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Text analyses of English business articles and classification of their features

Our students at the College of Finance and Accountancy have to face a written exam at the end of their four-semester Business English studies, a part of which is a translation of a business text from English into Hungarian and another one from Hungarian into English. They both present difficulties and problems for the students in one way or another. Due to recent developments (Klaudy, Newmark), however, translation has been acknowledged as a special skill which can and should be taught. Although translation has a lot of subjective elements, it has been recognized that due to the nature of the two languages certain translation techniques exist which are used and applied by translators either automatically or consciously depending on the level of the translators. Most of the recent publications (Newmark, Klaudy, Heltai) deal with the classification of these translation techniques and, due to their nature, do not mention those linguistic problems which lead to mistranslation. We, practising teachers, who have to improve our students' translation skills, have to face mistranslations often due to inadequate knowledge of the foreign language. The aim of this paper is to identify what skills a good student translator needs and in its main part it will focus on those areas of the English grammar and special characteristics of Business English texts which provide the most difficulties and problems for an average student translator. The paper will try to group the most important information about these features and attempt to provide authentic examples to match each point.

First let us consider what is needed for a college student to do a good translation of a business article. First of all :

- good reading and comprehension skills,
- a good working knowledge of English,
- some background information on the subject and
- some knowledge of translation techniques.

Good reading and comprehension skills mean that the student has experience in understanding the essence of a text and defining the meaning of certain words in context. A student with good reading skills in his native language will probably have fewer difficulties when reading a foreign text. In recent years

special attention has been paid in the English teaching literature to the development of reading and comprehension skills. They can and should be improved by awareness raising activities in terms of content, organization, rhetorical functions and linguistic features of authentic examples. Reading techniques like scanning, skimming, predicting, and skills of extracting key points should be practised and improved. To develop good reading and comprehension skills as well as to learn the use of different dictionaries should be among the very first tasks of teaching Business English.

Another point, when preparing students for the translation part of the exam should be to try and identify those linguistic features of business texts which present difficulties for the students. In the following, we are going to identify five of these features. We hope that, by identifying and by pointing out the most important features of these texts, and by giving a number of examples taken from authentic texts, students can be helped with getting practice in understanding of business articles. Only after students are aware of these features can we start to deal with teaching or rather awareness raising of various translation techniques.

So the five features of Business English texts, which we are going to deal with in detail, are :

- the special features of headlines,
- the simple and complex sentences,
- the noun phrase, pre- and post-modification,
- infinitive structures,
- -ing structures.

The examples to match the different points are taken from the exam texts of previous years and from Financial Times articles. They are by no means meant finite or complete and naturally can and should be extended at any time. The aim is to provide only the minimum of necessary theoretical background in addition to as many examples as possible. The theoretical background and the classifications lean on established grammar books listed in the references section and indicated after quotations.

HEADLINES

The first difficulty students face when reading an authentic article is the headlines. In a lot of cases, headlines can be very difficult for them to understand, so, by raising their awareness to the special style of newspaper

headlines, the understanding of them can be improved. Words are used sometimes in unusual ways and there are some special rules of grammar as well.

Vocabulary

Short words are very common in headlines and some are even used in special senses which they do not often have in ordinary language. And others are chosen because they sound dramatic. Some special business 'headline' words are :

aid meaning 'assistance, subsidy'

EU continues tobacco aid

battle meaning 'conflict or struggle'

Indonesia faces WTO battle

Bank intensifies battle for Ivestia

boost meaning 'increase, improve'

Cars help boost US retail sales

buy meaning 'bargain'

Irish Life in \$163m US buy

curb meaning 'restriction or restrict'

Spending curbs set to slow building growth

Egypt pledge to curb inflation

cut meaning 'reduction'

Swedish drink tax cuts urged

deal meaning 'agreement or arrangement'

Endesa puts \$1bn Chilean power deal on hold

lift meaning 'increase'

Korea chip group to lift production

link meaning 'connection'

Jersey fears loss of air link

link-up meaning 'relationship or partnership between two organisations'

Anglo French power link-up

offshoot meaning 'branch' or 'subsidiary'

Disney offshoot to lead Internet news service

probe meaning 'thorough investigation'

Companies may face probes

stake meaning 'interest'

Carnival happy with Airtours stake

Grammar

One characteristic of headlines is that they are rarely complete sentences. It is useful for students to try and reconstruct the original sentence after they get to know in what sense the different tenses are used in headlines. "In newspaper

headlines it is unusual to find complex forms like 'is coming' or 'has produced'. generally **the simple present** form (comes , produces) is used whether the headline is about to something that has happened, something that is happening or something that happens repeatedly." (Swan:409) The simple present is by far the most often used tense in headlines.

