



ДОНСКОЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ
УПРАВЛЕНИЕ ЦИФРОВЫХ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ

Кафедра «Иностранные языки»

Учебное пособие
«Научно-лингвистические
категории в концепции
деловой коммуникации»

Авторы
Володина М. С.,
Акай О. М.,
Царевская И. В.

Ростов-на-Дону, 2019



Аннотация

В учебном пособии «Научно-лингвистические категории в концепции деловой коммуникации» изложены материалы теоретического плана, целью которых является формирование профессионально-коммуникативных компетенций, направленных на развитие способности пользоваться методиками изучения иноязычного материала и его практического применения в профессиональной деятельности, а также способности к совершенствованию иноязычной профессионально-коммуникативной компетенции за пределами обязательной образовательной программы языковой подготовки.

Предназначено для магистрантов очной и заочной форм обучения всех направлений подготовки.

Авторы

к.филол.наук, доцент кафедры «Иностранные языки»

Володина М.С.

к.филол.наук, доцент кафедры «Иностранные языки»

Акай О.М.





CONTENTS

ПРЕДИСЛОВИЕ.....	4
1. CAREER AND EMPLOYMENT LETTERS.....	6
1.1. Cover Letters and Job Inquiries.....	6
1.2. Résumés.....	16
1.3. After the Interview.....	25
1.4. Letters from Employers to Potential Employees.....	31
1.5. Letters of Recommendation and Introduction.....	37
2. E-MAIL.....	41
2.1. Differences Between E-Mail and Regular Letters.....	42
2.2. E-Mail Structural Components.....	43
2.3. Writing E-Mail Messages that get Opened and Read.....	47
2.4. Reply Wisely.....	49
2.5. Know the Emotional Connotations of Punctuation and Grammar.....	51
2.6. Consider the Look of Your Message.....	53
2.7. Internet Direct-Mail Marketing Messages.....	53
2.8. Where to Get Your E-Marketing Lists.....	61
2.9. Online Acronyms.....	64
3. GRAMMAR SUPPLEMENT.....	65
3.1. Noun.....	65
3.2. The Article.....	68
3.3. Preposition of Time: at, on, in.....	73
3.4. Verb Groups in English.....	74
3.5. Simple Sentences.....	79
3.6. Composite and Complex Sentences. Relative Pronouns.....	86
3.7. Modals.....	92
3.8. Verbals.....	97
3.9. Complex Subject.....	101
3.10. Complex Object.....	101
3.11. Verbs and Phrases Requiring the Gerund.....	102
3.12. Conditional Sentences.....	103
3.13. Numerals.....	104
REFERENCES.....	105

ПРЕДИСЛОВИЕ

Учебное пособие включает в себя три части – «Career and Employment Letters», «E-Mail» и «Grammar Supplement», каждая из которых, в свою очередь, подразделяется на модули и блоки.

Пособие предназначен для магистрантов, прошедших курс обучения иностранному языку в вузе по общеобразовательным программам в соответствии с Государственным стандартом высшего профессионального образования.

Основными задачами обучения иностранному языку и изучения его магистрантами являются:

- формирование коммуникативных компетенций для практического владения иностранным языком;
- развитие у магистрантов умений и навыков самостоятельной работы по повышению уровня владения иностранным языком с целью его использования для осуществления научной и профессиональной деятельности;
- реализация приобретенных речевых умений в процессе поиска, отбора и использования материала на иностранном языке для написания научной работы (научной статьи, диссертации) и устного представления исследования.

Пособие основывается на следующих концептуальных положениях:

- владение иностранным языком является обязательным компонентом профессиональной подготовки современного специалиста;
- курс иностранного языка для магистрантов представляет собой звено системы «вуз – послевузовское обучение»;
- курс иностранного языка для магистрантов предполагает достижение профессионального делового уровня владения иностранным языком.

Пособие реализует развитие следующих компетенций:

- ОК-1 – способность к абстрактному мышлению, анализу, синтезу;
- ОПК-1 – готовность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач профессиональной деятельности;
- ОПК-3 – готовность использовать на практике умения и

Научно-лингвистические категории в концепции
деловой коммуникации

навыки в организации научно-исследовательских и проектных работ;

ОП-4 – способность вести научную и профессиональную дискуссию;

ОПК-12 – способностью оформлять, представлять и докладывать результаты выполненной работы.

В процессе освоения дисциплины у магистрантов развиваются следующие компетенции:

1. *Лингвистическая компетенция* – предполагает владение системой сведений об изучаемом языке по его уровням: фонетика, лексика, состав слова и словообразование, морфология, синтаксис простого и сложного предложения, основы стилистики текста. Учащийся обладает лингвистической компетенцией, если он имеет представление о системе изучаемого языка и может пользоваться этой системой на практике. На качество языковой компетенции в изучаемом языке влияет не только степень владения им, но и *уровень компетенции магистрантов на родном языке*.

2. *Коммуникативная компетенция* – предполагает знания речевых ситуаций и умения в области четырех основных видов речевой деятельности (говорения, аудирования, чтения и письма). Коммуникативная компетентность подразумевает умение осуществлять иноязычное общение во всех сферах человеческой деятельности с соблюдением социальных норм речевого поведения. Одно из основных умений, формируемых в рамках коммуникативной компетенции, – это умение продуцировать и воспринимать, понимать иноязычные тексты, устные и письменные.

Коммуникативные умения и навыки – это умения и навыки речевого общения, формирование которых возможно только на базе лингвистической или языковой компетенции.

3. *Межкультурная компетенция* является важным компонентом современной подготовки магистрантов всех специальностей. Это обусловлено межкультурным аспектом профессиональной деятельности современного специалиста любой области, возникающим как следствие интеграции нашей страны в мировое образовательное, информационное, экономическое пространство и ведущего к реальной практической необходимости эффективно осуществлять межкультурную иноязычную коммуникацию в профессиональной сфере.

1. CAREER AND EMPLOYMENT LETTERS

1.1. Cover Letters and Job Inquiries

A cover letter is a personal letter to a potential employer, mailed along with a copy of your résumé. The objective is to convince the reader that it would be in his best interest to hire you or, more specifically, to at least invite you in for a job interview.

Below are examples of four basic types of cover letters: experience-oriented, achievement-oriented, benefit-oriented, and creative. I include guidelines not only on how to write each type of letter, but also how to determine which is best suited to your situation based on your work history and education.

We also provide models for such common job-hunting situations as responding to help-wanted ads, inquiring about job openings, networking, and follow up. When in doubt about whether to write and send a letter, err on the side of being proactive and send it. As a rule, the more frequently you contact potential employers, the sooner you will get a new job.

EXPERIENCE-ORIENTED COVER LETTERS

An experience-oriented cover letter stresses your work history, and is a good choice when you have a long history of employment in responsible positions with good companies in the industry where you are seeking employment.

In writing the experience-oriented cover letter, play to your strong points. For instance, if you are an experienced professional, and your experience matches closely the position and the hiring organization, stress those strengths in your cover letter. If you are highly experienced in the field, industry, or occupation for which you are applying, stress your credentials – education, vocational training, certifications, what you have done, who you have done it for, and the results you have achieved.

Научно-лингвистические категории в концепции
деловой коммуникации

Dear Mr. Ha-Keim,

I saw in yesterday's New York Times that you are looking for a concierge for your new condominiums at Center Plaza. My background is so wonderfully matched with your requirement that I am taking the opportunity to write to you immediately.

You ask for fluency in seven languages because people of all nations occupy your buildings. I am of Danish birth, brought up by a Danish father and Greek mother in Paris, and schooled in French. After attending the French Lycee, I moved with my family to Italy and later to Russia, where my father was employed in the foreign service of Denmark.

I was fortunate to be able to continue my studies in the United States and have therefore an excellent knowledge of English. I studied both Italian and Spanish and acquired fluency both written and spoken. Thus I have good command of seven languages. I worked several years as an «animateur» for the Club Mediterranean, and later as manager of a small clothing boutique in Auteuil.

I enjoy working with different cultures. I am experienced with budgets, schedules, and general coordination of routines, and I consider myself to have good judgment of people and situations. I feel confident that the position of concierge, which you describe, is one for which I am suited and which would give me great pleasure.

I am enclosing some references for you, and I shall try to contact you next week. I find your position challenging and exciting, and I would like to talk with you about the feasibility of working at Center Plaza.

Yours sincerely

Tips for Writing Experience-Oriented Cover Letters

- Reference the specific ad you responded to or the specific position you are applying for.
- Show how your experience, background, and skills match the employer's requirements.
- Demonstrate a high level of expertise and proficiency (e.g., you just didn't take courses in the skills; you have used them successfully in previous jobs)

EXPERIENCE/ACHIEVEMENT-ORIENTED COVER LETTERS

The combination «experience/achievement» cover letter combines great qualifications for the job with great results achieved in previous positions. Use this format when you are not only qualified for the job, but have proven your ability to generate results while working in similar positions for other employers.

Dear Mr. Fitzpatrick,

For the past five years I have been successfully handling construction management in a very large general contracting business. I am now changing positions, and I feel that your organization might need my services.

I know both construction management and construction engineering. Among my accomplishments are these:

- *With Atlas Construction Co. during the past five years, I've had personal direct charge at the job site for building construction worth \$50 million.*

- *I know the techniques of maintaining construction on schedule.*

- *I have years of contract administration success.*

- *I understand the value of cost control and the necessity for profit in building construction.*

If you will let me talk with you for about 20 minutes, I believe I can assure you of my value. I am available upon normal notice. My résumé is enclosed.

*For your current or future need, may I come in? Very truly yours,
Carl Messer*

Tips for Writing Experience/Achievement-Oriented Cover Letters

- Show how your experience, background, and skills match the employer's requirements.
- Talk about past accomplishments, that will give the employer confidence that you can perform well in the position being offered.
- Talk about what is important to the employer and why you can meet those needs

Научно-лингвистические категории в концепции
деловой коммуникации

BENEFIT-ORIENTED COVER LETTERS

What if you are a novice, a recent college graduate, or are switching fields? You probably don't have much relevant job experience. When you are a beginner, it is better to say what you *can* and *will* do for the employer, rather than what you *have* done for others.

Dear Ms. Sevres-Babylon,

I would like to be considered a candidate for the position of Project Coordinator in the federally funded program to increase the representation of women in technical education. This is an area that has long deserved attention and it is an area which I have given much thought.

Recently, I assumed full directorship of a nonprofit agency dealing with professional level career changers and job seekers. Prior to assuming full, overall supervision of the agency, my specific organizational responsibilities were coordinating, scheduling, supervising, staffing, planning, and evaluating a workshop program geared to participants ranging from college to retirement age. In addition, I have played a major role in outreach/publicity, editing the agency's newsletter and appearing on television and radio to impart information concerning the organization and its programs.

To your project I can bring:

- A strong commitment to women's concerns.*
- Demonstrated ability in organizational administration.*
- Solid experience in program planning and development.*
- Familiarity with the structure of today's job/career environment.*
- A working knowledge of methods of outreach to business and the community at large.*
- Excellent written and oral communication skills.*

I would be happy to meet with you in order to discuss my background and experience relative to your needs, and will call your office early next week to see if we can find a time.

Sincerely,

Jeannette Montparnasse Bienvenue

Tips for Writing Benefit-Oriented Cover Letters

- Play up what limited experience or credentials you have now. Put the most aggressive, positive spin on it that you can.
- List all the things you can think of that you can and will do for the employer if you are hired. Spell these out in your letter.
- Do not volunteer that you are relatively inexperienced or apologize for your lack of credentials in any way. If the employer is going to conclude that you are not qualified, let her come to this conclusion on her own; do not help her toward it

CREATIVE COVER LETTERS

A «creative» cover letter uses direct-mail copywriting techniques to grab the reader's attention. Typically, it stresses a need the employer's organization has and how you can help fill that need, rather than target a specific opening or position.

The advantage of a creative letter is that it may indeed succeed in luring the reader in where a dry, conventional cover letter might have failed.

The disadvantage is that it may come across as gimmicky, making the reader think you emphasize style over substance.

Dear Mr. Peterson,

Time enough is still a problem, isn't it? Not scarcity of printout data, but time.

Has a corporate or division president anything more important to do than taking the time for good decision-making? Can some of the things he does, or wants to do, be handled by an assistant having similar experience, maturity, and profit orientation?

This is what I can offer you to help build corporate profit:

- *Comprehension of the essential elements in your business with the ability to establish, improve, or implement programs that contribute to corporate performance.*

- *Experience in saving substantial sums through operation-*

Научно-лингвистические категории в концепции
деловой коммуникации

al and market analysis and the resulting improved management controls.

• Intelligence and skill in working harmoniously and productively with and through others at all levels.

My résumé is enclosed in great confidence, as my present company is not aware of my decision to consider a change. May I talk to you?

*Very truly yours,
Wayne C. Powell*

Tips for Writing Creative Cover Letters

- Carefully craft an opening line designed to get the reader's attention. To do this, your lead must highlight a concern or problem the reader has, but say it in a fresh and compelling way.
- Position yourself and your skills as the solution to this concern or problem – a solution the reader can obtain only by hiring you.
- Suggest a next step, such as a meeting or interview

RESPONDING TO HELP-WANTED ADS

Traditionally, sending a letter to a post office box or street address shown in a helpwanted ad is a usual method of response. Enclose a résumé with your cover letter.

More and more ads include fax numbers or e-mail addresses for response. It's easy enough to fax your résumé with a cover letter, but be careful about e-mail: Many people will not open an attached file from someone they do not know, so if you attach your résumé as a file, the recipient may not see it. Solution: Paste the résumé into your e-mail.

Dear Ms. Bishop,

I am responding to the part-time marketing position that was advertised in The Record newspaper on Nov. 17th. I had the opportunity to meet with you and Tom McKeon last November when this position was previously advertised. I was very impressed with both Thompson Industries and the Marketing Department and would like the opportunity to reapply for this po- sition.

Научно-лингвистические категории в концепции
деловой коммуникации

Enclosed is an updated résumé that highlights my job experiences. I have progressively acquired and improved upon my marketing-related skills, many of which are in line with the requirements of this position. I produced brochures and flyers to promote training programs, which included writing copy and coordinating details with the printer, mail house, and list manager.

In addition, I was involved in the advertising process, which included using various media such as bulk mailings, e-mail, telephone, and fax campaigns. I developed all aspects of a company tour as a marketing tool for the public. This tour later became the basis for a company video used for public relations purposes. Through my experiences I have developed exceptional organization and communication skills, the ability to juggle multiple tasks and work independently with limited supervision. I have a high level of proficiency in Microsoft Office (Word, Excel, and PowerPoint).

My salary requirements are within your stated range of \$17.00–\$21.00/hour. When we first met last November, I was very excited about the prospect of working for Thompson Industries in the Marketing Department and I still feel that way today. Please reconsider my qualifications for the part-time marketing position. I hope to hear from you soon.

*Sincerely,
Robyn Waage*

In the letter above, the writer already has a relationship with the reader, having previously applied for a job with the company. The more common situation, as addressed in the letter below, is to respond to a classified ad not knowing the name of the person to write to – forcing you to use a job title instead of a name in the salutation.

Dear Human Resources Manager,

I am responding to the October 2nd advertisement in The Record newspaper for the Administrative Assistant position. Based on the job responsibilities listed, I feel that this is both an opportunity to use skills that I have mastered through previous job experiences, as

Научно-лингвистические категории в концепции
деловой коммуникации

well as allow me to continue to grow professionally.

My position as Program Coordinator for 42's Conferences and Seminars Department required exceptional organization and communication skills and the ability to juggle multiple tasks. The detailed nature of event planning requires a great deal of coordination and teamwork to insure that each program runs smoothly and successfully. Additionally, there are elements of that job, such as writing copy for collateral material to promote our programs, that required the ability to adhere to deadlines and work independently.

My most recent salary was \$17/hour. I am very interested in this position and would welcome the opportunity to explore how my qualifications and skills can benefit Hunter Photo Imaging.

Sincerely,

Robyn Waage

Tips for Responding to Help-Wanted Ads

- Reference the specific ad: the newspaper, the day the ad ran, and the position being advertised.
- Provide everything the employer asked for in the ad. If they ask whether you can use a particular computer program, say so. If they ask your current salary, give it.
- In addition to the information the employer asks for, include other qualifications, education, experiences, and facts that make you seem ideally qualified for the position being advertised

INQUIRING ABOUT A JOB OPENING

Not all positions are advertised. In fact, some experts estimate that 80 percent of jobs are unadvertised. People find out about them through referral, word of mouth, and proactively canvassing local companies and inquiring about job opportunities. Naturally, much of this canvassing can be done by letter.

Dear Mr. Carter,

Nancy Kreeger of Green & Associates Advertising suggested I contact you regarding a possible public relations opening in your firm.

As an editor/writer for Waterford's city magazine, I've developed my talent and experience as a public relations writer. Because the staff is very small, I've worn a number of hats, including: developing the editorial format and individual story concepts, writing numerous articles, editing copy, laying out the magazine, and supervising production.

Prior to my current position, I was highly involved in the public relations industry, working for Jones & Jones, where I prepared numerous press releases and media guides, as well as managed several major direct-mail campaigns.

My previous employers who have quickly promoted me to positions of greater responsibility have recognized my high degree of motivation; I was promoted from assistant editor to editor of Waterford Monthly after only five months.

I am eager to talk with you about the contribution I could make to your firm. I will call you the week of April 25th to see if we can find a mutual time and date to get together and discuss the possibility.

Your consideration is greatly appreciated.

Cordially,

Mary Standish

Tips for Writing Letters of Inquiry

- If you know that the employer is looking to fill a specific job, say what the job is and how you know about it.
- Highlight your qualifications for the position.
- Ask for the job interview

NETWORKING LETTERS

Научно-лингвистические категории в концепции
деловой коммуникации

One strategy for job hunting is to write networking letters. Instead of seeking employment with the reader's organization, ask the reader to share knowledge, contacts, and observations about the field or industry into which you are moving.

Networking letters often get higher response than job applications because there is less pressure: The person doesn't want anything from you except a few minutes of your time. At worst, you are granted that time, and walk away with some tips or knowledge gained from the meeting. At best, you impress the person enough to make him either recommend you to someone for a job, or hire you himself.

March 15, 2001

*Mr. Benjamin Tenney Curriculum Design Department
InfoSoft
732 Fifth Avenue Kansas City, MO 64100*

Dear Mr. Tenney,

Barry Childers, whom I met at a recent meeting of the Association of Instructional Designers, suggested that I contact you about my interest in entering the instructional design field.

