


APÉNDICES

APÉNDICE A
CUESTIONARIO SOBRE EL USO DE
LENGUAS EXTRANJERAS EN LA EMPRESA

 <p>UNIVERSITAT JAUME I</p>	<p>CUESTIONARIO SOBRE USO DE LENGUAS EXTRANJERAS EN LA EMPRESA.</p>
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Nombre y apellidos

Cargo

Empresa

Actividad

Departamento.....

1. ¿Realiza la empresa comunicaciones con en el extranjero?

SI NO

2. ¿Cuál es el idioma principal de estas comunicaciones? Puntúe del 1 al 10 la importancia o uso de cada uno.

	1	2	3	4	5	6	7	8	9	10
CASTELLANO										
INGLÉS										
FRANCÉS										
ALEMÁN										
OTROS (indicar):										
.....										

3. ¿Qué tipo de documentación es la que se utiliza en relación a sus funciones? Indicar.

Comunicación Interna

Comunicación Externa

.....
.....
.....
.....
.....

.....
.....
.....
.....
.....

4. El uso del idioma (en comunicaciones externas) se realiza de forma: (indicar %)

* Oral

* Escrita (indicar el tipo de documento)

5. ¿Qué porcentaje de los informes que realiza les son requeridos en: (indique los tipos de informes)

CASTELLANO:%

INGLÉS:%

FRANCÉS:%

ALEMÁN:%

OTROS:%

.....%

Gracias por su tiempo.

***APÉNDICE B. METODOLOGÍA
Y APLICACIÓN DOCENTE***

Apéndice B1. Datos iniciales

Apéndice B2. Dossier

Apéndice B3. Documentos adjuntos a la redacción de informes

Apéndice B4. Fichas de implementación y seguimiento

Apéndice B5. Respuestas de las actividades

Apéndice B6. Transparencias

APÉNDICE B1
DATOS INICIALES

Ficha Inicial

Nombre y Apellidos:

Edad:

Curso:

Convocatoria de la asignatura:

Estudios previos:

Nivel de inglés que consideras tener:

Principiante Elemental Intermedio Avanzado

Otros (p.ej. niveles entre los nombrados). Especificar:

Enumera las 4 destrezas de acuerdo a la importancia que crees que tienen y al conocimiento que tu crees tener de las mismas (1 = mayor importancia o conocimiento):

Importancia	Conocimiento
Comprensión escrita _____	Comprensión escrita _____
Comprensión oral _____	Comprensión oral _____
Expresión escrita _____	Expresión escrita _____
Expresión oral _____	Expresión oral _____

Años estudiando inglés:

Especificar tiempo y lugar del estudio de inglés fuera de la enseñanza reglada:

.....

Último año en que se estudió inglés:

Experiencia laboral anterior:

Trabajas en estos momentos. En caso afirmativo especificar.

.....

¿Por qué estudias inglés?

¿Crees que el estudio y el conocimiento de la lengua inglesa te puede ayudar en tu futuro profesional?

¿A qué te quieres dedicar después de tus estudios?

¿Te gustaría poder utilizar la lengua inglesa en tu trabajo?

Gracias por tus respuestas.

Pruebas de conocimientos iniciales.

Redacción en Castellano

El Euro y el papel de España en la Unión Europea.

Redacción en Inglés

¿Qué crees que aporta de positivo y/o de negativo el conocimiento de lenguas dentro de la Unión Europea y del mundo actual? ¿Crees necesario saber alguna lengua extranjera para poder conseguir un trabajo digno?

Documento en Inglés. ***Writing a letter.***

You work for Genies Comfortable (Abbey Road 25, Liverpool, England), a company that sells furniture. You are responsible of buying new pieces, mainly ergonomic ones. In the past trade fair held in Bolonia, you made some contacts with several manufacturers. Now, you want to start doing business with a company situated in Valencia. Its address is: Moble Mediterrani, Pol. Ind. La Cañada, 20004 Picanya, Valencia. Write a letter to the attention of the sales representative, Antoni Florit, asking for different pieces of furniture, information on discounts and time of delivery.

APÉNDICE B2

DOSSIER

WHAT IS A BUSINESS REPORT?

It is a *written* account of facts and events transmitted, *objectively* and *orderly*, to an *audience* within or outside an organisation, starting from the information previously received or obtained by its author(s) and within the *decision-making process* (information to be used in the making of a decision or information derived from the decision made).

<i>WHAT:</i>	A WRITTEN ACCOUNT
<i>HOW:</i>	OBJECTIVE AND EXPRESSED ORDERLY
<i>TO WHOM:</i>	AUDIENCE INSIDE OR OUTSIDE THE COMPANY
<i>ABOUT WHAT:</i>	INFORMATION OR DATA OBTAINED BY THE AUTHOR(S)
<i>WHAT FOR:</i>	TO INFORM AND/OR TAKE A DECISION ABOUT SOMETHING

STRUCTURE OF A SHORT REPORT

Title Page.

