled during July and August.
- c) Your supervisor, informing him that the quarterly employee newsletter will be three days late because the offset machine broke down.
- d) The sales staff, informing them that their sales quotas will be increased by 8 % for the coming year.

e) Stockholders, informing them of an impending federal investigation of your vice chairperson.

3. Choosing from the box, fill in the missing words in the letter:

<i>competition</i>	<i>grant</i>	<i>proposal</i>	<i>reduction</i>
<i>submitting</i>		<i>funding</i>	<i>applications</i>

On behalf of the members of the Research & Scholarship Committee, thank you for (1) an application for this year's Research & Scholarship grants (2)

I'm sorry to report that your grant (3)was among those that were not approved for (4) in the spring. With the (5)in grant funds caused by budget cuts and the record number of (6), I'm afraid that many worthwhile proposals could not be supported.

Although you did not receive a (7)this year, I trust that you will continue to pursue both internal and external funding opportunities.

4. The following letters needs to be revised in terms of style. Using phrases from the Useful Vocabulary make the letters less direct. Also add other components of a business letter to make them ready for sending.

Doe Enterprises has not renewed their contract for the next year. Since 20 % of our business was with Doe, the loss will cause us to reduce our staff. It appears that there will be a partial layoff in June, but this will be offset somewhat by a number of retirements this summer.

We are working hard to reestablish our relationship with this company and to acquire new accounts abroad. Until we succeed we ask for your understanding and cooperation. With your help this will be only a temporary setback. We will keep you informed with weekly updates on e-mail.

In order to dispel any rumors, the management wants to inform each of you that there will be no Christmas bonus this year. Because of the economic downturn, we must cut costs somewhere, and we feel that cutting the bonus is preferable to laying off an employee or reducing hours. Doe has experienced downturns before and rebounded perfectly well. We are confident this slump will improve as spring arrives.

Should any other changes arise, we will inform you. Continue your excellent work and keep an eye on the future of Doe Technologies.

CHECKLIST

Determine how to start the message. Use either direct or indirect organizational plan.

If possible, stress reasons that are for the benefit of someone other than yourself.

State reasons concisely to avoid reader impatience. Do not overexplain.

Present the strongest reason first; avoid discussing weak reasons.

Present the bad news as a logical outcome of the reasons given.

State the bad news in positive and impersonal language. Stress what you are able to do rather than what you are not able to do.

Do not apologize. There is no reason to apologize for any reasonable business decision.

Make your closing original, friendly, off the topic of the bad news, and positive.

Consider expressing best wishes, offering a counterproposal, suggesting other sources of help.

Avoid anticipating problems, apologizing, inviting needless communication, referring to the bad news, repeating a cliché, revealing doubt, or sounding selfish.

USEFUL VOCABULARY

- I was pleased to learn that...
- However it makes some difficulties for us.
- In response to your concern we ...
- Doing so has enabled us to...
- ... are unnecessary and, in fact, can cause safety hazards.
- To provide ..., we would be happy to...
- Hope this will benefit our future relations.
- Best wishes to success with your...
- You can be sure that in future...
- We believe that in future...
- I am sorry to report that ...
- I am afraid that ...
- Although...
- Unfortunately...
-, but fortunately ...
- I hope/trust that you will continue to pursue...

WRITTEN FOLLOW UP

You are the manager of the Daytona 100, a 100-room hotel in Daytona, Florida, that caters to business people. You've received a reservation from Alpha Kappa Psi fraternity at Ball State University to rent 24 double rooms during their spring break (April 6-13). They have offered to send a \$1,000 deposit to guarantee the rooms if necessary.

As a former AKPsi, you know that these are responsible students who would cause no problems. You also recognize that when these students graduate and assume positions in industry, they are the very type of people you hope will use your hotel. However, because of previous bad experience, you now have a strict policy against accepting reservations from student groups.

Write to the AKPsi treasurer (Scott Rován, 40 Cypress Grove Court, No. 25, Muncie, IN 47304), conveying this information.

Unit 10

SALES LETTER

The heart of most businesses is sales – selling a product or service. Much of a company's sales effort is accomplished through the writing of effective sales letters – either individual letters for individual sales or form letters for large-scale sales.

A Sales letter is a piece of direct mail which is designed to persuade the reader to purchase a particular product or service in the absence of a salesman. It has been defined as a form of direct mail in which an advertiser sends a letter to a potential customer. It is distinct from other direct mail techniques, such as the distribution of leaflets and catalogues, as the sales letter typically sells a single product or product line, and further tends to be mainly textual as opposed to graphics-based.

It is typically used for products or services which, due to their price, are considered a purchase at medium or high value (typically tens to thousands of dollars). A sales letter is often, but not exclusively, the last stage of the sales process before the customer places an order, and is designed to ensure that the prospect is committed to becoming a customer.

Since the advent of the internet, the Sales letter has become an integral part of internet marketing, and typically takes the form of an email or webpage. Unsolicited sales emails are known as spam, although spam typically consists of emails which are much shorter than a normal sales letter. Offline, unsolicited sales letters are known as junk mail.

In large companies, the writing of sales letters is centered in the advertising department and is a highly specialized task performed by

advertising copywriters and marketing consultants. Within a few years after graduation, however, a growing number of college students opt to own businesses. These start-up companies are typically quite small, with only a few employees.

In such a situation, the company must mount an aggressive sales effort to develop business, but the company is typically too small to hire a full-time copywriter or marketing consultant. Thus, the owner usually ends up writing these sales letters, which are vital to the ongoing health of the firm. So no matter where you intend to work, the chances are that at some point you will need to write sales letters.

The indirect organizational plan is used for sales letters. It is sometimes called the AIDA plan, because you first gain the reader's attention, then create interest in and desire for the benefits of your product, and finally motivate action.

The guidelines for writing an effective sales letter are illustrated in the checklist.

(Adapted from: Scot Ober. Contemporary Business Communication. Houghton Mifflin Company, Boston, 2001)

EXERCISES

1. Match the words with their definitions:

1. Solicited sales letter	a) the benefit a potential customer would receive from using a product or service;
2. Unsolicited sales letter	b) to promote vigorously;
3. Derived benefit	c) a reply to a request for product information from a potential customer;
4. To push	d) information that reestablishes a customer's confidence in the product purchased or in the company that sold the product;
5. Resale	e) a letter promoting a firm's products that is mailed to potential customers who have not expressed any interest in the product

2. Choosing from the box, fill in the missing words

- product	- theme	- everything	- impression
- competition	- audience	- emphasize	- position
- letter	- impact	- nothing	- repetition

Your first step is to become thoroughly familiar with your ____, its ____, and your intended ____. Then, you must select a central selling theme for your ____. Most products have numerous features that you will want to

introduce and discuss. For your letter to make a real ____, however, you need to have a single ____ running through your letter – a major reader benefit that you introduce early and emphasize throughout the letter. One noted copywriting consultant calls this principle a basic law of direct-mail advertising and labels it $E^2 = 0$, meaning that when you try to emphasize ____, you end up emphasizing ____.

It would be unrealistic to expect your reader to remember five different features that you mention about product. In any case, you have only a short time to make a lasting ____ on your reader. Use that time wisely to ____ what you think is the most compelling benefit from owning your product. Two means of achieving this emphasis are ____ and _____. Introduce your central selling theme early (in the opening sentence if possible), and keep referring to it throughout the letter.

3. Analyze the following letter. In which part the author: a) gains readers' attention; b) creates interest; c) creates desire for product; d) motivates an action.

Are you having trouble getting your important documents formatted correctly? If you are like most business owners, you have trouble finding the time to economically produce good-looking documents. This is why it is important to have a specialist take care of your most important documents.

At Documents Makers, we have the skills and experience to come in and help you make the best possible impression. May we stop by and offer you a FREE estimate of how much it would cost to get your documents looking great? If so, give us a call at and set up an appointment with one of your friendly operators.

Shop by catalog and save time and money! The prices of these beautiful suits and dresses consistently rival those in retail stores. Say goodbye to hasty purchases at the end of a long day. No more tired legs and feet! Relax! Let your eyes enjoy a walk through the pages and do your shopping at great savings.

All of our clothes are made of high quality wool, velour, silk, and rayon, and all are made in the USA. Our sizes range from petite to extra large with three different lengths (petite, medium, tall) for each pant size. With this introductory offer we are slashing our already low prices by an incredible 30 %.

Our service offers one day delivery, low shipping costs, and full, immediate refunds if you are not satisfied. So, give your feet a break and enjoy shopping in the comfort of your own home. When you are ready to order, call our toll free number at 555-5555.

4. Choose the best option from the brackets to complete the gaps in the following Sales Letter. Underline the correct word.

After a long day at the office, no one feels like spending a lot of time cooking, but you can't neglect your family's nutrition! Don't (disappear / despair)! We have a recipe collection featuring (exciting / delicious) low-fat dinners that includes (easy / hard) techniques for cooking poultry, fish, beef, breads, vegetables and desserts in (less / more) than thirty minutes. This (delicious / fantastic) collection is now available to you.

Enclosed you will find our "fast and light" cooking brochure and five (beautiful / free) recipes. You will notice that each recipe card includes a (free / beautiful) color photo of the prepared dish. Each recipe is given in an (complicated / easy) step-by-step format to help you achieve (quick / flawless) results every time. You will be (shocked / amazed) at how quickly and easily you can prepare a nutritious meal that your family will love.

Just look through our brochure and decide which series of recipes suits your family's taste best. Then call our (toll-free / easy-to-use) number to place your order. It's that simple!

CHECKLIST

Prepare

Learn as much as possible about the product, the competition, and the audience.

Select a central selling theme – your product's most distinguishing feature.

Gain the Reader's Attention

Make your opening brief, interesting, and original. Avoid obvious, misleading, and irrelevant statements.

Use any of these openings: rhetorical question, thought-provoking statement, unusual fact, current event, anecdote, direct challenge, or some similar attention-getting device.

Introduce (or at least lead up to) the central selling theme in the opening.

If the letter is in response to a customer inquiry, begin by expressing appreciation for the inquiry and then introduce the central selling theme.

Create Interest and Build Desire

Make the introduction of the product follow naturally from the attention-getter.

Interpret the features of the product; instead of just describing the features, show how the reader will benefit from each feature. Let the reader picture owning, using, and enjoying the product.

Use action-packed, positive, and objective language. Provide convincing evidence to support your claims – specific facts and figures, independent product reviews, endorsements, and so on.

Continue to stress the central selling theme throughout.

Subordinate price (unless price is the central selling theme). State price in small terms, in a long sentence, or in a sentence that also talks about benefits.

Motivate Action

Make the desired action clear and easy to take.

Ask confidently, avoiding the hesitant “If you’d like to” or “I hope you agree that.”

Encourage prompt action (but avoid a hard-sell approach).

End your letter with a reminder of a reader benefit.

USEFUL VOCABULARY

- Are you having trouble ...
- This is why it is important to have ...
- At X, we have the skills and experience to ...
- May we stop by and offer you a FREE estimate of how much it would cost to ...
- If so, give us a call at X and set up an appointment with one of your friendly operators.
- I enclose the description of ...
- I am enclosing a folder with information on our new ...
- Our new trade list will be available in a week and we are missing a note to send you one as soon as it comes off the press.
- We would like to draw your attention to the attached press release announcing our launch of ... products and services.
- Our new catalogue will be published soon, and I shall send you a copy when it appears.
- As you requested, we are enclosing a copy of our latest catalogue.

- I am enclosing our price-list which gives you some idea of the range of areas we promote information on so that you can see whether or not we could be of service to you.
- I have just sent you, by separate mail, our recent catalogue for this year.
- I would be happy to send you both our monthly descriptive brochures on new production and our complete catalogue.
- Enclosed you will find the latest listing of our products.
- Enclosed is a backlist of ... that we are promoting.
- I will send you our catalogues on a regular basis.
- Thank you for your interest in ...
- Would you please let me have your comments at your earliest convenience.
- Should you have any questions, feel free to contact me at ...
- Please do not hesitate to write if you require additional information.
- If you have any other questions, please get in touch with ...
- If you require further assistance, please do not hesitate to write ...
- If you require further information, we would be most pleased to supply it.
- We consider this activity as one of extreme importance, not only to provide technology transfer, but to further understanding and cooperation between our countries.
- We have no doubt that we would find a satisfactory market for in your country.
- I trust this to be to your satisfaction – I hope that this is to your satisfaction.
- I trust that these arrangements meet with your approval.
- I hope that this information will be of some assistance to you.

WRITTEN FOLLOW UP

You are merchandising manager of Lordstrom, Inc., a women's clothing store. You offer superior customer service, a no-questions-asked return policy, abundant inventory to ensure a complete selection of sizes and colors. In your new store in Fashion Square Mall, an upscale department store, you have oversized dressing rooms – ones large enough to hold a comfortable chair, garment rack, and adjustable three-sided mirrors. You want your customers to be able to make their selections in comfort.

Write a sales letter to attract new customers to your new shop.

Unit 11

INQUIRY LETTER

An inquiry usually states the name of the goods and terms and conditions on which the Buyer would like to have the goods, such as: the quantity and quality of the goods, the model (trade mark), the price, terms of delivery and terms of payment. By means of an inquiry letter you may receive information about availability of goods and receive catalogues or samples of goods.

While writing an inquiry you should give full details, which helps your business partner to give an appropriate response. In case you are writing a letter to a company for the first time, the inquiry should include the following items:

- 1) Reference to the source of information.
- 2) The matter of the question.
- 3) Brief information about your company.
- 4) Expression of hopes for further relations.

When writing an inquiry, present the major idea – your request – clearly and directly in the first sentence or two. You may use a direct question, a statement or a polite request to present the main idea. Use a polite request (*May I please have your answer by May3*) when you expect the reader to respond by acting rather than by actually giving a yes-or-no answer. Always pose your request clearly and politely, and give any background information needed to set the stage.

Ask as few questions as possible – and never for any information that you can reasonably get on your own. If many questions are necessary, number them; most readers will answer questions in the order in which you pose them and thus be less likely to skip one unintentionally. Arrange your questions in logical order (for example, order of importance, chronological order), word each question clearly and objectively (to avoid bias), and limit the content to one topic per question. If appropriate, assure the reader that the information provided will be treated confidentially.

In your final paragraph assume a friendly tone. Close by expressing appreciation for the assistance to be provided. Make your ending friendly, positive and original.

Checklist below summarizes the points you should consider when writing and responding to inquiries. Use this checklist as a guide in structuring your message and in evaluating the effectiveness of your first draft.

(Adapted from: Scot Ober. Contemporary Business Communication. Houghton Mifflin Company, Boston, 2001)

EXERCISES

1. Complete the gaps in the Letter of Inquiry with the appropriate words from the box.

belief	dedication	openings	aspects	understanding
manner	consideration	position	privilege	opportunity

Dear Mr. Brown,

For the past ten years I have followed your career through news events, interviews and web research. Your (1)to the Fourth Estate and your (2)of the important role journalists play in today’s fast-paced information highway, coupled with your (3) in the power of the press is exemplary.

I have had the (4) of honing my journalistic abilities on three widely different publications. When I left college, I immediately went to work for the typical small town newspaper and learned all (5) of getting the paper to the people in a timely (6) I then moved to regional manager for a media corporation composed of small to mid-size newspapers in the Midwest. In my current (7), I am Chief Correspondent for one of the largest newspapers in the southwest.

I would like an (8) to visit with you to get your insight and suggestions on where my skills and abilities would be of the greatest value to the ABD Company, and to inquire about possible job (9) with the company.

I look forward to hearing from you. Thank you for your (10)

2. The following Inquiry Letter has been mixed up. Read the letter and put the parts (a-f) into correct order (1-6).

1	2	3	4	5	6

a)

Dear Mr. Chan:
I am a systems engineer at Bell Trading. We are planning to launch a new cell phone model. We need an advanced semiconductor for this project. My company is considering using your new release semiconductors of your company.

b)

Bell Manufacturing Company
1-1-2 Shibaura Minato-Ku
Tokyo, Japan

c)

We need, however, information about the following:

1. Unit price;
2. Discounts;
3. Terms of Delivery;
4. Terms of Payment;
5. Warranty.

d)

Sincerely,

Jun Suzuki

Senior Systems Engineer

Cc: Mr. E. Stanton

I would be happy to talk to you further about your product. You can e-mail me at JHonda@Bellpro.com.

e)

Mr. Neo Chan

In-charge of Customer Relations

Kowloon Company

13 Bayview Street

Kowloon, HongKong

f)

May 27, 201_

3. You have received the following reply for your Inquiry. Reconstruct your original Letter of Inquiry.

Thank you for your recent request for more information concerning our products. I am sending you our illustrated winter catalog containing descriptions of our entire stock with current price listings. As new products become available, we continually expand our selection of merchandise. For this reason, I have added your name to our mailing list. You will receive a new catalog about four times a year, as well as periodic information on our sale prices and clearances. The Doe Company takes pride in offering the widest selection of quality merchandise at the lowest prices in the field. In appreciation of your interest, I would like to offer you a 10 percent discount on your first order and invite you to become one of our many satisfied customers. If you have any further questions, I would be happy to assist you.

4. Using the phrases from Useful Vocabulary, enlarge the following letter to make it more polite. Add other components of a business letter to make it ready for sending.

I am intrigued by your offer to subscribe to your new magazine. I make it a policy, however, never to subscribe to a magazine sight-unseen. Could you

ДВНЗ “Українська академія банківської справи НБУ”

send me a sample copy of the magazine for me to preview? Send it to Jane Doe, 1600 Main Street, Springfield, KS 12345. If there is a charge for the sample magazine, also enclose a bill. I look forward to receiving the sample magazine soon.

CHECKLIST

Routine Inquiries

Present the major request in the first sentence or two, preceded or followed by reasons for making the request

Provide any needed explanation or details

Phrase each question so that it is clear, easy to answer, and covers only one topic.

Ask as few questions as possible, but if several questions are necessary, number them and arrange them in logical order.

If appropriate, incorporate reader benefits and promise confidentiality

Close on a friendly note by expressing appreciation, justifying any necessary deadlines, offering to reciprocate, or otherwise making your ending personal and original.

Routine Replies

Answer promptly and graciously.

Grant the request or begin giving the requested information in the first sentence or two.

Address all questions asked or implied; including additional information or suggestions if that would be helpful.

Include subtle sales promotion of appropriate product.

Consider developing a form letter for frequent requests.

Refer to any items you enclose with the letter, and insert an enclosure notation at the bottom.