Pentos succumbs to the receivers
McDonald's expands in Italy
Financial sector increases staffing
Foreign Investment in East Europe doubles
World Bank offers India finance
Hanoi criticises foreign banks
Microsoft buys WebTV Network
Jamaican banks merge
Japan brokers move towards consolidation

"Sometimes **the present progressive**(or **present continuous**) is used (usually to describe something that is changing or developing), but the auxiliary (is , are) is usually left out." (Swan:409)

US retailers' profits rising

Some exceptions exist though like in the following example:

US is facing battle over Freeman's heir at EBRD

To refer to the future, headlines often use **the infinitive**. This is really a contracted form of the be+infinitive construction.

Time Warner to attack Spain's cinema market
UK insurer to cut a third of staff and close branches
Philips to sell electronics units

Sometimes there are exceptions like in the following headline where a quotation is used:

Gas pipe route ' will hit prices'

Passive sentences are constructed with no auxiliary verb, just the past participle.

Lopez accused of betraying company secrets
Finance minister attacked over EMU
Exchange reforms given go-ahead
NatWest winner jailed for fraud
IMF urged to do more in monitoring banking

Articles and the verb "to be" are often left out.

Belgium 'on budget target'

Exceptions exist especially with quotations, as in :
Japanese industry is more confident, says BOJ report

In headlines you can often find a **string of several nouns** , where all nouns except the last one act as adjectives.

Yamaha in India motorcycle deal
Deutsche Telekom in share sale campaign

When students have difficulty in understanding a headline they are often told to read the first paragraph of the article which provides basically the most important information about the event and helps them to make sense of the headline. However, by giving this advice we have to realize that by reading the first sentence most of the students face another difficulty and that is the problem of the complex sentence.

The SIMPLE and COMPLEX SENTENCE

It is very useful - no matter how short and simple - to provide students with some information about the structure of the English sentence.

"A **simple sentence** comprises just one clause, i.e. with one verb phrase:

Managers plan activities.

A **complex sentence** comprises more than one clause, i.e. with more than one verb phrase. The clauses are connected by coordination, subordination or 'general purpose' connectors.

Managers plan activities but must also play a personnel role.

(coordination with but)

All managers are involved in personnel matters because they must ensure that each team member operates efficiently. (subordination with because)

She works for Pharmacon, which makes chemical products.

(connection with which)" (Brieger/Sweeney:76)

A sentence can be seen as comprising five units called **elements** of sentence structure: subject(S), verb(V), complement(C), object(O), adverbial(A).

They (S) make(V) him (O) the chairman (C) every year (A) .

We need to distinguish two types of object and two types of complement in the sentences. The object can be direct object or indirect object as illustrated in the following two sentences:

The detective searched the office . (Od)

The boss gave the secretary(Oi) a payrise(Od).

The complement can be subject complement or object complement.

He is the chairman (Cs).

They make him the chairman (Co) every year.

A considerable variety is possible in realizing each element of structure. Subject, object and adverb can have the internal constituents of sentences.

He(S) realized(V) that [the company(S) went(V) bankrupt(C)] (O)

The chairman (S) grew(V) happier(C) when [the shares(S) could be sold (V)](A)

That [the company (S) made(V) profits(O) every year (A)](S) pleased (V) the shareholders(O) enormously(A).

The verb element is always a verb phrase. "This may be 'finite' showing tense, mood and aspect or 'non-finite' not showing tense or mood but still capable of indicating aspect. By *tense* we understand the correspondence between the form of the verb and our concept of time. *Aspect* concerns the manner in which the verbal action is experienced or regarded (for example as completed or in progress), while *mood* relates the verbal action to such conditions as certainty, obligation, necessity, possibility. In fact, however, to a great extent these three categories impinge on each other: in particular, the expression of time present and past cannot be considered separately from aspect, and the expression of the future is closely bound up with mood." (Quirk/Greenbaum:40)

The subject of a sentence maybe a 'clause' as in :

That the company was making profits pleased everybody.,

but it is usually a 'noun phrase'. Its simplest form can be a pronoun such as 'we' or a proper noun such as Ann. "But a noun phrase may be an indeterminately long and complex structure having a noun as head, preceded by other words such as an article, an adjective or another noun and followed by a prepositional phrase or by a relative clause" (Quirk/Greenbaum:17) as in :

The new copy machine in my office which we bought last month is out of order.