I'm currently a systems analyst, but I did some instructional design as the result of teaching a class at Permafrost Community College. I am extremely intrigued by the field, especially the possibilities that Web-based instruction presents.

I would be very grateful for any suggestions you might have. I'd like to contact you in the near future to «pick your brain».

I won't take much of your time and will greatly appreciate any advice you can offer.

Sincerely,

John Philips

Научно-лингвистические категории в концепции
деловой коммуникации

Tips for Writing Networking Letters

- Tell the person where you got his name. Were you referred by a mutual acquaintance? Are you both members of a club or the local chapter of your trade association?
- Give a brief summary of who you are, what you have done, and what you want to do now.
- Be clear that you are not after a job, but would appreciate any information, advice, and guidance the person is willing to give. Assure them that you understand how busy they are, and that if they offer help, you won't abuse the privilege

FOLLOW-UP LETTERS

When you network, you will now and then uncover a hot, live job opportunity. After talking to the right person in the company about it, immediately follow up by mail, e-mail, or fax.

Dear Andrea,

As we discussed over the phone this morning, I am faxing a copy of my résumé for your consideration.

I am interested in temporary or permanent employment in an administrative assistant or project coordinator position. My background includes extensive experience with most Microsoft Office programs with specific expertise in Excel and Word.

I would welcome the opportunity to meet with you so that we may discuss my qualifications in more detail.

Sincerely,

Gail Leiniger

Tips for Writing Follow-Up Letters

- Remind the person of who you are, when you talked, and the position you discussed.
- Say you are strongly interested in the position.
- Enclose your résumé and highlight the points on the résumé that most closely match the requirements of the job



Управление дистанционного обучения и повышения квалификации

Научно-лингвистические категории в концепции
деловой коммуникации



1.1. Résumés

While a cover letter makes the persuasive case why the reader should grant you an interview, the résumé presents the detailed facts of your employment history in an easy-to-scan format. The four basic types of résumé that this section provides are: executive, novice, chronological, and functional.

EXECUTIVE RÉSUMÉS

For an experienced executive who has accumulated his or her share of gray hair, the challenge is to compress a long job history into a one- or two-page résumé. Two techniques work well here: clear organization and concise writing.

JOHN WILSON
5555 Parkside Avenue New
York, NY 02166 Tele-
phone: (212) 555-5555

OBJECTIVE	Regional Director or Vice President, Group Sales – Insurance Industry	
AREAS OF KNOWLEDGE	Group Life Insurance Individual Life Insurance Accident and Health Insurance Medical Care Insurance	Sales Sales Management Sales Training Administration
EDUCATION	DePaul University, Chicago, Illinois – B.S. Degree: Business Administration Minor: Marketing	

Научно-лингвистические категории в концепции
деловой коммуникации

EXPERIENCE

1966 to Present

NO-FAULT INSURANCE COMPANY,
one of the very largest in the United States,
offering complete coverage with all forms
of life, health, hospital, and medical care
insurance

1977 to Present

Position: Group Account Executive (Regional Office) after promotion from Group Sales Supervisor. Report to Vice President. *Responsibilities:*

- to personally manage and serve the extremely large group accounts annual premium range from \$250,000 to many millions;
- to maintain and build Company relations with Brokers And Insurance Consultants;
- to represent the Company at the highest levels.

Achievements:

- successfully handled complicated claim negotiations to the satisfaction of major policyholders and the Company;
- assisted in the underwriting and administration areas, involving the most important clients;
- in 1977, qualified as 4th leading Account Executive, although in the position only a few months



Научно-лингвистические категории в концепции
деловой коммуникации

1968–1977

Position: Group Sales Supervisor (Chicago, Cleveland Offices) after promotion from Sales Supervisor/Sales Trainee. *Responsibilities:*

– initially, to develop Group Life Sales to new accounts, substantially opening the Illinois and Ohio areas;

Научно-лингвистические категории в концепции деловой коммуникации

	<ul style="list-style-type: none"> – since promotion to Chicago (1972), responsible for maintenance of large and vital Group accounts; – to train and assist Company agents in building Group Sales through prospect development.
	<p><i>Achievements:</i></p> <ul style="list-style-type: none"> – in 1974, was 18th leading Company Sales Representative in the United States; – sold over \$221 million of new life insurance in 1975 climbing to No. 2 in the country; – ranked first in the United States in 1976; \$102 million of life insurance and \$863 thousand of disability premium produced; – built a reputation for achievement in personal sales along with an excellent conservation record and underwriting performance
1967–1968	<p><i>Position:</i> Service Supervisor/Sales Trainee (Chicago Office), after promotion from Insurance Agent</p>
1966–1967	<p><i>Position:</i> Insurance Agent (Jasper, Indiana Office)</p>
TRAVEL	Agreeable to any amount required to handle the position effectively
LOCATE	Readily willing to relocate anywhere
AVAILABILITY	30 days after final hiring commitment
EMPLOYER CONTACT	Present employer is not aware of decision to change. Do not contact before hiring commitment

REFERENCES

Business and personal references
immediately available upon request

Tips for Writing Executive Résumés

- Find the organizational scheme that works best for your job history: chronological, or by function or achievement.
- Hit the highlights. Save the detail for the interview.
- Use bullets instead of paragraphs for easy scanning

NOVICE RÉSUMÉS

When you are a recent college graduate or otherwise lack extensive job experience, compression is not your problem. Your challenge instead is to make what little you have seem like a lot. Unlike the 20-year veteran who has to shrink his experience to fit it all on one or two pages, you have to elaborate and embellish on your background and credentials to make the résumé seem solid.

JUDE LAWLER

6372 Breaker Street

Cleveland, Ohio 12345

Telephone: (216) 555-5555

STRENGTHS

• **Finance:** Finance emphasis in both graduate and undergraduate studies. Broad base of knowledge and skills in a wide variety of finance applications. Strong desire to apply education to real-world situations.

• **Analytical Skills:** Analytical by nature. Solid problem-solving abilities. Research and investigation skills, including sourcing and fact-checking.

• **Personal Attributes:** Strong leadership skills. Decisive and goal-oriented. Effective in both individual and team competitive situations.

• **Communications:** Articulate, persuasive and quick thinking. Trilingual English/Mandarin/Indonesian. Computers: IBM PC. Experienced with DOS, Lotus 1-2-3, dBase, WordPerfect.

EDUCATION

Norfolk State University, Norfolk, Virginia 1989–
1992

M.S.B.A., Finance Emphasis (GPA: 3.9/4.0)

Coursework included:

- **Finance:** Financial Management; Financial Reporting and Analysis; Financial Markets and Institutions; International Corporate Finance.

- **Banking:** Bank and Thrift Management; International Banking.

- **Investments:** Portfolio Management; Investments.

- **Management:** Business Development; Managerial Analysis and Communication; Business Policy and Strategy.

Accomplishments/Affiliations

- **Treasurer, Minority Student Association.** Managed revenues and funds. Developed and implemented programs to promote cooperation and friendship between MSA members, the university, and the community.

- **Member,** Asian Business Association.

- **Member,** Finance Student Association.

- **Member,** Phi Alpha Delta.

- **Member,** American Management Association.

Oregon State University, Corvallis, Oregon

1986–1989

B.A., Finance Emphasis in Banking and Investment, Minor in Chinese (GPA: 3.8/4.0).

Coursework included:

- **Finance:** International Financial Management, Management of Financial Institutions.

- **Banking:** Monetary and Banking Theory.

- **Investments:** Security Analysis & Portfolio Management; Real Estate Investments.



Научно-лингвистические категории в концепции
деловой коммуникации

- **Management:** Business & Its Environment; Business Policy; Management Information Systems.



Accomplishments/Affiliations

Vice President, Permias (Indonesian Student Association).

- Member of team to unite Indonesian students.
- Helped create/implement programs to introduce Permias to the University Community.

REFERENCES

Provided upon request.

Tips for Writing Novice Résumés

- Brainstorm. Think about your life. Make a list of every experience and skill that will make you valuable to potential employers.
- College students should stress major and minor, extracurricular activities, internships, part-time jobs held during school, and summer jobs.
- Point out the benefit of an experience if not obvious (e.g., «Dormitory resident advisor – managed housing for 300 students of diverse cultural and ethnic backgrounds»)

CHRONOLOGICAL RÉSUMÉS

The most common method of organization for your résumé and presenting your job experience is in chronological order. You begin by listing your current job – company, title, job description – and then go back from there, listing all jobs held since you graduated school.

The chronological method works well if you have been working steadily for a long period, have not been unemployed between jobs, and tend to stay in jobs relatively long rather than job hop.

SAMUEL TAYLOR

55 North Drive

Suburbia, Illinois 68301

Telephone: (312) 555-5555

Quality Control Manager Electronics, Northwestern States.



Научно-лингвистические категории в концепции
деловой коммуникации

PROFESSIONAL
EXPERIENCE

December 19 – to Present

Department Head, Quality Control, Camfer Electronics Company. Responsible for customer acceptance of electronic components and airframe for air-to-air missile. Plan, schedule, and ensure timely completion of tasks of 200 employees. Report directly to Plant Manager

June 19 – to December 19–

Supervisor, Quality Audit, Camfer Electronics. 10 employees. Responsible for adequate quality control procedures, all aspects of production, from purchasing to shipping. Reported to Head of Quality Control Department

May 19 – to June 19–

Chief, Quality Control Procedures, Camfer Electronics. Edited and directed the work of five employees, providing all quality control procedures. Reported to Head of Quality Control Department

August 19 – to May 19–

Technical Writer, Morrow Electronics Corporation Prepared, published, and distributed test procedures for test stations and assembly operations. Coordinated management procedures.



Научно-лингвистические категории в концепции
деловой коммуникации

PROFESSIONAL
AFFILIATIONS

Member, American Society for Quality Control since 19—, President local chapter 19—.

Member, Society of Technical Writers and Publishers since 19—, Senior member since 19—, President local chapter 19—, Secretary 19—.



Научно-лингвистические категории в концепции
деловой коммуникации

EDUCATION

B.S. Industrial Management, Podunk University, 19—.

Postgraduate studies include evening courses in Quality Control Concepts, Management Problems, Elements of Supervision, Engineering Statistics, and Labor Relations Problems.

PERSONAL

Will negotiate salary. Available within 30 days. Résumé submitted in confidence

Tips for Writing Chronological Résumés

- Use a layout that allows the reader to see the entire chronology of dates in advance. One good method is to put dates in the left-hand column, with the company, your title, and job description to the right.
- Make sure there are no gaps in your timeline. You don't want a potential employer asking, «Well, what did you do from February 2002 to September 2002 if you were out of work during those 8 months» (If you have such a gap, consider using the functional résumé below).
- Use bold, italic, or all-cap heading to separate the sections (e.g., AWARDS, PUBLICATIONS, EDUCATION)

FUNCTIONAL RÉSUMÉS

The functional résumé lists work experience by job title, job description, or work performed.

It does not show chronology. Use a functional résumé when there are large gaps in your employment history (e.g., you spent a year hiking in Europe) or when you have job-hopped frequently (e.g., you worked for three dotcoms in two years).

SAMUEL TAYLOR
55 North Drive
Suburbia, Illinois 68301
Telephone: (312) 555-5555



Quality Control Manager Electronics.



Научно-лингвистические категории в концепции
деловой коммуникации

EXPERIENCE

Quality Control Department Head, Camfer Electronics Company. Manage 200 employees in a firm with a gross sales of \$3,5 million. Familiar with all facets of quality control to electronics industry, having served in the present position for the past four years. Joined Camfer in 19— as Chief Quality Control Procedures

- Eliminated inspection bottlenecks by procedures change, saving \$40,000 per year.
- Directed fabrication methods studies, reducing costs by 20 percent.
- Reduced inspection costs 20 percent while reducing rejection rate saved \$160,000.

PREVIOUS EXPERIENCE

Supervisor of Quality Audit, Camfer Electronics, 19— to 19—. Chief of Quality Control Procedures, Camfer Electronics, 19— to 19—. Technical Writer, Morrow Electronics Corporation, 19— to 19—.

OTHER QUALIFICATIONS

Received B.S. in Industrial Management from Podunk University 19—; graduated in upper third of class. Post-graduate studies include evening courses in Quality Control Concepts, Management Problems, Engineering Statistics, Labor Relations, and Supervision. President on local chapter of ASQC.

PERSONAL

Enjoy outdoors. Available with in 30 days; do not contact employer.

Tips for Writing Functional Résumés

- Be consistent in how you organize and categorize work experience. Is it by tasks performed? Job title? Industry? Department?
- Keep descriptions short – two or three sentences per job.
- Highlight what you did and the results you achieved

1.2. After the Interview

You might think that once your résumé gets you in the door for an interview, the letter writing is done. On the contrary: There are many more letters to write in search of a job. After the interview, these can include a thank-you letter for the interview, a letter accepting or declining an offer, a letter notifying your boss about your new job, or a letter to the interviewer to show you handle rejection well.

THANK-YOU LETTERS TO INTERVIEWERS

Sending a thank-you letter makes you stand out and creates a strong, memorable impression. This is especially true and important when you are job hunting. Only a fraction of candidates bother to send a thank-you letter to the recruiter or hiring manager who interviewed them.

What a mistake! That person has given up valuable time to give you a valuable opportunity. They deserve to be thanked. Not doing so is rude. Doing so raises you a notch or two in their minds, giving you a better chance of becoming one of the finalists for the position.

The first model letter is a thank-you letter sent to a Mr. Belfry who granted the writer a networking interview – some time to benefit from Mr. Belfry’s knowledge and experience in his industry, even though no specific job opening was on the table.

Научно-лингвистические категории в концепции
деловой коммуникации

Dear Mr. Belfry,

Thank you for the time and consideration you extended to me during my interview with you yesterday.

I greatly appreciated the opportunity to speak with you about my experience in related fields and my future goals. Thank you again for your courtesy. I look forward to hearing from you.

*Very truly yours,
Sandy Brixton*

In the following letter, the writer is thanking Alison, the recipient, for granting an interview specifically to discuss employment with her firm.

Dear Alison,

Thank you for taking the time to meet with me last Friday to discuss the opportunity for employment with Minnesota Bearings.

When interviewing for a job, it is always a challenge to try and learn enough information about the company and its culture in a short time to be able to determine if that job would be a «good fit». Your explanation of the benefits was very thorough and the positive comments about your personal experience as a Minnesota Bearings employee painted a picture of exactly the kind of company that I am seeking.

It was a pleasure to meet with you and I thank you again for your time and attention. I look forward to hearing from you soon.

*Sincerely,
Grant Streit*

The next example is also discussing an interview for a specific position; however, in this letter the writer discusses the events of the interview in more detail.

Научно-лингвистические категории в концепции
деловой коммуникации

Dear Charles,

Thank you for taking the time to meet with me last Tuesday to discuss the details of the Administrative Coordinator position at NYM, Inc.

The initial tour through the facility and your thorough explanation of the job requirements provided me with a solid grasp of the demands of this position. During the interview with you and Brian, I came to understand that being part of your department would provide a challenging and varied work environment, which is exactly what I am looking for. I feel that my past work experience has given me the necessary skills to be a valuable asset in meeting the challenges of your department for 2004 and beyond. I would welcome the opportunity to help make the day-to-day operations run smoothly.

Once again, thank you for your time and attention and I look forward to hearing from you soon.

Sincerely,

David Evans

Tips for Writing Thank-You Letters to Interviewers

- Remind them of when the meeting took place and the position you were interviewing for.
- Thank them for their time and consideration.
- Express again your enthusiasm for the position.
- Restate why you think you are the right person for the job – and they should, too

ACCEPTING JOB OFFERS

When you accept a job offer, confirm the offer and your acceptance in writing. Many companies do not use employment contracts, so if you are not given a contract, or the offer is not made in writing, your acceptance letter will document the terms and other particulars. This way, you have written proof of your position in case

Научно-лингвистические категории в концепции
деловой коммуникации

a dispute should arise.

If the offer is made verbally, take notes on what is said. Repeat back what you hear to make sure you have heard it correctly. Then sum it up in a letter to your new boss.

Keep a copy for your files, and confirm both receipt of the letter and agreement to its terms and conditions.

Dear Mike,

Thanks for your call the other night.

To get right to the point, I am thrilled to be offered the advertising manager position and am delighted to accept.

To sum up our discussion:

- *I will be responsible for managing Kresge Engineering's marketing communications program, including trade advertising and the content on the Web site.*

- *My salary will be \$47,000 a year plus a performance bonus to be determined after my 6-month review.*

- *My immediate supervisor will be you.*

- *Kresge Engineering will pay all my moving expenses from Baltimore to Wichita.*

- *I will have a private office equipped with a PC and fast Internet connection.*

Mike, I am excited about this opportunity and looking forward to working with you, beginning on May 1. Thanks again for your confidence in me. I, too, am confident that together we can achieve a significant increase in Kresge's return on its advertising investments.

Sincerely,

Wayne Roberts

Tips for Accepting Job Offers

- Express your gratitude multiple times.
- State all agreed-upon terms of employment that are important to you (e.g., having a company car).
- Start the relationship off on a positive note.



Научно-лингвистические категории в концепции
деловой коммуникации

- Do not discuss specific work issues or problems. Save that for when you start the job

DECLINING JOB OFFERS

When turning down a job offer, do it in writing. This way, there are no hurt feelings, awkward moments, or heated arguments. Also, why burn bridges? Maintain a positive relationship with the recipient of your letter. He/she may be a future employer, employee, vendor, or customer.

Dear Dave,

With regards to the Assistant Manager position within the STL Group, I respectfully decline your offer for the new position.

I am thankful for the opportunity offered and for the confidence in my abilities to support the STL business. However, after careful consideration, I have decided to return to school full time in January to finish my M.B.A.

Again, thanks for the consideration and opportunity afforded me by Concord Industrial Industries.

I hope that after I attain my degree, you will consider me for future positions within the company.

Sincerely,

Tim Sullivan

Tips for Declining Job Offers

- Say you are flattered they have offered the job, but after giving it careful thought, have decided not to take it.
- Give the reason why you are passing on this opportunity. Is it that the work really doesn't interest you, or that you have a better offer, or prefer not to relocate after all?
- Thank the person for the time and effort expended in considering you for the position

NOTIFYING YOUR PRESENT EMPLOYER THAT YOU ARE TAKING A NEW JOB

When you take a new job, you must break the news to those in your current organization, particularly your direct supervisor who should be notified first. Later, to avoid having to tell the same story 20 different times to 20 different people, you can recast the same text

Научно-лингвистические категории в концепции
деловой коммуникации

in a memo and distribute to all concerned.