Close on a positive and friendly note, and use original wording.

USEFUL VOCABULARY

- We read your advertisement in ...
- With regard to your advertisement in ... of ... we would ask you
- We have heard of your products from ...
- We learn from ... that you are exporters of ...
- We have seen your current catalogue showing ...
- We are interested in buying (importing, etc.) ...
- Please inform us (let us know) as soon as possible ...
- Would you please inform us if it is possible to deliver ...

- We require...
- Please let us know what quantities you are able to deliver till ...
- We would ask you to let us have a quotation for ...
- Would you kindly quote your prices and terms of delivery (terms of payment, etc.) for
- We would like to have further details about ...
- We would like to represent your products in the Ukrainian market ...
- Please send us samples of ... (your catalogues, leaflets, etc.)
- As distributors we have a large network of ...
- In connection with this ...
- We are distributors (importers, retailers, etc.) of ...
- We are regular buyers of ...
- We are in the market for ...
- We would like to get in touch with manufacturers (suppliers, sellers, etc.) of ...
- There is a large market here for your products.
- For over ... years our company has imported ... from western countries
- Our company was founded in ... by ...
- We usually effect payment by letter of credit (cheque, bank transfer, etc.)
- If your prices are competitive (the samples meet the standards, your equipment complies with our requirements, etc.) we may be able to let you have regular orders.
- We look forward to your early reply.
- Your prompt answer will be (would be) appreciated.

WRITTEN FOLLOW UP

Luis St. Jean is a famous design house in France with annual sales of \$1.2 billion in clothing, perfume, scarves, and other designer items. Each year it prepares more than 150 original designs for its seasonal collections. As head buyer for Cindy's, an upscale women's clothing store at Mall of America in Minneapolis, you think you might like to begin offering LSJ's line of perfume. You need to know more about pricing, types of perfume offered, minimum ordering quantities, marketing assistance provided by LSJ perfumes in the Minneapolis area and whether you would have to carry LSJ's complete line (you don't think the most expensive perfumes would be big sellers).

Write to Mr. Henry Vixier, License Supervisor, Luis St. Jean, 90513 Cergy, Pointoise Cedex, France, seeking answers to your questions.

Unit 12

LETTER OFFER SALES PROPOSAL

The Supplier usually writes an offer in response to an inquiry. While answering a general inquiry, the Supplier thanks for the interest to his company, offers price-lists, catalogues and Typical Contract. The Supplier also states the delivery time, the terms of payment, marking and packing instructions.

A reply to a special inquiry specifies detailed information concerning all questions of a potential client. Answering the questions, you should give precise characteristics of the goods adding samples if possible. Determining the price you should offer discounts. Separately specify packing and transportation costs, terms of delivery and payment.

Probably one of the most important guidelines to follow while writing replies is to answer promptly. If a potential customer asks for product information, ensure that the information arrives before the customer must make a purchase decision. Otherwise, the time it took you to respond will have been wasted. Also, delaying a response might send the unintentional nonverbal message that you do not want to comply with the writer's request.

Give the requested information early in the message. Doing so not only saves the reader's time but also puts him or her in a good state of mind immediately. Put the good news up front – where it will receive the most emphasis.

Be sure to answer all questions asked or implied, using objective and clearly understood language. Although it is often helpful to provide additional information or suggestions, you should never fail to at least address all the questions asked – even if your answer is not what the reader hopes to hear. Questions are usually answered in the order in which they were asked, but consider rearranging them if a different order makes more sense. Determining what your reader already knows about the topic should help you decide what information to include and how to phrase it.

An offer may be also sent without a preliminary inquiry if the Supplier wants to attract the potential clients' attention or find new customers for special products or their range. Firm offer specifies special terms, such as delivery deadline and discounts, according to the quantity of goods and other terms.

Structure of an offer:

- 1) Reason for writing.
- 2) Replies to questions of potential customers.

- 3) Additional offers.
- 4) Expression of hopes for further order.

*(Adapted from: Scot Ober. Contemporary Business Communication.
Houghton Mifflin Company, Boston, 2001)*

EXERCISES

1. Fill in the blanks in the body of the letter with the words and expressions from the box.

Inquiry	range of vehicles	specifications	suitable
to combinec information	charging	to enclose	delivery competitive

Thank you very much for your We are very familiar with your And are pleased to inform you that we have a new line in batteries that fit your exactly.

The mostof our products for your requirements is the Artemis 66A Plus. This producteconomy, high power output and quick time and is available now from stock.

Ia detailed quotation with prices, specifications andterms. As you will see from this, our prices are very..... If you would like further, please telephone or telex me.

2. The following letter offers a discount to a constant customer. Complete the gaps (1 -) with appropriate expressions (a -).

- a) We appreciate
- b) If you have questions
- c) Thank you for ...
- d) ... we wish to inform you...
- e) We encourage you
- f) ... and hope that...
- g) ... please contact me ...

(1) your most recent purchase. At this time (2) that customers whose accounts are paid in full within 10 days from receipt of merchandise receive a 5 % discount on their next order. Those who pay within 30 days receive a 3 % discount. (3) to take advantage of this money-saving opportunity.

(4) your business, (5) everything in your most recent shipment was satisfactory. (6)regarding your shipment or bill, (7) immediately at 555-5555.

3. Following letters should be revised in terms of content, style and format. Offer additional terms to your customers. Improve the style of the letters. Add other components of a business letter to make them ready for sending.

Thank you for expressing interest in our retail record. The information on the number of units we sell each year will not be available until after March 15. If you still need the information at that time, I suggest you call Jane Doe at 555-5555. If I can help in another way, don't hesitate to call.

Thank you for your interest in our innovative floor plans. In answer to your question, we offer three plans from which to choose. I have enclosed a sketch of each for your review. If you have any questions, call our secretary at 555-5555. She can also schedule an appointment for you to meet with one of our agents.

4. Parts (a-i) of the following Letter Offers have been mixed. Put them into correct order (1-9). The first part has been done for you.

1	2	3	4	5	6	7	8	9
a								

a)

Delinquent Accounts Taking Too Much Of Your Time and Money?

b)

Now, our professional collection agency can handle every detail of your collections and recover more money at a lower cost.

c)

What's more, there is no fee for this service. We only take a percentage of what we collect. If we don't collect, we aren't paid!

d)

Many corporations have discovered that in-house collections--staff, telephone calls, invoicing, collections letters--are costing them more than the effort is worth. In fact, they find that their collection department actually loses money.

e)

Please review the list of companies that use our service. Call them and ask them about our efficiency. Their satisfaction is a better endorsement than we could ever give.

f)

P.S. Our customers realize an average 40 % increase over their own collection efforts in the first 30 days! We can do the same for you!

g)

That's what we guarantee. Collections are our business. During our 20 years in the collection business, we have refined a successful system that produces exceptional results.

h)

We have a special introductory offer for you. Try us out for three months at half our regular percentage rate. To receive this special price, you must mail in the enclosed card within two weeks. After October 31, this special offer will no longer be available.

i)

Act today. We look forward to helping you collect more of the money that is owed you.

CHECKLIST

Effective Start

Most sales proposals start with a “brag sheet” where the salesperson talks about how great his company is, how long it's been in business, what big customers you have, etc. Don't do this. The first page should be about the prospect, not about you.

Formatting

Make your proposal easy to read by breaking it up into small chunks under a series of headers. This is especially important if the material is highly technical or otherwise difficult.

Good headings also make it easy for your prospect to find the information he needs right away when he re-reads your proposal. And don't think that you need to include every little detail about your product and its implementation.

Content

Don't talk about specific numbers, e.g. fees and delivery dates, until the very end of the proposal. The bulk of your document should be all about the prospect's issues and what your product will do to resolve them. Once your prospect has absorbed this information, then and only then is it time to discuss the detail

USEFUL VOCABULARY

- We were pleased to learn your interest in ...
- In reply to your inquiry of ...
- In reply to your inquiry and in confirmation of our today's telephone conversation we are pleased to offer you ...

- We are most pleased that you want to buy ...
- We are glad to say that we can reserve you ...
- It is generous of you to take so much interest in our work.
- We take pleasure to send you the desired samples and offer.
- We have forwarded your inquiry to the manufacturers and will contact you as soon as we have their reply.
- As to your inquiry of ... we are informing you that ...
- We enclose our catalogue with the latest price-list.
- Our detailed price-list will convince you in diversity of our assortment.
- Our proposal is valid till ...
- We deliver goods on CIF terms.
- The price covers packing and transportation expenses.
- We can give you a 5 per cent discount.
- As you can see from our price-list, our prices are least by 3 % lower than market ones.
- I call your attention especially on item ...
- Besides above mentioned goods our company produces also ...
- We would like to recommend you especially the following positions in the price-list
- The model ... will most meet your requirements.
- We ask you to discuss our proposal once more and inform us whether we could expect getting your order.
- I ask you to make the order faster as the quantity of this product at our warehouse is limited.
- We would appreciate if we get the order from you as soon as possible.
- If you are not happy with our proposal please inform us about its reason.
- We are very sorry that we are unable to accept new orders for delivery within the time specified.
- Our factory is fully engaged with orders now and we cannot send you a quotation, but we may revert to the matter late next month.

WRITTEN FOLLOW UP

As a sales manager for Industrial Footwear, Inc., you have received an inquiry from a purchase manager for Work Wear Store, who asks about your newly produced and advertised in "Magazine" Durham work boot.

The Durham is an 8-inch, waterproof, insulated boot, made of oil-tanned cowhide. It exceeds the guidelines for steel-toe protection issued by the American National Standards Institute. The Durham has an all-rubber

heel that provides firm footing, and its steel shanks provide additional support for arches and heels. It comes in whole sizes 7-13 in black or brown at a price of \$79, plus \$4.50 shipping. The price is guaranteed for the next 30 days. There is a one-year warranty.

Write a letter to Work Wear Store presenting information about your boot. The purpose of the letter is to motivate a customer to order the boot by using the enclosed order form or by calling your order number, 800-555-2993.

Unit 13

LETTER ORDER LETTER ACKNOWLEDGING ORDER

Order forms are usually filled in to place an order for purchasing some goods. The order forms include information about quantity of goods, their description, price, terms of payment, date of delivery, discounts etc. In some cases a cover letter should be written to make certain points quite clear. The order form should be enclosed to the cover letter.

If a Seller or a Supplier has an opportunity to fulfill an order he sends an Order Acknowledgement (or Confirmation) to a Buyer. In general cases it is an Order Copy (or Duplicate) signed by a Seller. Usually an Acknowledgement is enclosed to a Cover Letter, in which a Seller expresses his gratitude for the order and informs a Buyer about new prices, terms of delivery, etc.

If a Seller or a Supplier has no opportunity to fulfill an order he either declines the order or substitutes the goods unavailable at the moment.

An Order letter may need to be written when you are ordering products from a company or manufacturer. This letter is similar to a purchase order, and should be written in detail. Some people write an order letter and simply ask that their last order be duplicated, but this leaves room for mistakes and confusion. The information below will help you write an order letter that contains all of the pertinent details so that your order can be processed efficiently and accurately.

In your introductory paragraph, state that you want to place an order, and that the details of your order are included. Also state which catalog was used to place the order, and reference numbers contained in the catalog. Indicate if you want a current catalog shipped with your order.

The body of your Order letter should contain specific instructions in regards to where the order will be shipped, items, quantity, etc. You may want to set this up in a table format if using a word processor. Include item description, item number, unit price, and total. Also inform the recipient if

there is a certain way you wish your order to be shipped, such as by common carrier, UPS, etc.

In closing, thank the recipient for their time, and include your phone number and/or email address should they have any problems with your order. Indicate that they should let you know if the order cannot be shipped at the time you requested.

(Adapted from: Scot Ober. Contemporary Business Communication. Houghton Mifflin Company, Boston, 2001)

EXERCISES

1. Read the following letters. In each letter customers want to change terms of their orders. Reconstruct the first Letter Order made by each customer.

This letter is to confirm my telephone order of 30 dryers, catalogue #12345. Please ship 15 of the dryers to the Springfield Plant and 15 to the Middleton Plant. We must have them for a project that begins May 1. I understand that the expediting fee to guarantee delivery by that date will be \$20.00. Please notify me immediately if delivery cannot be made before May 1.

On November 15 I ordered thirty-five holiday wreaths from your autumn catalog (copy of order enclosed). I need to increase that order by fifteen for a total of fifty wreaths. Our high school band is selling the wreaths to raise funds, and we would like to know whether there is a price break on orders of fifty. Please send your response, including the invoice, directly to me. I regret any inconvenience this order change may cause. If you have any questions, please call me at 555-5555.

My most recent order, transmitted by fax on November 11, contains an order for two pairs of “quilted cold-weather shop coveralls,” size XL, catalog number 456-7. I found that I already have sufficient stock of these garments, so I would like to delete them from this order. Please fill the rest of the order as specified. I assume that I will simply not be charged for the deleted items. If the order has been processed, please credit our account the difference, \$67.89. Thank you for your cooperation in this matter, and I apologize for any inconvenience this change may have caused.

2. The following Inquiry Letter has been mixed up. Read the letter and put the parts (a-g) into correct order (1-7). The first part has been done for you.

1	2	3	4	5	6	7

a)

154 Green Avenue
Newyork, USA
January 5, 2010

b)

1 copy Emmet and Mullen,
High School Algebra @ \$7.50 \$ 7.50
25 copies Pinehurst,
Plane Geometry @ \$8.75 \$ 218.75
Total \$ 226.25

c)

Ms. K. Hutchinson
Beller Company, Inc.
424 Park Avenue
New York, New York 10021

d)

Thank you for sending your catalog so promptly. It arrived within a few days of my request. Please send me the following items by parcel post :

e)

I am enclosing a money order for 226.25. If there are additional charges, please let me know.
Please mail the books to the address given above.

f)

Very truly yours,
Brandon Michael

g)

Dear Ms. Hutchinson :

3. Revise the following Letters in terms of content and style. Use expressions from the Useful Vocabulary section and other polite phrases to make them less direct. Also add other components of a business letter to make them ready for sending.

I want to order items #3456 (black desk) and #1234 (filling cabinet) from your catalogue. According to the order form, the desk retails for \$359.00 and the cabinet for \$45.00. I only need one of each, which totals \$404.00. As usual, send the merchandise to the factory outlet along with the bill.

I want to reserve a double room for the nights of June 20, 21, and 22. My husband is confined to a wheelchair, so we need to have a shower stall and a room which are wheelchair accessible. We will not be arriving until about 10:00 p.m. on the night of June 20.
 I am enclosing a check for \$50.00 as a deposit. Send written confirmation of this reservation to me at the above address. If you have any questions, my phone number is 555-5555.

I am enclosing my check #242 for \$30 to reserve two opening night seats for Carmen on July 14. I prefer seats in the center section between rows 15 and 20. I understand that you will bill me the additional \$60.
 My mailing address is 1600 Main Street, Springfield, Kansas 12345. I further understand that I forfeit my deposit if I elect not to complete the ticket purchase. I appreciate being able to reserve tickets prior to the opera being announced to the general public. Call me at 555-5555 if additional information is required.

4. Fill in the following Order form for products you want to buy.

Company:
 Address:
 Phone:
 Website:
 Email:
PURCHASE ORDER
 Supplier:
 PO Date:
 Terms:
 Currency:
 Created by:

No	Description	Quantity	Unit Price	Amount
1				
			Sub Total Discount	
			Sub Total After	
			VAT in	
			Total Order	

Requested By

Authorized Signature

CHECKLIST

Include the shipping instructions

Don't assume that the recipient will know to ship the goods to your return address. Some people order goods that are to be shipped to a different location, so make your instructions clear.

Write in a clear, concise manner

In an order letter, it is necessary that you be very explicit about what you are ordering. Include number of items you want, descriptions, and catalog numbers if possible.

Use a simple business format

Write your letter using basic fonts and a business format. By writing your order letter in a way that is crisp and clear with a minimum of fuss the recipient will be able to read it easily.

Proofread your letter

You should always proofread your work for spelling and grammar errors, but it is particularly important that you check the details in this type of letter. Check quantities, item numbers and all details of the order.

USEFUL VOCABULARY

- In reply (response) to your letter (fax) of ..., we thank you for ...
- I would like to order
- Please note that ...
- We appreciate ...
- We are pleased to enclose our Order No. ...
- We enclose (are enclosing) our order for ...
- We accept your offer and have pleasure in placing an order with you for ...
- Please confirm that you can supply ...
- Please send the copy of this order to us, duly signed, as an acknowledgement.
- Please supply / send us ...
- Thank you very much for your order No ... of ...
- As requested we enclose the copy of your order, duly signed as an acknowledgement.
- We confirm that delivery will be made by ...
- We hope that you will have a good turnover, and that we will be dealing with your company in the future.
- Delivery will be made in conformity (accordance) with your instructions.

- We are sorry (we regret) to let you know (to inform you) that we cannot execute your order because of (through).
- The goods you ordered are no longer available.
- We can offer you a substitute.

WRITTEN FOLLOW UP

Write a letter from Utilite Co: 34, Ul. Lesnaya, Lutsk, Ukraine ordering different types of paper (for faxes (Cat. Ref. 23 17/M), copiers (Cat. Ref. 3412/C) and type-writers (Cat. Ref. 4532/TW)) from M Arthur plc, 17 Lodge Road, Birmingham, England.

Unit 14

REMINDERS LETTERS OF APOLOGY

Though communication has become much easier and efficient now, the letters are sometimes lost, or correspondents are too busy to attend your messages. In this case you should send a Letter-Reminder. Reminders may also be written in case of delay in delivery, payment, etc.

The first Reminder should be written in a cheerful mood. If you don't receive an answer you may write a letter in a firm tone. Having received a Reminder you should write a letter of apology, in which you point at reasons of delay.

In order to make a Letter of Apology effective, always write it as soon as possible after the offensive action takes place. Write a brief letter that is carefully worded and sincere. Whenever possible, make suitable restitution and assure the offended party that you will not repeat your regrettable behavior in the future. Back up your apology letter with appropriate behavior at the next available opportunity.

Writing an apology letter is simply a way of saying "I'm sorry" for something you have said or done. If you find it difficult to confess that you were wrong in person, writing a letter may be easier. If you aren't sure how to go about this, the outline below explains how to write an apology letter.

Avoid addressing them by a nickname. Address your letter to the person's actual first name, and avoid using pet names unless it is what they are called all of the time, because it may make your apology letter seem insincere.