"**Subject complements, direct objects, and object complements** may be realized by the same range of structures as subjects, but subject and object complements have the additional possibility of being realized by adjective phrases (having an adjective as head)"(Quirk/Greenbaum:17), as in :

She made him {happy.

very much happier.

"**Indirect objects**, on the other hand, have fewer possibilities than subjects, and their realizations are chiefly noun phrases" (Quirk/Greenbaum:17), as in:

He had given the man in black an apple.

Adverbials can be realized by:

- a) adverb phrases, having an adverb as head;
- b) noun-phrases;

- c) prepositional phrases - that is structures consisting of a noun phrase dominated by a preposition;
 d) clauses, finite or non-finite. (Quirk/Greenbaum:18)

- a) John *very carefully* searched the office.
 b) They make him the chairman *every year*.
 c) She studied *at an old university*.
 d) He left the country *when the company went bankrupt*.
Seeing the large crowd, he used the back door to go into the office.

When making sense of an English sentence, students have to keep in mind that the typical English sentence has a subject+verb+object structure and that the subject is usually placed at the beginning of the sentence. Another important point to remember is that "an elementary rule of English grammar is to keep related words together. The position of the words in a sentence is the principal means of showing their relationship." (Bart/Klaudy/Szöllősy:136)

As mentioned above, **complex sentences** can be made by connecting clauses by coordination, subordination and 'general purpose' connectors.

Coordination is connecting clauses with one of the three coordinating conjunctions **and**, **or** or **but**.

"Subordination is a non-symmetrical relation holding between two clauses in such a way that one is a constituent or part of the other. It enables us to organize multiple clause structures. Each subordinate clause may itself be superordinate to one or more other clauses, so that a hierarchy of clauses, one within another, may be built up sometimes resulting in sentences of great complexity."(Quirk/Greenbaum:309)

To make out and understand these complex sentences one must first understand the nature of the noun-phrase, which may be as indefinitely complex as a sentence.

The NOUN-PHRASE

In describing complex noun-phrases we distinguish three components:

- a) "the head around which the other components cluster and which dictates concord and other kind of congruence with the rest of the sentence outside the noun phrase."

advertising materials sent in bulk

- b) "the premodification which comprises all the items placed before the head - notably adjectives and nouns."

domestic consumption

multilateral trade rules

c) "the postmodification comprising all the items placed after the head - notably prepositional phrases, non-finite clauses and relative clauses." (Quirk/Greenbaum: 375)

an article on EMU

employees working in slaughtering

the company which is state-held

"Modification can be restrictive or non-restrictive. That is the head can be viewed as a member of a class which can be linguistically identified only through the modification that has been supplied. (*restrictive*) Or the head can be viewed as unique or as a member of a class that has been independently identified (for example in a preceding sentence); any modification given to such a head is additional information which is not essential for identifying the head, and we call it *non-restrictive*." (Quirk/Greenbaum:376)

Premodification

These are the following range of pre-modifying items.

a) Adjective

luxury taxes, international investors, central bank, commercial bank, medical insurance,

Adjectives can be modified too, as in :

a cash-rich company,

b)(active or passive) Participle

manufacturing facilities, controlling interest, manufacturing output, restructuring programme, operating loss,

paid-up capital, syndicated loan, leveraged buy-out,

The participles can themselves be modified as in the following examples:

the cinema-operating subsidiary(here the participle has an object),

a foreign-owned/cash-strapped/state-owned company

"Participles cannot always be used as adjectives before nouns. It is not always easy to explain why one participle can be used before a noun but another one cannot. This is a complicated area of English grammar which has not yet been completely analysed." (Swan:453)

c) -'s/s' Genitive

February's monthly report, US retailers' profits, Britain's fourth largest supermarket chain, the Republic's largest group,

d) Noun

Premodification by nouns is very popular in business articles and they are often so closely associated with the head of the noun phrase as to be regarded as compounded with it.

motor industry, price competition, rationalisation costs, royalty payments, expansion programme, health cover, term assurance, bid speculation, construction industry, transition process, precision instrument,

Often several nouns can be found in one premodification. In expressions like this, all the nouns except the last one act as adjectives. The easiest way to understand noun phrases of this kind is to read them backwards.