It contains:

- the *full title* of the report,
- *for whom* the report is prepared (authorised or requested), including full name and correct address,
- *who* prepared the report (the author's identity), including full name, current address, and possibly the telephone number or e-mail address, and
- the *date* it was submitted/prepared.

Title

- A complete title is built around five Wh- words: *who*, *what*, *where*, *when*, and *why*. Sometimes you may add *how* to this list.
- Balance always the need of including everything within it
- Make it a talking title rather than a merely descriptive one (see *Headings* in "Tools to improve the structure of a report").

Introduction (Terms of reference)

It prepares the reader to receive the report, so we have to include everything that helps the reader understand and appreciate the problem. You should consider the following content possibilities, using the one(s) you really think necessary:

- Origin of the report (authorisation facts). It can be omitted as it explains what we see in the title page.
- Purpose (objective, aim, project) define what the report seeks to do.
- Scope and limitations: the limits of the problem and anything that in some way has jeopardised the investigation.
- Historical background: how the problem developed.
- Sources and methods of collecting data: how you got the facts.

➤ **Introduction Language Advise.** For this section of the report we can find several suggestions about the expressions or words to be used:

- infinitive phrases (“... *to propose* standards of corporate annual reports”)
- a well-phrased question (“What retail advertising practices do Centerville consumers disapprove of?”).
- expressions of cause/effect (*because of, owing to, due to, result in, cause, result from, be caused by*).
- *It has been brought to my notice that ...* (to explain the background situation).
- *It has been noticed/noted/observed/brought to my attention that...*
- *With reference to/Further to ...* (*our last meeting, your memo of, etc.*).

The Report Body (Presentation and discussion of findings)

The part of the report that presents the information collected and relates it to the problem. It comprises the bulk of the report’s content.

➤ **Body Language Advise.** No specific expressions or words exist for this section, as they depend on the report content. However, take into account other aspects:

- Paragraphs (see “Techniques to make a text readable”).
- Order and organisation (see “How to organise the information”).
- Connectives (contrast, addition, etc.).
- Use talking headings (and subheadings) to give coherence to the text and lead the reader through it (avoid using headings such as *Findings, Body, Discussion*) (see “Tools to improve the structure of a report”).

The Report Ending: Conclusions and Recommendations

Sometimes both sections appear under the same heading, usually when one of them is not too long.

- **Conclusions.** They answer what you said you wanted to accomplish in your problem statement. They are logical inferences based on the findings. It is a kind of summary of the results, trying to condense the main final and/or common aspects; it is not a simple repetition of the findings.

- **Conclusions Language Advise.** The following expressions can be used in this section:
- *It was concluded that ...*
 - *No conclusions were reached about...*
 - Connectives: * *In conclusion, to conclude* (when the development section has finished and now the report concludes, although useless if a section heading is used)
* *Therefore, thus, in view of the above* (showing the writer's conclusion or recommendation is a logical result of what has gone before)
- Recommendations. They are the writer's section. Here you state your interpretation based on the conclusions, proposing different alternatives, stating preferences, suggesting other measures to undertake and maybe leaving the readers to choose their own option. Of course, it is not necessary to state your recommendations if you are not asked to.
- **Recommendations Language Advise.** You will see that many of the linguistic functions in this section are to give a solution or more than one. So through the language you have to advise, suggest, or establish a definite answer to the previous analysis or description of a situation. To demonstrate confidence, many writers use imperative sentences when stating recommendations that are clearly supported by the data. The following expressions are some of them:
- *It is recommended that...*
 - *It is advisable to...*
 - *This could/might be.... (carried out, investigated, etc.).*
 - *It was proposed/suggested...*
 - *I should be grateful if..., I should appreciate it if..., it would be appreciated if ... (requesting for action).*
 - 'be to' construction: All employees *are to* report for duty not later than 8 a.m./The laboratory *is to* be locked at all times (as a regulation).
 - imperative (infinitive without 'to') or modal of obligation (must, have to) (as an order).

- ‘should’ or introductory phrases: (as a recommendation):
 - it is recommended that ...* (+ Noun Phrase + present/infinitive/*should*),
 - I (would-would like to) recommend that...* (+ Sentence),
 - I (would-would like to) recommend...* (+ -ing/Noun Phrase).
- ‘could’ or introductory phrases: (as a suggestion):
 - It is suggested that...* (+ Noun Phrase + present/infinitive/*should*),
 - I (would-would like to) suggest that ...* (+ Noun Phrase + present/infinitive/*should*).