To: John Ferguson, AC Department Manager

I am pleased to announce that I have accepted a position with BulboTech Corporation's Telecommunications and TV Components Group effective February 10, 2004. My last day in the Air Conditioning Department will be February 7, 2004.

I have enjoyed working with you during my 61/2 years in the Air Conditioning Department, and it is not without regret that I move on. However, I believe this is a positive change and will provide new challenges and opportunities in my career.

Working with the AC department here has given me a great deal of experience as well as pleasure. I have thoroughly enjoyed working with you and would like to take this opportunity to thank you for everything you have done to make my tenure successful. I also wish you every success in your future endeavors.

I look forward to working with you again in the future.

Kindest personal regards,

Bill

**Tips for Notifying Your Present Company That You Are
Taking a New Job**

- Come right out and say it: You have accepted a new job as a [POSITION] with [COMPANY] and your last day is [DATE].
- Be courteous. Say how much you enjoyed working with them.
- Do not take this as an opportunity to vent pent-up anger. Leave them with a good feeling about you

**RESPONDING TO A REJECTION NOTICE AFTER
AN INTERVIEW**

Why would you write back to an employer who rejects you? Not to argue – you're not going to change their minds – but to build goodwill and leave the door open for future opportunities. Since the majority of rejected candidates are never heard from again, writing a



Научно-лингвистические категории в концепции
деловой коммуникации

gracious letter thanking the interviewer for his or her time makes you stand out from the crowd in a positive, pleasing manner.

Научно-лингвистические категории в концепции
деловой коммуникации

Dear Mr. Frisch,

Thanks for your letter.

While I'm sorry I wasn't chosen for the opening in your production department, I appreciate your taking the time to consider me for the position. I still am very interested in working for WebCam Limited.

During our interview, you said my work experience fit the job well, but noted my lack of familiarity with the X-1500 Digital Pre-Press Package — the system you use for your prepress work.

I want you to know I have signed up for training to become a certified X-1500 operator. When I get my certificate this May, I will recontact you to see if you still need a qualified prepress specialist who can operate this package.

Thanks again for your time and consideration.

Sincerely,

Florence Rubin

Tips for Writing to an Interviewer Who Rejects You

- Never say the reader was wrong or that he made a bad decision.
- Do not disparage other candidates.
- If appropriate, let the reader know you want him to be successful in filling the position, whether it is with you or someone else

1.3. Letters from Employers to Potential Employees

At times, the shoe will be on the other foot, and you will be the employer in search of a candidate to fill a position. Your recruitment effort will be accompanied by various documentation including job descriptions, job offers, and rejection letters.

JOB DESCRIPTION

When you want to hire an employee, start by writing a memo containing a job description for the position. You will use this to communicate with internal staff, your human resources department, headhunters, even job candidates. Such memos are often posted in



company cafeterias and lounges to inform employees of the opening.

Научно-лингвистические категории в концепции
деловой коммуникации

TO: Terry Dawson

FROM: Pat Riley

SUBJECT: Job Description

POSITION: Securities Trader

DUTIES: To buy and sell various investments securities including stocks, bonds, options, and commercial paper. Other responsibilities include:

- Maintaining a trade log.
- Maintaining a brokerage commission budget.
- Recording pertinent market data on a daily basis.
- Preparing a weekly written report on market activity.

NATURE OF THE JOB: Extremely fast-paced and intense during market trading hours. The trader is usually working on several trades at any given time. Almost all work is done on the telephone. The trader is constantly in contact with other traders, brokers, and outside sources of information, conducting trades and maintaining an overall picture of what the markets are doing and where they are going. Can be very stressful at times.

POSITION WITHIN THE FIRM: Trader reports directly to Chief Investment Officer. Because the firm's portfolio managers and analysts work closely with the trader, their evaluation of the trader is weighed heavily in all performance reviews.

REQUIREMENTS: Candidates must have a Bachelor's degree, preferably in finance, and some experience in the financial markets. Attention to detail, organization, and ability to work in high-pressure situations are essential. Some experience with computers and programs such as Lotus 1-2-3 helpful.

COMPENSATION: Includes a competitive salary and benefits package. Supplemented by an annual bonus based on individual performance and overall firm profitability.

Tips for Writing Job Descriptions

- Keep the description to one side of a sheet of paper (for posting on bulletin boards).
- Explain what the job entails. What will the person be doing during the 8 or 10 hours a day she is working for you?
- Outline the requirements the successful candidate must possess, including experience, skills, knowledge, education, and licenses or certifications

LETTER TO POTENTIAL CANDIDATE AFTER INTERVIEW

Another situation that calls for written communication is following up with the candidate after the interview but before you have made a decision. You do not want to start off your relationship with a potential employee by leaving him hanging about such important news, so he should get a letter from you within a few days of the interview to let him know where he stands and what the next step is.

Here is a sample of a letter sent to a candidate after an interview. The company is still deciding who is still in the running for the position.

Dear [applicant],

Thank you for your interest in the [insert position title here] position. We have begun the process of screening applications received and hope to complete the process by [enter date here], at which time we will contact those applicants who we would like to consider further.

Again, we appreciate your interest and will communicate with you in the near future regarding the status of your application.

Sincerely,

Hiring Official (or designee)

Tips for Writing Post-Interview Letters to Potential Candidates

- Thank the candidate for their interest in the position.
- Let the person know they are still being considered for the position.
- Spell out what is going to happen next

LETTER TO UNSUCCESSFUL CANDIDATE

People get their hopes up after a job interview, and when a letter comes in an envelope with your company's logo, they tear it open with bated breath. If the news is negative, let them down gently. There are two cases in which you write rejection letters. The first is to someone who has sent a résumé, but based on your review of that résumé, you deem is not qualified.

Dear Applicant,

I would like to express my appreciation to you for your interest in our recruitment for [insert job title here].

We have identified candidates for interviews, and you have not been selected for interview. Although your experience is impressive, the résumés of other candidates more closely match the requirements of our position, and will be considered further.

Again, thank you for your interest in our position, and for taking the time to submit your résumé. If you wish to be considered for other positions at the University, please contact ASU's Human Resources Department, phone (555) 555-2454 or fax (555) 555-5544, office located at 1313 Ball Street, Albuquerque, NM 12345.

Sincerely,

Hiring Official [or designee]

The second case is when the person is being rejected after the interview. This may be more painful, since the candidate may take it as a personal rejection (e.g., they worry that you didn't like them based on your seeing and speaking with them – which may, unfortunately, be true but which you should never say).



Научно-лингвистические категории в концепции
деловой коммуникации

Dear Candidate,

Thank you for your interest in our current recruitment for a [insert position title here], and for taking the time to speak with us about your qualifications and interest in the position.

You have many skills and abilities to bring to an organization. We had a number of qualified final candidates for the position and our decision was a difficult one. We have selected another candidate whose experience, education, and training more closely matches the requirements of the position and needs of our department.

If you wish to be considered for other positions at the University, please contact ASU's Human Resources Department, phone (555) 555-2454 or fax (555) 555-5544, office located at 1313 Ball Street, Albuquerque, NM 12345.

We wish you the best in your future endeavors.

Sincerely, Hiring Official

Tips for Writing Rejection Letters

- Thank them for their time and interest.
- Praise their skills, credentials, poise, and whatever else about them impressed you.
- Give the reason they did not get the job, which is typically that you found someone who was a better fit for that particular position

OFFERING A CANDIDATE A POSITION

Although you may want to call the candidate to tell her the good news in person, you should also send a letter; people like to have job offers in writing.

*Mr. Alan Rogers
1234 NW Springville Ct
Portland, OR 12345*

Dear Alan,

On behalf of ABC Industrial Company's Applied Technologies

Научно-лингвистические категории в концепции
деловой коммуникации

Group, I am pleased to offer you the position of Sales Engineer, reporting to Bill Simmons, Business Unit Manager, beginning on May 1. This position is to be compensated in the following manner:

- *Monthly Exempt Pay Rate: \$5,666,67/month.*
- *You will participate in the PIC Sales Incentive Program.*
- *You will participate in the Company Automobile Program.*
- *You are eligible to participate in the Company Benefit*

Program as described in the literature provided to you.

This offer is contingent upon you satisfying the Company pre-employment drug testing, education, and reference verification requirements.

Please understand that this employment offer and any other Company documents are in no way to be construed as a contract of employment or any assurance of continued employment.

Employment is at will and can be terminated at any time by either party. We look forward to welcoming you to ABC Industrial Company.

Sincerely, Jon

Trautman

Assistant Manager, Regional Personnel

I accept the terms of employment and will start _____

_____ *Date* _____ *Signature*
ture _____ *Date* _____

Tips for Offering Someone a Job Via Letter

- Congratulate the person for beating a number of tough competitors for the job.
- Be clear about the offer – salary, vacation, benefits, job description, and starting date.
- Ask the reader to notify you either in person, by phone, or in writing of their acceptance of your offer

1.1. Letters of Recommendation and Introduction

You will invariably be asked sometime in your life to write a letter of recommendation for someone seeking a job. If someone asks you in advance whether she can use you as a reference or have you write a referral letter, and you cannot in good conscience recommend her, say so. People who ask you to be references or write referral letters assume you will say positive things; after all, they are trying to get a job. Intending to write a less-than-glowing letter and not informing the person who asked you of your intention is like an ambush. If you cannot write a good letter of recommendation, decline.

There are two specific types of letters of recommendation. In the first type, a friend or colleague asks you to write a «generic» letter of recommendation. It is not for a specific job or employer, but meant to be a general reference she can show to interviewers if asked for such a letter.

In the second type, the employer asks the candidate for references, and the candidate gives your name. The employer then asks you whether you recommend the person, and why.

A letter of introduction works a bit differently. Let's say Sally asks John to help her get an interview with Marvin at Biotech Industries. John writes a letter to Marvin telling him about Sally. In the letter, he asks Marvin to grant Sally an interview or consider hiring her to work at Biotech.

GENERIC LETTERS OF RECOMMENDATION

If you have agreed to serve as a reference for a friend or acquaintance seeking a job, you may not want to write a separate letter for each position your friend is applying for. You can solve this problem by writing a blanket recommendation that the job seeker can show all potential employers.

Prospective Employer,

I am the Partner-In-Charge of Zephyr Industries, and am writing to recommend Tracy Graduate. I have known Tracy Graduate through her work experience with our firm during the past summer,



when she served as an Auditor Intern in our New York office.

Научно-лингвистические категории в концепции
деловой коммуникации

Tracy became immediately involved in the annual audit of Zephyr Industries, conducting much of the historical accounting research required for the audit. In addition to gathering the financial information, Tracy was instrumental in the development of the final certification report. Tracy also participated in several other smaller audits, including her instrumental role in the quarterly audit of ABC Bank, where she developed several Excel macros to audit the inputs at the PC level. She later further developed these macros for use in future audits, which we have integrated into our Auditors Toolkit.

Tracy has shown the kind of initiative that is necessary to be successful over the long term in the public accounting field. She has excellent forensic skills, yet remains focused on the overall needs of the client. I believe she will be a strong Auditor and has an excellent future in the public accounting field. She is a conscientious worker and has an excellent work ethic. We would gladly have hired Tracy upon graduation if she were open to the New York City area.

I recommend Tracy to you without reservation. If you have any further questions with regard to her background or qualifications, please do not hesitate to call me.

Sincerely,

Terry Thompson Partner-in-Charge

SPECIFIC LETTERS OF RECOMMENDATION

Here's another common situation: You agree to let someone use you as a reference, and when she does, the organization to which she is applying for a job contacts you for verification. To maximize the person's chance of getting the job, you want to write a letter of recommendation that is specific, positive, and concise.

Научно-лингвистические категории в концепции
деловой коммуникации

Dear Mr. Villas,

This is in response to your recent request for a letter of recommendation for Maria Ramírez who worked for me up until two years ago.

Maria Ramírez worked under my direct supervision at Extension Technologies for a period of six years ending in October 2000. During that period, I had the great pleasure of seeing her blossom from a junior marketing trainee at the beginning, into a fully functioning Marketing Program Co-Coordinator in her final two years with the company. That was the last position she held before moving on to a better career opportunity elsewhere.

Ms. Ramírez is a hard-working self-starter who invariably understands exactly what a project is all about from the outset, and how to get it done quickly and effectively. During her two years in the Marketing Co-Coordinator position, I cannot remember an instance in which she missed a major deadline. She often brought projects in below budget, and a few were even completed ahead of schedule.

Ms. Ramírez is a resourceful, creative, and solution-oriented person who was frequently able to come up with new and innovative approaches to her assigned projects. She functioned well as a team leader when required, and she also worked effectively as a team member under the direction of other team leaders.

On the interpersonal side, Ms. Ramírez has superior written and verbal communication skills. She gets along extremely well with staff under her supervision, as well as colleagues at her own level. She is highly respected, as both a person and a professional, by colleagues, employees, suppliers, and customers alike.

In closing, as detailed above, based on my experience working with her, I can unreservedly recommend Maria Ramírez to you for any intermediate or senior marketing position. If you would like further elaboration, feel free to call me at (555) 555-4293.

Sincerely,

Georgette Christenson Director, Marketing and Sales

Tips for Writing Letters of Recommendation

- Say how you know the person. Are you a former boss, colleague, or employee?
- Base your letter on first-hand knowledge and personal observation (e.g., the employer already knows from the résumé that the candidate can use Word, but you can say how fast he got your correspondence done).
- Cover both technical skills and people skills. The potential employer wants to know: Is she good at her job? Will she get along with the people I already have?

LETTERS OF INTRODUCTION

As discussed, a letter of introduction does just what its name implies: introducing one person to another person, but for the specific purpose of convincing the reader that the person being introduced in the letter would make a good addition to an organization.

Dear Mr. Greenstreet,

Ann Morgan, a young engineer who took my process design seminar given for AIChE last summer, has asked me whether I can put the two of you together, so that you might consider granting her an interview for a position in your process control department.

You know that I am a rather tough instructor, so it means something when I tell you that Ms. Morgan has an exceedingly strong grasp of process design and control – especially considering she is just two years out of college. By the way, she showed me her transcript, and was a solid B+ student at Brightwater Tech, which, as you know, has one of the best programs on the East Coast. My department is overstaffed and, since the acquisition, half of our work is being moved to the California location. If this were not the case, and we were looking to add personnel, I would make Ms. Morgan an offer tomorrow.

Научно-лингвистические категории в концепции
деловой коммуникации

Whether she would be an ideal fit with your group I cannot say, although I know that technically she can handle a Process Engineer position with extreme competence. As for whether she'd be a good addition to your team (which I suspect she would), why don't you give her an interview and find out for yourself?

Sincerely,

Tips for Writing Letters of Introduction

- Say how you know the person. Are you a former boss, colleague, professor, or employee?
- Point out the candidate's qualifications in a specific and enthusiastic manner.
- Explain how you know what you know about this person. Why are you so confident in your recommendation?

2. E-MAIL

In American business, the use of e-mail is exploding, with 110 million Americans having access to e-mail. The typical office worker sends and receives an average of 40 e-mails daily, according to a Gallup poll. Too few business people recognize that this revolution in communication has resulted in a need to flush away old-fashioned phrases, get to the point quickly, keep messages brief, and motivate the recipient to read the message itself.

Suddenly R&D professionals, engineers, technicians, biologists, chemists, mathematicians and others are being asked to «send an e-mail» rather than pick up a telephone. Without that greater «bandwidth» of face-to-face communication, a technician may have trouble letting his words speak for him.

Make no mistake: An e-mail message cannot replace the personal touch of a phone call. Use the telephone to judge the nonverbal clues your listener is giving you. On the phone you might be able to recognize when a listener is resisting or rejecting what you



have to say. Not true with e-mail.

Many e-mails are filled with extra words; many could be cut in half . . . if their writers were trained to write carefully and to care about the reader's attention span.

2.1. Differences Between E-Mail and Regular Letters

There are more similarities than differences between e-mail and postal mail; at least as far as letter writing is concerned.

- Both are a form of correspondence between two individuals: the recipient and the sender.
- Both are essentially letters and most follow the same structure and format.
- Both are read by people who are accustomed to reading standard written English, not Internet shorthand or jargon.
- Both often contain an element of persuasion. The goal is to get the reader to take action.

But there are definite differences, too, when it comes to online versus offline writing.

Readers who are online have a shorter attention span than readers who are offline. Why? Text is more difficult to read on a screen than in print, and also, attending to your e-mail forces you to halt other tasks you want to do on your PC. Therefore, e-mails are usually shorter than postal letters.

Another reason for the brevity of e-mail is that e-mails typically deal with a short, single subject (e.g., answering a simple question, such as «Where do you want to meet for dinner?»). Letters, by comparison, often address multiple and complex subjects – one of the reasons the person wrote a letter in the first place rather than made a phone call or sent an e-mail.

A third reason e-mails are concise is that they are more interactive than letters. When you answer someone's e-mail, your answer may contain the text of his or her previous message. There's no need to recap or remind them of what they said in the first place,



as there is with postal mail.



2.2. E-Mail Structural Components

E-mail and postal mail have similarities and differences. Let's start with the similarities.

Basically, e-mail has much the same structure and style as a business letter. There is a beginning or introduction, a middle, and an end or close. As for the major differences, e-mails have some requirements postal mail does not.

These include a «from» line, subject line, electronic distribution list, embedded links, and sig files.

THE «FROM» LINE

ISPs (Internet Services Providers) set up customer accounts so that every e-mail a user sends carries his particular «from» line. Typically the «from» line is your name («Joe Schmo») or more commonly your e-mail address (joeschmo@joeschmo.com).

People tend to open e-mail from people they know, and delete e-mail from people they don't know. Therefore, your «from» line will gain the attention of people you already have a relationship with. If the reader doesn't know you, the only hope you have of him opening and reading your message is a compelling subject line.

THE DISTRIBUTION LIST (CC AND BCC)

Your ISP's e-mail account service probably allows you three options with regards to recipients:

- **To:** Specifies the main recipient.
- **cc:** Selects people who get a copy and are identified as getting a copy. The initials «cc» stand for «carbon copy», back in the days when duplicate copies of letters were made on carbon paper.
- **bcc:** Selects people who get a «blind carbon copy» – that is, they receive a copy but their names do not appear on the distribution list.

Business-writing handbooks published a decade or more ago stressed the importance of listing cc people alphabetically. The importance of this in postal letters has diminished, and it is even a less



common practice with e-mail.

The cc list not only distributes the e-mail to these other folks, but it also lets the main recipient (the person named in the «to» line) know they are getting the copy. So the cc list would include team members and others officially involved with the project being discussed.