*EU tobacco subsidy programme, fund management arm,
(troubled) home improvement store chain = i.e. a chain of stores which sells
DIY products and materials*

An important feature in noun-premodification is that plural nouns usually become singular. In most cases singular is normal, as in : *trade rules, trade ministry*, but it is by no means universal, especially with noun premodification that is not hardening into a fixed phrase, a compound. e.g. : *distributive trades survey, or (bank chief calls for a) rates shift.*

e) **Adverbial**

behind-the-scenes changes, drive-through restaurants

f) **Sentence**

He consulted I don't know how many advisors.

Very often more than one premodifier may be related to a single head, with no grammatical limit on the number. The order of pre-modifiers is determined, but at this place it is not our intention go into detail. If interested, see: Quirk/Greenbaum:403.

Postmodification

a) **Postmodification by relative clauses**

*the company, which is state-held
an internal survey, which has been obtained by the Financial Times
Pentos, which was placed into receivership yesterday morning
European countries which have devalued their currencies*

The English distinguishes two types of relative clauses a) restrictive or defining or identifying relative clauses or b) non-restrictive or non-defining or non-identifying relative clauses.

a) **Identifying/restrictive or defining relative clauses** "describe the preceding noun in such a way as to distinguish it from other nouns or the same class. A clause of this kind is essential to the clear understanding of the noun." (Thomson/Martinet:43)

The forms of the relative pronouns in identifying/defining or restrictive relative clauses are as follows:

	Subject	Object	Possessive
For persons	<i>who</i> <i>that</i>	<i>who/m</i> <i>that</i>	<i>whose</i>
For things	<i>which</i> <i>that</i>	<i>which</i> <i>that</i>	<i>whose/of which</i>

b) **Non-identifying/Non-restrictive or Non-defining relative clauses** "are placed after nouns which are definite already. They do not therefore define the noun, but merely add something to it. Unlike defining relative clauses, they are not essential in the sentence and can be omitted without causing confusion. Also, unlike defining/restrictive relatives they are separated from their noun by commas. The pronoun can never be omitted in a non-defining relative clause. The construction is fairly formal and more common in written than in spoken English." (Thomson /Martinet:48)

Relative pronouns used in non-defining/non-restrictive clauses:

	Subject	Object	Possessive
For persons	<i>who</i>	<i>who/m</i>	<i>whose</i>
For things	<i>which</i>	<i>which</i>	<i>whose/of which</i>

In the following we will have a look at other postmodification types bearing in mind that postmodifying clauses or phrases can often be considered reduced relative clauses.

b) Postmodification by non-finite clauses

1. - ing participle clause

employees working in slaughtering at the abattoirs

In this postmodification 'working' can correspond to

employees who *will work*
 will be working
 work
 are working
 worked

were working

and "will be interpreted, according to the context as equivalent to one of the former more explicit versions"(Quirk/Greenbaum:384). Other examples:

international tenders offering majority stakes in the regional companies to strategic investors

companies having a total face value of Ft 7 bn

2. -ed participle clause

McDonald's, advised on the deal by Banca di Roma
could be

McDonald's, which will be advised
is (being) advised
was (being) advised

but will be interpreted, according to the context, as equivalent to one of the latter.

It is important to call students' attention to the fact that the **-ed** participle is linked with the passive voice and the **-ing** construction is linked with the active.

Other examples:

a compromise, reached after several weeks of internal wrangling
the bookstore chain owned by the retail group Pentos

c) Postmodification by infinitive clauses

a list of companies to be sold off through simplified privatisation
as part of its efforts to attract potential shareholders
the country would meet its target to be among the first countries to replace their currencies with the euro
plans to forestall political and currency turbulence
the decision to publish a former statement
the best was to make the central bank's view known
the decision to appoint advisors

Infinitive clauses are fairly common in so called appositive postmodification. "**Apposition** resembles coordination in linking units having grammatical affinity. But, in addition, for units to be appositives they must normally be identical in reference or else the reference of one must be included in the reference of the other."(Quirk/Greenbaum:276) If two noun groups referring to the same person or thing are in apposition one is placed immediately after the other, with no conjunction joining them. Apposition is also common with definite noun phrases like:

ABP, the biggest slaughter company in the UK

Stevenson, the president of the Veterinary Association
McDonald's, the world's biggest fast-food chain
Cremonini, the private food and catering group
BZW, the investment banking arm of Barclays Bank
a gas supply company, the largest in Hungary
Aquavit, the powerful Scandinavian specialty

d) Postmodification by prepositional phrases

It is by far the most common type of postmodification in English.

a company in the UK
a company in state-hands
a 50 % stake in a bank
an article on EMU from the bank's economics department
a change in labour costs
a call for a cut in wages
taxes on spirits

e) The of-genitive

The of-phrase is the commonest prepositional postmodification of all and it has the most obvious resemblance with have-sentences. (Quirk/Greenbaum:388)

people of a very high credit standing
producers of fast moving consumer goods
costs of welfare insurance and investment

It is not only possible but also very common for a head to have more than one postmodification.