STEPS TO WRITE A REPORT

BEFORE WRITING THE REPORT

1. Preparing and planning the report.

- 1.1. Setting your objective/purpose: why you are writing; what you are going to write; how you are going to do it.
- 1.2. Assessing your readership/audience: analyse the target audience (who the readers are: position, sex, knowledge on the subject, quantity, etc.) and which their needs and expectations are.
- 1.3. Deciding what information you will need/the content: use only the relevant information for your purpose and reader (even if you have obtained plenty of it).
- 1.4. Preparing your skeletal framework: this is the main part of the planning; we can distinguish three stages in the development of this part:
 - Write a working title (not necessarily the final one).
 - Consider the overall structure (outline) of the report (it is like the index to be followed to order the ideas of the report; it is not included in short reports).
 - Decide how information will be presented within the main body (choose the best organisation style so that the reader finds easy to understand the report) (see “How to organise the information”).

2. Gathering the information.

You should take into consideration some points regardless of the length of your report or the information needed:

- 2.1. Collect the information needed (someone gives it to you or you have to look for it).
- 2.2. Evaluate and see if the information is relevant enough; revise it, classify it and group it according to their relationship.

WHILE WRITING THE REPORT

3. Writing and revising (both tasks must be done in a specific, logical order, not necessarily the same as how the text is read).

3.1. Pre-writing: revise previous steps (remember your readers, the objective, the structure; think about your recommendations).

3.2. Drafting the main body: describe the findings, analysis or facts.

3.3. Drafting the prelims (the beginning) and the end matter: they refer to the sections appearing before the body and after it (*introduction, conclusions and recommendations*). Not in any order but in the following one: “CRI” - *Conclusions, Recommendations, and Introduction*.

3.4. Checking and modifying the report: revise your initial draft, analysing if it states what you want in the way you like. If you do it some hours after finishing it (having tried to forget it) you may see better if it can be understood by any reader. You may ask a colleague to read it and comment on it.

3.5. Issuing the report: print the last copy.

4. Adopting an appropriate style.

4.1. Making it readable (see “Techniques to make a text readable”).

4.2. Achieving a good style (see “Aspects to consider in the report style”).

4.3. Communicating more effectively:

- Thinking about your content (differentiate facts and details; avoid producing too many figures and not enough explanations; be specific; etc.).
- Drafting the report (try to write your report over consecutive days; write it in a quiet place and in a positive mood; revise the final version after a lapse of twenty-four hours or more).

5. Using good English (grammar, syntax, punctuation and spelling).

6. Adding the final touches.

6.1. Word processing and desktop publishing: WYSIWYG (what you see is what you get); an attractive appearance.

6.2. Refining layout and design: format; margins and spacing; headings and subheadings; numbering.

6.3. Using illustrations (when necessary it is useful as it may save a thousand words).

HOW TO ORGANISE THE INFORMATION

The way that information is organised can influence the results obtained. Each organisational style has both advantages and disadvantages. Three often used organisational styles are described and compared.

- ◆ Narrative or chronological style. This type of report gives an account of events in the sequence they occurred.
 - Advantages: it is easy to write; it provides a record of the events that took place.
 - Disadvantages: it does not facilitate comparing information; it makes poor use of position as an emphasis technique. The first and last positions of a document are the key emphasis positions. The activities that occur first and last, however, may not be the activities that deserve emphasis. However, this is only applied to the body of the report.

- ◆ Direct, or deductive, style. A report that uses the direct approach presents the key information or the conclusion first and then provides the data necessary to support that conclusion. It is also referred as the bottom-line approach because you get to the heart of the matter immediately.
 - Advantages: it is straightforward; it places emphasis on the most important information.
 - Disadvantages: the style is not persuasive; it is best used when the reader is likely to agree with the conclusion of the report. If the reader disagrees with the conclusion that is presented first, the reader is likely to question the facts as they are presented, rather than read them with an open mind.

- ◆ Indirect, or inductive, style. A report written using an indirect approach presents the facts and supporting information first; then lets those facts lead to logical conclusions.
 - Advantages: it is a persuasive style—it presents facts in an objective manner before telling the reader the conclusion. The reader is more likely to consider facts objectively and less likely to raise objections if the conclusion is not known.
 - Disadvantage: it is a roundabout, slow-moving style.

TOOLS TO IMPROVE THE STRUCTURE OF A REPORT

- **Headings/captions.**

- They may be used to indicate the content and relationships of various sections of the report.
- They should represent the report's outline and guide the reader through its content.
- Subheadings can appear if there are at least two.
- Two kinds of headings:
 - Topic caption: short, usually one or two words, and only identifies the topic (e.g. "Cost").
 - Talking caption: longer, it identifies the topic and indicates what is said about it (e.g. "Increase in cost operation").
- The print style must convey the relationships of report sections:
 - First-level headings: major division of the report, in uniform style.
 - Second-level headings: subdivisions of the major divisions, in uniform style that clearly distinguishes them from first-level or third-level divisions.
 - Four type choices: SOLID CAPITAL UNDERSCORED
SOLID CAPITAL
Capitals and Lowercase Underscored
Capitals and Lowercase
- Headings can appear as they are in the text line, or preceded by an ordinal sign. In that case, the recommendation is to follow the decimal system as in the outline.