Bring up the event. When apologizing, you want to acknowledge what happened - but don't go in to detail, as this could make the recipient become angry all over again by thinking too much about it.

Apologize. Mention exactly what you did, and tell the recipient you are sorry. Be sincere, and don't apologize in a way that sounds cheesy or as if it is only to make the recipient feel better, even though you don't mean it.

Briefly explain why you did what you did. Offer your view of the situation, and why what you did or said seemed like the right thing at the time. If you were really just out and out wrong, admit it. While it may deflate your ego a bit, it's worth saving a friendship when you truly were in the wrong.

Demonstrate the meaning of your friendship. Tell the recipient that their friendship or love means everything in the world to you, and that you do not want to lose it. Everyone makes mistakes, and admit that you made a big one. Be honest above all else.

(Adapted from: Scot Ober. Contemporary Business Communication. Houghton Mifflin Company, Boston, 2001)

EXERCISES

1. Fill in the blanks in the body of this Letter-Reminder with the words and expressions from the box.

Invoice	estimates	business	unsettled	debt
policy	naturally	check	original	

Dear Mr. Carsons:

Accordingly to our records, payment of our (1)No. 35823, sent to you in April, has not been made.

As specified on all our (2)and invoices our terms of (3)are 30 days net. Your invoice has now been outstanding for 90 days. In the case of (4)of this duration it is our company (5)to take legal action.

We would (6)prefer not to have to go so far. Would you please send us a (7)by return. In case you have lost or mislaid the (8)I am enclosing a copy of our invoice.

2. Fill in the blanks in the body of this Apologizing Letter with the words and expressions from the box.

implemented	delay	guarantee	apologize
enclosed	accomplished	caused	delivery

Dear Mr. Newman:

We (1)for the late delivery of your order. We have just (2) a new delivery system that still has a few items to be (3), but we

ДВНЗ "Українська академія банківської справи НБУ"

made sure your order fixed and sent it out this morning. With this new (4)system, I (5)that we can handle your order faster and better in future. For your trouble, we have (6) a \$30 gift certificate which can be used at any of our stores any time. We would like to apologize for the (7)of your order and any inconveniences this must have (8) you.

Sincerely,

3. The words on the brackets have their letters in the wrong order. Rearrange the letters so that they are in the correct order.

I am sorry that you have not yet received my (1) (yampnte) this month. I recently found an error in my (2)(canctuo) and didn't want to send the payment until I was sure that check would not be (3)(ternudr). The bank has since (4) (cacetpde) responsibility for the error, and I plan to have the funds transferred to you immediately.

The bank has assured me that the (5)(stmncrciuesa) that led to the oversight are unusual and it is unlikely that this will ever happen again. I have been happy with our (6) (bisussne) relationship and trust that this incident will not jeopardize our future (7)(eadnsgli).

4. Revise the following Letters of Apology in terms of style. Rewrite them, adding necessary expressions to make them more polite. Also add other components of a business letter to make them ready for sending.

We are sorry that your toaster does not function as you expected. Before we ship any toaster, we double-check every function, so your problem may be one you can solve quite easily.

When the bread does not go down, you can usually correct the problem by rotating the screw on the bottom of the toaster a turn or two to the right. If that adjustment does not solve the problem, simply return the toaster to our nearest outlet to receive a replacement or a refund.

We regret the keyboard you purchased is causing you difficulties. Because our products are tested thoroughly before shipping, it is a rare instance when one is found defective. We have enclosed a replacement keyboard for your convenience. Please return the original to us in the enclosed mailer. If you need further assistance, please call us at 555-5555. We want you to be a satisfied customer

CHECKLIST

Be prompt

Write the apology letter as soon as possible.

Be sincere

Choose your words carefully and express yourself clearly and simply. Your apology letter should be considerate and respectful. Remember, you are trying to rebuild a damaged relationship.

Be brief

Keep your apology letter short and to the point.

Be specific

Take full responsibility for what you have done. Rather than focusing on the damage you have caused, write about things you will do to rectify the situation.

USEFUL VOCABULARY

- We haven't yet received your reply.
- The details are required urgently.
- We should be grateful if you could... without further delay.
- If we don't receive your reply by return, we shall...
- We shall be forced to approach an alternative supplier.
- May we again remind you that ...
- We must insist on receiving goods by ...; failing this we shall be compelled to take legal action.
- We have often reminded you of ...; but have received no reply from you.
- So far we have received no reply.
- The delay in delivery is causing us great inconvenience, as...
- We sincerely apologize for the delay in replying to this and your previous letter.
- ... and this has resulted in some considerable delay in replying.
- I can assure you that there will be no more delays in the future.
- The details you require are enclosed.
- I hope that you will now continue to use us as your main supplier.
- We would like to inform you that the delay in delivery occurred through no fault of ours.
- It is not our fault that...

WRITTEN FOLLOW UP

Write a letter from Arthur Hill plc to Ukrainian Trading Co, 13, Hreshchatik, Kyiv 235001, Ukraine. Complain that you have had no reply to your last two letters asking for a catalogue with a pro forma invoice. Threaten to place your next order with an alternative supplier.

Unit 15

COMPLAINTS AND CLAIMS

Complaints and claims are usually arise from the delivery of wrong goods, damaged goods or not enough goods; there is also the matter of the goods not being of the kind expected, i.e. not being according to the sample of description. Delay in delivery is another cause for complaints.

A Claim Letter is written by the buyer to the seller, seeking some type of action to correct a problem with the seller's product or service. A claim letter differs from a simple Complaint Letter in that it requests some type of adjustment (such as repairing or replacing the product). The desired adjustment, i.e. reply might be nothing more than an explanation or apology, but the mere fact that you request some direct action will increase your chances of getting a satisfactory response.

Write your claim promptly – as soon as you've identified a problem. Delaying unnecessarily might not only push you past the warranty date but also raise suspicions about the validity of your claim; the more recent the purchase, the more valid your claim will appear.

Although you may be frustrated or angry as a result of the situation, remember that the person to whom you're writing was not personally responsible for your problem. Be courteous and avoid emotional language. Assume that the company is reasonable and will do as you reasonably ask. Avoid any hint of anger, sarcasm, threat, or exaggeration. A reader who becomes angry as a result of the strong language in your claim letter will be less likely to do as you ask. Instead, using factual and unemotional language, begin your claim directly, telling exactly what the problem is.

After you have identified the problem, begin your explanation. Provide as much background information as necessary – dates, model numbers, amounts, photocopies of canceled checks and the like. Use a confident tone and logic (rather than emotions) to present your case. Write in an impersonal style, avoiding the use of *you* pronouns so as not to link reader too closely to the negative news.

Finally, tell what type of adjustment you expect. Do you want the company to replace the product, repair it, issue a refund, simply apologize,

or what? In some situations, you may not know what type of adjustment is reasonable: then you would leave it up to the reader to suggest an appropriate course of action.

(Adapted from: Scot Ober. Contemporary Business Communication. Houghton Mifflin Company, Boston, 2001)

EXERCISES

1. Match phrases of complain used in common language to that of formal correspondence.

1. To get papers	a) we are returning the shipment to your carriage forwards and shall expect a full refund;
2. To take these goods	b) merchant vessel;
3. You will have to pay when the goods are returned to you	c) accept this consignment;
4. The goods are rubbish	d) the products are not satisfactory;
5. Thrown without care	e) to receive documents;
6. To sell these goods	f) roughly handled;
7. Ship	g) to inform;
8. To tell	h) to retail the consignment

2. Fill in the gaps in the following letter with the words from the box.

Documents	delivery	to contain	packing list
invoice	consignment	customers	essential
light	to short-ship	repetition	supplier.

Dear Sirs:

We have received the.....and taken.....of the above order which arrived at Piraeus on the M.V.Victory.

On checking the goods we found that crane 17.....only 400 sets of cotton cloth, although 600 had been entered on both the and the.....

The fullis urgently required to complete orders for two of our major.....so it is absolutely.....that you ship the additional 200 sets of cotton cloth on the earliest possible.....from London. This is the third time in the last twelve months that you haveone of our orders.

If there is any further of this we will be forced to look for an alternative

3. This letter is from Claire Scriven, marketing manager at American Homes, to Rhilip Williams, general manager of the Ambassador hotel. Revise the letter to make it more effective, taking into consideration underlined parts.

Dear Mr. Williams:

I feel sure you will want to know about our recent horrible treatment at your hotel. Our sales representative who stayed there thought your housekeeping service was substandard.

We rented many *rooms in April* for our annual marketing managers' conference. When a few representatives complained about the housekeeping service, I explored the matter *farther*. Here's what I learned:

1. Six people commented that at least one lamp in their room had a burned-out light bulb.
2. Twelve people comment that their rooms *sometimes* were not cleaned until after 5 p.m., even though they were out of the room all day.
3. Others spoke about the general uncleanliness of their rooms.

What on earth happened?

Sincerely,

Claire Scriven

4. The following letter has been mixed. Put the parts of the letter (a-h) into correct order (1-8). The first part has been done for you.

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>
<i>a</i>							

a)

Annie Jolly
110-C Woodhouse Lane
Savannah, Georgia 31419
November 1, 2007

b)

After following the instructions to “set up the toaster away from other appliances on a dry counter” in my bathroom, I inserted the steel comb and waited 60 seconds. Then I removed the comb from the toaster and, following the instructions for a “Venusian Curl,” ran the hot comb through my hair.

c)

Dear Mr. Rozco:

d)

On October 15, 2007, in response to a special television offer, I ordered a Tressel Toaster from your company. The product arrived in the mail, apparently undamaged, on October 22. However, when I tried to operate the Tressel Toaster that same evening, I was distressed to find that it did not fulfill your claim to provide “fast, safe, professional hair-styling.” Instead, it severely damaged my hair.

e)

Mr. Frederick Rozco, President
Rozco Corporation
14641 Peachtree Boulevard
Atlanta, Georgia 303030

f)

I am returning the Tressel Toaster (along with the unopened bottle of Un-Do Shampoo), and I expect a full refund of \$39.95, plus \$5.90 for shipping costs. In addition, I am enclosing a receipt for the wig I purchased and will have to wear until the damaged hair grows out. Please send me a check for \$303.67 to cover the refund for the Tressel Toaster and the cost of the wig.

g)

Sincerely,
Annie Jolly

h)

After just a few seconds, however, I smelled burning hair, and so I immediately placed the comb back into the toaster. When I did this, sparks flew from the outlet. I reached to unplug the toaster, but I was too late: a fuse had already blown out. A few minutes later, after replacing the fuse, I looked in the mirror and saw that my hair had been scorched in several spots.

CHECHLIST

Write your Claim Letter promptly – as soon as you’ve identified a problem. Try to determine the name of the appropriate individual to whom to write, if that is not possible, address your letter to the customer relations department.

Strive for an overall tone of courtesy and confidence; avoid anger, sarcasm, threats, and exaggeration. If true and relevant, mention something positive about the company or its products somewhere in the letter.

Begin the letter directly, identifying the problem immediately.

Provide as much detail as necessary. Using impersonal language, tell specifically what went wrong and how you were inconvenienced.

If appropriate, tell what type of adjustment you expect – replacement, repair, refund, or apology. End on a confident note.

USEFUL VOCABULARY

- We regret to inform you that you have supplied goods below the standard we expected from the samples.
- We wish to draw your attention to the fact that ...
- The bulk of the goods delivered is not up to samples (is inferior to samples)
- Unfortunately, we find that you have sent us to wrong goods.
- We cannot accept these goods as they are not the size and shape we ordered.
- We are disappointed to find that the quality of the equipment (goods) you supplied does not meet (comply with, satisfy, match) the requirements of...
- Although the quality of the goods is not up to sample, we are prepared to accept them if you reduce the price by 12 %
- We must regret that we have to complain about the insufficient (inadequate) packing.
- We find it necessary to note...
- We are returning ... and would ask you to replace...
- The attached list will give you all the details.
- To prove our statement we enclose...
- The cartons must have been very roughly handled during loading or discharging and the contents appear to have been slightly damaged. Therefore we reserve the right to call on you for compensation.
- Four containers in the consignment were found to be damaged
- We duly informed you about the breakdown of the equipment
- At present your failure to deliver the goods greatly worries us
- When we installed the equipment, we found that it was faulty.
 - When we examined goods, it turned out that...

WRITTEN FOLLOW UP

You are J. K. McCord, Purchasing agent for People's Energy Company. On February 3, you ordered a box of four laser cartridges for your Sampson Model 25 printers at \$69.35 each, plus \$6.85 shipping and handling – total price of \$284.25. The catalogue description for this cartridge stated, "For Epson and Xerox printers and most compatibles".

Since the Sampson is advertised as a Xerox clone printer, you assumed the cartridges would fit. When the order arrived, you discovered that the cartridges didn't fit your Sampson. Although the cartridge is the same shape, it is about ¼ inch thicker and won't seat properly on the spindles.

You believe that your supplier's misleading advertising caused you to order the wrong model cartridges. You'd like the company to either refund the \$284.25 you paid or replace the cartridges with ones that do work with your printers. You'll be happy to return all four cartridges if the company will give you instructions for doing so.

Write your claim letter.

Unit 16

ADJUSTMENT LETTER

An Adjustment Letter is written to inform a customer of the action taken in response to the customer's claim letter. An adjustment letter explains how a problem with a product or service may (or may not) be resolved. Few people bother to write a claim letter unless they have a real problem, so most claims that companies receive are legitimate and are adjusted according to the individual situation. If the action taken is what the customer asked for or expected, a routine adjustment letter using the direct organizational plan would be written.

You should note that *anyone* in an organization may be called upon to write claim and adjustment letters – not just those working in purchasing or sales or customer service. For example, an accounting manager may send (and receive) a letter complaining of poor service from an employee.

Nothing that you are likely to tell the reader will be more welcomed than the fact that you are granting the claim, so put this news up front – in the very first sentence if possible. The details and background information will come later. It is often appropriate to thank the reader for giving an opportunity to resolve the situation. An apology, which tends to emphasize the negative aspect of the situation, is generally not advised for small, routine claims that are promptly resolved to the customer's satisfaction. If, however, the customer has been severely inconvenienced or embarrassed and the company is clearly at fault, a sincere apology would be in order.

After presenting the “good news”, you must educate your reader as to why the problem occurred and, if appropriate, what steps you've taken to make sure it doesn't recur. Explain the situation in sufficient detail to be believable. End your letter in a positive tone. Do not refer to the problem again, do not apologize again.

Any complaint should be dealt with promptly; otherwise delay would cause more trouble. If an investigation is required, which is likely to take sometime, the complaint should be acknowledged, with an explanation that it is being attended to and a promise of a full reply as soon as everything is cleared up.

EXERCISES

1. The words on the right have their letters in the wrong order. Rearrange the letters so that they are in the correct order.

- 1) A claim represents a possible loss of goodwill and _____ in your organization or its products. (fdnnccoeei)
- 2) Because the customer is upset, the overall tone of your _____ letter is crucial. (themstdjua)
- 3) Since you have already decided to honor the claim, your best _____ is to adopt a gracious, trusting tone. (ttgysrae)
- 4) Give your _____ the benefit of the doubt. (omretsuc)
- 5) Your overall tone should show confidence both in the readers _____ and in the essential worth of your own organization and its products. (hnoyest)
- 6) To the extent possible, use neutral or positive _____ in referring to the claim. (gguaaeln)
- 7) Avoid appearing to _____ the reader. (tboud)
- 8) Finally, respond _____. (pplytmro)

2. The text of a letter replying to a complaint is given. Complete it, choosing from the alternatives given to fill in the gaps. The first has been done for you.

	a	b	c
1	the 25 of October	October the 25	25th October
2	defect	problem	asset
3	demand	order	request
4	investigated	looked	traced
5	bothered	killed	horrified
6	suppliers	creators	models
7	mislabeled	misspelt	mishandled
8	certified	checked	tried
9	apologise	sorry	regret
10	suggest	demand	insist
11	charge	subtract	reimburse
12	debit	cost	credit

Thank you for your letter of (1) ___c___ 201_, about the (2) _____ you have had with your (3) _____ X/123/89.

I have (4) _____ into the matter and I was (5) _____ to find that our (6) _____ had sent us the wrong components and had also (7) _____ them, so that our clerks did not realize the mistake. Of course we should have (8) _____, but I am (9) _____ to say that we did not do so.

The only thing I can do is to (10) _____ that you return the faulty items (we will, of course, (11) _____ the shipping costs) and we will replace them with the correct items or (12) _____ you with their value.

We apologize for the error and are taking steps to ensure that it is not repeated.

3. The following letter has been mixed. Put the parts of the letter (a-j) into correct order (1-11). The first part has been done for you.

1	2	3	4	5	6	7	8	9	10	11
a										

a)

White Sand Furniture, Inc.
Columbus, Ohio 45453
(315) 565-6777

b)

We have just received your October 14 letter about your order which did not arrive on time. We are extremely sorry that we have not been able to deliver your order as scheduled. We really regret to inform you that the delay was caused by the late arrival of some of the raw materials.

c)

Mr. James Wilson
Royalty Furniture, Inc.
P.O. Box 3132
Austin, TX 78703

d)

Dear Mr. Wilson:

e)

Subject: October 14 letter about Late Order

f)

Once again, please allow us to express our sincere apology for the delay and the inconvenience it has caused you. It was really due to the fact that is beyond our control.

g)

October 16, 201_

h)

We will struggle to prevent this incident from happening again in future and hope we can continue our business as usual. Should you need to contact us, please use this number (315) 1234567.

i)

Yours sincerely,

j)

However, we managed to deliver the furniture you ordered a few days ago. We believe it will reach you in two days. We hope it will be ready for the season.

k)

Dicky Williams
Customer Relation Manager

4. Fill in the gaps (1-6) in the following Salary Adjustment letter with the phrases (a-f).

- a) As you know, ...
- b) Thank you for considering
- c) Although...
- d) Considering all the mentioned-above conditions,...
- e) At the end...
- f) Consequently,...

Dear Mr. Smith:

For the last two years, since I was assigned more responsibilities in this department I notice that our sales have been increasing quite significantly.

(1)the load of work has stepped up a lot. (2)we have more customers to serve and more challenges to deal with, I have been successful in fulfilling their demands and expectations. (3) I have received a lot of compliment letters from our customers due to their satisfaction with my service.

(4)I humbly request a salary adjustment for my work. I am confident that this salary adjustment can not only motivate me to work harder and smarter with better dedication to this company, but also can motivate other personnel to work better. (5)it will increase our customers' satisfaction and our sales.