CDC, a media and investment company part owned by Mr. Ronald Lauder

Also, it is preferred way to end a string of postmodifications with a relative clause as in :

An internal survey, conducted last November by the Sample Polling Agency, and which has been obtained by the Financial Times

thus prompting the introduction of explicitness at a point which is relatively distant from the head. **Explicitness** in postmodification varies considerably. It is greater in the finite clause than in the non-finite clause though this in turn is more explicit than the prepositional phrase. Part of the relative clause's explicitness lies in the specifying power of the relative pronoun. It is capable of a) showing agreement with the head and b) indicating its status as an element in the relative clause structure. (Quirk/Greenbaum:378)

It is not uncommon for the noun phrase to be interrupted by other items of clause structure.

*different production figures from those given earlier
a big rise on Friday in the restaurant group's shares*

The INFINITIVE

1) Verbs directly followed by the infinitive

*it wouldn't specify yesterday which products' prices it intended to cut
the companies failed to find buyers
the increase of this size is bound to be putting severe squeeze on profit margins
the government is due to announce a decision this week*

It is useful to discuss here what three different meanings the "be to + infinitive" structure can express, because students often stand puzzled when seeing such a structure. "This expresses a) arrangement b) command or c) contingent future" (Quirk/Greenbaum:50).

a) *There is to be an investigation*

The meeting was to be held the following week

Alkaloida Hungary is to invite bids for a 50.2% stake

The World Bank is to lend \$200 m to an Indian Leasing company

b) *You are to be back by ten o'clock.*

c) *If he is to succeed, he must work harder.*

2) Verbs followed by how/what/when/where/which + noun and whether + infinitive

He discovered how to open the safe.

He couldn't remember whether to turn left or right.

3) Verbs followed by object and infinitive

The company has already told employees to bring forward their annual leaves

The market price will depend on how much the government allows gas prices to rise.

4) Infinitive of purpose

Deutsche Telekom has set up an information forum to keep investors up-to-date.

The IMF must assume a more assertive role in monitoring banking systems to help avoid such destabilising crises as those experienced in Latin America over the last two years.

To clear excess stock out of the system almost all the world's paper mills would need to shut for a month.

5) The infinitive can be used after **the first, the second** etc. , **the last, the only** and sometimes **after superlatives** to replace a relative clause.

This company was the last to be sold off through simplified privatisation.

Creminini was the only company to apply from Italy.

6) The infinitive after **too, enough** and **so...as**

Upper income buyers are too few to make a mass market.

The profit isn't enough to cover the new investment.

7) **The infinitive as subject**

The president of the British Veterinary Association said : To destroy a whole lot of cattle on tenuous grounds wouldn't be justified.

But it is more usual to place the pronoun it first and move the infinitive or the infinitive phrase to the end of the sentence.

It wouldn't be justified to destroy

8) **After nouns**

the decision to appoint advisors

the best was to make the Central Bank's view known

The infinitive can be placed after nouns and pronouns to show how they can be used or what is to be done with them.

I have letters to write.

There is a lot of work to do/to be done.

He offered the guests something to drink.

8) **After adjective**

It is essential (for the company) to implement the solution as quickly as possible.

The -ING FORM

1) **As a subject , object or complement of a sentence**

a) *Knowing there is a middle class in central Europe isn't the same , however, as knowing how or what to sell it.*

b) *He hates writing letters.*

c) *One of his bad habits in the office is drinking too much coffee.*

2) **After prepositions**

the company has expanded by building its own restaurants

France and Germany have attacked the IMF for being too lenient to European countries which have devalued their currencies.

A former NatWest businesswoman was jailed for 12 months for defrauding a NatWest finance company of £ 100 000.

3) After verbs

The consultant suggested changing the advertising strategy and improving the products.

I appreciate your giving me so much of your time.

4) In noun compounds

controlling interest

manufacturing output

emerging market

5) An -ing form can replace a sentence or main clause or a subordinate clause

Not knowing the language and having no friends in the country, he found it impossible to get a job.

Repair and maintenance are forecast to rise by 2 % next year accounting for more than a third of all the region's construction activity.