- **Emphasis techniques.**

Used to emphasise certain information in a report.

- Grouping and numbering or bulleting closely related items focuses attention on that information.
 - Use an introductory sentence or phrase to unify the group.
 - Include at least two items in your list.
 - Write all items in parallel grammatical structure (e.g. imperative verb + an explanation).
- Bold or italicised print may be used to emphasise words, headings, sentences, or even full paragraphs. Use such techniques sparingly, however. Overuse of emphasis techniques can be distracting.

TECHNIQUES TO MAKE A TEXT READABLE

Adaptation to the reader is fundamental. Think about the audience (their knowledge of English, age, background knowledge, education and experience, outlook and attitudes). Much of what we say about writing techniques will stress simplicity—using simple words, short sentences, and brief paragraphs.

- Word selection (select the right words).
 - ❖ Select words the reader understands.
 - Use strong, vigorous words:
bear market rather than *generally declining market*
 - Prefer the familiar to the unfamiliar word:
formal and complex: *Company operations for the preceding accounting period terminated with a substantial deficit*
familiar words: *The company lost much money last year*
 - Prefer the short to the long word (although there are exceptions):
heavy or long words: *Prior to accelerating productive operation*, the foreman inspected the machinery
short and simple words: *Before speeding up production*, the foreman inspected the machinery
 - Use specialised words/jargon with caution.
 - ❖ Bring the writing to life with words (as it keeps the reader's attention).
 - Eliminate redundancies (unnecessary repetition of words and ideas):
incorrect: *full and complete; personal opinion*
better: *full or complete; opinion*
 - Use concrete words (specific words which means simplicity, exactness):
abstract: *the majority, in the near future*
concrete: *53 percent, by Thursday noon*
 - Avoid using adjectives and adverbs that are overly strong or negative as it may weak objectivity:
examples: Sales have been *fantastic*; Our prices are *ridiculously* low

- Prefer active to passive voice:

This is the best for vigorous and lively writing. However, passive voice does have its place. It gives you a way to vary sentence structure and to shift emphasis, e.g. when the performer is unimportant, the performer is unknown, the writer prefers not to name the doer, etc.

Example 1

Passive: *The office will be inspected by Mr. Harris*

Active: *Mr. Harris will inspect the office* (this is stronger, simpler and more direct)

Passive necessary: *Anonymous complaints have been received in the last two months* (doer unknown)

Example 2

Dull impersonal style: *It was discovered by mean of interviews conducted by an investigator that ...*

Good personal style: *In my interviews I found that ...*

Good impersonal style: *Interviews revealed that ...*

- Avoid overuse of camouflaged verbs (you camouflage a verb by changing it to a noun form and then adding action words, e.g. *cancellation* instead of *cancel*):

Camouflaged verbs: The new management caused *the standardisation* of the procedures.

Clear verb form: The new management caused *standardising* the procedures.

- ❖ Select words for precise communication. Be careful with the vocabulary used. Even the words considered synonyms are not used always in the same context or situation.
- Non-discriminatory writing (avoid words that discriminate against minorities and women).
- ❖ Avoid words that stereotype by race or nationality. Avoid using terms that differentiate any minority.

- ❖ Avoid sexist words.
 - Avoid using the masculine pronouns for both sexes (rewording the sentence or making the reference plural or by substituting neutral expressions):
Sexist: If a customer pays soon, *he* is placed on our preferred list.
Nonsexist: A customer *who* pays soon is placed on our preferred list.
If customers pay soon, *they* are placed on our preferred list.
If a customer pays soon, *he or she* (*he/she*; *s/he*) is placed on our preferred list.
 - Avoid words derived from masculine words:
businessperson instead of *businessman*
 - Do not use words that lower the role of women:
author instead of *authoress*
- Sentence construction
 - ❖ Keep sentences short (16-18 words per sentence are appropriate for middle-level readers). However, variety is desirable, though the average length should be kept short.
 - ❖ Use words economically.
 - Cluttering phrases (avoid wordy phrases):
Incorrect: *for the purpose of*; *In view of the act that*
Better: *for*; *since*, *because*
 - Superfluous words (eliminate words that add no meaning):
With surplus words: The machines *that were* damaged by the fire were substituted.
Without surplus words: The machines damaged by the fire were substituted.
 - Roundabout constructions (avoid it as it suggests you are tentative or evasive):
Roundabout: The sales of rectangular tiles *can be observed to be decreasing* each new year.
Direct: The sales of rectangular tiles *decrease* each year.
 - Unnecessary repetition (however, effective repetition emphasises and connects key ideas):
Needless repetition: *Modern, up-to-date* equipment will be used.
Repetition eliminated: Modern equipment will be used.

- ❖ Give proper emphasis to facts.
Some rules of emphasis:
 - Verbs are more emphatic than nouns, both are more than modifiers.
 - Clauses carry more weight than phrases; independent clauses better than dependent ones.
 - Words placed at the beginning of a sentence have more impact than words placed at the end or in the middle.
 - Simpler, shorter sentences carry more emphasis than longer, involved ones.
 - A sentence placed at the beginning of a paragraph receives more attention than a sentence placed at the end; and an end sentence received more attention than a sentence placed in the middle.