(6) my salary adjustment, I look forward to hearing from you.

CHECKLIST

Respond promptly; your customer is already upset.

Begin the letter directly, telling the reader immediately what adjustment is being made.

Adopt a courteous tone. Use neutral or positive language throughout.

If appropriate, somewhere in the letter thank the reader for writing, and apologize if the customer has been severely inconvenienced or embarrassed because of your company's actions.

In a forthright manner, explain the reason for the problem in sufficient detail to be believable, but don't belabor the point. If appropriate, briefly tell what steps you've taken to prevent a recurrence of the problem.

Provide information that reestablishes your customer's confidence in the product or your company. Be specific enough to be believable.

If the customer was at fault, explain in impersonal and tactful language the facts surrounding the case.

Close on a positive note. Include additional resale, subtle sales promotion, appreciation for the reader's interest in your products, or some other strategy that implies customer satisfaction and the expectation of a continuing relationship.

USEFUL VOCABULARY

- We have received your letter about the damaged goods.
- We have carefully studied your claims...
- You were right to let us know about...
- You are perfectly correct in saying that...
- After investigating your complaint, we have to admit that...
- We can assure you that...
- We will deliver the replacement for the damaged goods today.
- We will struggle to send goods in a proper way.
- Steps are being taken immediately to avoid such mistakes in future.
- Please accept our apologies for...
- A replacement for the substandard goods will be delivered next week.
- We would ask you to return the faulty equipment at your convenience, carriage forward.
- However we hope you will also try to see our point of view.
- We regret to inform you that we cannot accept your claim because of...
- We regret that we cannot exchange... since...
- Needless to say that both our companies suffered unnecessary losses that hopefully will be avoided in the future.

WRITTEN FOLLOW UP

You are a correspondent in the customer service department of Home Depot, a large home-supply store. You received the letter from angry customer.

Dear Customer Service Manager:

I am really upset at the poor-quality shades that you sell. Two months ago I purchased two pairs of your pleated fabric shades in Wedgewood Blue at \$35.99 each for my two bathroom windows. A copy of my \$74.32 bill is enclosed.

The color has already begun to fade from these shades. I couldn't believe it when I checked and found that they now look tie-dyed! That is not the look I wish for my home.

Since these shades did not provide the type of wear that I paid for, please refund my \$74.32.

Sincerely,
Henrietta Daniels

Write an adjustment letter in a polite and friendly style.

PART II

ABC OF ASSESSING WRITING

Unit 1

BACKGROUND TO THE WRITING PROCESS

Writing is a complex activity that requires much more than good language knowledge. The complexity of the writing process arises from the fact that while a text is linear, i.e. it takes the reader one idea at a time from the first idea to the last, its composition is a recursive process: good writers frequently revise their scripts – they add or remove ideas included at the beginning or rearrange them to make the script more logical. There are three major stages in the writing process: pre-writing, writing and reviewing.

Pre-writing: understanding the writing context

At the pre-writing stage the writer thinks about the writing context and collects ideas to be included in the script. In order to understand the writing context, the writer must understand the **purpose** of writing. The purpose determines the **function** of the piece of writing. For example, the function of a letter of complaint is to express the writer's dissatisfaction and to suggest some kind of action in order to solve the problem. Function determines the kind of information that is going to be included and the order in which the ideas occur in the script – in other words, the **content** and **organization** of a piece of writing.

The concept of **genre** or **text type** is directly related to writing purpose. Postcards, articles, reviews, or research papers all represent different text types with distinct conventions. Letters, for example, represent a specific text type with a typical form and information structure. The letter does not have a title but a salutation, it usually includes at least the sender's address and the date when it was written. All the above mentioned text types are conventionalized pieces of writing: language users know what their function is, what their form is like what kind of information they contain, and how this information is organized.

In order to understand the writing context, the writer must also have a clear vision of the **audience**, i.e. the person or people who are going to read the script: the audience always influences the content and the style of the message.

Understanding the writing context means, therefore, that writers know *why* they are writing (purpose), *what* they are writing about (content), and *who* they are writing to (audience). Presented below is the **checklist of questions** students should answer before they get down to producing their written script.

Function	✓	<i>Why am I writing this piece of text?</i>
	✓	<i>What kind of text type do I have to write?</i>
	✓	
Content	✓	<i>What ideas do I have to include?</i>
	✓	<i>In what order do I have to arrange them?</i>
	✓	
Audience	✓	<i>Who am I writing for?</i>
	✓	<i>How explicit do I have to make the ideas I include?</i>
	✓	<i>What style should I use?</i>

Having understood what they are writing about, who they are writing to, and what text type they have to produce, students make the appropriate decisions about the content, style, tone, and text type features of the script. They can now proceed to the writing stage.

Writing: producing and developing the script

The preparation of a written **outline** is considered to be an essential part of the writing stage. An outline plays a crucial role in shaping the content and organization of the script: it contains the ideas writers want to include and the specification of the order in which the ideas should be included. It usually consists of clearly formulated, brief and informative notes which do not have to be written up as full sentences.

The outline acts as a checklist containing all the ideas that must be included in the script. Following the outline as they write the script, writers make sure that they do not forget to include any content points. Furthermore, they can avoid digression and the inclusion of irrelevant ideas, which will result in incoherent scripts. An outline also shows which ideas should be grouped together in one paragraph to divide the script into logical units.

The main aim of the writing stage is the transformation of the outline into a text. It is at this stage that the efforts invested in preparing the outline pay off. During this activity writers make decisions about how they will transform the ideas given in the outline in note format into full sentences.

Presented below is the **checklist** of things students have to do while producing an effective written script:

- | |
|--|
| <ul style="list-style-type: none"> ✓ think about what words you need to formulate and elaborate the ideas sketched out in the outline; ✓ refer to a dictionary (if they are allowed to use it) to look up the necessary words; ✓ keep in mind the audience to whom you are writing and use stylistically appropriate words; |
|--|

- ✓ think of the grammatical structures necessary to build sentences trying to alternate the length and structure of their sentences;
- ✓ try to avoid sentence fragments, which are incomplete sentences;
- ✓ do not write run-on sentences, which are too long and difficult to follow and therefore should be divided into several sentences;
- ✓ mark overtly the relationship between the sentences that develop the same subtopic and form one paragraph;
- ✓ select from the various cohesive devices the ones that are suitable for your purposes;
- ✓ while drafting your texts, try to link paragraphs: use linking words or write sentences that serve as a transition by summing up the previous paragraph and introducing the topic developed in the next one.

As can be seen, transforming the outline into a text is a complex and demanding activity that requires a lot of decision making and the use of a variety of language skills. Considering the complexity of the task, it is natural that even proficient writers make errors when they write the first draft. A skilled writer can spot and correct many of the errors in the reviewing stage.

Reviewing: correcting and improving the script

It is important that writers review their texts by carefully reading what they have written. Once the text has been written, the writer rereads with the purpose of:

- making sure that all the content planned for it has been included in the right order;
- correcting any spelling, punctuation or grammar mistakes;
- improving style and vocabulary.

This, however, is a complex procedure and effective reviewing skills must be developed with regular practice.

Presented below is the **checklist** of things students have to do while reviewing the produced written script:

- ✓ read the script for content and organization to check whether you have included all the necessary ideas in a logical order;
- ✓ make sure that no important information has been omitted and the ideas in the script flow smoothly;
- ✓ consider the accuracy and the appropriacy of the language used to convey the ideas, i.e. check if you have made any grammatical, spelling or punctuation mistakes, and whether your vocabulary is correct and suitable in style for the audience.

What makes reviewing problematic for writers is that they find it difficult to identify the shortcomings in their own scripts immediately after they have finished drafting it.

In *real life* this problem can be solved with the help of time. The list of *techniques* presented below may help students:

- ✓ when you have completed the first draft, put it aside to let time pass between writing and reviewing;
- ✓ develop some distance to your text simply because you don't remember it so well as when you finished it;
- ✓ after one or two days reread your text – in this way you will be able to easily spot problems that you couldn't detect right after you finished writing.

In a *classroom setting* teachers can use some *peer revision techniques* in order to review scripts as soon as they are finished. Students swap scripts with their peers and thus read someone else's writing, often with the help of a set of questions compiled by the teacher in order to assist them. Peer revision is a useful activity for the development of reviewing skills.

In an *examination situation*, however, candidates have to employ other techniques, given they only have a strictly limited amount of time. Presented below are some of the *effective reviewing techniques* used by students in an examination:

- ✓ read the script slowly, sentence by sentence, saying the sentence in your head: this way you can focus on individual sentences and also check whether two consecutive sentences are logically connected;
- ✓ write a short outline from your own script and compare it with the original outline you used to write the script to check whether the two are identical;
- ✓ if your script is short and time allows, you can read it several times, concentrating on one type of error each time;
- ✓ since reading the script from the first sentence to the last is how text is normally read, you can create some distance to your script by reading it backwards one sentence at a time: this way you look at each sentence in isolation, irrespective of the sentence following and preceding it, and may spot mistakes more easily.

All of the above are effective techniques in an examination, but they can only be employed if candidates have been trained to use them and set time aside for revision.

Implications for teaching and assessing Writing

Language teachers should make a conscious effort to have their students write and rewrite whole texts on variety of topics. They should give feedback in order to encourage students and help them redraft their scripts effectively. They should teach their students how to produce various text types and through these text types familiarize them with the concept of purpose, content and audience. They should practice with their students reviewing techniques to equip them with skills for reading and evaluating their own scripts.

The above discussion of the nature of writing has direct implications for the language classroom that are summarized below in the *tips for the writing tutor*.

- Use recently published language teaching course books, since they place higher emphasis on the development of writing skills and contain motivating and integrated writing tasks.
- As soon as their language skills allow students to create simple texts, give them tasks to write whole texts, e.g. letters, notes, memos, not isolated sentences.
- Assess and correct students' writing tasks according to clear criteria (see Unit 3).
- Write comments on students' texts in which you praise their strengths and highlight their weaknesses. Make your comments simple, clear and legible so your students could understand them.
- Ask your students to redraft their texts on the basis of your comments and to submit them again for correction.
- Discuss in the language class differences between spoken and written language use.
- Practice the individual stages of the writing process in class.
- When reading a text in the coursebook (be it a letter, a leaflet, a memorandum etc.), ask students to identify the overall purpose of the text and who it is written for, and draw their attention to how the information in the text is organized. Reading good sample texts helps language learners become writers.
- Set writing tasks that ask the student to write to a range of readers (peers, teachers, institutions, business partners, customers etc.). alternatively, you may set tasks in which students write up the same information to different kinds of audiences.
- Set tasks in which students have to transform a formal text into an informal one and the other way round.

- Practise the identification of the text type, audience and content requirements of writing tasks: what kind of text students have to write, who they should write it for, and what information they should include in it.
- Practise preparing brief, clearly structured and formulated outlines with notes that students can easily transform into a text.
- Practise developing into a paragraph one section of the outline.
- Practise joining the paragraphs and writing the introductory and concluding sections for various text types.
- Draw students' attention to the fact that they must read their text after they have finished writing. First they must read to check if they have included all the ideas in a logical order. Then they must look for grammar, spelling, punctuation and style errors. When reading to check content, they should read the text from the first sentence to the last; and when they are reading for errors they should move from the last sentence to the first.
- Assign writing tasks not only as homework but also as in-class timed writing activities so that students get used to writing under time pressure.
- Practise with your students understanding the writing task. To do exactly what they are required to do, they must be able to identify the key words in the task. The key words reveal such crucial information as the text type (*write a **letter**, an **e-mail**, a **memo***), or the type of text the candidate is expected to write (*write a memo in which you **describe** your proposals; write a letter of complaint **explaining** what has happened*).

Summary

In this unit we have seen that in Writing language is used differently from Speaking, and *students* must familiarize themselves with the characteristics of *written English*. Furthermore, they must understand the role of the elements of the written context, and must learn what they have to do in the various stages of the writing process so as to produce a text. *Teachers* should therefore give their students different task types and provide opportunities for both timed and untimed writing.

Unit 2

A WRITING TASK GUIDE FOR STUDENTS

In this section you are given a situation that will enable you to test your ability to write a letter in an appropriate style in order to achieve a certain outcome. You need to include all the necessary details so that the purpose of your letter is clear and the reader can easily understand your message.

THE TASK The task will present a situation. You have to write in the first person and imagine yourself in the situation given.

You recently went shopping at the local supermarket. When you got home and studied your bill you found that you had been charged for items you did not purchase.

Write a letter to the supermarket manager explaining what has happened. Tell the manager how you feel about the error and ask him to do something about it.

Food for thought 1:	1. Underline the verbs in this task which express what you have to do
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THE PURPOSE It is important to remember that a letter is a form of communication. Formal or semi-formal letters are always written with a particular purpose in mind.

Food for thought 2:	1. What is really meant by a 'purpose'? Give some examples. 2. What sort of things may prevent a letter from achieving its purpose? 3. What purpose is intended in the task above?
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Language Focus: Starting out

- The purpose is sometimes stressed at the beginning of a letter. (It depends on the type of letter you are writing as to how much you emphasize your purpose at the start or whether you decide to leave it to the end of the letter.) However, you do not need to open your letter with something that will be appropriate for the reader and will capture reader's attention and there are structures to help you do this. Read the following examples:

I am writing with regard/reference to/in connection with ...

I am writing to express my concern/dissatisfaction about ...

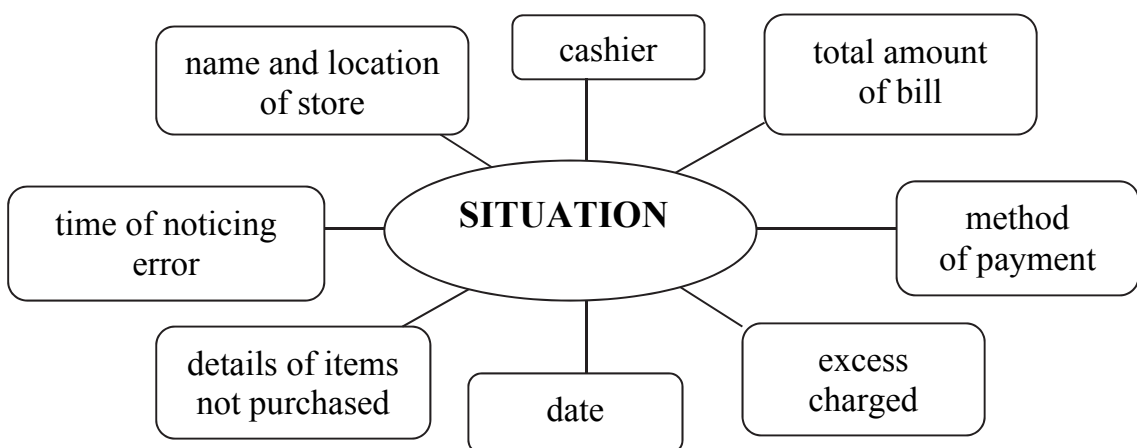
I would like to draw your attention to ...

Food for thought 3:	<p>5. <i>What sort of tone do these structures have?</i></p> <p>6. <i>How might you begin a letter of apology to a friend?</i></p> <p>7. <i>Discuss the purpose of each of the following letters.</i></p> <p style="padding-left: 20px;">a) <i>A letter to the gas company about a second bill (reminder) you received when you had already paid the first.</i></p> <p style="padding-left: 20px;">b) <i>A letter to a close relative with an invitation to a surprise party.</i></p> <p style="padding-left: 20px;">c) <i>A letter to an old teacher asking for a reference for a job.</i></p> <p style="padding-left: 20px;">d) <i>A letter to a garage about some poor mechanical work they did on your car.</i></p> <p>8. <i>Write an opening sentence/sentences for the above letters, and discuss these with your teacher.</i></p>
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EXPLAINING THE SITUATION It is important that any background you provide on the situation is clear and includes all the information the reader needs.

Food for thought 4:	<p>9. <i>Re-read the first paragraph of the task above and look at the ideas in the bubble diagram (outline) below. Think about how these ideas can help you explain what happened at the supermarket.</i></p>
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Writing practice 1:	<p><i>Write the first paragraph of your letter giving an explanation of what happened at the supermarket.</i></p>
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TEST TIP: how to approach the task

- It is worth reading the question several times to make sure you understand it fully, as you will lose marks if you misinterpret the situation.
- You will need to invent some information for this task. You must use your imagination but make sure your ideas are realistic and fit the situation.
- Copy the diagram above and replace the ideas in the bubbles with realistic information.
- Consider the order in which you would want to present the information in a letter.
- Consider the tenses you will use.

THE MESSAGE Once you have your purpose clearly in mind and have given the reader some background information, you should continue with your message. The tone and level of formality that you use in your letter will affect how successful you are at communicating your message.

Language focus: Expressing feelings

- There are many feelings that you may wish to convey in a letter. Here are some of the vocabulary and structures associated with them.

Dissatisfaction/dislike <i>I'm unhappy about/ do not like ...</i> <i>I am not comfortable about/ with ...</i> <i>... is not what I expected/ was expecting.</i> <i>... does not suit me/ my needs.</i> <i>... is too + adjective</i>	Regret/apology <i>I'm sorry that I ...</i> <i>I regret that I ...</i> <i>Please accept my apologies for ...ing</i> <i>Please forgive me for ...</i> <i>Unfortunately/ regrettably</i> <i>I ...</i>	Needs/wants/desires <i>What I'm looking for is ...</i> <i>What would suit me best is ...</i> <i>I am very keen to ...</i> <i>I would very much like to ...</i> <i>I would be grateful if you could ...</i>
Gratitude <i>Thank you very much for ...</i> <i>I very much appreciated ...</i> <i>I'm grateful to you for ...</i>	Annoyance <i>Although I stated that ...</i> <i>Despite my request for ...</i> <i>Even though I telephoned you about ...</i>	Pleasure/satisfaction <i>I was delighted about/ by ...</i> <i>I thoroughly enjoyed ...</i> <i>... was very impressive/ enjoyable.</i>

Food for thought 5:	10. <i>What other feelings might you want to express in a letter? What vocabulary and structures are associated with them?</i>
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Language focus: Making requests, suggestions, etc.

➤ You may also have to request or suggest something in your letter.

Food for thought 6:	<p>11. <i>Look at the list of sentences and expressions below. What do you notice about those in the left-hand column?</i></p> <p>12. <i>Discuss with your teacher how a reader would react to some of the statements in the left-hand column.</i></p> <p>13. <i>Rewrite some of the messages in the left-hand column using a structure from the right-hand column.</i></p>
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Send me a brochure.