As put forward in the introduction, the aim of this paper was to find out what might be those areas of the English grammar, the knowledge of which can help students with the translation of business articles in their exam. As students of Business English with most probability do not have a keen interest in linguistics, the question arises how the information provided in the paper can best be utilized. Because we are convinced that the information in the paper can be of some use and interest for those learners of English as well, whose main aim is to be a fluent speaker of English and not to be an expert in linguistics. The information in the paper can be used as a reference material for teachers, for example either when making their students analyse business texts or when translating those parts of them which students find difficult to put into Hungarian. The classifications given can serve as a framework to which students can add their own authentic examples and by referring back during their studies, their awareness of the nature of English can be improved.

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Angol nyelvű gazdasági szövegek sajátosságainak elemzése és osztályozása (rezümé)

A Pénzügyi és Számviteli Főiskolán a diákoknak gazdasági nyelvi tanulmányaik zárásaként szigorlatot kell tenniük, mely vizsgának írásbeli részéhez tartozik az angolról magyarra ill. a magyarról angolra fordítás. Bizonyos szempontól mindkét feladat számos nehézséget jelent ill. jelenthet a diákoknak. Az utóbbi évek fordításelméleti és kutatási fejleményei közé tartozik, hogy a fordítási készséget bizonyos szempontból fejleszthetőnek tekinti és számos lépést tett az irányba, hogy a különböző fordítástechnikai megoldásokat osztályozza. (Klaudy, Newmark) Azonban ezek a művek, természetesen nem tárgyalják azokat a nyelvi ill. a megfelelő nyelvtudás hiányából adódó nehézségeket, amelyek általában egy fordítónak, a mi esetünkben a nyelvtanulónak, problémát okozhat és sok esetben félrefordításhoz vezethet. A gyakorló tanárnak azonban számos ilyen félrefordítással ill. rossz fordítással kell szembenéznie munkája során. Ez a probléma és a megoldás keresése vezetett ehhez az íráshoz, melynek célja azonosítani és leírni azokat a gazdasági szövegekben előforduló nyelvi nehézségeket, melyek általában gondot okoznak.

A bevezetőben röviden tárgyalja a cikk, melyek azok a kritériumok, amelyek szükségesek ahhoz, hogy a fordító sikeres fordítást tudjon létrehozni. Ezek:

- jó olvasási és szövegértési készség,
- megbízható nyelvtudás,
- bizonyos háttérismeret az adott tárgyról,
- bizonyos fordítói technikák ismerete.

A továbbiakban részletezi a jó olvasási és szövegértési készség mibenlétét és kiemeli annak fontosságát, hogy ennek fejlesztése a gazdasági nyelv oktatásának legelső feladatai közé kell, hogy tartozzon.

Ezt követően kerül sor a cikk fő témáját képező azon nyelvi jelenségekre, melyek egy angol gazdasági szöveget, konkrétan a szigorlati fordításszövegeket és a Financial Times-ből vett cikkeket általában jellemzi. Ezen sajátosságok a következők:

- az angol újságcímek és
- az egyszerű és az összetett mondat jellemzői,
- a főnévi szerkezet és bővítményei,
- a főnévi igeneves szerkezetek és
- az -ing szerkezetek előfordulási lehetőségei.

Az elméleti részek nagyban támaszkodnak Randolph Quirk és Sidney Greenbaum: Egyetemi angol nyelvtan című kötetére, melynek felosztásait a szigorlati szövegekből és Financial Times cikkből vett autentikus példákkal illusztráltuk.

Mivel a gazdasági nyelvet tanuló diákok nagyrésze feltehetően nem érdeklődik különösebben a nyelvészet iránt, felvetődik a kérdés, vajon hogyan hasznosíthatók a cikkben összefoglaltak. Meggyőződésünk ugyanis, hogy az információ azok számára is hasznos lehet, akik pusztán csak jól akarnak tudni angolul és nem feltétlenül céljuk a nyelv rejtelmeivel való ismerkedés. Az összefoglaltak ill. cikkben megadott típusok keretként szolgálhatnak a diákok számára, melyeket aztán ők maguk egészíthetnek ki saját, autentikus példákkal. Továbbá hasznos segédeszköznek bizonyulhat fordítási ill. szövegértési problémák megoldásához. Alkalmoszerűen újra és újra vissza lehet térni az anyaghoz és ezáltal növelni a diákok ismereteit, valamint fordításaik illetve nyelvhasználatuk tudatosságát munkájuk során.