- ❖ Arrange the words grammatically.

- ❖ Place related words close together (it helps to achieve clarity).

- Care in paragraph design.
 - ❖ Give the paragraph unity (the contents of a paragraph should address just one topic or idea).

 - ❖ Keep paragraphs short (8-10 lines is a good length for a paragraph). However, variety is desirable, though the average length should be kept short.

 - ❖ Use topic sentences effectively (a well-written paragraph has a topic sentence expressing the main point, although you can find different positions of the topic sentence within the same report).
 - Topic sentence first (the deductive paragraph plan is the most widely used).
 - Topic sentence at end (usually as a conclusion).
 - Topic sentence within the paragraph (not often used in report writing).

 - ❖ Make the paragraph move forward (each paragraph should move the reader another step forward the report goal).

❖ Link ideas to achieve coherence:

- 1) repeat a word that was used in the preceding sentence.
- 2) use the pronoun that represents a noun used in the preceding sentence.
- 3) use such connectives as *however, therefore, yet, nevertheless, consequently, also, in addition*, and so on.

ASPECTS TO CONSIDER IN THE REPORT STYLE.

• **Tone.**

It is the *sender's attitude toward the message and the receiver*. In written reports, tone is conveyed by word choice and message structure. It is the way it sounds to the reader (it should be objective, neutral, certain).

Examples:

Strong, forceful: *The only way Roveman can compete is by closing the Belmont plant.*

Moderate: *Closing the Belmont plant seems a good way for Roveman to remain competitive.*

Tentative: *In order to remain competitive, Roveman might explore the feasibility of closing the Belmont plant.*

• **Writing objectively.**

You should focus on the *data*, not on your opinions about the situation. You have to present all the relevant data (no more). Even the conclusions and recommendations must be presented in objective language, based on the findings.

• **Expressing confidence.**

Do not hesitate to state your objective findings, conclusions, and recommendations, whichever the data or results you have. Express *certainty* in your writing.

• **Degree of formality**

The major difference between formal and informal language is the presence or absence of words that suggest how well the writer and reader are acquainted.

➤ *Informal language*: a more personal tone, conversational language.

- frequent use of first- and second-person pronouns (*I, me, my, mine, we, us, our, ours, you, your, yours*)
- using first names, contractions, and colloquial expressions

➤ *Formal language*: impersonal language and tone.

- absence of first- and second-person pronouns
- use of courtesy or position titles with full names or last names
- avoidance of contractions and colloquial expressions

SUMMARY

A GOOD REPORT SHOULD BE

ACCURATE

objective, correct, true, rigorous information

CLEAR

avoid misunderstanding
use of simple rather than complex words, sentences, and paragraphs
be consistent in the structure (headings, numbering, etc.)
be logical presenting the information in a specific order

EMPATHETIC

keep in mind and understand the reader's needs and fulfil those needs
through report
* content (only the necessary information)
* structure (coherence in paragraph structure, logical organisation of
the information and use of headings to ease the reading)
* tone (be courteous and respectful towards your reader)

CONCISE

* use the least number of words necessary to express information accurately,
completely, clearly, consistently, and empathetically
* lack of trite expressions, redundancies, or unnecessary words
* conciseness is not brevity above all; it means avoiding unnecessary words

EXAMPLES OF REPORTS

SCENARIO

Jay Johnson, a very talented high school football player, is being recruited by Hillview, Stonehedge, and Meadowbrook Universities, and he made an official visit to each on a weekend in November. Jay kept several rough notes of his trips so that he could compare the three visits objectively. He will use the information to decide which university's scholarship offer to accept.

Jay had a hard time making a decision and asked Mrs. Ruth Cogwell—his business communication teacher, and a former basketball star, and a trusted advisor—to help him analyze the situation and make a decision. Jay and Mrs. Cogwell agreed to use the information to write a short report illustrating the styles and organizational approaches that could be used.

T I T L E

Prepared for

Mr. Jay Johnson, Student
3981 Cedar Ridge Road
Eugene, OR 97401-2562

Prepared by

Ruth Cogwell, Business Communications Instructor
Mountain View Academy
121 Coyote Creek Road
Eugene, OR 97402-4298

21 May 2001

Example A: Narrative Organizational Style-Personal Writing Style

SCHOLARSHIP OFFERS

Jay, as you requested, I have reviewed your notes and the additional information you provided me about your official recruiting trips to Hillview, Stonehedge, and Meadowbrook Universities. All three universities offered you a full scholarship to play football. The information collected on each of the three trips was summarized, analyzed, and evaluated to determine the one that matches your needs best. Information was analyzed from the perspective of the academic program, the athletic program, and your overall reaction to the university.