The bcc list also distributes the e-mail to people, but the main recipient is not aware of this transmission. So the bcc list would include people who you want to get a copy of the e-mail without telling your correspondent about it. For instance, when complaining about a problem to your account rep at a vendor company, you might bcc his boss as extra insurance that your complaint will be handled swiftly.

THE SUBJECT LINE

Next to the «from» line, the most important part of your e-mail is the subject line. These are the words the reader sees when the e-mail hits her in-box. Based on the «from» line and «subject» line, readers make a quick decision whether to open the e-mail, save it for later reading, or delete it. The less likely the recipient is to recognize your «from» line, the more important your subject line.

The best subject lines contain a few words that arouse the reader's interest or promise a reward for opening and reading the e-mail. A worker with a suggestion on how to improve process efficiency might send an e-mail to the plant manager with the subject line, «New idea for cutting production costs».

Since e-mail programs cut off subject lines, keep your subject lines short. Thirty to 40 characters is the recommended length for subject lines, with 50 the absolute maximum (that count includes spaces). This often necessitates encapsulating the subject of the message in a few short words (e.g., «CTP/AP guidelines missing» or «Need template for container design»).

THE MESSAGE AREA



The message area is that big, blank area on the screen where, when you hit the button to create an e-mail, you type the message you

want to send. You will notice that the message area is limited, so that when you type a longer e-mail, it often scrolls down onto two or more screens. E-mail experts use the term «above the fold» to refer to the part of your message visible on the first screen.

E-mail marketers always make sure they cover the most critical information (i.e., what they are writing about and why you should reply) above the fold. They know if they don't, response falls off dramatically.

Therefore, if you are writing longish e-mail messages, make sure you lead with your most important points above the fold. A good way to do this is to use the «inverted pyramid style» taught in journalism school.

A pyramid has the foundation at the base, which supports the other parts of the building that rest on top of it. In the inverted pyramid, the base or foundation of your document – the most important information – is at the top, or beginning. Subsequent paragraphs present additional information, in decreasing order of importance.

That way, if your reader only reads the first paragraph, she at least gets all the key facts.

Salutations and Closes

Personalized salutations in the message area are optional. You can simply begin your message in the message space. Or you can type in «Dear Bob», first. Some people feel the latter warms up the message.

The only exception we see is that people who would not be reluctant to use «Dear Bob» as the opening of a letter are leery of carrying «Dear» into the somewhat more intimate realm of e-mail. And, although «Dear» has, traditionally, not carried any connotation of extra intimacy in a business letter, it does sometimes seem a bit chummy for e-mail style, so let the use of «Dear» in your e-mail be governed by what feels comfortable to you.

A close is also optional. You can simply end your message with the last sentence. Or you can type «Sincerely», leave a few spaces, and then type your name. It's up to you.

The Sig File

A signature (sig) file is an «electronic letterhead» that automatically appears at the bottom of every e-mail message you send. A sig file contains information similar to letterhead: your name, company name, street address, city, state, ZIP code, phone number, fax number, and Web site, for instance. Some people like to add the company slogan under the company name.

There are two reasons why you should set up a sig file for all your outgoing e-mail.

First, it saves you from having to type all that information each and every time. Second, the sig file makes it easy for the recipient to contact you through channels other than e-mail – phone, postal mail, fax – when you include that information on all your communications.

Your e-mail software likely has a feature to allow you to customize your own sig file.

If you have difficulty understanding how the feature works, ask your ISP for help. Here is a sample e-mail combining all of the features discussed above:

From: somebody@somewhere.com

To: nobody@nowhere.net

Subject: Bob Walton contract

Date: Sat, May 3, 2003, 11:12 a.m.

Hi Merton:

I'm Bob Walton's project manager. He asked me to send you a boilerplate copywriting project template. Below my signature is what we use.

(Currently, we e-mail it to people as a regular text e-mail. I am looking into converting it into a PDF and attaching it to an e-mail.)

Please call or e-mail me if you have questions.

Regards,

Ellen Fremont
Your Copy Needs
20 Fortieth Street
Hoboken, NJ 07030
Phone 888-888-8888
Fax 888-888-8889
assistant@somewhere.com

Attached Files

Be careful about sending attached files, especially to people you don't know. People worry about catching a computer virus from files. If they don't know you and your e-mail includes an attached file, they are likely to delete the whole message without opening it.

Be sensitive, also, when it comes to sending large, multimedia files – such as big PowerPoint presentations – as attachments, even if the person is a coworker or colleague. Some people do not like to open, store, and print these large files, and would rather get your presentation mailed to them as hard copy.

Also, the recipient's computer might not have enough memory to download the files easily. The download could take a really long time and tie up the recipient's computer such that you really tick them off big time! When in doubt, ask people whether they mind getting large files before sending them.

Another thing to remember is to make sure that the people at the other end of your communications have similar programs for opening and understanding your messages.

If you write your attachment in Lotus WordPro and the recipient does not have this program installed on his computer, he won't be able to read your attached file.

2.3. Writing E-Mail Messages that get Opened and Read

The following suggestions are designed to help you improve your e-mail style, make sure that your e-mail is clear, and ensure that the recipient reads and opens your important message.

- **Use the Subject line to capture attention and motivate the reader to read on.** The Subject line should not only summarize what you are about to say, but should, when necessary, motivate the reader to take action. Very short «Re» lines can be mysterious or meaningless (e.g. «Training»). Instead, be more specific – e.g., «Subject: Ideas for new training course».

- **Summarize your message in your first paragraph.** Answer the question «What do I want the reader to know, do, or believe as a result of this e-mail?» in the first paragraph. With e-mail being traditionally short, readers expect a first paragraph to do more than just introduce a thought. They expect it to summarize why you are writing – what you want the reader to know, do, or believe. E-mail messages often ramble; they work up to their main subject, and, in the process, alienate readers. Note: If you get the reputation of being a «rambler», people are going to put off reading your e-mails until they have more time – which means they may never get to them at all.

- **Keep your message short.** While letters should, in general, be kept to one page, e-mail – because of its volume, the scrolling involved, and the expectation of brevity – should almost never be more than a few paragraphs.

Anything longer can and should be sent as a separate file.

- **Use standard, grammatical English.** Avoid the «staccato» style of incomplete sentences and other shortcuts. As a carryover from when computer memory was scarce, some people still write e-mail in «Saw sub. Sank same» prose.

There's no need to write in phrases or half sentences. Grammar, punctuation, and clarity still count.

- **Resist the temptation to «dress up» your e-mails.** Most business correspondence e-mails are simple text messages. But as regular users master HTML and other graphics programs, they are tempted to dress up their e-mails with visuals – banners, borders, animation, flashing lights, pictures, video, and audio (an e-mail message with audio or video is called «rich media»).

Adding a lot of special effects to your message is like putting glitter and gold stars on your report cover in grade school to impress the teacher and get an A. The teacher, of course, was more interested in the content and how you expressed yourself in grading – the gold glitter ploy never worked.

Avoid «gold glitter» in your e-mail. Not only does it irritate some readers, but it also means slow downloading for users with older systems and slower Internet connections. Remember, just because you are in a big corporation with T1 lines doesn't mean your customer has the same level of technology.

Always write and design e-mail so the widest number of recipients can read it.

- **Proofread every e-mail.** Use your e-mail program's spelling checker before hitting «Send». As in the early days of television, we are still a bit awed by the fact that we can send e-mail so quickly and easily around the globe. Often we tend to forget that e-mail messages define us in the same way other communications do.

That being the case, don't allow a single misspelling or typo in your e-mail. Use the spelling checker and also recognize that spelling checkers are far from perfect. They cannot read your mind, so if you write «hear» and you meant «here», you need to proofread your work to catch the problem.

2.4. Reply Wisely

The discussion so far applies to all e-mails, both those you send out as well as your replies to e-mails you have received. Here are a few extra considerations to keep in mind when replying to the messages in your in-box.

DON'T REPLY TO A CORPORATE GROUP

Be careful when replying to a message sent by someone from an organization. Even though your reply may be meant for his eyes only, if you hit the Reply button, you may send your reply both to him as

well as everyone on his cc list (the bcc list does not get your reply). One solution: Send a sanitized reply, suitable for everyone on the cc list, when you hit the Reply button. Then compose a separate outgoing e-mail, with additional detail, and send it only to your main recipient.

BE CAREFUL WHO YOU INCLUDE ON A STRING

Within large organizations, e-mail messages are often routed back and forth between various team members. This creates a long string of back-and-forth replies, since all previous e-mails can be included in each new outgoing one. Confusion can result:

Sometimes it's difficult to tell who's asking what, and whether you are supposed to reply or are just getting a copy «for your information».

There are two solutions: First, think about whom you add to e-mail cc and bcc lists.

If they don't absolutely have to see it, don't put their name on it. Being cautious in this manner will cut down on the length of e-mail strings (also known as threads or «threaded discussions») and the number of contributors to the discussion. Also, everyone already gets too much e-mail, and you don't want to add to his or her burden.

The second solution is to break the thread by composing a new, original e-mail rather than simply hitting Reply. Hitting Reply continues the thread automatically, carrying along the carload of all messages. Composing a new message allows you to jettison the past messages as well as drop unnecessary recipients from the string.

THINK BEFORE YOU PRESS «SEND»

If you receive an inflammatory message, resist the urge to «return fire» with a hasty (or angry) response.

Be diplomatic. E-mail's convenient reach can be a drawback because it can memorialize your hurt feelings instead of giving you time to calm down and regain your objectivity. Remember that e-mail is permanent and irrevocable. Don't write in anger, and stay away from profanity.

Научно-лингвистические категории в концепции
деловой коммуникации

Reread your response to make sure that none of the phrases you've written inadvertently reveal testiness or impatience. In particular, avoid sarcasm, annoyance, and rudeness.

Moreover, reread your work aloud because your ear will catch a negative tone faster than your eye will.

Cool down before pressing the Send key! One effective tactic: Compose your reply and save it as a draft. Reread it the next morning when you are in a calmer state of mind, and you'll quickly catch and eliminate any phrasing the reader might find offensive.

Tip: Beware Being *Too* Personal

E-mails, more so than letters, are easy to distribute widely and they also have a habit of being stored in computers long after they are written. For these reasons, be careful that you don't indulge in writing personal e-mails on the job or that you don't insert too many personal comments in business e-mail. More than 50 percent of America's corporations keep some track of – or watch over – employee e-mails. There is a fuzzy line between an employer's right to keep tabs on e-mail usage and an employee's right to privacy. It's best to be cautious and not to write anything that you wouldn't want seen by your whole department, your manager, or by an outsider

2.5. Know the Emotional Connotations of Punctuation and Grammar

Punctuation adds body language to writing. While we all use punctuation to construct our sentences, we rarely think of these marks as adding emotion to our message. But they do.

An em dash (–) can add special emphasis to a thought, guiding the reader to what you feel is most important. Ellipses (. . .) shows hesitation or omission. And parentheses () can show your reader what you consider to be a secondary thought.

Just as punctuation conveys shades of emotion, emoticons (symbols such as :) the popular smile face) and acronyms (e.g., BTW for *by the way*) also add breadth to your messages. Appendix B contains a list of popular e-mail acronyms.

While some users are not given to using the types of abbreviations and acronyms popular in on-line chat rooms, they should at least be familiar with emoticons and acronyms that can, on occasion, add levity, lighten the tone of a message, or merely underscore the urgency or lack of urgency in an e-mail.

«Emoticons» help communicate someone's mood or indicate when someone's joking.

The most typical smiley is :), which, if you tilt your head to the left, is two eyes and a smiling mouth. Although they are not used frequently for business dealings, they are used frequently online and should be recognizable to e-mail users.

While your high school teachers may frown, you should know that certain points of grammar previously forbidden are okay in e-mail:

- Occasionally, one-sentence paragraphs are acceptable and can rivet the reader on a particular idea or provide a transition between lengthy paragraphs.

- Contractions (I'll, don't, we'll) add a certain warmth to writing and should be encouraged in informal messages like letters or e-mail.

- Long paragraphs (more than ten lines) usually turn online readers off, even if each idea belongs in the paragraph.

- Starting the occasional sentence with «and» or «but» is not a hanging crime. Starting with a conjunction adds a natural flow to your writing.

Despite e-mail's informality, letter-writing style considerations continue to hold:

Keep sentences and paragraphs short, and eliminate wordiness, redundancy, and old-fashioned words. Write to express, not to impress. E-mail has even less tolerance for phrases like «pursuant to», «enclosed please find», and «under separate cover» than do memos or regular letters.

2.6. Consider the Look of Your Message

In cyberspace, as in written communication elsewhere, you need to be aware of anything that can influence a reader's perception of you and your message. Use appropriate type styles, sizes, formats and colors to reinforce your message. Increasing the size of the type adds importance to a phrase, while decreasing the size sends a message of demoting a particular thought or section. ALL CAPS CONNOTE SHOUTING. Too much boldface can come across as stern and schoolmarmish.

Each typeface has its own personality, connoting everything from businesslike (use Arial or Times New Roman) to playful (use Braggadocio or Benguiat Frisky). Look at each typeface offered by your PC software and decide whether a new typeface will epitomize the tone you are trying to convey. If you are creating a message on replacing antiquated phrases with more modern equivalents, for example, you might want to put each old-fashioned phrase in Algerian to convey «old fashioned». The substitute phrase could be in a more modern face, such as Desdemona.

Colors also can influence people's perception. While most people stay with black for messages that are strictly business – black having a «bottom-line» concreteness to it – be aware that colors can create moods. Blue, for example, can connote serenity; green sends off a signal of «go» or «money»; and red can imply passion, danger, or «stop».

2.7. Internet Direct-Mail Marketing Messages

Internet direct mail, also known as «e-mail marketing», is the sending of promotional e-mails to prospects and customers. («Direct mail» refers to promotional postal mail, or advertising mail, sometimes known as «junk mail» – a term frowned upon by industry insiders).

E-mail marketing messages typically generate a response rate between 1 and 10 percent, although some do better and a few do worse. The copy in your e-mail plays a big role in whether your

e-marketing message ends up at the bottom or the top of that range.

How does Internet direct mail work? You send the reader an e-mail message advertising your product. The e-mail contains an embedded link the reader can click on (e.g., «for more information on Product P, click on www.PPP.com»).

Clicking on the link takes the reader to a Web site or page containing more information on the product, and also a form the reader can submit to either buy the product or request a quote, pricing, or other details.

E-mail marketing is measured in terms of «click-through» rates. The click-through rate is the percentage of people who received your e-mail who clicked on the embedded link to get to your Web site or page. A click-through rate of 1 percent means out of every 100 receiving the e-mail, 1 clicked to get more information.

E-mail marketing to prospects whom you don't know is relatively expensive, because you must rent an «e-list» (a list of opt-in names with e-mail addresses). This can cost anywhere from \$100 to \$400 per thousand names, and there is usually a 5,000-name minimum.

So how do you make money? When the people who click through either order your product or request more information by completing and submitting the online reply form on your Web page, you automatically capture their e-mail addresses. Now you can e-mail to these leads or customers again and again, as often as you like, without paying a dime in list rental fees.

It is repeat marketing to the «house list» (your list of customers or leads and their e-mail addresses) that makes the bulk of the profits in e-mail marketing, for two reasons. First, your marketing cost is close to zero. And second, the response rates from e-mailing to this house e-list are typically two to ten times higher than you get from e-mailing to a cold rented e-list.

HOW LONG SHOULD AN E-MAIL MARKETING MESSAGE BE?

What works best in e-mail marketing — long copy or short

Научно-лингвистические категории в концепции
 деловой коммуникации

copy? It's a quandary for direct marketers much more so than general marketers. Here's why:

There's a widely held viewpoint that, on the Internet, the less copy the better. Web marketing experts tell us that the Internet is faster-paced than the «snail mail» world, that attention spans are shorter, and long messages get zapped into oblivion with the click of the mouse. «Keep it short!» they extol in countless advisory e-zines.

General advertisers, for the most part, also believe that when it comes to copy, the shorter the better. Often their print ads have large pictures and only a handful of words. So they have no trouble embracing the «people don't read» mentality the Web marketing gurus say works best.

But traditional direct marketers – newsletter publishers, seminar promoters, magazines, book clubs, insurance, audio cassettes – whose products are typically sold with long copy direct mail packages and self-mailers have a problem. It goes something like this:

«In print, I have to use long copy to make the sale . . . or I just don't get the order. We've tested short copy many times – who doesn't want a cheaper mailingpiece with less ink and paper? But it has never worked for our product.

Now my Web marketing consultant says the e-mail should be just a few paragraphs. If a few paragraphs won't convince people to buy offline, why should things be any different online?»

And these marketers are right: Just because a person buys online doesn't change the persuasion process. If he needs the facts to make a decision, he needs them regardless of whether he is ordering from a paper mailing or a Web site.

Yet the Web marketing gurus have at least a clue as to what they are talking about.

You might intuitively sense that your four-page sales letter, if sent word for word as a lengthy e-mail, wouldn't work. People would click away long before they got to the end. So what's the answer?

First, you need to quantify what is meant by «short» versus

«long». When a Web marketing guru talks about «short» e-mail, she probably means only three or four paragraphs. So when she says long copy doesn't work, she is against e-mails of more than a few paragraphs. If, in this context, a traditional marketer says, «Long copy *does* work», he'd mean long compared to the typical e-mail – not compared to the typical direct mail letter on paper. A «long» e-mail, which may fill several screens, is closer in length to a two-page letter – «short» by direct mail standards – than to a four-page letter. And it doesn't even come close to an eight-page letter.

Second, you need to quantify how much shorter online copy is than offline. Should you translate your entire package, word for word? Should you compress it to half its length? Less? Kathy Henning, who writes extensively about online communication, says, «In general, online text should be half as long as printed text, maybe even shorter». Not a precise formula, but a good starting point for estimation.

Third, and most important, we need to remember that the copy for e-mail marketing campaigns is not wholly contained within the e-mail itself. It is really in two parts. The first half of the message is in the actual e-mail. The e-mail contains a link to a page on a Web site or server. When you click on that link, you jump to the page, where the remainder of the message is presented, along with the online order mechanism.

In a traditional direct-mail package, on the other hand, the message is unevenly split.

Consistently, 98 percent of the copy is in the letter and brochure, with the remaining 2 percent on the order form. In e-mail marketing campaigns, the division is less balanced and more varied.

The bottom line: E-mail marketing can work without having e-mails competing with *War and Peace* in word count. By strategically splitting your copy between the frontend e-mail and back-end response page, you can get your message across without having time-pressured Web surfers fleeing in terror.

TECHNIQUES FOR EFFECTIVE E-MARKETING MESSAGES

Here are a dozen or so proven techniques for maximizing the number of your e-mail recipients who click-through to your Web site or page.