I want a ticket for tonight's show.

I think you should employ more staff.

You should give up smoking.

In my opinion you should improve your service.

I want to get a place at your company.

I can't stand your car alarm.

You park your car too close to mine.

Why is your information always out-of-date?

I would like to ...

I am very interested in ...ing.

Could I suggest that ...

Please avoid ...ing

Wouldn't it be better if you ...

I would be grateful if you could ...

Please would you ...

Could you please ...

I would recommend that you ...

I would appreciate it if ...

Writing practice 2:	<i>Write the second part of your letter in which you state how you feel about the supermarket error and ask the manager to do something about it.</i>
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Unit 3

TASKS FOR ASSESSING SKILLS OF WRITING

In order to be able to evaluate a writing assessment task, one should know two basic things:

- the criteria that such a task must meet;
- how we can check whether it is a functioning task or not.

The two basic parts that can be distinguished in an assessment task are the *rubric* and the *prompt*. Although they have separate functions, in some tasks the rubric and the prompt are combined into one coherent mix of instructions and stimuli for the students, so their elements are intermingled.

The rubric

The rubric can contain information on:

- what exactly the task will assess (e.g. *Your letter will be evaluated on the basis of content, expression, register, structure and mechanics*);
- how students should go about completing the writing task (e.g. *Write the answer on the answer sheet*);
- the time given for the completion of the task;
- the word limit set for the task;
- how the task is marked.

The function of the rubric is therefore to give procedural information.

The two pieces of information that must be given in a rubric for students to plan, write and hopefully revise their script successfully are:

- ✓ the *time* allotted for the completion of the task;
- ✓ the *amount of text*, usually expressed in number of words that students are required to produce.

A rubric must provide all the information that is necessary for the students to understand what they have to do. However, this is not to be interpreted as meaning the longer the rubric the better. A task intended for the assessment of writing ability must not turn into a major reading activity; therefore, the rubric should be as short as clarity allows. Furthermore, the rubric must be clearly worded to make sure that it is understandable. The language used may be student's mother tongue, but in modern European examinations the rubric is usually written in the same language as the student is tested on, so it is strongly advisable to formulate the rubric in the foreign language even if the task has been designed for teaching (not testing) purposes. Therefore, the rubric must be written in simple language and the information presented in it must be logically organized and ordered.

The prompt

The exact nature and content of the script students are expected to compose are specified in the prompt. The prompt is the stimulus in response to which students write the script, so it must be understandable, rich, motivating and encouraging. The function of the prompt is to provide information about the context, content, and purpose of writing.

There are three basic prompt formats.

The **base prompt** is short and formulates the whole task in one or two sentences. Most one-sentence *composition* prompts are base prompts, e.g.

Do you agree or disagree with the opinion that men make better managers than women? Why?

Such prompt sets the topic and may specify the main rhetorical mode of the expected script; however, it does not provide information about the writing context and the exact content to be developed. It most resembles writing tasks set by language teachers who want to check whether their students can apply their knowledge about a particular grammar point in practice or whether they have learnt certain vocabulary items.

The **framed prompt**, on the contrary, is longer and helps students to interpret the task by placing it into a richer context. It usually describes a situation from which candidates can understand who they are, why they are writing, what they are writing about, and who will read their texts, e.g.

Your company has decided to look into using a local venue for holding in-house training for company staff. Your boss has asked you to research and then recommend a suitable venue, for HR Director to approve.

*Write your **proposal**, including the following:*

- a summary of the types of training your company runs*
- your criteria for selecting venue*
- an evaluation of two or more local venues*
- a recommendation for a local venue*

The contexts described in such prompts present contexts familiar to test-takers or the ones they can imagine themselves in. They are therefore modeled on real-life situations and are much preferred by task designers since life is an exhaustible source of authentic situations in which writing occurs.

The last type of prompt is the **text-based prompt** and it may include one or more texts of varying length to which students respond (e.g. a letter, an advertisement, brochures), ideas which they are expected to incorporate into their scripts (e.g. notes prepared for an article, or list of ideas jotted down to be included in a letter), or visual information presented in the form of images (e.g. a graph presenting certain trends). In some writing books the tasks that require the writer to compose a text in response to such stimuli are called *transactional writing tasks*. Text-based prompts are frequently used to test writing skills because they allow the creation of a large variety of stimulating lifelike writing tasks. The text-based prompts vary according to the form of input, but it's imperative that each of the types of input mentioned below should be taken from real life.

The type of the text presented as input may be, for instance, a job advertisement with or without notes given in bullet point format to which the writer responds; two advertisements about the same kind of product which can be used to compare the advertised products and help a friend/colleague/customer choose the better one; notes on a letter or excerpts from one or more letters that are to be used to compose a reply letter; a brief news report in response to which the student should write a reply letter; an entry from a guide book to restaurants and a series of notes recording personal experiences in connection with the restaurant that can be used to write a letter/e-mail to book a party in this restaurant.

The input may also consist of a text together with information presented in non-textual form, e.g. an excerpt from a letter and data presented in table; a short newspaper article together with a diagram and some notes; some notes and a map – all this can be used as input for writing correspondence of various types.

Some tasks may contain only pictures or charts, graphs, or diagrams as input. The advantage of tasks whose input is given in non-textual form only is that students cannot lift phrases or even longer stretches of text as they often can do when the input is a text.

Provided below are two examples of tasks in which students attempting these tasks are provided with *a situation* in which they play *a particular role* and have *a specific task* to complete, and *a text*, the advertisement, in response to which they have to write *a covering letter*.

Sample Task 1

You see the job advertisement below in a national newspaper and decide to apply for it. Write a **covering letter** to send with your CV.

MARKETING MANAGER

JTC is one of the country's most established distribution companies. We are currently looking for a highly-motivated and experienced Marketing Manager to join our organization. The successful candidate will lead a team of more than 50 staff throughout the region. We expect you to have a professional qualification and experience of brand management, market analysis, advertising and communications. You will also be creative and willing to take responsibility for extending our current market.

Sample Task 2

The image shows a screenshot of an email and a job advertisement. The email is from ihaes@ctel-communications.com to smarrel@rt.com with the subject 'interesting job'. The body of the email says 'Dear Sally, I've just seen this advert for a job here at CTEL. I think you'd be great - with all your experience of running an office and management and language qualifications. Go on - apply! Louis'. A handwritten note in a bubble says '4 years at RTT Ltd in Portsmouth'. Below the email is a job advertisement for an 'OFFICE MANAGER'. The ad lists several questions: 'Do you enjoy the excitement of running your own office?', 'Are you resourceful, sociable and well-organized?', 'Can you operate under stress?', 'Can you manage up to 30 staff?', and 'Are you a competent French speaker?'. Handwritten notes in bubbles indicate 'Degree in management studies' for the first question, 'Yes - to all' for the second, and 'Diploma in French' for the fifth. At the bottom, it says 'To apply, email your CV and a cover letter to Geoffrey Walker: g.walker@ctel-communications.com' and 'Closing date for applications: 28th May 04'.

From: ihaes@ctel-communications.com
To: smarrel@rt.com
subject: interesting job

Dear Sally,
I've just seen this advert for a job here at CTEL. I think you'd be great - with all your experience of running an office and management and language qualifications. Go on - apply!
Louis

4 years at RTT Ltd in Portsmouth

Wanted

OFFICE MANAGER

Do you enjoy the excitement of running your own office?
Are you resourceful, sociable and well-organized?
Can you operate under stress?
Can you manage up to 30 staff?
Are you a competent French speaker?

Degree in management studies

Yes - to all

Diploma in French

To apply, email your CV and a cover letter to Geoffrey Walker: g.walker@ctel-communications.com
Closing date for applications: 28th May 04

The three main prompt types described above represent tasks of varying difficulty levels. A base type one-line prompt requires more effort from writers than framed or text-based prompts, which give a detailed description of the writing situation. In the case of a one-line prompt students must invent an audience, generate and organize ideas, and may have to establish the purpose of writing. They therefore must invest considerably more time and energy in planning the script than in the case of framed or text-based prompts which give them the ideas they have to include in their scripts, as well as a reader and a purpose for writing.

Irrespective of the type of prompt, a good prompt meets certain **criteria**. Broadly speaking, a good prompt provides a clear description of the writing context and contains carefully selected input materials. In terms of the writing context, the prompt clearly defines the following concepts.

- The **situation**: ideally it should be as similar to a real-life situation as possible.
- The **participants** in the act of communication. It must be clear to the students who the writer is because they have to assume the role of that person. It is better if learners are put into situations where they do not have to pretend to be someone else, since this may require creativity or other skills that are not language skills and can easily put writers at a disadvantage. If students still do have to assume an imaginary role, it must be described in such detail that they can easily put themselves in the position of the imaginary writer.

Students also need to understand who they are writing to: the prompt must contain clear information about the audience. This is important because the tone and level of formality writers have to adopt in the script and often the amount, nature and explicitness of the information they include in the script depend on their understanding of the relationship between the writer and the reader.

- The **topic** that students are required to address in their scripts: it must not be completely unfamiliar to them and it must be interesting – as writers, they must have something to say about the topic and should be motivated to deal with it.
- The **purpose** of writing: it should be real, since writing with a purpose is always easier because it gives help in the organization and ordering of ideas, sets a direction for the writer, and provides a clear goal to be achieved.
- The kind of **text type** to be produced: knowing the text type to be produced helps students organize their ideas so that they can be fitted into and appropriate for the rhetorical structure of the required text type.

Summary

In this unit, we have considered the main features of the components of a writing assessment task. By using the criteria described above, teachers can evaluate a writing assessment task to see whether they can use it in its original form or it needs to be improved. The major considerations in this unit can be encapsulated in a **checklist** below that incorporates the basic features of the rubric and the prompt and helps identify and sort out problems with a writing assessment task.

- ✓ Is the rubric short, clear and comprehensive?
- ✓ Is the time for the completion of the task given?
- ✓ Is the expected length of script given?
- ✓ Is the prompt easy to interpret?
- ✓ Is the language simple and clear?
- ✓ Does the layout help in understanding the task?
- ✓ Are the key pieces of information highlighted in the task?
- ✓ Are the instructions stated clearly?
- ✓ Are the instructions laid out clearly?
- ✓ Is the amount of input appropriate?
- ✓ Is the input understandable?
- ✓ Is the input organized and presented logically?
- ✓ Is the task relevant for the student?
- ✓ Is the writing situation lifelike?
- ✓ Is it clear who the writer is?
- ✓ Is it clear who the reader is?
- ✓ Is the purpose for writing clear?
- ✓ Is the topic relevant and accessible for all the students?
- ✓ Is the text type expected specified?
- ✓ Is the writer expected to be highly creative?

Unit 4

SCALES FOR ASSESSING WRITING ABILITY

The subjective nature of grades assigned to written expression has long been criticized. To reduce the unreliability of the scoring and ranking in allotting a grade, a teacher should consider the interplay of a number of factors. A means of defining the standards that should apply when a rater judges a learner's performance is called **a rating scale**.

A scale is a measuring instrument which defines what it is that is being measured. A scale can be seen as a line, ranging from a very low or weak performance to a very high (excellent) performance. Scales are divided into a number of points. These points may be labeled as numbers

(e.g. 1 to 8), or with adjectives like *excellent*, *very good*, *weak*, *very poor* etc.

However, the problem with such labels is that they will mean different things for different raters. Therefore, in order to ensure fair marking, the points on the scale are usually described in words, in order to guide the marker in deciding which level to award the script.

Scales that do not have such descriptors are called **impression scales**, and the marking of scripts using such scales is called **general impression marking**. Such marking is common in traditional examinations, often using a scale from 1 to 5, where 1 is Fail and 5 is High Pass. However, such marking is usually very unreliable – different raters will assign different marks to the same script, depending upon how they have interpreted the label of the level on the scale.

Modern European exams do not use such impression scales. Rather they use a rating scale (often called a scoring rubric) which defines the criteria to be used when awarding a level to the script. There are two main types of rating scales: *holistic* (also referred to as global) and *analytic* scales.

Holistic scales

Holistic scoring means assigning of a single score which is based on the overall impression of the script, guided by the descriptions of each level. Candidates writing a script are placed at a certain level on a scale. Writers of holistic scales provide overall descriptions of writing ability and include different features in a level, or band, at the same time. Such features may include reference to content, organization, grammar, vocabulary and mechanics. Raters are free to decide which feature will have the biggest influence on their decision to award a score to a script. Some may feel that in one case, grammar is more important than organization, whereas another rater may decide the reverse.

An example of a 6-band holistic scale used in the TOEFL Test of Written English (TWE) is provided in Appendix W.

Analytic scales

The other type of scales is analytic scales. Analytic scales rate scripts on several criteria separately, e.g. content, organization, language use (grammar), vocabulary, mechanics (spelling, punctuation) etc. the script is given a mark for each separate criterion and the final score awarded to the script – the final grade – is a composite of the assessments in respect of each criterion. This type of scales is particularly useful for diagnosing students' strengths and weaknesses in different areas.

If we compare the two types of scales, there are advantages and disadvantages to each. Holistic scoring is faster than analytic scoring and reflects an authentic reader's personal reaction to a text since readers often make judgements about texts based on an overall impression. However, experts warn of the dangers of holistic scoring, namely that the rater's judgement might be affected by just one or two aspects of the script, and that this may vary from rater to rater, thereby affecting the inter-rater agreement.

Analytic scoring is probably better for assessing foreign language scripts in particular, as language learners may show an uneven profile across different aspects of writing. For example, a script may have excellent content with bad grammar, or good grammar with weak organization. Analytic scoring takes longer than holistic scoring, but it is usually much more reliable, provided, of course, that raters have been trained to use the scales. Consequently, most international examinations use some form of analytic rating scale.

One example of an analytic scale may be the scale called "*Weighted assessment scheme for expressive writing in a second or foreign language*" designed by W.M. Rivers and M.S. Temperley, which we provide below.

1. Organization of content (focus, coherence, clarity, originality)	20 per cent
2. Structure	
a) sentence structure (appropriateness, variety, word order)	
b) morphology (accurate use of paradigms, verb and noun endings, forms of pronouns, etc.)	
c) use of verbs (forms, tenses, sequence of tenses, agreements, etc.)	40 per cent
3. Variety and appropriateness of lexical choices	20 per cent
4. Idiomatic flavor (feeling for the language, fluency)	20 per cent

This scale, however, doesn't seem practical to use for it doesn't put the rater into a clear and comprehensive picture of assessment criteria mentioned as well as doesn't mention the procedure for their practical application. In this part, we provide another analytic rating scale, which is the one developed by the Hungarian School-Leaving Examination Reform Project. For several years this scale has been successfully used for the purposes of assessing writing skills in the context of teaching English/Business English at the Ukrainian Academy of Banking of the

National Bank of Ukraine, and it has proven to be a reliable and valid assessment instrument (see Figure 1).

Figure 1. Analytic Writing Rating Scale

SCORE	CRITERIA			
	TASK COMPLETION	ORGANISATION	GRAMMAR	VOCABULARY
5	<ul style="list-style-type: none"> • All content points fully elaborated • Meets text type requirements completely 	<ul style="list-style-type: none"> • Fully coherent text • Text cohesive on both sentence and paragraph level 	<ul style="list-style-type: none"> • Wide range of structures • Occasional inaccuracies that do not hinder/disrupt communication 	<ul style="list-style-type: none"> • Wide range of general and professional vocabulary • Accurate vocabulary communicating clear ideas • Fully relevant to content
4	<ul style="list-style-type: none"> • Most content points elaborated • All content points mentioned • Occasional inconsistencies in text type requirements 	<ul style="list-style-type: none"> • Good sentence-level cohesion • Text mostly coherent and cohesive on paragraph level 	<ul style="list-style-type: none"> • Good range of structures • Occasional inaccuracies that hinder/disrupt communication 	<ul style="list-style-type: none"> • Good range of general and professional vocabulary • Occasionally inaccurate vocabulary communicating mainly clear ideas • Overall relevant to content
3	<ul style="list-style-type: none"> • Many content points elaborated • Most content points mentioned • Some inconsistencies in text type requirements 	<ul style="list-style-type: none"> • Text cohesive enough on sentence level • Occasional lack of paragraph-level coherence and cohesion 	<ul style="list-style-type: none"> • Adequate variety of structures • Some inaccuracies that hinder/disrupt communication 	<ul style="list-style-type: none"> • Fair range of vocabulary • Frequently inaccurate vocabulary communicating some clear ideas • Occasionally irrelevant to content

SCORE	CRITERIA			
	TASK COMPLETION	ORGANIZATION	GRAMMAR	VOCABULARY
2	<ul style="list-style-type: none"> • Some content points elaborated • Many content points mentioned • Many inconsistencies in text type requirements 	<ul style="list-style-type: none"> • Some sentence-level cohesion • Frequent lack of paragraph-level coherence and cohesion 	<ul style="list-style-type: none"> • Limited range of structures • Frequent inaccuracies that hinder/disrupt communication 	<ul style="list-style-type: none"> • Limited range of vocabulary • Frequently inaccurate vocabulary communicating few clear ideas • Occasionally relevant to content with some chunks lifted from prompt
1	<ul style="list-style-type: none"> • No content point elaborated • Some content points mentioned • Does not meet text type requirements 	<ul style="list-style-type: none"> • Text not coherent • Lack of sentence- and paragraph-level cohesion 	<ul style="list-style-type: none"> • No range of structures • Mostly inaccurate 	<ul style="list-style-type: none"> • No range of vocabulary • Mostly inaccurate vocabulary communicating ideas that are not clear enough • Mostly irrelevant to content with several chunks lifted from prompt
0	<ul style="list-style-type: none"> • No assessable language 	<ul style="list-style-type: none"> • No assessable language 	<ul style="list-style-type: none"> • No assessable language 	<ul style="list-style-type: none"> • No assessable language

Not all the information necessary for rating can be included in a rating scale. Such scales have to be used together with **guidelines for raters** and there are often task-specific **descriptions of content points and requirements**, which will vary from task to task. Provided below is the Guidance for Raters (see Figure 2) that accompanies the scale.