Hillview University

The first official visit was to Hillview University. Hillview placed little emphasis on academics. A counselor in the Athletics Department provided information about the business program, but the opportunity to meet with representatives of the Business Department was not offered. According to the counselor and the materials provided, Hillview has a good business program.

Hillview places major emphasis on athletics and thought you would be able to play as a freshman and would excel in football. Hillview has a very strong football program in a reasonably good conference. The coach felt you would fit in with the goals of having a winning football program.

Overall, the football program is a strong one in an acceptable conference. Academics appear to be secondary to athletics, and little was learned about the business program. The weather is a major disadvantage of attending Hillview University.

Stonehedge University

The second official visit was to Stonehedge University. Stonehedge placed major emphasis on academics. A business faculty member was actively involved in the recruiting process and provided extensive information about the excellent business program. Athletic personnel also placed major emphasis on academic achievement and emphasized the importance of graduating. Parents were included in activities.

The football program has a new coach who is building a program that is getting better each year. The conference is a very strong one, and Stonehedge has the potential of being a very good football program in this strong conference.

Overall, Stonehedge is a very good place to attend college and to play football. Faculty and parents interact effectively with the Athletic Department. The atmosphere is very comfortable.

Meadowbrook University

The final official visit was to Meadowbrook University. Meadowbrook devoted time to both academics and football. A business faculty member was involved in the recruiting process, and Meadowbrook has a good business program. Athletics personnel placed some attention on academics but major emphasis was on football.

The football program is a reasonably good one, and the conference is reasonably strong. The opportunity to play as a freshman depends on the quality of other recruits.

Overall, you were pleased with the football program, the business program, the people, and the atmosphere.

Conclusions and Recommendations

All three offers of a scholarship provide good opportunities for a football career and college education. From an academic perspective, Stonehedge is the best offer. At the present time, Hillview has the best football record, but Stonehedge plays in a stronger conference and has excellent potential. Meadowbrook is not quite as strong in academics as Stonehedge or in football as Hillview. Overall, Stonehedge and Meadowbrook are more desirable places to attend college than Hillview.

Stonehedge presents the best scholarship offer when all three perspectives—academic, athletic, and your overall reaction—are considered. Therefore, I recommend that you accept the scholarship and become a student-athlete at Stonehedge University.

Example B: Direct Organizational Style-Objective Writing Style

**EVALUATION OF SCHOLARSHIP OFFERS FROM HILLVIEW,
STONEHEDGE, AND MEADOWBROOK UNIVERSITIES**

Of the three alternatives, Stonehedge presents the best scholarship offer when all three perspectives—academic, athletic, and overall reaction—are considered. Thus, the recommendation made is to accept the scholarship and become a student-athlete at Stonehedge University.

This recommendation is based on an analysis of the information gathered by Jay Johnson during his three official visits to Hillview, Stonehedge, and Meadowbrook Universities and according to his requirements. The data were analyzed based on the academic strengths of the business program, the quality of the football program, and the overall environment.

Stonehedge clearly placed more emphasis on academics than the other two universities. Faculty members were involved in the process, and the cooperation between the academic and athletic programs was obvious. Athletics personnel also stressed academic achievement.

Hillview clearly placed more emphasis on football than the other two universities. Currently, Hillview has a very good football team in an acceptable conference. The entire recruiting visit revolved around football with only indirect exposure to the academic program. Playing as a freshman had the best prospects at Hillview. Meadowbrook also has a good football program in a reasonably strong conference. Playing as a freshman was conditioned on the quantity of the other athletes recruited. Meadowbrook stressed football more than academics, but faculty were involved in the visit. Stonehedge has a steady improving football team with a new coach in a strong football conference.

Stonehedge provided the best overall environment for an education and a football career. The fit with Stonehedge was good, and the involvement of parents in the program was impressive. Meadowbrook was also a good environment. Hillview has the

least desirable overall environment for getting an education. The cold, snowy climate was also considered a disadvantage for Hillview.

All these factors support the recommendation to accept the Stonehedge scholarship offer.

Example C: Indirect Organizational Style-Objective Writing Style

**EVALUATION OF SCHOLARSHIP OFFERS FROM HILLVIEW,
STONEHEDGE, AND MEADOWBROOK UNIVERSITIES**

Jay Johnson was invited to make official recruiting trips to Hillview, Stonehedge, and Meadowbrook Universities to consider scholarship offers to play football. All three schools used the same general format for the weekend recruiting trips. Data from these trips were analyzed to determine the offer that should be recommended.

Methodology

Three criteria were used as the basis of analysis—academic strength of the business program, quality of the football program, and reaction to the overall environment. Data consisted of detailed notes made after each visit and additional evaluative information provided after all three visits were made.

Academic Perspective

Stonehedge placed the most emphasis on academic achievement. Meadowbrook has a good academic program but was not quite as good as Stonehedge. Hillview placed the least emphasis on academic success, and the opportunity to learn more about the business program was not offered. At Stonehedge, a faculty member from the business program was involved in the recruiting process, and the athletics personnel emphasized the importance of academic achievements.