- **At the top of the e-mail, put a «FROM» line and a «SUBJECT» line.** The «FROM» line identifies you as the sender if you're e-mailing to your house file. If you're e-mailing to a rented list, the «FROM» line might identify the list owner as the sender. This is especially effective with opt-in lists where the list owner (e.g., a Web site) has a good relationship with its users. Some e-marketers think the «from» line is trivial and unimportant; others think it's critical. Internet copywriter Ivan Levison says, «I often use the word "Team" in the "FROM" line. It makes it sound as if there's a group of bright, energetic, enthusiastic people standing behind the product». For instance, if you are sending an e-mail to a rented list of computer people to promote a new software product, your «SUBJECT» and «FROM» lines might read as follows: «FROM: The Adobe PageMill Team / SUBJECT: Adobe PageMill 3.0 limitedtime offer!» Your ISP can show you how to change subject lines for different messages.

The «SUBJECT» line should be short, attention-grabbing, and curiosityarousing, compelling recipients to read further without being so blatantly promotional it turns them off. Example: «Your input needed by Thursday», «Do grid circuits work?».

- **Lead off the message copy with a killer headline or lead-in sentence.** You need to get a terrific benefit right up front. Pretend you're writing envelope teaser copy (see Part VII) or are writing a headline for a sales letter.

- **In the first paragraph, deliver a miniversion of your complete message.** State the offer and provide an immediate response mechanism, such as clicking on a link connected to a Web page. This method appeals to Internet users with short attention spans as well as users who are busy and can give each e-mail only a second or two get the whole story.

- **After the first paragraph, present expanded copy.** This

copy should cover the features, benefits, proof, and other information the buyer needs to make a decision. Expanded copy appeals to people who need more details than a short paragraph can provide.

- **Close by repeating the offer-and-response mechanism, as in a traditional direct-mail letter.**

- **Limit the number of click-through links in your e-mail to three.** John Wright, of the Internet marketing services firm Medi-aSynergy, says that if you put multiple response links within your e-mail message, 95 percent of click-through responses will come from the first two. Therefore, you should make three click-through links your limit. An exception might be if you are writing an e-newsletter or «e-zine» broken into five or six short items, where each item is on a different subject and therefore each has its own link.

- **Use wide margins.** You don't want to have weird wraps or breaks. Limit yourself to about 55 to 60 characters per line. If you think a line is going to be too long, insert a character return. Internet copywriter Joe Vitale sets his margins at 20 and 80, keeping sentence length to 60 characters, and ensuring the whole line gets displayed on the screen without odd text breaks.

- **Take it easy on the all-caps.** You can use WORDS IN ALL CAPS but do so carefully. They can be hard to read – and, as mentioned previously, in the world of e-mail, all caps give the impression that you're shouting.

- **Shorter is better.** This is different from classic mail-order selling where as a general principle, «The more you tell, the more you sell». E-mail is a unique environment. Readers are quickly sorting through a bunch of messages and aren't disposed to stick with you for a long time.

Get the important points across quickly. If you want to give a lot of product information, add it lower down in your e-mail message. You might also consider an attachment, such as a Word document, PDF file, or HTML page. People who need more information can always scroll down or click for it.

The key benefits and deal should be communicated in the first screen, or very soon afterward.

- **Make your message's tone be helpful, friendly, informative, and educational, not promotional or hard-sell.** «Information is the gold in cyberspace», says Vitale. Trying to sell readers with a traditional hyped-up sales letter won't work. People online want information and lots of it. You'll have to add solid material to your puffed-up sales letter to make it work online.

- **Refrain from saying your service is «the best» or that you offer «quality».** Those are empty, meaningless phrases. Be specific. How are you the best? What exactly do you mean by quality? And who says it besides you? And even though information is the gold, readers don't want to be bored. They seek, like all of us, excitement. Give it to them.

THE «4 U'S»: 4 WAYS TO SPICE UP YOUR SUBJECT LINES

When prospects get your e-mail marketing message, they make a quick decision, usually in a couple of seconds, to open or delete it based largely on the subject line. But given the glut of promotional e-mail today, how can you convince a busy prospect – in just a few words – that your message is worthy of attention?

The «4 U's» copywriting formula – which stands for urgent, unique, ultra-specific, and useful – can help. Originally developed by copywriter Michael Masterson for writing more powerful headlines, the 4 U's formula works especially well with e-mail subject lines. According to this formula, strong subject lines are:

- **Urgent:** Urgency gives the reader a reason to act now instead of later. You can create a sense of urgency in your subject line by incorporating a time element.

For instance, «Make \$100,000 working from home this year» has a greater sense of urgency than «Make \$100,000 working from home». A sense of urgency can also be created with a time-limited special offer, such as a discount or premium if you order by a certain

date (e.g., «Free home appraisal: this week only»).

- **Unique:** The powerful subject line either says something new, or if it says something the reader has heard before, says it in a new and fresh way. For example, «Why Japanese women have beautiful skin» was the subject line in an e-mail promoting a Japanese bath kit. This is different than the typical «Save 10% on Japanese Bath Kits».

- **Ultra-specific:** Boardroom, publisher of *Bottom Line Personal* and other newsletters, is the absolute master of ultra-specific bullets, known as «fascinations», tease the reader into reading further and ordering the product.

Examples: «What never to eat on an airplane», and «Bills it's okay to pay late». They use such fascinations in direct mail as envelope teasers and in e-mail as subject lines.

- **Useful:** The strong subject line appeals to the reader's self-interest by offering a benefit. In the subject line «An Invitation to Ski & Save», the benefit is saving money. In «UNIX data recovery – once difficult, now easy», the promise is to simplify data recovery in UNIX environments.

When you have written your subject line, ask yourself how strong it is in each of these 4 U's. Use a scale of 1 to 4 (1 = weak, 4 = strong) to rank it in each category.

Rarely will a subject line rate a 3 or 4 on all four U's. If it doesn't rate a 3 or 4 on at least *three* of the U's, however, it's probably not as strong as it could be and can benefit from some rewriting.

A common mistake is to defend a weak subject line by pointing to a good response. A better way to think is as follows: If the e-mail generated a profitable response despite a weak subject line, imagine how much more money you could have made by applying the 4 U's? Here's an example:

4 U's Example

A software marketer recently sent out a successful e-mail



Научно-лингвистические категории в концепции
деловой коммуникации

marketing campaign with the subject line «Free White Paper» (see glossary in the appendix). How does this stack up against the 4 U's?

- **Urgent:** *There is no urgency or sense of timeliness. On a scale of 1 to 4, with 4 being the highest rating, «Free White Paper» is a 1.*

- **Unique:** *Not every software marketer offers a free white paper, but a lot of them do. So «Free White Paper» rates only a 2 in terms of uniqueness.*

- **Ultra-specific:** *Could the marketer have been less specific than «Free White Paper»?*

Yes, he could have just said «Free Bonus Gift». So we rate «Free White Paper» a 2 instead of a 1.

- **Useful:** *I suppose the reader is smart enough to figure the white paper contains some helpful information he can use. On the other hand, the usefulness is in the specific information contained in the paper, which isn't even hinted at in the headline. And does the recipient, who already has too much to read, really need yet another*

«Free White Paper?» I rate it a 2. Specifying the topic would help, e.g., «Free White Paper shows how to cut training costs up to 90% with e-learning».

Go through this exercise with every e-mail subject line you write. You can also apply the formula to other copy, both online and offline, including direct-mail envelope teasers, ad headlines, letter leads, Web page headlines, subheads, and bullets.

Rate the line you've written in all four U's. Then rewrite it so you can upgrade your rating on at least 2 and preferably 3 or 4 of the categories by at least 1. This simple exercise may increase readership and response rates substantially for very little effort.

2.8. Where to Get Your E-Marketing Lists

Your customer-and-prospects lists can come from one of three sources:

- **House files.** As with traditional direct mail, e-mail marketing works best when sent to your house list of customers and prospects. If your house files don't have e-mail addresses, there are several ways



to obtain them. You can run your file through an e-mail address

appending service, and expect to find e-mail addresses for between 10 percent and 30 percent of the records. You can also make e-mail address collection part of your ongoing marketing and customer service records. For instance, one of my vendors that awards gifts based on bonus points offered to add 300 bonus points to my account in exchange for my e-mail address.

- **E-zine subscribers.** Theoretically you will get high response rates mailing to people who have signed up for your free e-zine. However, these folks are often freebie seekers, and may not be qualified prospects. Therefore, results vary. Some e-zine lists are pure gold. Others generate less sterling results.

Another option is to run classified ads in other people's e-zines with a link to your landing page or micro site. This lets you get your message to people at a far lower cost per thousand than solo e-mails. However, the circulations of many e-zines are unqualified and unaudited; therefore the quality of the audience you reach can be questionable. Again, you have to test. To run short ad in someone's e-zine typically costs \$20 to \$40 per thousand subscribers.

- **Rented opt-in e-lists.** You can rent e-lists for e-mail marketing campaigns at costs ranging from \$100 to \$300 per thousand. As with traditional direct mail, test lists in small quantities before expanding your e-mail campaign to the entire list.

E-mail Marketing Warning

- Be careful about e-mailing people you do not know. If you e-mail strangers, make sure the content is informational or conversational, and contains no sales pitch or commercial message. Sending an unsolicited promotional e-mail to an individual whom you do not know, and who has not agreed to receive such messages, is called «spam». It is illegal and can have many negative consequences, from a nasty response to having your ISP shut down your account. Avoid spamming.
- When renting e-mail lists, make sure the list is an «opt-in» list. That means people on the list have agreed to receive promotional e-mails.

- How is this done? Have you ever registered on a Web site or submitted a reply form where you checked a box that said, essentially, that you give permission for the Web site to send you occasional e-mails of interest? If so, you have opted in, and the Web site owner is likely intending to rent your name on the commercial list market.
- By the same token, avoid «spam» lists. These are lists of e-mail addresses collected from the Web without the recipient's permission. How can you tell the difference? One way is price. If you see a list advertised as «millions of names for \$25», it's a spam list. Don't buy it! Legitimate opt-in lists rent for \$100 to \$400 per thousand names. Include an opt-out statement in order to prevent flaming from recipients who feel they have been spammed by stating that your intention is to respect their privacy, and making it easy for them to prevent further promotional e-mails from being sent to them. All they have to do is click on Reply and type «UNSUBSCRIBE» or «REMOVE» in the subject line. Example: «We respect your online time and privacy, and pledge not to abuse this medium. If you prefer not to receive further e-mails from us of this type, please reply to this e-mail and type "Remove" in the subject line» (*Flaming* is when recipients of promotional e-mail express their displeasure by replying and sending you nasty messages).
- E-mail privacy also is a delicate issue for anyone on the receiving end of «spam» and other unwanted e-mail messages. When you respond to an e-mail message from someone selling something, you run the risk of becoming a permanent part of that person's database and may receive time-consuming, unwanted e-mails far into the future. It's best to follow instructions for removing unsolicited e-mails, despite the hassle, so that you save yourself from endless future e-mails from people who pitch to you solely because you haven't actually told them to stop



2.9. Online Acronyms

BFN	bye for now
BTSSOOM	beats the [stuffing] out of me
BTW	by the way
CUA	commonly used acronym(s) OR common user access
FAQ	frequently asked questions
FU	[fouled] up
FUBAR	[fouled] up beyond all recognition
FUD	(spreading) fear, uncertainty, and disinformation
FWIW	for what it's worth
FYI	for your information
GR&D	grinning, running, & ducking
HTH	hopes this helps
IAE	in any event
IANAL	I am not a lawyer (also IANAxxx, such as IANAMD or IANACPA)
IMCO	in my considered opinion
IMHO	in my humble opinion
IMNSHO	in my NOT so humble opinion
IMO	in my opinion
IOW	in other words
LOL	lots of luck or laughing out loud or (sometime) lots of love
MHOTY	my hat's off to you
NFW	no [bleeping] way
NRN	no reply necessary
OIC	oh, I see!
OOTB	out of the box (brand new)
OTOH	on the other hand
OTTH	on the third hand
PITA	pain in the [...]
PMFJI	pardon me for jumping in
ROTFL	roll(ing) on the floor laughing (also, ROF, L, ROFL)
RSN	real soon now (which may actually be a long time away)



Научно-лингвистические категории в концепции
деловой коммуникации

RTFM	read the [full] manual (or message)
------	-------------------------------------

Научно-лингвистические категории в концепции
деловой коммуникации

SITD	still in the dark
SNAFU	situation normal, all [fouled] up
TANSTAAFL	there ain't no such thing as a free lunch
TIA	thanks in advance
TIC	tongue in cheek
TLA	three-letter acronym (such as this)
TTFN	ta ta for now
TTYL	talk to you later
TYVM	thank you very much
W4W	(WP4W, etc; all the various products, such as...)
WYSIWYG	what you see is what you get
7/24	all day long, seven days a week, 24 hours a day

3. GRAMMAR SUPPLEMENT

3.1. Noun

1. Существительные (Noun)		
Способ образования	Примеры	Исключения
1) + -s	a cat – cats a table – tables a book – books	–
2) -s, -ss, -sh, -ch, -tch, -x + -es	a bus – buses a glass – glasses a brush – brushes a torch – torches a match – matches a box – boxes	–
3) -y → -i + -es	a fly – flies an army – armies a lady – ladies	–
4) -o + -es	a hero – heroes a potato – potatoes a torpedo – torpedoes	a piano – pianos a kilo – kilos a photo – photos a video – videos a flamingo – flamingos (es) a volcano – volcanos (es)

Научно-лингвистические категории в концепции
деловой коммуникации

Способ образования	Примеры	Исключения
5) -ay, -ey, -oy + -s	a day – days a key – keys a boy – boys	–
6) -f → -v + -es	a wife – wives a knife – knives a life – lives a leaf – leaves a sheaf – sheaves a thief – thieves a calf – calves a half – halves a shelf – shelves a wolf – wolves	a scarf – scarfs (ves) a wharf – wharfs (ves) a dwarf – dwarfs (ves) a hoof – hoofs (ves) But: chiefs, roofs, safes, cliffs, beliefs
2. Существительные, изменяющиеся не по правилам (Irregular nouns)		
–	a man – men a woman – women a child – children a brother – brethren a foot – feet a tooth – teeth a goose – geese a mouse – mice a louse – lice an ox – oxen	–
Форма не меняется	a fish – fish a deer – deer a sheep – sheep a trout – trout a swine – swine an aircraft – aircraft a means – means	a fish – fishes (различные виды рыб)
3. Существительные латинского происхождения		
a) -us → -i	a stimulus – stimuli a genius – genii	a bonus – bonuses a virus – viruses a circus – circuses a radius – radiuses (radii) a cactus – cactuses (cacti) a nucleus – nucleuses (nuclei)

Научно-лингвистические категории в концепции
деловой коммуникации

Способ образования	Примеры	Исключения
b) -a → -ae	a larva – larvae an alumna – alumnae	a formula – formulae (formulas) But: areas, diplomas, arenas
c) -um → -a	a datum – data a curriculum – curricula	a symposium – symposia (symposiums) a memorandum – memoranda (memorandums) a medium – media (mediums) But: albums, chrysanthemums
d) -ex, -ix → -ces	an index – indices (в математике) an appendix – appendices (в книгах) a codex – codices	an index – indexes (в книгах) an appendix – appendixes (в медицине)
4. Существительные греческого происхождения		
a) -is → -es	a thesis – theses a crisis – crises an analysis – analyses a basis – bases	a metropolis – metropolises
b) -on → -a	a criterion – criteria a phenomenon – phenomena	a demon – demons an electron – electrons
5. Сложные существительные		
–	a schoolboy – schoolboys a housewife – housewives a postman – postmen	1) Если в состав входит предлог: a mother-in-law – mothers-in-law a passer-by – passers by 2) Если первое слово man или woman: a man-servant – men-servants a woman-doctor – women-doctors 3) Если в составе нет существительного: a forget-me-not – forget-me-nots a merry-go-round – merry-go-rounds

Способ образования	Примеры	Исключения
6. Существительные, имеющие только форму единственного числа		
–	advice education hair information knowledge luck luggage money music news progress seaside shopping traffic trouble weather work etc.	–
7. Существительные, имеющие только форму множественного числа		
–	barracks billiards clothes contents goods optics physics politics riches scales scissors spectacles trousers wages works, etc.	–

3.2. The Article

Артикль – часть речи в английском языке, используемая в основном перед существительными и характеризующая их по степени определенности – неопределенности.

THE INDEFINITE ARTICLE (A/AN)

Обычно используется перед исчисляемыми существительными в единственном числе.

1. Предмет упоминается как неопределенный, без деталей:
I bought a book yesterday – Вчера я купил книгу (какую – точно неизвестно).
2. Существительное – часть составного именного сказуемого:
This is a pen – Это ручка; He is a doctor – Он врач.
3. Перед существительным стоит определение: *We live in a small flat – Мы живем в маленькой квартире.*
4. В значении «любой», «всякий»: *A child can do it – Любой*



Научно-лингвистические категории в концепции
деловой коммуникации

ребенок сделает это.

Научно-лингвистические категории в концепции
деловой коммуникации

5. В значении «один»: *A week or two passed* – Прошла неделя или две.
6. В значении «еще один» с порядковыми числительными: *A bullet flew by, then a second* – Пролетела пуля, затем еще одна.
7. В восклицаниях: *What a nice day!* – Какой прекрасный день! (Но: *What nasty weather!* – Какая ненастная погода!
«weather» – неисчисляемое существительное)
8. После *such, quite, rather*: *He's such a clever man!* – Он такой умный!
9. В выражении *a most* – очень: *It's a most funny film!* – Это очень смешной фильм.
10. О цене, расстоянии и частотности: *80 p a kilo* – 80 пенсов за килограмм; *100 km an hour* – 100 километров в час; *once a day* – раз в день.
11. С недомоганиями: *get a cold* – простудиться; *get a headache* – болеть (о голове).
12. С неисчисляемыми существительными в значении «порция»: *Would you like an ice cream?* – Хотите (порцию) мороженого?
13. С именами собственными в значении «какой-то»: *A Mrs. Smith is waiting for you* – Вас хочет видеть некая миссис Смит.
14. С именами собственными в значении «один из»: *I was met by a Burton* – Меня встретил один из Бёртонов.
15. С именами собственными в значении «произведение искусства»: *I sold him a Monet* – Я продал ему картину Моне.

THE DEFINITE ARTICLE (THE)

Используется перед любыми существительными.

1. При разговоре о чем-то определенном: *The book I like most is «War and Peace»* – Книга, которую я люблю больше всего, – это «Война и мир».