Figure 2. Analytic Writing Rating Scale: Guidelines for Raters

Criteria for assessment	Check:	Make sure:
TASK COMPLETION	<p><i>Depth of coverage</i></p> <ul style="list-style-type: none"> • Which content points are elaborated? • Which content points are mentioned? <p><i>Text type requirements – task specific</i></p> <ul style="list-style-type: none"> • Are the text-specific conventions observed? 	<ul style="list-style-type: none"> • Content points elaborated with the most detail, not just mentioned briefly. • Thoughts and ideas are relevant and original. There are no irrelevant parts that do not belong in the text. • Stylistically appropriate (formal / informal) language is used. • Layout conventions of the text type are observed
ORGANISATION	<p><i>Organization and linking of ideas</i></p> <ul style="list-style-type: none"> • Is the script coherent? • Is the script cohesive? <p><i>Paragraphing</i></p> <ul style="list-style-type: none"> • Does the script need to be and is it divided into paragraphs? <p><i>Punctuation</i></p>	<ul style="list-style-type: none"> • Ideas are clearly organized and follow one another logically. • The relationship between sentences and their parts are marked clearly and correctly. • The linking devices used are varied and appropriate. • Ideas are organized in the way that one subtopic is developed into one paragraph • Paragraphs are properly indicated: they are either block or indented • The relationship between paragraphs are marked clearly and correctly. • Appropriate punctuation marks are used correctly

riteria for assessment	Check:	Make sure:
GRAMMAR	<p><i>Grammatical range</i></p> <ul style="list-style-type: none"> • Is there a range of grammatical structures? <p><i>Grammatical accuracy</i></p> <ul style="list-style-type: none"> • Is the grammar correct? 	<ul style="list-style-type: none"> • Variety of grammatical features (tenses, structures, modals, auxiliaries, etc.) is used. • Sentences and clauses are organized appropriately. • Specific mistakes don't reoccur. • Grammar leads to clear meaning and understanding of the ideas
VOCABULARY	<p><i>Lexical range</i></p> <ul style="list-style-type: none"> • Is there a range of vocabulary items? <p><i>Lexical accuracy</i></p> <ul style="list-style-type: none"> • Is the vocabulary used accurately? <p><i>Lexical relevance</i></p> <ul style="list-style-type: none"> • Is the vocabulary relevant to the topic(s) specified in the task? 	<ul style="list-style-type: none"> • Variety of words and expressions is used. • Words are used accurately in terms of both meaning and spelling. • The vocabulary used is relevant to the topic and text type. • The words and expressions used are not completely lifted from the wording of the task

Unit 5

INTERPRETING ASSESSMENT CRITERIA

In what follows, we describe briefly how the rating scale and the guidance provided in the previous unit are expected to be applied in the practical context of teaching/learning and evaluating writing as a language ability.

Appendices X1, X2, X3, X4 provide Common European Framework of Reference (CEF, 2001) Self-Assessment Grid for Writing as well as a set of Illustrative Scales for the variety of students' competencies relevant for assessing Writing as a productive language skill.

Task Completion (TC)

Task Completion, also often referred to as Task Fulfilment or Task Achievement, does focus specifically on linguistic aspects of the script, but on such content and text type related features that are determined by the writing task. The complexity of the TC criterion derives therefore from the fact that whereas for example Grammar is a criterion whose definition can be considered stable over scripts written on any task type (e.g. a well-formed passive construction has the same syntactic form in a note to a friend or a covering letter), the interpretation of TA varies with each writing task. As a consequence, it is essential that raters become familiar with the concept of TA and the features of writing tasks on the basis of which they can assess TA.

Basically, with the help of TC criterion raters assess whether the script meets the text type (genres such as letters, essays, articles) and content requirements of the writing task. The features of the script that writers must pay attention to in terms of these two requirements are determined by the writing context. The three basic closely related and interdependent components of the writing context are as follows:

- ✓ **the writer**
- ✓ **the reader**
- ✓ **the writing product (the script produced by the test-taker).**

The relationship between **the writer** and **the reader** together with the purpose of the communication determine the *style* of the text: a customer (writer) writing a letter of complaint (text type) to the manager (reader) uses formal English style, whereas a person on holiday (writer) writing a postcard (text type) to a friend (reader) uses informal style. Some text types like letters or articles can be written in either formal or informal style, but other text types such as reports or research articles are strictly formal. Style may therefore be a feature inherent in the text type since it is determined primarily by the components of the writing context that are assessed under the TC criterion.

In some analytic scales designed for assessment of writing, style is evaluated together with vocabulary. However, style does not mean solely the choice of formal or informal vocabulary items – for example, the use of contracted forms and the tone of the writing also affect the style of a script. Assessing style together with vocabulary can mislead raters because it reinforces the false belief that style is determined only by the formality of words used in the script.

The script as the component of the writing context addresses aspects of a given topic and thus has a definite *content*. The script also represents a particular *text type* (e.g. a letter, an article). Both the content and the text type are determined by the writing task and help to identify the features of the script raters must focus on when assessing TC.

Different text types have different *forms and functions*.

Letters, information brochures, compositions, articles or reports are written products that represent different *forms*. Each form has a specific *layout* (compare, e.g., the layout of a letter with that of a report) and *rhetorical organization* (the ideas included and the order they follow are different in a letter of request and in a letter of complaint).

Each text type also has a particular *purpose* which can be described either as *communicative function* (i.e. whether the text aims to describe, request, invite, give instructions, persuade) or as a *discourse mode* (narration, description, exposition, argumentation).

The constituents of the TC criterion are summarized in Figure 3 below.

Figure 3. Constituents of the TC criterion

Constituent	Features	
Style	Audience awareness Text quality	<ul style="list-style-type: none"> ➤ formal/informal vocabulary ➤ tone ➤ personal/impersonal mode of expression ➤ appropriateness ➤ consistency
Content	Appropriate topic Relevance of ideas Coverage Length	<ul style="list-style-type: none"> ➤ topic set in the writing task ➤ treatment of the topic <li style="padding-left: 20px;"><i>development of content points</i> <li style="padding-left: 20px;"><i>necessary/redundant information</i> <li style="padding-left: 20px;"><i>range of ideas</i> ➤ amount of detail ➤ task solved within the set word limit
Text type	Form Communicative function Discourse mode Rhetorical organization	<ul style="list-style-type: none"> ➤ type of written product ➤ layout ➤ goal of the text ➤ typical sequencing of information

❖ Frequently asked questions in connection with the *Task Completion* criterion

- *What shall I do if the student misunderstands the tasks and writes about a completely different topic?*

Since *Task Completion* is missing (no content point is covered), the score on *Task Completion* is 0. Scripts whose *Task Completion* marks are 0 should not be marked for the other three categories.

- *Should the student be penalized for including parts in the script that are not connected with the actual topic?*

No, but these parts will not raise the marks either.

- *What shall I do if the script has (major) pre-learnt sections?*

As raters we cannot determine this. Tasks should be such that they do not allow for this. There will be candidates who will use rote-learned chunks, but their appropriateness, accuracy and relevance will have to be interpreted for each of the four categories.

- *What shall I do about too long and too short scripts?*

It is acceptable if the script exceeds the word limit. If a script, however, contains several grammatical and lexical inaccuracies in the extra component, this will have to be in the marks awarded in the relevant criterion. If the script is short, it will inevitably result in lack of coverage.

Organisation

In analytic scales developed for the assessment of writing the criterion called *organization* refers to the arrangement of ideas and the relationship within them in a script. Organization is an umbrella term for a number of features of a script, namely **coherence**, **unity** and **cohesion**, and as a consequence the organization criterion is also often labeled as Coherence & Cohesion.

❖ Coherence

Coherence refers to the logical progression of the ideas from the beginning to the end of a script or a paragraph. In a coherent text, each paragraph leads into another paragraph and each idea within a paragraph leads into the next idea. If a script is coherent, the reader does not have to stop and reread it in order to understand the connection between its sentences or paragraphs.

The logical arrangement of the ideas varies according to the writer's purpose, and there exist a large number of organizational patterns that can be grouped into three categories:

- ✓ those determined by the discourse mode of the script (e.g. time sequence in narration/process description, or spatial organization in a description);
- ✓ those determined by the nature of the information included in the script (e.g. order of importance: most important information first, least important last; level of specificity: information presented by moving from general-to-specific);
- ✓ those determined by the method of development (question-answer: posing a question first and providing an answer to it; problem-solution: stating the problem and proposing a solution to it).

Coherence is thus a quality of the script that derives from the relationship between the ideas expressed in its sentences and paragraphs.

❖ **Unity**

Unity is a feature that contributes to the smooth flow of the ideas and is usually assessed together with coherence: each script develops a main topic, the paragraphs within the script develop the subtopics of the main topic, and all sentences within a unified paragraph develop the topic of the paragraph.

❖ **Cohesion**

Cohesion is the explicit marking of the grammatical and lexical relationships between the parts of a sentence, between sentences, or between paragraphs. Cohesion can be established with several techniques of which the three that are most relevant to writing are treated below.

Reference can be realized with the use of personal or possessive pronouns, demonstratives and comparatives: it establishes a link within a sentence or between two or more sentences by connecting specific words in them.

Conjunction is another way of realizing cohesion. Co-ordinating conjunctions (*and, or, but*) connect words, phrases and clauses; adverbial connectors (*firstly, secondly, moreover, therefore, in conclusion, as a consequence*) connect clauses, sentences and paragraphs. Whereas co-ordinating conjunctions and adverbial connectors link similar linguistic units (e.g. clauses), subordinating conjunctions (*because, that, unless, when*) link independent and dependent clauses.

Lexical repetition – the use of the same word, a synonym or near synonym, or of a general word that refers to the same thing in different sentences can also establish cohesion through the creation of lexical chains that reiterate key words and concepts throughout the script.

The cohesive techniques discussed above unify the script and make it easier to read. The efficient use of these techniques makes it possible for the writer to construct sentences of varying length; to show to the reader the connection between sentences and paragraphs; and to avoid unnecessary repetition of words, sentences, or even paragraphs. The orderly arrangement and connection of ideas at sentence-, paragraph- and script-level result in a clear piece of writing. Skilful reference makes the flow of ideas easy to follow, the correct use of conjunctions indicates clearly the structure of the text, and lexical chains maintain topic continuity. The use of substitution and ellipsis results in natural and smoothly flowing text.

❖ Punctuation

Punctuation in some rating scales is part of the Accuracy criterion, but it can be argued that it is more closely related to the Coherence and Cohesion criterion. In the same way that pauses and intonation help listeners to understand speech, and the layout or graphic division of a text into various functional units (addresses, titles, headings, paragraphs) indicate text structure, punctuation separates parts of a script by showing where one set of ideas ends and where the next begins, and how the parts of the script are related to one another. Without punctuation marks writing would become an incomprehensible flow of words.

A sentence without punctuation marks is difficult to interpret. Punctuation marks have clear functions, so they make it easier for readers to understand a script (e.g., the colon (:)) indicates that a list or an explanation follows). However, punctuation marks not only separate a string of words but can change the meaning of a sentence. For instance, the following pairs of sentences consist of the same words and are grammatically correct, but the sentences in each pair have different meanings.

a. The woman said John is ill.

The woman, said John, is ill.

b. The Smiths have a son who is a cook.

The Smiths have a son, who is a cook.

In example *a* the first sentence means that it is John who is ill. Similarly, the comma in example *b* changes the meaning of the sentence. The sentence without the comma means that the Smiths have at least two sons, one of whom is a cook. The second sentence means that they have only one son, and he happens to be a cook.

Punctuation is directly related to meaning and if readers cannot make sense of the script because they cannot determine which words go together, where one idea finishes and the next one begins, what the relationships

between sentences are, or what the exact meaning of a sentence is, they will consider the script incoherent.

❖ **Frequently asked questions in connection with the *Organization* criterion**

- *What shall I do if the original order of the content points has been changed?*

There is no penalty for changing the order if the script is logical. See if the script becomes even more logical or determine whether this change resulted from some point the student aimed to communicate.

- *What if the script is organized in paragraphs, but there is little coherence in them and no connection between them?*

Depending on the sentence-level cohesion, it could be awarded band '2' or '3'. The paragraph, as merely a visual form of text, is not a positive feature in itself.

- *What shall I do if the student is using paragraphs that are not indented?*

Block paragraphs are also fine. The script must contain either block or indented paragraphs throughout. The two forms should not be alternated within one script.

- *What shall I do if the student is using the same linking devices over and over again?*

A variety of linking devices are expected, so repetition is to be penalized.

- *Do students always have to use linking devices to achieve cohesion?*

They do not. Vocabulary (e.g. synonyms, antonyms, and pronouns) can make sentences and paragraphs cohesive. In fact, too many transitional phrases can make a script artificial.

Grammar

The Grammar criterion in an analytic rating scale makes it possible to assess candidate's grammatical knowledge. Raters evaluate grammatical knowledge by checking whether candidates are familiar with the form, meaning and use of a range of grammatical structures that can be expected to occur in a communication situation.

The grammar used in a script is often assessed on the basis of **range**, **degree of mastery**, and **accuracy**. It is important for raters to be familiar with what these features refer to because they may be expected to base their decisions on them when they give a score for grammar.

❖ **Range**

Range refers to the variety of different grammatical structures used within a script: tenses, modals, passive constructions etc. A script with a large variety of grammatical structures is likely to be awarded a better score for grammar than a script that contains a few grammatical structures used repetitively. However, raters should not expect candidates to display all their grammar knowledge in a script. While some tasks require that students employ a variety of tenses, other tasks necessitate the use of modal auxiliaries or conditional sentences, so raters must adjust their expectations to the particular writing task that was used to elicit the scripts they are assessing. If the types of grammatical structures that can be expected to be found in the script are not described in detail in a rating scheme accompanying the writing task, raters should write their own script in order to see what kind of grammatical knowledge that particular task draws on.

What can be expected from students in terms of the range of grammatical structures depends not only on the writing task but also on the time and number of words set for the completion of the task. More time allows for more careful planning and redrafting, which can result in a more thoroughly constructed text and perhaps in the inclusion in the script of a larger variety of grammatical structures. The length specified for the script can also affect the variety of structures: a longer script containing developed paragraphs can be expected to display a larger variety of structures.

Consequently, raters must always interpret range by taking into consideration the topic and subtopics that must be developed in a writing task, the time allotted for the completion of the script, and the number of words set.

❖ **Degree of mastery**

Degree of mastery refers to how familiar test-takers are with the different meanings and functions of a grammatical structure, and whether they can use it appropriately in a particular communicative situation. Candidates with varying levels of grammatical knowledge may have a different grasp of the same grammatical structure, i.e. more proficient language learners can use one specific form to express different meanings.

Degree of mastery also refers to the students' ability to vary the form of a grammatical structure in order to express the same meaning. The construction of all grammatical structures is governed by rules. The candidates' awareness of these rules and their familiarity with the

exceptions can also serve as evidence of their grammatical knowledge. Finally, a student with a good command of English can use grammar not only to express idea correctly but also to make sure that the idea is expressed appropriately in a particular situation.

Mastery thus means that the candidate can use grammar effectively and appropriately for the communication situation. Raters may decide to award points for candidates who use a range of grammatical structures even if they are not always used correctly.

❖ **Grammatical accuracy**

Besides the range and degree of skill with which students can handle grammatical structures, accuracy is a basic feature that raters consider in the assessment of grammatical knowledge. Grammatical errors are as varied as the number of grammatical structures that exist in the English language, but a distinction is generally made between two types of errors:

- ✓ **local errors** – the ones that affect single elements within a sentence (e.g. inflections, articles, quantifiers, auxiliaries) and do not significantly interfere with the meaning of the sentence;
- ✓ **global errors** – errors that affect the whole sentence (e.g. wrong word order, missing verb or subject) to such an extent that it becomes difficult or impossible to understand it. These errors cause structural problems that render the sentences incomprehensible and thus lead to communication breakdowns in the scripts.

From the point of view of its effect on communication, it is difficult to decide without a context whether an error type constitutes a minor (local) or major (global) error. Raters must examine all the errors in their contexts so as to be able to decide to what extent they affect communication before they can label them as either minor or major errors.

The identification of faulty grammatical structures is important for the assessment of the grammatical knowledge of candidates. Raters should make sure, however, that while assessing grammatical knowledge they do not concentrate only on erroneous grammatical structures. The correct structures must also be taken into consideration: raters must weigh incorrect grammatical structures against the correct ones before awarding a mark. Unlike an interview in oral test, a script can be reread as many times as it is necessary to take a reliable inventory of correct and incorrect instances of grammar. This does not mean that the rater must count, for example, all the correct and incorrect instances of article use in a script. Such an approach would make the rating process an extremely time-consuming activity. Instead, raters must base their judgements on the types of errors (local or global) and the ratio of correct and incorrect structures identified in the script.

❖ **Frequently asked questions in connection with the *Grammar* criterion**

➤ *Shall I distinguish between serious and minor grammatical errors?*

This distinction is made on the basis of the type of error. Local errors are considered minor and global errors are considered major errors.

Vocabulary

The Vocabulary criterion in an analytic scale is intended to assess the breadth and depth of candidates' stock of foreign words (e.g. simple words, compound ones, idioms), and of the skill with which they can handle them. Breadth refers to the number of different words they know, and depth describes their awareness of the different meanings and uses of a particular item. Knowing a word in writing means that students can use it correctly to express the exact meaning they want. For this they must know what a word refers to, what its connotation is, what other words it is related to in meaning. Moreover, candidates must be aware of how words combine in a sentence, and how they can build other words by affixation, compounding or conversion. Candidates must also be able to reproduce words correctly in writing, i.e. they must be able to spell correctly.

In general, vocabulary is assessed on the basis of **range, relevance, sophistication, and correct word choice and usage.**

In the assessment of vocabulary a distinction is made between two types of words in a script:

- ✓ **content words** – the words that fall within the category of nouns, lexical or full verbs, adjectives and adverbs;
- ✓ **function words** – such as auxiliaries, pronouns, conjunctions or prepositions – that play a mainly grammatical role.

When assessing vocabulary, raters mainly focus on content words.

❖ **Range**

Range refers to the candidates' ability to use an adequately broad vocabulary within a script. A script that contains a large number of different words is awarded a higher score than the one in which a limited number of words and phrases are used repetitively. Candidates can avoid repetition, which is interpreted as a sign of poor vocabulary, with the use of synonyms or superordinate terms. Raters, however, must make a distinction between repetition that originates from poor vocabulary and repetition that has a well-defined function.

Range must be interpreted in relation to the task set: each task requires the development of a particular topic or subtopics, which determine the type of vocabulary that students use. Range also depends on the required length of the script: a longer script allows for more repetition and variety.