Football Perspective

Hillview has a very strong football program in an acceptable conference. The coaching staff at Hillview placed more emphasis on football and on the possibility of playing as a freshman than the other two schools. Meadowbrook has a strong team in a reasonably strong conference. Stonehedge's football program is not quite as strong but the conference is the strongest. With the new coach, Stonehedge's football program has been improving and the potential for the future appears to be excellent.

Overall Reaction

The reaction to Stonehedge and Meadowbrook was better than the reaction to Hillview. Stonehedge and Meadowbrook seemed to be more comfortable and a better fit than Hillview. Stonehedge was the only school that involved parents in the recruiting process. Hillview had the additional disadvantage of the cold, snowy climate conditions.

Conclusion and Recommendation

When all three perspectives are considered, Stonehedge appears to provide the best situation. Therefore, the Stonehedge offer should be accepted.

ACTIVITIES

ACTIVITY 1

In the following text, the main steps to follow when writing a business report are explained. You have to carry out three tasks.

A) Put the words/expressions in italics in the appropriate column in the box.

Many people think that writing any kind of document is to place oneself in front of the paper and start writing. This system *results in* wrong, inaccurate and confused texts. *To write* a business report we have to follow several steps. *First of all*, you *ought to* prepare and plan your report. *The second step* is to *gather* the data or the information. *After that*, you *may* start writing the draft of your report. *Next*, it is *advisable* to check and review the draft. *Finally*, we *suggest* adding some final touches, and the report is ready to deliver.

The first step is the preparation and planning of the report. *Initially*, you *should* identify your purpose or objective. *Then*, identify the audience. *Next*, you *should* decide what information you will need, the content of the report. *After this*, you *ought to* choose a report structure to follow; and, *finally*, draft an outline or structure to help you in your writing step.

Once done all this, it is time to look at the data. We *advise* you to gather the information needed and classify it. You *may* not need all the information, so you *have to* be very careful to make a selection and only consider the relevant data.

Writing and revising the report is *the following step*. *First*, you *have to* draft the main body of the report, and *then*, the rest of the parts. *However*, we *recommend* a fixed order: *first* the conclusions, *second* the recommendations and *third* the introduction. The conclusions *are* only *possible* to be written when you have some information to conclude; the recommendations will *result from* the conclusions. *Due to* having all the findings explained, the evaluation of them and the suggested action, you can now write the introduction, explaining why the report is written, what the scope and limitations are, or any other relevant information about the background of the report.

To complete this step, you *should* check and correct the draft and *then* issue your final report. *After issuing* it, some authors *recommend* that you give your final draft to a helpful reader to review it, *although* this is considered as optional.

The final step is to add the final touches. This can be considered more a suggestion than a real step. A good appearance in a business report, as everything in life, is important. *Therefore*, you *could* use a word-processing system to create a polished and readable report. *Additionally*, you *might want to* refine the layout and design.

Time	Cause/ effect	Contrast	Addition	Possibility/ probability	Advise/ suggestion	Obligation	Purpose

B) Classify the following list of words and expressions according to the headings shown in the previous box.

... arise from ... _____ lead to _____	afterwards _____
because _____	because of _____	before _____
but _____	despite _____	I suggest sb. do sthg. _____
whereas _____	in addition _____	in order to _____
in spite of _____	might _____	moreover _____
must _____	nevertheless _____	since _____
so as to _____	so that _____	to start with _____
I would advise/recommend sb. to do sthg. _____		

C) Complete this outline using the information you have from the text in Section

A. Use the decimal system and the imperative.

An outline of the steps to write a report

1. Prepare and plan your report
 - ___ Identify your objective/purpose (why)
 - 1.2 _____
 - ___ Identify the content/decide what information you will need (what)
 - ___ Choose report structure (what relationships)
 - 1.5 _____
2. Gather the information
- ___ Write and revise
 - 3.1 _____
 - ___ Draft your conclusions, recommendations and introduction (in that order)
 - 3.3 _____
 - 3.4 _____
 - ___ Give your final draft to a helpful reader to review the draft (optional)
4. _____
 - 4.1 Use a word-processing system to create a polished and readable report
 - 4.2 Refine the layout and design

ACTIVITY 2

Match the following extracts from reports with the styles listed on the right. Could you say which parts of a report these fragments belong to?