Научно-лингвистические категории в концепции
деловой коммуникации

2. Как правило, перед сочетаниями с *of*: *The title of this book is «War and Peace»* – Название этой книги – «Война и мир».

3. Перед предметами, единственными в своем роде: *the Universe* – вселенная, *the Earth* – Земля.

4. С прилагательными, перешедшими в разряд существительных: *the rich* – богатые.

5. С превосходной степенью прилагательных: *He's the best dancer* – Он лучший танцор.

6. С *same* – тот же самый, *wrong* – не тот, *right* – тот, *very* – самый, *next* – следующий, *last* – последний, *only* – единственный, *whole* – весь, целый: *He is the only child* – Он единственный ребенок.

7. С музыкальными инструментами, танцами (в процессе): *I like playing the guitar* – Я люблю играть на гитаре.

8. С реками, озерами, океанами, каналами, морями, проливами, заливами, пустынями, группами островов и горными цепями: *the Baikal* – Байкал, *the Black Sea* – Черное море, *the Sahara* – Сахара, *the Bermudas* – Бермудские острова.

Но без артикля употребляются:

– отдельные острова и вершины: *Everest* – Эверест, *Sicily* – Сицилия;

– озера со словом *Lake* в начале: *Lake Ladoga* – Ладожское озеро.

9. С составными названиями республик, федераций, королевств: *the Czech Republic* – Чешская Республика, *the Russian Federation* – Российская Федерация, *the United Kingdom* – Объединенное Королевство.

10. С музеями, театрами, кинотеатрами, газетами, журналами, гостиницами, клубами, кораблями: *the Hermitage* – Эрмитаж, *the Bolshoy* – Большой театр, *the Coliseum* – Колизей, *the Times* – «Таймс».

11. С семейными фамилиями: *the Ivanovs* – Ивановы.

Научно-лингвистические категории в концепции
деловой коммуникации

12. В значении «тот самый»: *Is he the Sheldon who is a writer?* – *Это тот самый Шелдон, который писатель?*

13. Исторические эпохи, события: *The Middle Ages* – *средневековье*, *the Crimean War* – *Крымская война*.

14. С частями дня, если перед ними – in: *in the morning* – *утром*, *in the afternoon* – *днем*, *in the evening* – *вечером*, *in the night* – *ночью*.

THE ZERO ARTICLE

С абстрактными и неисчисляемыми существительными, неопределенными в контексте существительными во множественном числе, с большинством имен собственных.

1. С неисчисляемыми и исчисляемыми существительными во множественном числе в высказываниях общего характера: *I like tea.* – *Я люблю чай.* *Men like hunting.* – *Мужчины любят охоту.*

2. С абстрактными и вещественными существительными: *They walked in silence* – *Они шли в тишине.* *Blood is thicker than water* – *Кровь плотнее воды.*

3. С названиями приема пищи (без конкретики): *I have breakfast at 9 in the morning* – *Я завтракаю в 9 утра.*

Но: *Do you remember the breakfast at Maurizio's?* – *Ты помнишь тот завтрак «У Маурицио»?* (*говорится о конкретном завтраке*).

4. С существительными *school, college, university, hospital, prison, church, court, work, home, bed, table*, когда они используются для обозначения определенных действий: *to go to school* – *ходить в школу учиться*, а не с какими-то другими целями. Но если действие не связано с характером этого места, используется определенный артикль **the**: *They went to the church to see icons* – *Мы пошли в церковь, чтобы посмотреть на иконы.*

They were sitting at table eating – *Они сидели за столом и ели.*



Научно-лингвистические категории в концепции
деловой коммуникации

Но: *I sat down at the table to do my homework* – Я сел за стол сделать домашнюю работу.

5. С названиями болезней: *He died of cancer* – Он умер от рака.

6. С именами собственными, которые не используются с **the**: *Tolstoy is my favourite writer* – Толстой мой любимый писатель.

Исключения:

• страны: *the Netherlands* – Нидерланды, *the Senegal* – Сенегал, *the Cameroon* – Камерун;

• города: *the Hague* – Гаага;

• улицы: *the Strand*, *the High Street*.

7. С названиями учебных заведений, если в начале стоит название местности, где они расположены: London University, Trinity College.

Но: *the University of London*.

8. С частями дня, если перед ними стоит предлог **at**: *at night* – ночью, *at lunchtime* – в обед, *at sunset*, *at dawn* – на закате, *at sunrise* – на рассвете.

9. С днями недели, месяцами: *on Sunday* – в воскресенье, *in May* – в мае.

Но: *We met on a Sunday*. – Мы познакомились однажды в воскресенье.

TROUBLESOME NOUNS AND PHRASES

Singular in Russian – Plural in English единственное число в русском – множественное число в английском	Singular in English – Plural in Russian единственное число в английском – множественное число в русском
---	---



Научно-лингвистические категории в концепции
деловой коммуникации

police (полиция) clothes (одежда) ru- jamas (пижама) stairs (лестница) outskirts (окраина) binoculars (бинокль)	ARE	news (новости) hair (волосы) fu- neral (похороны) money (деньги) wallpaper (обои) 5 minutes (время) 5 miles (расстояние) 5 pounds (суммы) 5 kilos (вес)	IS
--	-----	---	----



3.3. Prepositions of Time: AT, ON, IN

AT	ON	IN
----	----	----



Научно-лингвистические категории в концепции
деловой коммуникации

<p>1. Точное время:</p> <ul style="list-style-type: none">• at 6 o'clock;• at midnight (в полночь); at noon / midday (в полдень);• at sunrise / dawn (на рассвете), at sunset (на закате);• at the moment. <p>2. Части дня:</p> <ul style="list-style-type: none">• at night (ночью);• at lunchtime (в обед). <p>3. Праздники:</p> <ul style="list-style-type: none">• at Christmas (на Рождество);• at Easter (на Пасху). <p>4. Выходные: at the weekend (<i>but</i>: at weekends).</p> <p>5. Начало и конец чего-либо:</p> <ul style="list-style-type: none">• at the beginning of ... (в начале);• at the end of ... (в конце);• at first (сначала);• at last (наконец);• at conclusion (в заключение). <p>6. О количестве раз:</p> <ul style="list-style-type: none">• at once (сразу);• one at a time (по одному);• at two sittings (за две встречи). <p>7. Устойчивые фразы:</p> <ul style="list-style-type: none">• at the age of (в возрасте...);	<p>1. Дни, даты:</p> <ul style="list-style-type: none">• on Monday (в понедельник);• on the 25 of July (25 июля). <p>2. Перед частями дня, если перед ними стоит определение:</p> <ul style="list-style-type: none">• on a peaceful night (тихой ночью);• on Monday evening (в понедельник вечером). <p>3. Перед названием праздника, если в его название входит существительное day: on Christmas day.</p> <p>4. Устойчивые фразы:</p> <ul style="list-style-type: none">• on the eve (накануне);• on time (точно вовремя);• on holiday, on leave (на каникулах, в отпуске);• day on day (день за днем);• cash on delivery (оплата при до- ставке);• on a trip (в поездке, во время поездки);	<p>1. С месяцами, годами, веками, десятилетиями, тысячелетиями:</p> <ul style="list-style-type: none">• in April;• in 1987;• in 1950s;• in the 19th century. <p>2. С частями дня, если перед ними стоит the:</p> <ul style="list-style-type: none">• in the morning (утром);• in the afternoon (днем);• in the evening (вечером);• in the night (ночью). <p>3. С временами года: in winter (зимой).</p> <p>4. in + время года + holiday: in the summer holiday (на летних каникулах).</p> <p>5. in = через : in two years' time (через два года).</p> <p>6. устойчивые фразы:</p> <ul style="list-style-type: none">• in no time (сразу)• in time (вовремя)• in free / spare time (в свободное время).• in the end (в конце концов);• in good time (заранее);
--	--	---

Научно-лингвистические категории в концепции
 деловой коммуникации

<ul style="list-style-type: none"> • at the same time (одновременно); • at no time (никогда); • at times (время от времени); • at the time (тогда); • at the right / wrong time (вовремя / не вовремя); • at the last minute; • at the turn of the century (на рубеже веков); 	<ul style="list-style-type: none"> • on the stroke of two (точно в два) 	<ul style="list-style-type: none"> • all in good time (всему свое время); • in the dead of night (глухой ночью); • in a jiff (мигом)
--	--	---

NOTE. Как правило, перед словами *this, last, next, every* и следующим за ним существительным, обозначающим время, предлоги не ставятся.

3.4. Verb Groups in English

В английском языке принято следующее деление глаголов на группы:

1. **Смысловые глаголы** – глаголы, которые называют действие (to sit – сидеть, to look – смотреть, to wish – желать и другие). Смысловые глаголы могут быть:

- динамическими (можно назвать так глаголы, обозначающие видимые действия) и статическими (глаголы, выражающие наши чувства, желания, состояния, физические возможности). Ниже приведены примеры глаголов.

ДИНАМИЧЕСКИЕ ГЛАГОЛЫ		СТАТИЧЕСКИЕ ГЛАГОЛЫ	
to run	бежать	to wish	желать
to look	смотреть	to see	видеть
to listen to	слушать	to hear	слышать
to play	играть	to hate	ненавидеть
to write	писать	to believe	верить
to sleep	спать	to understand	понимать
to study	учиться	to be	быть
to climb	взбираться	to know etc.	знать и т.д.



Научно-лингвистические категории в концепции деловой коммуникации

Знание статических глаголов позволит избежать грубых грамматических ошибок при использовании видовременных форм в английском языке. Эти глаголы не могут употребляться в структурах, характерных для длительного аспекта любого грамматического времени. Рассмотрим разницу употребления динамических и статических глаголов на характерных примерах.

– Саша, почему Вы <u>смотрите</u> в окно? Что Вы <u>видите</u> ? – Великолепные горы, покрытые снегом.	– Why <u>are</u> you <u>looking</u> through the window, Alexander? What <u>do</u> you <u>see</u> there? – Magnificent mountains covered with snow.
Я знаком с ним с сентября. С того самого времени он пишет книгу.	I <u>have known</u> him since September. He <u>has been writing</u> a book since that time.

- правильными и неправильными. Это деление основано на образовании форм глагола. Любой смысловый глагол имеет четыре формы глагола и четыре формы инфинитива.

ФОРМЫ ГЛАГОЛА (употребляются с вспомогательными глаголами, образуют формы сказуемого)			
<i>инфинитив</i>	<i>форма прошедшего времени</i>	<i>форма причастия прошедшего времени</i>	<i>форма причастия настоящего времени</i>
to play – правильный (играть)	played (играл, сыграл)	played (сыгранный)	playing (играющий)
to write* – неправильный (писать)	wrote (писал, написал)	written (написанный)	writing (пишущий)

ФОРМЫ ИНФИНИТИВА (употребляются с модальными глаголами и в особых конструкциях)		
неопределенный (Indefinite)	to play	to write
длительный (Continuous)	to be plying	to be writing
совершенный (Perfect)	to have played	to have written



Научно-лингвистические категории в концепции
деловой коммуникации

совершенный длительный (Perfect Continuous)	to have been playing	to have been writing
--	----------------------	----------------------

Научно-лингвистические категории в концепции
деловой коммуникации

Употребление инфинитивов Indefinite и Continuous относит действие к настоящему времени; употребление форм Perfect и Perfect Continuous подразумевает действия, совершенные в прошлом.

2. **Вспомогательные глаголы** – не имеют смысла, не переводятся, всегда связаны со смысловыми, указывают на время выполнения действия.

Время (tense)	Настоящее время (present)	Прошедшее время (past)	Будущее время (future)	Будущее-в-прошедшем (future-in-the-past)
Неопределенное (Indefinite)	do* does* (he, she, it)	did*	shall (I, we) will	should (I, we) would
Длительное (Continuous)	am (I) is (he, she, it) are (we, you, they)	was were	shall be will be	should be would be
Совершенное (Perfect)	have has (he, she, it)	had	shall have will have	should have would have
Длительное совершенное (Perfect Continuous)	have been has been (he, she, it)	had been	shall have been will have been	should have been would have been

* Вспомогательные глаголы, которые не употребляются в повествовательных предложениях.

3. **Модальные глаголы** – глаголы, которые выражают наше отношение к действию как реальному, нереальному, желаемому, запрещенному и т.д.; всегда связаны со смысловыми глаголами; их значение зависит от согласуемой с ними формы инфинитива.

Собственно модальные глаголы

Форма настоящего времени	Форма прошедшего времени
--------------------------	--------------------------



Научно-лингвистические категории в концепции
деловой коммуникации

can do can be doing can have done can have been doing when smb did sth	могу делать (<i>имею способность</i>); может быть, делает; может быть, сделал; может быть, делал, когда кто-то сделал что-то	could do could be doing could have done could have been doing when smb did sth	мог, имел способность сделать; мог бы сделать, может быть, делает; может быть, делал; мог бы и сделать (<i>упрек</i>), может быть, делал, когда кто-то сделал что-то
---	--	---	--



Научно-лингвистические категории в концепции
деловой коммуникации

Форма настоящего времени		Форма прошедшего времени	
may do	могу делать <i>(разрешено, имею возможность);</i>	might do	мог, имел возможность сде- лать; возможно,
may be doing	возможно, делает;	might be doing	делает; мог бы и
may have done	возможно, сделал;	might have done	сделать (<i>упрек</i>);
may have been	возможно, делал,		возможно, делал,
doing when smb	когда кто-то сде- лал что-то; воз-	might have been	когда кто-то сделал
did sth	можно, будет вы-	doing when	что-то;
may have to do	нужден	smb did sth	возможно, был
		might have to do	вынужден
must do	должен делать <i>(с точки зрения говорящего);</i> ве-	—	—
must be doing	роятно, делает;		
must have done	вероятно, сделал;		
must have been	вероятно делал,		
doing when smb	когда кто-то сде-		
did sth	лал что-то		

**Некоторые вопросительные и отрицательные формы
с модальными глаголами и их значение**

Can I...? May I ...? Might I...?	Можно мне ...?	He can't (couldn't) do/be doing/have done/have been doing...!	Не может быть, чтобы он ...!
Can you...? Could you ...? Will you...? Would you ...?	Не могли бы Вы ...?	Mustn't do	Запрещено
Shall I... ?	Мне сделать ... ?	Shouldn't do	Не следует



Научно-лингвистические категории в концепции
деловой коммуникации

Can (could) he do/be do- ing/have done/have been doing...?	Неужели ...?	Don't(doesn't)/didn't/won't have to do	Нет/не было/ не будет необходимост и делать
--	--------------	--	--

Научно-лингвистические категории в концепции
деловой коммуникации**Глаголы с модальным значением**

Действие настоящего (будущего) времени		Действие прошедшего времени	
should do	следует делать	should have done shouldn't have done	следовало сделать; не следовало делать
would do	сделал бы	would have done wouldn't have done	сделал бы; не сделал бы
I (we) will do I (we) won't do	(обещание сделать); (отказ от действия);	—	—
You (he, she, it, they) do	(угроза)	—	—
need do	нужно сделать	needn't have done	не было необходимости делать
dare do	смечь делать	—	—
to be to do / I am to do... He (she) is to do... We (you, they) are to do .../	должен делать (по плану, по договоренности)	was (were) to do was (were) to have done	должны были сделать; должны были сделать, но не сделали
to have to do will have to do	вынужден делать (по обстоятельствам); будет вынужден сделать (по обстоятельствам)	had to do	вынужден был сделать (по обстоятельствам)
to be able to do / I am able to do ... He (she) is able to do... We (you, they) are able to do will be able to do	может сделать; сможет сделать	was able to do were able to do	смог сделать смогли сделать



Научно-лингвистические категории в концепции
деловой коммуникации

to be allowed to do will be allowed to do	позволено сделать; будет позволено сделать	was (were) allowed to do	было позволено сделать
--	---	---------------------------------	------------------------

Научно-лингвистические категории в концепции
деловой коммуникации

4. **Сложные глаголы** (эта группа в грамматике не выделяется, но, на наш взгляд, это необходимо) – это глаголы, которые в предложении могут выполнять функции смыслового, вспомогательного, модального глагола.

глагол	to be	to have	to do
смысловой	He is a teacher	He has a car	He does his job well
	Он учитель	У него есть машина	Он хорошо работает
вспомогательный	He is teaching students	He has got his salary	Does he do his job well?
	Он обучает студентов	Он получил зарплату	Он хорошо работает?
модальный	He is to take three exams	He has to work much	He does do his job well
	По плану, он должен принять три экзамена	Он вынужден много работать	Он действительно хорошо работает

3.5. Simple Sentences

Английские предложения могут быть структурно простыми (с одной основой, то есть одним подлежащим и одним сказуемым) или сложными (сложноподчиненными и сложносочиненными).

Простые предложения подразделяются на повествовательные (утвердительные и отрицательные) и вопросительные.

Повествовательные предложения употребляются тогда, когда говорящий сообщает незнакомую слушателю информацию. Количество предложений этого типа бесконечно, но следует выделить несколько наиболее часто употребляемых образцов, в дополнение к изученным ранее.



Научно-лингвистические категории в концепции
деловой коммуникации

<i>Here / There comes our bus</i>	Here comes our bus. There's your brother	Вот наш автобус. Вон твой брат
<i>Here / There it is</i>	Here he comes. There they go	Вот он идет. Вон они идут
<i>Idioms</i>	Here you are. Here we are. There you are	Это для тебя Вот мы и пришли. Вот подтверждение моих слов
<i>There + be + a noun-phrase</i>	There is a book on the table. There's a bus coming. There must be something wrong. There's nothing to be done about it. There was no one for us to talk to. There's a man (that) lives in India. I don't want there to be any misunderstanding	На столе лежит книга. Автобус подъезжает. Вероятно, что-то случилось. Ничего не поделаешь. Нам не с кем было поговорить. Этот человек живет в Индии. Я не хочу непонимания
<i>Idioms</i>	There's no telling what he'll do. There isn't any getting away from it	Никогда не знаешь, что он сделает. От этого не уйдешь
<i>There + be + a noun-phrase</i> <i>There + appear, live, come, stand, occur + a noun-phrase</i>	There lived a man named ... There came a laugh. There seems to be something wrong with the engine	Жил-был человек по имени ... Раздался смех. Кажется, что-то случилось с мотором
<i>It-subject</i>	It (That) was good to see you. It's (That's) no use going there so early. It (That) was a mistake, letting him go free	Спасибо за встречу. Не стоит отправляться так рано. Было ошибкой выпускать его на свободу



Научно-лингвистические категории в концепции
деловой коммуникации

«She is easy to teach» <i>(difficult, hard, hopeless, impossible amusing, interesting, nice, pleasant)</i>	The rule is easy / difficult to remember	Правило легко запомнить
--	---	-------------------------

Научно-лингвистические категории в концепции
деловой коммуникации

<i>It is foolish (brave, clever, cruel, generous, polite, kind, rude, selfish, silly, stupid, wise, reasonable) of smb to do sth</i>	It is foolish of him to meet her again and again	Глупо с его стороны снова встретиться с ней
<i>He is sure (certain, (un)likely, said, known) to do sth</i>	He is likely to see her. He seems to know English. You are sure to like this place	Возможно, он увидит ее. Кажется, он знает английский. Тебе обязательно понравится здесь
<i>«He was coward (fool, idiot, man) enough to do sth</i>	John was man enough to argue	У Джона хватило смелости спорить

В современном английском языке существуют два основных способа образования отрицательных предложений:

- употребляя отрицательную частицу **not** после вспомогательного или модального глагола (*I do not like tea*), при этом отрицательным становится сказуемое;
- используя отрицательные слова **no, never, none, neither** и их производные **no one, nobody, nowhere** etc., при этом отрицательным становится все предложение (*He has no close friends. Nothing can help me. He saw neither of the men*).