❖ **Relevance**

Closely related to the writing task is the feature referred to as relevance of vocabulary. The writing task determines the topics and subtopics students must develop, and raters must assess whether the vocabulary used by the candidate meets the requirements of the task. These requirements may be specified in the task-specific rating scheme designed for the task and can vary from the direct identification of the nature of the expected vocabulary to such general descriptions as the type of language needed for the completion of the task (e.g. vocabulary appropriate for the expression of an opinion or formulations of a complaint). Thus, whereas raters assess whether candidates write about the topic under the Task Achievement criterion, they evaluate under the Vocabulary criterion whether students can use words relevant to the topic.

❖ **Lexical sophistication**

Lexical sophistication refers to the ability of candidates to formulate their ideas succinctly, neatly and articulately. Students with good vocabulary skills use precise and effective words that are appropriate for the topic and with the help of which they can convey their ideas with clarity and conciseness. They can use their vocabulary to formulate complex ideas clearly, and can express themselves fluently. In order to be able to give evidence of lexical sophistication, candidates must have a broad vocabulary, must be able to express exactly what they want to communicate, and must be able to combine words so that the resulting text reads fluently and naturally. In other words, students must know a large number of words, their grammatical class, rules of word formation, and collocational patterns.

❖ **Correct word choice and usage**

Vocabulary errors can be grouped into errors that relate to **meaning, form and spelling**.

One of the most frequent errors is the use of the wrong word to express an intended **meaning** (e.g. *journey* instead of *travel*, *learn* instead of *study*, *habits* instead of *customs*). Similarly, students often confuse two words that are closely related but opposite in meaning (e.g. *lend* / *borrow*, *bring* / *take*). Another type of meaning-related error is caused by false cognates, also called false friends. These are words that have similar forms in two languages but do not have the same meaning (e.g. *actual* / *current*, *sympathy* / *liking*).

When candidates do not know a word, they can combine existing English words to express an idea. They may use circumlocution to describe or define something if they do not know the appropriate word. Another way students may try to make up for gaps in their vocabulary is by coining English words.

Errors that relate to **form** are caused by the candidates' inadequate mastery of word form: they are not accurate and effective enough in affixation and compounding. Besides derivation errors, students often use the wrong form of a word to express their ideas. In such cases the word does not fit into the sentence (e.g. *sport* in collocation *to do spots*).

Multi-word words (e.g. prepositional verbs, phrasal verbs, idioms) and *collocations* (words that commonly occur together) represent another source of vocabulary errors. Closely related to idioms and collocations is the type of writing error usually labeled *wrong expressions*. This is a label raters use to identify a vocabulary error that cannot be fitted into any of the above-mentioned categories: the words used in the sentence are English words that are used correctly and yet the sentence does not read naturally in English.

Spelling and **lifting** are two aspects of vocabulary that are relevant primarily to the assessment of written texts.

Spelling is especially important because incorrect spelling can impede communication. When assessing vocabulary, raters distinguish between minor and major spelling errors and check the consistency of spelling. *Minor* spelling errors do not change words to the extent that their recognition becomes difficult (e.g. *tripp* – *trip*, *sincerelly* – *sincerely*, *termal* – *thermal*). *Major* spelling errors alter a word to such an extent that it becomes very difficult to recognize (e.g. *colige* – *college*, *exercis* – *exercise*), or its spelling becomes identical with that of another word (e.g. *tripe* – *trip*, *sweat* – *sweet*, *were* – *where*, *now* – *know*). The violation of the spelling of words that receive special emphasis in teaching (e.g. *then* – *than*, *whether* – *weather*) is also considered a major spelling mistake.

Consistency in spelling is another problem that concerns the raters of written texts. Writers should use the spelling typical of one national variety of English consistently. For instance, the spellings *favour* (UK) and *favor* (US), *summarise* (UK) and *summarize* (US) should not be used in the same script.

Lifting refers to candidates copying part of the input text into their own scripts, and it becomes a problem that raters must focus on when the writing task contains input text(s). Raters cannot accurately assess the language skills of students whose scripts contain language given in the task because it is not lifting skills that they must evaluate but the candidates'

ability to use their own language skills to produce continuous writing. Whereas lifting in itself affects the score awarded for the vocabulary criterion, it can also be source of vocabulary (and grammatical) errors because students are often unable to build the lifted text correctly into their own scripts.

❖ **Error tolerance**

It is rarely the case even at the highest levels of language proficiency that raters expect candidates to produce completely error free scripts. At lower levels a larger percentage of errors and error types are tolerated. Errors that do not obscure meaning are more generally accepted than those that lead to the breakdown of communication. Nevertheless, a script with a large number of minor vocabulary errors may be awarded a lower score for the vocabulary criterion.

As in the case of the assessment of Grammar, raters must check whether it is the same vocabulary error or different errors that occur in a script. Candidates must not be repeatedly penalized for the same vocabulary error: raters must make a distinction between frequent errors and repeated instances of the same type of error.

A script that contains correct but simple vocabulary is of lower quality than a script which shows individuality in word choice and attempts more ambitious expression of ideas, even if, as a result, this is not always correct.

❖ **Frequently asked questions in connection with the Vocabulary criterion**

➤ *How shall I treat misspelled words?*

Spelling mistakes lower the mark by one band if the problem is persistent.

➤ *When is the student's range of vocabulary wide?*

Depending on the task and length requirement, the script should contain several relevant verbs, nouns, a few idiomatic expressions not lifted from the prompt. In addition, a few adjectives and adverbs, if relevant, can enhance effectiveness and thus contribute to wide range.

➤ *What am I to do if the student has lifted a lot of the vocabulary from the rubrics but is using them appropriately and without errors?*

It is acceptable if such items are isolated words used in paraphrased structures. The best way to decide this is to write the task yourself, then you will see whether it is easy to avoid lifting of any kind or not.

Summary

The scale presented in the book is suitable for rating examination scripts as well as scripts written by students in-class or at home. Admittedly, this type of rating writing tasks is time-consuming, but it is worth the effort. A teacher using the analytic scale can provide much more detailed and informative feedback for his/her learners. An individual score on the four criteria included in the scale and interpreted in this unit clearly indicates to the learners what their strengths and weaknesses in writing are. If their problems are revealed, they can address them with or without their teacher's help.

APPENDIX A

Modern Business Style Letter

Carter Web Design
24 Sea Side Drive
Fort Lauderdale, FL 33302
(954) 3276

January 20, 201_

Mr. Marshall M. Smith
Mass Spectrum Plastics
142 South Seabay Drive
Sea Island, FL 33617

Dear Mr. Smith:

Thank you for inquiring about our Web services. Carter Web Design specializes in creating websites. Your satisfaction is our priority. We work on projects of any size from large to small. Our prices range from \$75 an hour to design a basic logo to \$150 an hour to design and implement a fully-featured website.

Our staff includes seven Web designers who will help you turn your image of a perfect website into reality. We can fulfill any of your Web design needs, from developing high-end graphics and animation to incorporating video and sound.

We realize that your organization may not be clear on what your Web needs are. Our talented, insightful staff will work with you to develop a vision and implement your strategy.

I have enclosed a brochure that explains the four website design packages we offer. Choose the one that is right for your needs and give us a call anytime at 1-800-543-6677. We will be glad to set up a free consultation.

Sincerely,

Sarah Carter, President

APPENDIX B

Memorandum

BARNES E. NOBLE inc.
Booksellers Since 1873

MEMO TO: Max Dillon, Sales Manager

FROM: Andrea J. Hayes

DATE: February 25, 201_

SUBJECT: New-Venture Proposal

I propose the purchase or lease of a van to be used as a mobile bookstore. We could then use this van to generate sales in the outlying towns and villages throughout the state.

We have been aware for quite some time that many small towns around the state do not have adequate bookstore facilities, but the economics of the situation are such that we would not be able to open a comprehensive branch and operate it profitably. However, we could afford to stock a van with books and operate it for a few days at a time in various small towns throughout the state. As you are probably aware, the laws of this state would permit us to acquire a state-wide business license fairly easily and inexpensively.

With the proper advance advertising (see attached sample), we should be able to generate much interest in this endeavour. It seems to me that this idea has much merit because of the flexibility it offers us. For example, we could tailor the length of our stay to the size of the town and the amount of business generated. Also, we could customize our inventory to the needs and interests of the particular locales.

The driver of the van would act as the salesperson, and we would, of course, have copies of our complete catalogue so that mail orders could be taken as well. Please let me have your reactions to this proposal. If you wish, I can explore the matter further and generate cost and sales estimates in time for your next manager's meeting.

APPENDIX C

Email

To: roconnor@email.com
From: jmarke@email.com
Subject: Internship with Daisy's Delectables

Dear Ms. O'Connor,

I recently spoke with you about the possibility of a summer internship at Daisy's Delectables. As mentioned, I am interested in an internship that would allow me to work as an event planner for the bakery, coordinating product tastings and catered events.

I enjoyed our phone interview and wanted to let you know that I am still very interested in this position. I feel as though my experience event planning for my university's dance team has given me the skills necessary to succeed in this position.

You can reach me by email or phone to further discuss this opportunity. Thank you for your time, and I look forward to hearing from you soon.

Sincerely,

Jennifer Marke
jmarke@email.com
(345) 213-4567

APPENDIX D

Resume in Functional Format

Jonathan Welch
5678 Ferndale Drive
Canfield, TX 44920
Phone: 123.555.4567
Email: jwelch@email.com

SUMMARY

I am looking to put my management experience to good use in an entry-level leadership position in a customer service setting. I have proven myself to be a strong leader and am hoping to gain employment with a company that will benefit from my experience and passion.

EDUCATION

Worthington University
Degree: Business
Grade Point Average: 3.2 2004 to 2008

MANAGEMENT EXPERIENCE

Assistant Manager Hamburger Haven, Canfield, Texas	June 2007 to August 2008
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Served as assistant to the restaurant manager and acted as manager in his absence. Supervised employee shifts. Made employee schedules. Conducted employee reviews. Disciplined employees when needed. Handled purchasing and accounting functions for the restaurant. Made marketing decisions. Hired and trained new employees.

Team Leader Cellular Network, Canfield, Texas	November 2010 to December 2012
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Worked as a senior sales representative for a cellular phone provider. Trained and coached new employees. Led sales strategy meetings. Consistently exceeded sales goals. Supervised store employees during periods of management absence.

CUSTOMER SERVICE EXPERIENCE

Customer Service Representative ABC Products, Canfield, Texas	October 2008 to October 2010
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Worked in a call center handling customer complaints. Learned to deal effectively with difficult situations. Offered feedback to management to help set best practices for the call center.

SPECIAL SKILLS

I have experience as a leader, both among my peers and with those who have less experience. My experience in a call center environment helped to educate me about the processes and situations that arise in that type of atmosphere. I have the confidence to be able to enter a tough conversation with an employee. I am excellent at seeing the big picture and figuring out what needs to be done to provide the best service to the customer. I have proven to be a great motivator and enjoy encouraging others to perform their job to the best of their ability.

References available upon request.

ДВНЗ “Українська академія банківської справи НБУ”

APPENDIX E

Resume in Chronological Format

Sarah R. Holding

619 Main Street | Butte, MT 59703 | (406) 494-6221

EMPLOYMENT HISTORY

Executive Assistant to Vice President August 2009 – Present

XYZ Corporation, Butte, MT

Serve as liaison between departments and operating units in the resolution of day-to-day administrative and operational problems.

Major Accomplishments

- Made international travel arrangements for senior-level executives via the Internet, resulting in average net saving of \$250 per person/per trip.
- Dispatched messengers on assignments, coordinating trips to ensure that multiple stops were made each time. Saved the company approximately \$49.75 per messenger per day.

Senior Administrative Assistant

November 2007 – August 2009

ABC Magazine, Butte, MT

Composed and edited correspondence and memoranda from dictation, verbal direction, and knowledge of departmental policies. Prepared, transcribed, and distributed agendas and minutes of numerous meetings.

Major Accomplishment

- Created reliable and efficient client database, saving the company approximately \$4,500 in technical support expenses.

Secretary/Administrative Assistant

July 2002 – October 2007

Raymond Pool Systems, Butte, MT

Scheduled and coordinated appointments and events for supervisors. Entered client information and financial data into computer system.

Major Accomplishment

- Implemented client data and file management system, saving the company \$65,000 in the first year of use.

EDUCATION HISTORY

Hayes Business College, Butte, MT

2000 – 2002

Associate of Science in Administrative Assisting

APPENDIX F

Job-Application Letter

March 13, 201_

Mr. David Norman, Partner
Ross, Russel & Weston
452 Fifth Avenue
New York, NY 10018

Dear Mr. Norman:

Subject: EDP Specialist Position (Reference No. 103-G)

My varied work experience in accounting and payroll services, coupled with my accounting degree, has prepared me for the position of EDP specialist that you advertised in the March 9 New York Times.

In addition to taking required courses in accounting and management information systems as part of my accounting major at New York University, I also took an elective course in EDP auditing and control. The training I received in this course in applications, software, systems, and service-center records would enable me to immediately become a productive member of your EDP consulting staff.

My college training has been supplemented by an internship in a large accounting firm. In addition, my two and one-half years of experience as a payroll specialist for the city of New York have given me firsthand knowledge of the operation and needs of nonprofit agencies. This experience should help me to contribute to your large consulting practice with governmental agencies.

After you have reviewed my enclosed resume, I would appreciate having the opportunity to discuss with you why I believe I have the right qualifications and personality to serve you and your clients. I can be reached by phone after 3 p.m. daily.

Sincerely,

Aurelia Gomez
225 West 70 Street
New York, NY 10023
Phone: 212-555-3821
Email: agomez@nyu.edu
Enclosure

ДВНЗ “Українська академія банківської справи НБУ”

APPENDIX G

Letter of Recommendation

Wheaton Products
The Breakfast-Food Company

July 3, 201_

Mr. Foster B. Clark
Human Resources Department
Eastern Englehard
3524 Water Street, N.W.
Washington, DC 20007

RECOMMENDATION FOR SHEILA J. HORTON

I am pleased to recommend Sheila Horton for the position of assistant advertising manager with your company. I was Miss Horton's immediate supervisor when she worked for Wheaton as an advertising copywriter from September 2009 until March 201_ and am providing this confidential information at her request.

Miss Horton's writing skills are superior. During her employment here, she composed the narrative for all our print ads, sales letters, and radio spots. We credit much of our marketing success to her efforts. One of her sales letters won second place in the statewide Eddy Award competition in 2002. Our public relations department routinely asked her to edit our annual report for clarity, organization, and readability.

Her position required that she interact extensively with higher management, outside suppliers, and two subordinates. In her dealing with management and outside personnel, she was always tactful, articulate, and cooperative. Although she had some problems in supervising her two assistants (a secretary and a copy editor), I'm confident she will improve in this area with more experience. She always availed herself of every opportunity to attend work-related seminars on a variety of management topics, and she was an active member of several professional associations.

I have a very high regard for Miss Horton and recommend her to you. You will find that she is an intelligent, experienced, and motivated manager.

Anne Bryant

ANNE BRYANT, MARKETING DIRECTOR
600 Grant Avenue
Pittsburgh, PA 15219
412-555-2747

APPENDIX H

Interview Follow-Up Letter

April 5, 201_

Mr. David Norman, Partner
Ross, Russell & Weston
452 fifth Avenue
New York, NY 10018

Dear Mr. Norman:

Thank you for the opportunity to interview for the position of IT specialist yesterday. I very much enjoyed meeting you and learning more about the position and the company.

I especially appreciate the opportunity to observe the planning meeting yesterday afternoon and to learn of your firm's plans for increasing budget for your new IT project. My experience working in this sphere leads me to believe that you can benefit greatly from this project.

Again, thank you for taking the time to visit with me yesterday, I look forward to hearing from you.

Sincerely,
Aurelia Gomes
Aurelia Gomes
225 West 70 Street
New York, NY 10023

APPENDIX J

Goodwill Messages

Congratulatory Message

Congratulations, Tom, on your election to the presidency of the United Way of Alberta County. I was happy to see the announcement in this morning's newspaper and to learn of your plans for the upcoming campaign.

Best wishes for a successful fund drive. This important community effort surely deserves everyone's full support.

Thank-You Message

Thank you so much, Alice, for serving on the panel of suppliers for our new employee orientation program. Your comments on scheduling problems and your suggestions for alleviating them were especially helpful. They were the kind of information that only an experienced pro like you could give.

I think you could tell from the comments and many questions that your remarks were well received by our new employees. Thanks again for your professional contributions.

Sympathy Message

Executive Vice President

Robert B. Meyers

Dear Ralph,

I was deeply saddened to learn of Jane's sudden death. It was certainly a great shock to her many friends and colleagues.

Jane had a well-earned reputation here for her top-notch negotiating skills and for her endearing sense of humor. She was an accomplished manager and a good friend, and I shall miss her greatly.

If I can help smooth the way in your dealings with our personnel office, I would be honored to help. Please call me on my private line (555-1036) if there is anything I can do.

*Affectionately,
Bob*

APPENDIX K

A Bad-News Message

Hudson Research Service
1836 Great Rd.
Hudson, OH 44236
216-555-0684

May 20, 201_

The Honorable Joan Bradley
Mayor of Hudson
Hudson, OH 44236

Dear Mayor Bradley:

Thank you for your kind comments about our lovely grounds. Our staff has been able to create an environment here in which plants and animals not normally found in the Midwest are able to thrive.

For example, after much effort, we have finally been able to attract a family of eastern Blue birds to our site. At this very moment, the female is sitting on three eggs, and various members of our staff unobtrusively check on her progress each day.

Similar efforts have resulted in the successful introduction of beautiful but sensitive flowers, shrubs, and marsh grasses. To protect this delicate environment, we restrict the use of these grounds to company employees, many of whom have contributed ideas, plants, and time in developing the grounds. We are afraid that a great number of people attending a reelection campaign fund-raiser will possible make harm to these grounds.

As an alternative, may I suggest the beautiful grounds at the Ohio Educational Consortium on Lapeer Street. They were designed with an Ohio motif by Larry Miller, the designer for our grounds. Various public events have been held there without damage to the environment. Susan Siebold, their executive director, can be reached at 555-9832 if you wish to contact her about using their facilities.

Sincerely,

J.W. Hudson

President

APPENDIX L

Sales Letter

THE HOME DEPOT
2455 Paces Ferry Road, N.W. • Atlanta, GA 30339-4024
(770) 433-8211

Dear Homeowner:

Do you view your home as an investment or as your castle? Is it primarily a tax write-off or a place of refuge – where you can find comfort and respite from workday stress?