Note! В зависимости от употребления отрицательных частиц и слов меняется эмоциональная окраска предложений:

I have no friends. – У меня нет друзей.

I don't have any friends. – У меня не никаких друзей.

I have not a friend. – У меня нет ни одного друга!

Вопросительные предложения, как правило, образуются путем инверсии (то есть изменения порядка слов), когда сказуемое или его часть (вспомогательный или модальный глагол) ставятся перед подлежащим. Существуют четыре основных



Научно-лингвистические категории в концепции
деловой коммуникации

типа вопросов, о которых мы говорили выше; **общие**

Научно-лингвистические категории в концепции
деловой коммуникации

(начинаются со вспомогательного глагола, требуют ответа **да/нет**, интонация повышающаяся), **специальные** (начинаются с вопросительного слова, за ним следует вспомогательный глагол, затем подлежащее и оставшаяся часть сказуемого, интонация понижающаяся), **альтернативные** (структурно представляют собой два (или более) общих вопроса, соединенных соединительным союзом **or**, интонация повышающаяся – понижающаяся), **разделительные** (структурно представляют собой соединение утвердительного предложения и короткого общего).

Note!

Большинство общих вопросов нейтральны, то есть на них возможен как ответ **да**, так и **нет**, поэтому в них, как правило, употребляются такие слова, как **any** (и его производные), **ever**, **yet**, **either**, etc. (*Is there anything else? Have you ever been to Mexico?*). Если в вопросе употреблены слова **some** (и его производные), **already**, **too**, etc., значит ожидается положительный ответ (*Did anyone call last night? Did someone call last night (=Is it true that someone called last night?)*).

Специальные вопросы могут включать в себя вводные фразы (*What's he doing, I wonder? What's he doing, do you think? Who do you think did it? What do you think I'm going to do without you?*).

Альтернативные вопросы могут предполагать ответ **да / нет** (*Are you coming or not? Are you or aren't you coming?*), так и выбор (*How shall we go? By bus or by train?*).

При ответе на разделительный вопрос следует знать, что, если первая часть утвердительная, ожидается ответ **да** (*She will have to go with him, won't she?*), если отрицательная – ответ **нет** (*You won't be late, will you?*).

Необходимо запомнить еще несколько примеров:

* **Everyone has been told what to do, have n' t they? Nobody was watching me, were they?**

Научно-лингвистические категории в концепции
деловой коммуникации

- * *She scarcely (hardly, rarely, seldom) seems to care, **does** she?*
- * *There were **only** six people present, **were there?** / **weren't there?***
- * *I suppose you are not serious, **aren't you?** I don't suppose you are serious, **are** you?*
- * ***Little** progress has been made, **has it?** But There was a little water in the bottle, **wasn't there?***

IMPERATIVE AND EXCLAMATORY SENTENCES. ELLIPSIS

Побудительные предложения широко используются в речи, когда говорящий побуждает кого-то к действию (*Come here at once! Put it on the table*). Хотя в подобных предложениях отсутствуют местоимения в функции подлежащего, это не означает, что в подобных предложениях нет значения лица, которого побуждают к действию. Отсутствующее местоимение *you* появляется в разделительных вопросах (*Be quiet, will you?*), в форме возвратного местоимения *yourself* (*Pull yourself together*), в эмоционально-окрашенных предложениях для выражения грубой просьбы или раздражения (***You** mind your own business – you* является ударным), для выделения двух или более определенных людей (*You take this tray, and you take that one.*) Менее типичными побудительными предложениями являются предложения, адресуемые к первому и третьему лицу (*Let me go in and see him. Let us (Let's) go for a walk. Let the child go to bed. Let everyone do what they can.*)

Отрицательная форма побудительных предложений образуется с помощью вспомогательного глагола *do* (*Don't stay too late*), который в утвердительных побудительных предложениях служит для усиления эмоциональной окраски (*Do hurry up. Do be careful*), а также *let* (*Let us not open the door*).

Существуют устойчивые выражения в форме побудительных предложений в пассивном залоге (*Be seated. Be*

Научно-лингвистические категории в концепции
 деловой коммуникации

prepared. Don't be deceived), а также повелительное наклонение глаголов *come, go (Come and see us. Go and help him.)*.

В разговорной речи очень часто употребляются безглагольные побудительные предложения шести основных типов, в которых основная часть выражена:

- 1) существительным (*Tea! Tea at once! Attention! We must get away from here!*);
- 2) предлогом (*Out of the way there! Into the house, children!*);
- 3) наречием или элементом наречия (*All aboard! Gently, chicken, gently!*);
- 4) прилагательным (*Careful, Dick.*);
- 5) герундием с отрицательной частицей *no (No smoking here!)*;
- 6) междометиями (*Hush! Don't make a noise!*).

Восклицательные предложения служат для выражения чувств и эмоциональных состояний говорящего. С помощью интонации любое повествовательное, отрицательное, вопросительное предложение может стать восклицательным. Но в английском языке существуют и собственно восклицательные предложения, отличительной чертой которых являются слова *what* (перед существительными) и *how* (перед прилагательными и наречиями) (*What a shame (it is)! What a beautiful night! How unpleasant! How kind of you!*), а также восклицательные вопросы (*Hasn't she grown! – Разве она не выросла! Isn't it wonderful weather! – Разве погода не прекрасна! Don't I know that! - Я так и знал! Am I hungry! – Я очень голодна!*), выражения (*If only I listened to my parents! – Если бы я слушался родителей! Just to think! – Подумать только! Who should come in but Tom! – И кто бы Вы думали вошел, Том!*), междометия (*Oh, hell! God! My! Ouch! Rats!*) Эллиптические предложения выполняют функцию соединительных элементов в диалоге (обычно в форме вопросов и ответов). Пропуски того или иного элемента позволяют

Научно-лингвистические категории в концепции
 деловой коммуникации

привлечь внимание к центральной смысловой части высказывания, кроме того, партнеры могут использовать различные виды эллиптических предложений, чтобы избежать повторов.

В речи встречаются различные типы эллиптических предложений, при этом в предложении могут опускаться следующие элементы:

– подлежащее, выраженное **I** (*Beg your pardon. Don't know what to say. Can't see that.*); **you** (*Want a drink?*); **he, she, they** (*Doesn't look too well. Can't play at all.*); **it** (*Looks like rain. Doesn't matter.*); **there** (*Appears to be a big crowd in the hall*);

– подлежащее и часть сказуемого, обычно вспомогательный глагол (*(I am) Sorry. (I'll) See you later. Where is John? – (He has) Gone to work. (Are you) Looking for anyone? (Have you) Got any chocolate? What is she doing? – (She is) Writing a letter. (It's) Good to see you.*);

– подлежащее и сказуемое полностью (*Where's Alan? – Outside. What did you give Mary? – A bunch of flowers.*);

– сказуемое полностью (*Who told you the news? – John. What prevented you from going there? – Weather*);

– фраза *You had better* сокращается до *You better try it again. / Better try it again.*

Интересны случаи эллиптических вопросов типа (*I'm very hungry. – Are you? The Browns are emigrating. – Emigrating? I went to the theatre on Sunday. – With whom?*), а также тех, которые состоят из вопросительного слова и предлога (*Where from? Where to? What for? What with? Who with? Who by?*).

В предложениях могут быть опущены такие элементы, как неопределенный артикль (*(A) Friend of mine told me about it. (It is a) Pity he won't help*); предлога (*(Of) Course he's here. I'll see you (on) Sunday. We stayed here (for) three weeks. She cooks turkey (in) the way I like*).

Научно-лингвистические категории в концепции деловой коммуникации

Сложносочиненные предложения могут быть эллиптическими (*John will cook dinner today and Barbara tomorrow. Jack was the winner in 1996 and Bob in 1997. Jane must tidy the room and Peter read his book. She'll write to her parents and he will to his sister. We wanted fried fish, but they gave us boiled. Tom was at Oxford, but his brother wasn't. Peter plays football but not John. Kevin writes extremely well – and Mary.*

Эллиптические элементы в сложноподчиненных предложениях имеют свои отличительные черты (*The house (that) I live in is red. The man (whom / that) I met yesterday is Mary's husband. I know (that) he is a BA. If (it is) necessary, buy it. He is an excellent student; if (it is) so, he'll get the position. You arrived earlier than (it was) usual / necessary. All I did was (to) turn off the gas. She enjoyed it much more than I expected her to (enjoy) (но здесь следует оговориться, что глагол «to be» не опускается – She was more beautiful than I imagined her to be.)*

После глагола **help** мы можем опускать частицу **to** (*Will you help me do the room?* – American English), или нет (*This book helped me to see the truth* – British English).

3.6. Composite and Complex Sentences. Relative Pronouns

Для разговорного английского языка характерно употребление простых конструкций и предпочтение сложносочиненных предложений сложноподчиненным.

Formal	Informal
If you ask me nicely, I'll give it to you.	Ask me nicely, and I'll give it to you.
Unless you give it back to me, I'll tell your mother	Give it to me, or I'll tell your mother

Сложноподчиненные предложения состоят из главного предложения и придаточного. Существуют несколько основных видов придаточных предложений:

Научно-лингвистические категории в концепции
 деловой коммуникации

– подлежащие придаточные (*It doesn't matter what she looks like. What she looks like doesn't matter. What you need more is a good rest. Whether you love me or not isn't of the smallest consequence. The person / The one who spoke to you must have been John's teacher*);

– придаточные предложения как часть сказуемого (*Here is where the accident took place. You are not who I thought you were.*);

– придаточные дополнительные вводятся такими союзами как **that, if** (может вводить отрицательное придаточное), **whether** (не может вводить отрицательное придаточное), **if / whether ... or** (*I'm sure (that) he is wrong. Do you know that there are not two snowflakes which are exactly alike? I don't care if it doesn't rain. Do you know whether / if the bank is open? I don't care whether it will rain or be sunny.*), а также местоимениями и наречиями **what, who, whose, how, why** (*It is difficult to guess what you may do next. I know who could tell you the news.*);

– атрибутивные придаточные вводятся относительными местоимениями **who**, в официальной речи **whom** (как правило, когда говорим о людях), **that, which** (когда говорим о предметах) (не следует путать атрибутивные придаточные с дополнительными типа: *Did you here what I said? I won't tell anyone what happened*, которые вводятся относительным местоимением **what**). Относительные местоимения в придаточном предложении могут быть подлежащими (*The man who (that) lives next door is very friendly. Where are the apples that were in the fridge?*), в этом случае мы не можем опустить их; если относительные местоимения употребляются в придаточном как дополнения (*The man (who / that) I wanted to see was away on holidays. The dress (that) Ann bought doesn't fit her very well.*), они могут быть опущены. Обратите внимание на положение предлогов в придаточных этого типа (*The man (who / that) I sat next to on the plane talked all the time. Are these the books (that) you are looking for? The girl (who / that) he fell in love with left him after a few weeks.*)

Научно-лингвистические категории в концепции
 деловой коммуникации

Если мы проанализируем придаточные приведенных примеров, то обнаружим, что они описывают *какой (или какой из множества) человек или предмет перед нами*, в предложениях (Tom's father, *who is 78*, goes swimming every day. The house at the end of the street, *which has been empty for two years*, has just been sold) придаточные сообщают нам *дополнительную информацию о знакомых людях или предметах*; такие придаточные выделяются запятыми, в них мы употребляем только относительные местоимения **who** (для людей) и **which** (для предметов), которые нельзя опустить. Придаточные этого типа могут также вводиться относительными местоимениями **whose** (A widow is a woman *whose husband is dead*. Martin, *whose mother is Spanish*, speaks both Spanish and English fluently.), **where** (I went back to the town *where I was born*. Mr. Hogg is going to Canada, *where his son has been living for five years*.), **whom** (употребляется вместо *who* в формальной речи, если является дополнением, а также с предлогами – The man *whom I wanted to see* was away on holiday. The girl *with whom he fell in love* left him after a few weeks. My sister, *whom (who) you once met*, is visiting us next week.)

Придаточные, выражающие дополнительную информацию, могут начинаться выражениями: **none of / many of / much of / (a) few of / some of / any of / half of / each of / both of / neither of / either of / one of / two of + whom** (люди) **или which** (предметы) (He tried on three jackets, *none of which fitted him*. Tom has a lot of friends, *many of whom he was at school with*. Two men, *neither of whom I had seen before*, came into my office.) Обратите внимание, что, если в атрибутивном придаточном выражен факт совершения действия, мы употребляем относительное местоимение **which** (She couldn't come to the party, *which was a pity*. – Она не смогла прийти на вечеринку, что очень жаль. The weather was very good, *which we hadn't expected*. – Погода была очень хорошая, чего мы не ожидали).

ADVERBIAL CLAUSES

Наречные придаточные многообразны. Рассмотрим некоторые из них.

1. Придаточные времени вводятся союзами *when, till, until, unless, after, before, as soon as, while*, после которых употребляется структура настоящего неопределенного (Present Indefinite) или настоящего совершенного (Present Perfect) времени: He will phone you *as soon as he returns*. I will return your book, *when I have read it*. Придаточные времени могут вводиться *as* для выражения двух одновременных действий (I watched her *as she opened the letter*. George arrived *as I left*. I began to enjoy the job more *as I got used to it*) или действия, происходившего при совершении другого (The man slipped *as he was getting off the train*).

2. Придаточные условия вводятся союзом *if* и бывают трех видов:

- условные предложения, выражающие реальное действие в будущем (*If I study hard, I'll pass all qualification examinations successfully* – Если я буду заниматься усердно, я сдам кандидатские экзамены успешно), в которых в главном предложении употребляется структура простого будущего времени (Future Indefinite), а в придаточном – настоящего неопределенного (Present Indefinite);

- условные предложения, выражающие нереальное, невыполнимое действие в настоящем (*If I attended more academic classes regularly, I would study better* – Если бы я посещал занятия для аспирантов регулярно, я бы учился лучше. *If I were a teacher, I would be strict.* – Если бы я был учителем, я бы был строг), в которых в главном предложении употребляется структура времени Future-in-the-Past (would + indefinite infinitive), а в придаточном – структура простого прошедшего времени (Past Indefinite);

- условные предложения, выражающие нереальное, не-



выполненное действие в прошедшем (*If I had attended all*

Научно-лингвистические категории в концепции
 деловой коммуникации

English classes at University, my English would have been better – Если бы я посетил все занятия по английскому, учась в университете, я получил бы более прочные знания), в которых в главном предложении употребляется структура времени Future-Perfect-in-the-Past (would + perfect infinitive), а в придаточном – структура прошедшего совершенного времени (Past Perfect).

3. Придаточные уступки вводятся союзами **although (though), even though** (в устной речи – We are enjoying ourselves *though the weather is bad. Even though he sat next to me, we never said a word to each other*) и союзами и соединительными словами **as, however, whatever, no matter what/who** etc. (в литературном стиле – *However he tries, he will never succeed* – Как бы он не старался, ему не добиться успеха. *Whatever caused the accident, it was not a broken bottle* – Что бы не было причиной аварии, это была не разбитая бутылка).

4. Придаточные причины, вводимые союзами **because, since, as** употребляются, как правило, в литературной речи (The car crashed *because the driver was careless. Since we live near the sea, we can often go swimming. As we had nothing better to do, we watched television the whole evening*), в обычной речи предложения перефразируются в сложносочиненные, соединенные **so** (The driver was careless, *so* the car crushed. We live near the sea, *so* we can often go swimming).

5. Придаточные цели вводятся союзами **so that, that, for fear (that), in order that**, после которых обязательно употребляются модальные глаголы *should, would, could, might* (He spoke so clearly *so that everyone could understand. They shut the window, for fear that the neighbours would / should / could hear the talk*). Идея отрицательной цели («чтобы не ...») передается союзами **lest** (формальная, литературная речь) или **in case** (разговорная речь) (American actors seldom take part in advertising *lest it should tarnish their image. He left early in case he should miss the train*).
 Тем не менее, наиболее распространенным

Научно-лингвистические категории в концепции
 деловой коммуникации

средствами выражения цели в английском языке служат инфинитив и инфинитивные конструкции (*He left early to catch the last train. He can't wait six month to be operated on. In order to catch the right word, some speakers stood up. She woke up and got out of bed so as not to disturb him*).

Придаточные результата вводятся союзом **so that** и всегда следуют за главным предложением (*We turned the radio up so that everyone heard the announcement*. В главном предложении очень часто употребляются конструкции **so + adjective or adverb, such (a) + (adjective) + noun** – *His speech was so clear that we understood every word. It's such a good chance that we won't miss it*.

6. Придаточные сравнения и образа действия.

Если мы сравниваем два действия или две ситуации, одна из которых нереальна, мы используем придаточное сравнения, которое вводится союзами **as if, as though** (более формальный). Если действие придаточного происходит одновременно с действием главного, в нем употребляются формы прошедшего времени (*She treats me as if / as though I were a stranger*), если действие придаточного предшествует действию главного, употребляются формы прошедшего совершенного (*Mike acted as though nothing had happened*), если действие придаточного следует за действием главного предложения, употребляется глагольная конструкция **would + indefinite infinitive** (*She began to weep as though her heart would break*).

Придаточные образа действия могут вводиться союзами **as ...as** (*Ann writes as neatly as her father does*), **not so ... as** (*I speak English not so fluently as Mary does.*), **as much of + a noun + as** (*It was as much a success as I had hoped*), **not such a + (an adjective) + a noun + as** (*John is not such a quick worker as Bill (is)*).

Если мы сравниваем два предмета с целью выделения некоторых различий, мы употребляем придаточные, вводимые **than** (*Mary is older than Nick. You look so much better than you did this morning. He is more of a sportsman than his brother*).

**3.7. Modals**

MODAL	MEANING	EXAMPLE
CAN	1) физическая и умственная способность; 2) возможность; 3) разрешение; 4) просьба; 5) в отрицаниях – запрет ('нельзя')	I can swim. You can fall ill. You can go home now. Can I have some juice? You can't park here!
COULD*	1) физическая и умственная способность в прошлом; 2) возможность; 3) просьба	He could read when he was 2. We could still win. Could you help me?
MAY	1) возможность; 2) разрешение	I may become a doctor. You may go now
MIGHT	1) возможность; 2) разрешение; 3) упрек (+ Perfect Infinitive)	I might come. Might I ask you a question? You might have come
MUST	1) долженствование, исходящие от говорящего; 2) в отрицаниях – запрет (строже, чем с can)	You must do it right now. You mustn't beat girls!
SHOULD / OUGHT TO	1) совет ('следует', 'стоит'); 2) моральное обязательство; 3) необходимость; 4) возможность; 5) упрек (+ Perfect Infinitive)	You shouldn't eat so many sweets. Children ought to help their parents. We should be there in no time. If anything should happen to me call the police. You should have called me



Научно-лингвистические категории в концепции
деловой коммуникации

NEED	необходимость (как модальный – только в отрицательных предложениях)	You needn't do it right now
------	---	-----------------------------

Научно-лингвистические категории в концепции
деловой коммуникации

MODAL	MEANING	EXAMPLE
SHALL	1) предложение; 2) намерения	Shall we begin? He shall come
WILL / WOULD	1) желание, намерения; 2) просьбы, предложения; 3) в отрицаниях – нежелание (‘никак не’)	I will / would lend you some money. Will / would you help me? The door won't / wouldn't open

* Когда речь идет об успешном завершении действия в прошлом (‘он смог’), следует использовать *was / were able to* вместо *could*, который используется для обозначения физических и умственных способностей.

SEMI-MODALS*

MODAL	MEANING	EXAMPLE
HAVE TO	1) долженствование, вызванное обстоятельствами (‘приходится’); 2) в отрицаниях – отсутствие необходимости (‘не надо’)	I work hard as I have to keep my family. You don't have to get up so early
BE TO	1) договоренность (+ Perfect Infinitive, если не состоялась); 2) строгий приказ; 3) в отрицаниях – строгий запрет; 4) что-то неизбежное (‘суждено’); 5) инструкции	We are to meet at 5. (We were to have met at 5 but we didn't). You are to stay here. You are not to do that. He was to become a doctor. What are we to do?

* Эти глаголы обладают модальным значением (долженствование и пр.), но в предложении функционируют, как обычные глаголы, то есть в отрицаниях и вопросах используются вспомогательные глаголы, происходит изменение по временам.

MODALS OF DEDUCTION

MODAL	TRANSLATION	EXAMPLE	TIME
	должно быть,	He must <i>have written</i> a book. Должно быть, он написал книгу.	Past (о совершившемся)



Научно-лингвистические категории в концепции
деловой коммуникации

MUST	вероятно, очевидно, скорее всего	He must <i>have been writing</i> his book for a year. Должно быть, он пишет книгу уже год	Perfect meaning (начал в прошлом, до сих пор пишет)
------	--	--	---

Научно-лингвистические категории в концепции деловой коммуникации

MODAL	TRANSLATION		EXAMPLE	TIME
MUST	должно быть, вероятно, очевидно, скорее всего		He must <i>be writing</i> a book now. Должно быть, он сейчас пишет книгу.	Present (о настоящем)
			He must <i>like</i> writing books. *Должно быть, он любит писать книги	
			He <i>is likely to write</i> a book. He <i>will probably write</i> a book. Вероятно, он напишет книгу	Future (о будущем)
			He <i>must have failed to write</i> a book. Должно быть, он не написал книгу	Past
	должно быть, вероятно, очевидно, скорее всего	+ не	He <i>isn't likely to have been writing</i> his book for a year. Вряд ли он пишет книгу уже год	Perfect meaning
			He <i>isn't likely to be writing</i> a book. Вряд ли он пишет книгу. He <i>isn't likely to be</i> a writer. Вряд ли он писатель	Present
			He <i>isn't likely to write</i> a book. He <i>won't probably write</i> a book. Вряд ли он напишет книгу	Future
	возможно,		He <i>might (not) have written</i> a book. Возможно, он (не) написал книгу	Past

Научно-лингвистические категории в концепции
деловой коммуникации

MIGHT	может быть, может	(+не)	He might (not) <i>have been writing</i> his book for a year. Возможно, он пишет эту книгу уже год	Perfect meaning
-------	-------------------------	-------	--	-----------------

Научно-лингвистические категории в концепции деловой коммуникации

MODAL	TRANSLATION		EXAMPLE	TIME
MIGHT	возможно, может быть, может	(+)не	He might (not) <i>be writing</i> a book now. Возможно, он пишет книгу. He might (not) <i>like</i> writing book. Возможно, он любит писать книги	Present
			He might (not) <i>write</i> a book. Возможно, он напишет книгу	Future
		CAN	неужели	
	Can he <i>have been writing</i> the book for a year? Неужели он пишет книгу уже год?			Perfect meaning
	Can he <i>be writing</i> a book now? Неужели он сейчас пишет книгу? Can he <i>like</i> writing books? Неужели он любит писать книги?			Present
	Is he <i>really</i> going to write a book? Неужели он напишет книгу?			Future
неужели	+ не		Can he <i>have failed to write</i> the book? Неужели, он не написал книгу?	Past
		Can it be that he isn't writing a book? Isn't he writing a book. Неужели он не пишет книгу?	Present	

Научно-лингвистические категории в концепции деловой коммуникации

MODAL	TRANSLATION		EXAMPLE	TIME
CAN	неужели	+ не	Can it be that he won't write a book? Isn't he going to write a book? Неужели он не напишет книгу?	Future
	не может быть вряд ли		He can't <i>have written</i> a book. Не может быть, что он написал книгу	Past
			He can't <i>have been writing</i> his book for a year. Не может быть, что он пишет книгу уже год	Perfect meaning
			He can't <i>be writing</i> a book now. Не может быть, что он пишет сейчас книгу. He can't <i>like</i> writing books. Не может быть, что он любит писать книги	Present
			He isn't likely to write a book. Вряд ли он напишет книгу	Future
	не может быть	+ не	He can't have failed to write a book. Не может быть, что он не написал книгу	Past
			It can't be that he isn't writing a book. Не может быть, что он не пишет книгу	Present



Научно-лингвистические категории в концепции
деловой коммуникации

		<p>It can't be that he won't write a book. Не может быть, что он не напишет книгу</p>	<p>Future</p>
--	--	---	---------------

Научно-лингвистические категории в концепции
деловой коммуникации**Notes:**

1. Для того чтобы перевести предложения с «вероятно ... не», «неужели не», «не может быть, что ... не», относящиеся к прошлому, можно использовать не только глагол *fail*, но и другие лексические средства: Вероятно, она не понравилась твоим родителям = Your parents must have *disliked* her.

2. Когда в предложениях с модальными глаголами предположения, относящихся к настоящему времени, используются статичные глаголы (be, love, hate, belong, possess, etc.), эти глаголы используются просто в форме инфинитива без *to*: Не может быть, что она любит тебя = She can't love you.

3.8. Verbals

Forms Of The Infinitive		
Tense	Active	Passive
Indefinite	to go to take	– to be taken
Continuous	to be going to be taking	–
Perfect	to have gone to have taken	– to have been taken
Perfect Continuous	to have been going to have been taking	–
Forms Of The Gerund		
Indefinite	writing	being written
Perfect	having written	having been written
Forms Of The Participle I		
Indefinite	writing	being written
Perfect	having written	having been written



THE USE OF THE BARE INFINITIVE

Words / phrases followed by a bare infinitive	Examples
Auxiliaries: <i>do, will, would</i>	<i>I don't like rock music.</i> <i>I will call you tomorrow.</i> <i>When a child I would go to the park with my mum</i>
Modals: <i>can, may, must, need, should, would, will, shall</i>	<i>I can go there right now.</i> <i>You should be careful.</i> <i>Would you like a cup of coffee?</i>
Modal expressions: <i>had better, would rather, would sooner</i>	<i>She would sooner die than come back.</i> <i>You'd better leave me alone!</i> <i>I'd rather go to bed</i>
Complex object: after <i>see, watch, observe, notice, hear, feel</i>	<i>I felt somebody touch me.</i> <i>He heard the door open.</i> <i>I saw him come into the room.</i>
Verbs of inducement: <i>let, make, have</i> (*only in the active)	<i>Let me tell you something.</i> <i>Don't make me cry.</i> <i>I'll have Hudson show you into your room</i>
But-phrases: <i>cannot but, do anything but, do nothing but, couldn't but</i>	<i>Did you do anything but ask questions?</i> <i>They did nothing but listen to him</i>
Comparative formulas	<i>I think he does little more than come at work, give instructions and go home</i>
Why-sentences	<i>Why wait until then?</i> <i>Why not begin at once?</i>
All + be + bare inf. What + be + bare inf.	<i>All he did was open the door.</i> <i>What we need is buy a new flat</i>
Subjunctive mood	<i>I suggested that she give up driving.</i> <i>I demand that all the birds be loosed.</i> <i>The rules require that you come to work at 8.</i> <i>He's proposed that I become his partner.</i> <i>I recommend that you buy a more powerful computer</i>

VERBS FOLLOWED BY THE GERUND OR THE INFINITIVE
WITH CHANGE IN THEIR MEANING

Verbs	+ Gerund	+ Infinitive
begin, start	Процесс: <i>It started drizzling</i>	а) inf – глагол умственной деятельности и чувств: <i>I began to feel cold;</i> б) подлежащее – неодушевленное существительное: <i>The barometer began to fall;</i> в) после времен Continuous: <i>It's starting to snow</i>
go on	Продолжение той же деятельности: <i>They went on laughing.</i>	Смена деятельность в ходе процесса: <i>After discussing the exams they went on to talk about the party</i>
stop	Завершение процесса: <i>She stopped crying and smiled.</i>	С инфинитивом цели («чтобы»): <i>He stopped to smoke</i>
like	«Нравиться» (о привычке): <i>I like cooking</i>	а) «считать полезным / нужным»: <i>I like to get up early;</i> б) о чем-то конкретном: <i>I like to swim in this lake</i>
loathe (не выносить)	В общем: <i>I loathe travelling by air</i>	В частности: <i>I loathe to have to do this dirty work</i>
hate	«Ненавидеть»: <i>I hate going by public transport</i>	«Сожалеть» (в извинениях): <i>I hate to trouble you, but I have to tell you something unpleasant</i>
remember	«Вспоминать» о прошлом: <i>I remember seeing you somewhere</i>	«Вспоминать» = «не забыть»: <i>He remembered to post the letter</i>
forget	«Забыть» = «не помнить»: <i>He forgot calling me but I reminded him</i>	«Забыть» = «не сделать»: <i>Don't forget to call me tomorrow</i>

Научно-лингвистические категории в концепции
 деловой коммуникации

Verbs	+ Gerund	+ Infinitive
regret	«Сожалеть» о прошлых действиях: <i>I regret saying that you were mistaken</i>	«К сожалению» (в извинениях): <i>I regret to tell you that your wife died</i>
try	«Пробовать»: <i>Try jogging in the morning, it might help</i>	«Пытаться» (прилагать усилия): <i>Try to get here by noon</i>
prefer	В общем (привычка): <i>I prefer walking to cycling.</i>	Частный случай: <i>I prefer to wait here</i>
mean	«Значить»: <i>Being a parent means feeling responsible</i>	«Намереваться», «хотеть»: <i>She means to buy a new car soon</i>
be afraid of	«Бояться», так как может случиться что-то плохое: <i>I don't like dogs. I'm afraid of being bitten</i>	Не хотеть что-то делать, так как это опасно или неприятно: <i>He was afraid to go to the police as he knew they would hold him</i>
consider	«Размышлять»: <i>I consider going to Greece</i>	«Считать»: <i>I consider him to be clever</i>
remind	+of: напоминать о чем-то прошлом: <i>She reminded me of missing the date</i>	Напомнить что-либо сделать: <i>She reminded me to feed the dog</i>
want	«Надо что-то сделать»: <i>The windows want cleaning.</i>	«Хотеть»: <i>I want to sleep</i>
recommend	Без объекта: <i>I recommend drinking it</i>	С объектом: <i>I recommend her to drink it</i>

3.9. Complex Subject

Подлежащее + сказуемое + инфинитив (часть подлежащего)

Подлежащее	Сказуемое	Infinitive (часть подлежащего)	
He	is / was known (известно, что); thought (думают, что); considered (полагают, что); seen (видели, как); heard (слышали, как); said (говорят, что); reported (сообщают, что)	to have left	совершившееся действие
		to have been working...	действие началось в прошлом и продолжается до сих пор
	seems / seemed (кажется, что); proves / proved (он оказался); turns out / turned out (он оказался); happens / happened (он оказался); doesn't seem, doesn't prove, didn't happen	to be leaving	действие совершается или планируется
		to know about it	состояние в настоящем
		to leave soon	будущее действие

3.10. Complex Object

Подлежащее + сказуемое + объектное местоимение / существительное + (to) infinitive

Verbs	Form of the Inf.	Examples
know, think, believe, consider, expect, suppose, etc.	Inf. с to	I know <i>him to be an honest man.</i> Я знаю, что он честный человек. She believed <i>him to have left for Moscow.</i> Она думала, что он уехал в Москву. The boss considers <i>me to be a professional.</i> Начальник считает меня профессионалом



Научно-лингвистические категории в концепции
деловой коммуникации

**like, love, hate,
dislike, etc.**

I'd love *you to come* with me.
Я бы хотел, чтобы ты пошла со мной.
She hated *him to be sent* there.
Она не хотела, чтобы его посылали туда

Научно-лингвистические категории в концепции
деловой коммуникации

Verbs	Form of the Inf.	Examples
want, wish	Inf. c to	I don't want <i>him to be punished</i> . Я не хочу, чтобы его наказывали
make, let	Inf. без to	Mom made <i>him eat</i> the soup. Мама заставила его съесть суп. We'll let <i>them go out</i> . Мы выпустим их
see, hear, feel, watch, notice, etc.		I didn't hear <i>you say</i> that. Я не слышал, чтобы ты говорила это. I saw <i>him come in</i> . Я видел, как он вошел

Notes:

1. Если после глаголов *see, hear, watch, etc.* идет процесс, а не однократное действие, то вместо инфинитива следует использовать причастие:

I didn't hear you telling this joke. – Я не слышал, как ты рассказывал этот анекдот.

I saw him coming in. – Я видел, как он входил.

2. Если глагол *see* означает «понимать», а глагол *hear* употребляется в значении «мне сказали», то после них используется не Complex Object, а предложение с *that* (придаточное изъяснительное):

I saw that he didn't understand anything. – Я видел, что он ничего не понимает.

I heard that they have moved. – Я слышал, они переехали.

3.11. Verbs and Phrases Requiring the Gerund

Verb + Gerund	admit	grudge	prevent
	adore	imagine	propose
	appreciate	include	recall
	avoid	involve	recollect
	deny	justify	report
	detest	mention	require
	dislike	mind	resist
	enjoy	miss	risk
	fancy	postpone	suggest
	forgive	practice	tolerate



Verb + Prep.+ Gerund	accuse of agree to ap- prove of apologize for burst out complain of	depend on dream of in- sist on ob- ject to per- sist in pre- vent from	put off rely on re- proach with speak of suc- ceed in sus- pect of
Phrase + Gerund	be aware of be capable of be fed up with be proud of be sure of be surprised at be fond of	be guilty of be happy about be indignant at be keen on be tired of be used to	be worth cannot help have difficulty in it's no use there's no use in look forward to

3.12. Conditional Sentences

<i>Conditionals</i>	<i>Time Reference</i>	<i>Examples</i>	<i>Russian Equivalents</i>
<i>Conditional I</i>	<i>Future</i>	If I have enough money, I'll come and see you	Если у меня будет достаточно денег, я навещу тебя (в будущем)
		If the weather is fine tomorrow, I'll paint the windows	Если погода завтра будет хорошей, я покрашу окна
<i>Conditional II</i>	<i>Present</i>	If I had enough money, I would come and see you	Если бы у меня (сейчас) было достаточно денег, я бы навестил тебя.
		If the weather were fine, I would paint the windows	Если погода была бы хорошей, я бы покрасил окна (сейчас)
<i>Conditional III</i>	<i>Past</i>	If I had had enough money, I would have come and see you	Если бы у меня было достаточно денег, я бы навестил тебя (некоторое время назад)
		If the weather had been fine, I would have painted the windows	Если погода была хорошей, я бы покрасил окна (некоторое время назад)

3.13. Numerals

0	oh (zero is not often used in reading decimal (десятичные) values)
1–10	–
11–19	eleven, twelve, -teen
20–99	twenty one, -two etc.
100–999	nine hundred and ninety-nine
1,000–999,999	(comma to denote thousands)
1,000,000	one million/a million
35,395	(point to denote decimals) thirty-five point three nine five
500 books	five hundred books (<i>but</i> : hundreds of books)
3,000 cars	three thousand cars (<i>but</i> : thousands of cars)
1/2	a half
1/4	a quarter
1/3	a third
3/4	three-quarters
2/3	two-thirds
1/8	an eighth
3/16	three-sixteenth
$a + b = c$	a plus b equals c
$a - b = d$	a minus b equals c
$a \cdot b = e$	a times b equals e <i>or a multiplied by b equals e</i>
$a/b = f$	a over b equals f or a divided by b equals f
\sqrt{x}	square root of x
x^2	x squared
x^n	x to the power of n or x to the n
<	less than
>	greater than

REFERENCES

1. Robert W. Bly. Webster's New World. Letter Writing Handbook. Wiley Publishing, Inc., 2004.
2. Stephen Bailey. Academic Writing for International Students of Business. Routledge, London and New York, 2011.
3. Council of Science Editors. Scientific Style and Format: the CSE Manual for Authors, Editors, and Publishers. 7th edition. Cambridge: Cambridge University Press, 2006.
4. Davis, Martha. Scientific Papers and Presentations. San Diego: Academic Press, 1997.
5. Day, Robert A. How to Write and Publish a Scientific Paper. 4th edition. Phoenix, AZ: Oryx Press, 1994.
6. EASE Guidelines for Authors and Translators of Scientific Articles to be Published in English, June 2013.