Most of us view our homes as places where we can feel safe from outside intrusion. Thus, we feel threatened by government statistics showing that 5,3 % of all U.S. households were burglarized last year. How can we protect ourselves?

Today, there's a simple and dependable alarm that protects as much as 2,500 square feet of your home. Just plug in the Safescan Home Alarm system, adjust the sensitivity to the size of your room, and turn the key. You then have 30 seconds to leave and 15 seconds to switch off the alarm once you return.

Worried that your dog might trigger the alarm? Safescan's microprocessor screens out normal sounds like crying babies, outside traffic, and rain. But hostile noises like breaking glass and splintering wood trigger the alarm. The 105-decibel siren is loud enough to alert neighbors and to drive away even the most determined burglar.

What if a smart burglar disconnects the electricity to your home or pulls the plug? Built-in batteries assure that Safescan operates through power failures lasting as long as 24 hours, and the batteries recharge automatically. Best of all, installation is easy. Simply mount the 4-pound unit on a wall (we supply the four screws), and plug it in. Nothing could be faster.

Finally, there is a \$259 home alarm that you can trust; and the one-year warranty and ten-day return policy ensure your complete satisfaction.

Last year, 3.2 million burglaries occurred in the United States, but you can now tip the odds back in your favor. To order the Safescan Home Alarm System, stop by your nearest Home Depot. Within minutes, Safescan can be guarding your home, giving you peace of mind.

Sincerely yours,
Jeffrey Parret
National Sales Manager

APPENDIX M

Inquiry

Mr. Gleason,
Sales Manager
PC Incorporated
452 Fifth Avenue
New York, NY 10018

Dear Mr. Gleason:

Would you provide me information regarding your HP-340 portable printer. I'm interested in purchasing 34 lightweight printers that our account representatives can use with their Toshiba 1200XE notebook computers when they travel.

Specifically, I would like answers to the following four questions:

1. Is the HP-340 a laser printer?
2. Is it battery operated? Since we wish to use the printer for traveling, such a feature is important.
3. Will the printer accept legal-sized paper?
4. Does it come with at least a one-year warranty?

I would appreciate your faxing me the information I need to make a purchase decision (Fax: 212-555-0327). I would also appreciate receiving ordering information.

Sincerely,

Carolyn J. Ryerson (cruerson@pricewinston.com)
Assistant Purchasing Director
Price Winston
1855 Avenue of the Americas
New York, NY 10019
Phone: 212-555-6109

APPENDIX N

Offer

September 12, 201_

Ms. Carolyn J. Ryerson
Assistant Purchasing Director
Price Winston
155 Avenue of the America
New York, NY 10019

Dear Ms. Ryerson:

Subject: Information You Requested About the HP-340

Yes, our popular HP-340 portable printer does accept legal-sized paper. Its 15-inch carriage will enable your representatives to print out even most complex spreadsheets while on the road. Of course, the printer also adjusts easily to fit standard 8 1/2-by 11-inch paper.

For quiet operation and easy portability, the HP uses ink-et printing. This technology provides nearly the same quality output as a laser printer at less than half the cost. Either plain paper or specially coated paper may be used.

Although many travelers use their laptop computers on a plane or in their automobiles, they typically wait until reaching their destination to print out their documents. Thus, the HP-340 uses AC power only, thereby reducing its weight by nearly a pound. The extra-long 12-foot power cable will let you power up your printer easily no matter where the electrical outlet is hidden. And our six-month warranty, standard in the printer industry, ensures the reliability and trouble-free service that our customers have come to expect of all HP products.

To order or take the HP-340 for a test drive, call your local Computerland (phone: 800-555-2189). They will show you how to increase your productivity while increasing your luggage weight by only about 4 pounds.

Sincerely yours,
Albert Gleason, Sales Manager
Albert Gleason
Sales Manager
Printers

APPENDIX P

Order

September 15, 201_

Blackstone Book Agency
Sixth and Riverside Avenue
Olympia, WA 99999

Attention: Ms. R.J. Smith

Dear Ms. Smith:

Would you please send me a copy of World Wide Dictionary, unabridged second edition, 201_. I am enclosing a money order for \$37.50 to cover cost and handling. If this amount is not correct, please let me know.

Thanking you in advance,

Yours truly,

Dr. Josephine Black, Principal
City College
Mountainview, WA 99999

APPENDIX Q
Acknowledgement

Vysteria Ltd.
P.O. Box 82
Kyiv 253206
Ukraine

28th March, 201_

Ref: Order #142 of 21th March, 201_

Dear Sirs:

Thank you for your letter of 21th March, 201_. We are pleased to acknowledge your order for 400 men's silk shirts and enclose the copy of it, duly signed, as requested.

Delivery will be made immediately on opening a letter of credit with our bank for the amount of \$4212.

We hope our shirts will be in great demand in Ukraine and you will be able to place large orders with us in the future.

Yours faithfully,

Alfred Smithers
Sales Manager

APPENDIX R

Reminder

Carsons Inc.
Bay Avenue
San Francisco

July 23, 201_

Dear Mr. Carsons:

Accordingly to our records payment of our invoice No. 35823, sent to you in April, has not yet been made.

As specified on all our estimates and invoices our terms of business are 30 days net. Your invoice has now been outstanding for 90 days. In the case of unsettled debt of this duration it is our company policy to take legal action.

We would naturally prefer not to have to go so far. Would you please send us a check by return. In case you have lost or mislaid the original I am enclosing a copy of our invoice.

We look forward to receiving your payment by return.

Yours sincerely,

Pierre Lacoste
Credit Controller

APPENDIX S

Apologizing

14 October 201_

The Black Company
3133 Constitution Avenue,
Omaha, 17, Nebraska, USA

Your ref: MW/cc

Our ref: MS/al Our ref: MS/al

Dear Sir:

Thank you very much for your letter of 4th October. We sincerely apologize for the delay in replying to this and your previous letter. We have recently moved our main office and this has resulted in some considerable delay in replying to enquiries. The move has now been completed and I can assure you that there will be no more delays in the future.

The details you require are enclosed and I hope that you will now continue to use us as your main supplier.

Yours faithfully,

Myckola Stepoviy
Assistant Manager

Ukraine Trading Co.
13, Hreshchatik,
Kyiv 235001, Ukraine

APPENDIX T

Claim

April 14, 201_

Customer Relations Representative
Color-Vu Graphics
P.O. Box 210742
Dallas, TX 75211-7036

Dear Customer Relations Representative:

Subject: Poor Quality of Slides from Invoice 4073

The poor quality of the 13 color slides you processed for me on April 8 made them unsuitable for use in my recent presentation to 200 marketing representatives. As a result, I had to use black-and-white transparencies instead.

The enclosed slide is typical of all 13 slides from this order. As you can see, the colors often run together and the type is fuzzy. The slides are not equivalent in quality to those illustrated in the Color-Vu advertisement on page 154 of the April Business Management.

I have already given the presentation for which these slides were made, so redeveloping them would not solve the problem. Because I have not yet paid your Invoice 4073 for \$176.50, dated April 12, would you please cancel this charge. If you would like me to return the other 12 slides, I shall be happy to do so.

I know that despite one's best efforts, mistakes will occasionally happen, and I am confident that you will correct this problem promptly.

Sincerely,

Claire D. Scriven
Marketing Manager

ric
Enclosure

APPENDIX U

Complaint

Great Falls Manufacturing Co.
100 Main Street
Great Falls, MO 88888

Attention: Domestic Shipping Dept.

This is to register a complaint about the shipment of pottery (invoice #33355999) that I received today. Several pieces were broken, and others were chipped. I am returning the entire shipment air freight. Please send a replacement order packed in Styrofoam.

I will appreciate your prompt attention.

Fields Arts and Crafts
20 Drury Lane
Boston, MA 33333

APPENDIX V

Adjustment Letter

COLOR-VU GRAPHICS

The Media Specialists

April 22, 201_

Ms. Claire Scriven
Marketing Manager
Rubbermaid Incorporated
1147 Akron Road
Wooster, Ohio 44691-6000

Dear Ms. Scriven

Subject: Cancellation of Charge for Invoice 4073

Color-Vu Graphics is, of course, happy to cancel the \$176.50 charge for Invoice 4073. I appreciate your taking the time to write and send us a sample slide (you may simply discard the other slides).

Upon receiving your letter, I immediately sent your slide to our quality-control personnel for closer examination. They agreed with you that the slide should have been redeveloped before it left our processing lab. We have now revised our procedures to ensure that before each slide leaves our lab, it is inspected by someone other than the person preparing it.

To better serve the media needs of our corporate customers, we are installing the Kodak 1120 processor, the most sophisticated development system available. Thus, when you send us your next order, you'll see that your slides are of even higher quality than those in the Business Management advertisement that impressed you.

Sincerely yours,

David Foster
Customer Relations

APPENDIX W

TOEFL Writing Scoring Guide

- | |
|---|
| <p>6 An essay at this level</p> <ul style="list-style-type: none">• effectively addresses the writing task• is well organized and well developed• uses clearly appropriate details to support a thesis or illustrate ideas• displays consistent facility in the use of language• demonstrates syntactic variety and appropriate word choice <p>5 An essay at this level</p> <ul style="list-style-type: none">• may address some parts of the task more effectively than others• is generally well organized and developed• uses details to support a thesis or illustrate ideas• displays facility in the use of language• demonstrates some syntactic variety and range of vocabulary <p>4 An essay at this level</p> <ul style="list-style-type: none">• addresses the writing topic adequately but may slight parts of the task• is adequately organized and developed• uses some details to support a thesis or illustrate an idea• demonstrates adequate but possibly inconsistent facility with syntax and usage• may contain some errors that occasionally obscure meaning <p>3 An essay at this level may reveal one or more of the following weaknesses:</p> <ul style="list-style-type: none">• inadequate organization and development• inappropriate or insufficient details to support or illustrate generalizations• a noticeably inappropriate choice of words or word forms• an accumulation of errors in sentence structure and/or usage <p>2 An essay at this level is seriously flawed by one or more of the following weaknesses:</p> <ul style="list-style-type: none">• serious disorganization or underdevelopment• little or no detail, or irrelevant specifics• serious and frequent errors in sentence structure or usage• serious problems with focus <p>1 An essay at this level</p> <ul style="list-style-type: none">• may be incoherent• may be undeveloped• may contain severe and persistent writing errors <p>0 An essay may be rated 0 if it</p> <ul style="list-style-type: none">• contains no response• merely copies the topic• is off-topic, is written in a foreign language, or consists only of keystroke characters |
|---|

APPENDIX X1

Common European Reference Levels: Self-Assessment Grid for Writing

WRITING	
C2	<p>I can write clear, smoothly flowing texts in an appropriate style.</p> <p>I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points.</p> <p>I can write summaries and reviews of professional or literary work.</p>
C1	<p>I can express myself in clear, well-structured texts, expressing points of view at some length.</p> <p>I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues.</p> <p>I can select style appropriate to the reader in mind.</p>
B2	<p>I can write clear, detailed texts on a wide range of subjects related to my interests.</p> <p>I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.</p> <p>I can write letters highlighting the personal significance of events and experiences.</p>
B1	<p>I can write simple connected text on topics which are familiar or of personal interest.</p> <p>I can write personal letters describing experiences and impressions.</p>
A2	<p>I can write short, simple notes and messages relating to matters in areas of immediate need.</p> <p>I can write a very simple personal letter, for example thanking someone for something.</p>
A1	<p>I can write a short, simple postcard, for example sending holiday greetings.</p> <p>I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.</p>

APPENDIX X2

CEF Illustrative Scales for Written Interaction

Interaction through the medium of written language includes such activities as:

- passing and exchanging notes, memos, etc. when spoken interaction is impossible and inappropriate;
- correspondence by letter, fax, e-mail, etc.;
- negotiating the text of agreements, contracts, communiques, etc. by reformulating and exchanging drafts, amendments, proof corrections, etc.;
- participating in on-line or off-line computer conferences.

OVERALL WRITTEN INTERACTION	
C2	As C1
C1	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively
B2	Can express news and views effectively in writing, and relate to those of others
B1	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important

CORRESPONDENCE	
C2	As C1
C1	Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage
B2	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views
B1	Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films Can write personal letters describing experiences, feelings and events in some detail

NOTES, MESSAGES & FORMS	
B2-C2	As B1
B1	Can take messages communicating enquiries, explaining problems Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important

APPENDIX X3

CEF Illustrative Scales for the User/ Learner's Language Competencies

GENERAL LINGUISTIC RANGE	
C2	Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity... No signs of having to restrict what he/she wants to say
C1	Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say
B2	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so
B1	Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem, with reasonable precision and express thoughts on abstract or cultural topics such as music and films Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times

VOCABULARY RANGE	
C2	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning
C1	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms
B2	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps still cause hesitation and circumlocution
B1	Has a sufficient vocabulary to express himself/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events

VOCABULARY CONTROL	
C2	Consistently correct and appropriate use of vocabulary
C1	Occasional minor slips, but no significant vocabulary errors
B2	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication
B1	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations

GRAMMATICAL ACCURACY	
C2	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions)
C1	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot
B2	Good grammatical control; occasional 'slips' or non-systemic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding
B1	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations

ORTHOGRAPHIC CONTROL	
C2	Writing is orthographically free of errors
C1	Layout, paragraphing, and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen
B2	Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence
B1	Can produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time

THEMATIC DEVELOPMENT	
C2	As C1
C1	Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion
B2	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and example
B1	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points

COHERENCE AND COHESION	
C2	Can create coherent and cohesive texts making full and appropriate use of a variety of organizational patterns and a wide range of cohesive devices
C1	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices
B2	Can use a variety of linking words efficiently to mark clearly the relationships between ideas Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution
B1	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points

APPENDIX X4

CEF Illustrative Scale for Sociolinguistic Competence

SOCIOLINGUISTIC APPROPRIATENESS	
C2	<p>Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning.</p> <p>Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly.</p> <p>Can mediate effectively between speakers of the target language and that of his/her community of origin taking account of sociolinguistic and sociocultural differences</p>
C1	<p>Can recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details.</p> <p>Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage</p>
B2	<p>Can express him /herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned</p> <p>Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.</p> <p>Can express him/herself appropriately in situations and avoid crass errors of formulation</p>
B1	<p>Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.</p> <p>Is aware of the salient politeness conventions and acts appropriately.</p> <p>Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his/her own</p>

APPENDIX Y

Glossary of Key Terms Used in Assessing Writing

analytic scale	A rating scale that makes it possible to evaluate a script on several assessment criteria of writing such as organization, accuracy, or vocabulary. Descriptors are given for each criterion at different levels. Instead of a single score, the student /candidate receives a score for each criterion. See also holistic scale
attitude marker	A word or phrase that shows the writers' attitude towards what they write (e.g. well, obviously, frankly, personally). Often confused with discourse marker
band	The proficiency of a student/test taker defined with the help of a scale on the basis of test performance
candidate	A test/examination taker
cohesion	The term refers to grammatical and lexical relationships between the elements of the text, e.g. reference realized by personal/possessive pronouns, demonstratives and comparatives; substitution/ellipsis (the replacement of an item by a different one or by nothing); conjunction realized by conjunctions, adverbial connectors (and, or, Firstly, secondly, moreover, therefore, in conclusion); or lexical repetition (same word, synonym/near synonym, general word)
coherence	A coherent paragraph contains sentences that are logically arranged and flow smoothly. When a paragraph is incoherent, the sentences are discontinuous and the reader finds it difficult to follow the text
descriptors	The statements that define the level of the assessment criteria
discourse marker	also transition word/device, linking word/device A word (or phrase) which shows the logical relation between ideas (e.g. however – contrast, moreover – addition, or for instance – illustration). See also attitude marker

discourse mode	also rhetorical mode. The term refers to to the way of writing about a topic. There are four basic rhetorical modes of discourse: description, narration, exposition, and argument. Exposition is an umbrella term that is used to refer to comparison and contrast, division and classification, cause and effect, problem and solution, process analysis, definition, analogy, and example and illustration
holistic scale	A rating scale that makes it possible to evaluate the overall effectiveness of a script. Descriptors are given for each level, but instead of focusing on specific features of the script (e.g. organization, accuracy, or vocabulary) teachers/raters evaluate general writing ability and award one score to the script on the basis of an overall impression
input/output text	The input text or prompt is the verbal help provided by the test designer as an aid. The output text is the product expected from the student/candidate, the script
organization (of thoughts)	The discussion of the topic is opened in the introductory section, each developmental paragraph develops one main idea and these ideas follow each other logically. The discussion is closed in a concluding section
prompt	One or more sentences that provide the student with a situation or topic about which to write and the directions for the writing. It serves to stimulate a written response from the student
range	Refers to the variety of grammatical structures or vocabulary items in a script
rating scale	It is used for marking subjective tests of writing and speaking. The levels in the scale are usually indicated with numbers and are usually defined with descriptors
register	Refers to the level of formality of a text (e.g. slang, colloquial, neutral, formal)

rubric	The instructions to the candidates on the examination paper explaining how a test should be taken. It describes the organization of the test, the time allocated to the tasks, provides instructions for the tasks and how students/candidates should respond to them. It can indicate the skill being assessed and can be in the target language or in the student's/candidate's first language
script	The piece of writing produced by the student/candidate. See also input/output texts
task	What a student/candidate has to do according to the rubric. In the case of writing tasks, performance on the task is a complex, integrated activity, which is rated by humans using specially devised rating scales
task achievement/ task completion	How well the student/candidate has completed the task as outlined in the rubrics, by covering the necessary content points

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Навчальне видання

**ДІЛОВА КОРЕСПОНДЕНЦІЯ:
РЕКОМЕНДАЦІЇ ДО НАПИСАННЯ
ТА ОЦІНЮВАННЯ**

**BUSINESS CORRESPONDENCE:
TIPS ON WRITING AND ASSESSMENT**

Навчальний посібник

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Підписано до друку 17.11.2014. Формат 60x90/16. Гарнітура Times.
Обл.-вид. арк. 7,12. Умов. друк. арк. 10,00 Зам. № 1362

Видавець і виготовлювач
Державний вищий навчальний заклад
“Українська академія банківської справи Національного банку України”
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Свідоцтво про внесення до Державного реєстру видавців, виготівників
і розповсюджувачів видавничої продукції: серія ДК № 4694 від 19.03.2014