1 I think we should go ahead and invest in this project. If we don't, we'll be missing a golden opportunity.	a) impersonal, formal and very sure
2 Investment in this project is imperative. Failure to invest would mean a missed opportunity.	b) impersonal, formal and unsure
3 No time should be wasted in advertising the post. Any delay will certainly result in less efficiency.	c) personal and unsure
4 We should consider advertising the post. If we don't, it could lead to a reduction in efficiency.	d) personal, informal and unsure
5 The short term future of interest rates was discussed. Opinions varied as to both when and by how much interest rates would fall. It was suggested that they would fall by between ½ and 1½ per cent in under a week to over a month's time.	e) personal and informal
6 We discussed the probable drop in interest rates. Mr. Field believed that there would be a 1 to 1½ % fall within the next week whereas Mrs. Power thought there would be a maximum fall of ½ % and not for at least one month.	f) impersonal and very sure

Now consider which of the following features are present in the above extracts:

	No. 1	No. 2	No. 3	No. 4	No. 5	No. 6
Personal pronouns						
Passives						
Idiomatic phrases						
Expressions of certainty						
Expressions of possibility						

ACTIVITY 3

In the following table, we see a list of expressions to be used when dealing with any of the functions you have in the left column. All of them are used to report in an impersonal way.

<i>Functions (when you express...)</i>	<i>Expressions</i>
Topic/subject	X was discussed X was considered
Opinion	It was felt that ... Opinions varied about ... Different opinions were expressed about ...
Agreement/disagreement	It was agreed that ... There was no agreement about ...
Recommendation	It was suggested that ... It was recommended that ... It was proposed that ...
Conclusion	It was concluded that ... No conclusions were reached about ... It was decided that ...

Now report the following statements, which are in a personal style.

Example:

- We've been talking for several hours about levels of investment. (personal, informal style)
- Levels of investment were discussed for several hours (expressing the topic in an impersonal, formal style)

1. Most of us think that we should increase our investment in the manufacturing sector.

2. We have heard a wide range of opinions on the subject of trade with China.

3. We all agree that the advertising budget should be increased by 5%.

4. Mr. Stevens has suggested that we double our spending on TV advertising.

5. I personally recommend that we leave it at the same level.

6. We don't seem to be able to reach agreement on the question of advertising.

7. I propose we postpone this matter until next week.

8. We all feel that we have spent enough time on this question.

9. We agreed with Peter when he said that we should allow more time for this question at the next meeting.

ACTIVITY 4

The following two fragments deal with the same topic, though they are different. Explain the differences you can find. Then explain and reason which one is better according to the content.

FRAGMENT A

CONFIDENTIAL REPORT ON FINANCE DIRECTOR S. HART

Introduction

The purpose of this report is to evaluate the performance of S. Hart, Finance Director, during the year 2000. In particular, we will review his actions and decisions in the following areas:

- a) General financial control
- b) Budgetary control
- c) Staff relations

Findings

S. Hart was appointed Financial Director in January 2000. He had previously been Chief Accountant in the company.

For the first three months in his new position Mr Hart worked together with Mr Gwent, his predecessor. At his first General Management Meeting, Mr. Jones asked him how he saw his situation in the company. He answered that he thought his main responsibility was to apply strict financial control specially on the regular costs of our business ('running costs').

In April 2000, he presented the first three months financial report, which already showed a slight decrease in current costs. At this meeting, the Marketing Director commented that they had to delay the Spring advertising campaign because the Finance Department was very slow in approving the expenses.

In June 2000, two junior members of the Finance Department abandoned voluntarily their job and went to work for one of our competitors.

The second quarter financial report showed the costs were running considerably below what was expected. The Marketing Director complained at the Management Meeting that he found problems in getting funds from the Finance Department. This resulted again in a restriction of his advertising budget.

In the following month, F. Flynn, the Finance Director's assistant, explained the Managing Director his desire of changing to another department. He said that he could not work for any more time with Mr Hart.

In October, Mr Hart presented his 2001 budget. It showed a pessimistic prediction for sales, and there was a plan of reducing 18% the running costs and 5% the fixed costs. The third quarter financial report had shown a remarkable decrease in income and at the same time an even sharper decrease in costs.

In November 2001, the Marketing Director gave up his job saying: "If he stays, I go". We all understood that he was speaking about the Finance Director. Final figures for the year showed a good level of profitability (a bit higher than expected) but an alarming descending tendency in sales.

FRAGMENT B

CONFIDENTIAL REPORT ON FINANCE DIRECTOR S. HART

Introduction

This report aims to assess the performance of S. Hart, Finance Director, during the year 2000. In particular, it aims to review his actions and decisions in the following areas:

- a) General financial control
- b) Budgetary control
- c) Staff relations

a) General Financial Control

Financial results during the year 2000 indicate Mr Hart's ability to reduce costs significantly. This is evidenced by the downward trend in 'running costs' throughout the year. By the end of the year, they had dropped significantly below forecast levels.

b) Budgetary Control

Furthermore, the Finance Director's budget forecasts for 2001 were considerably lower than other departmental budgets. There is evidence to suggest that Mr Hart's control over departmental budgets was also very rigid. In particular, the Marketing Director complained frequently of difficulty in receiving funds for advertising campaigns.

c) Staff Relations

In June 2000, two junior members of the Finance Department resigned and went to work for one of our competitors. In the following month, F. Flynn, the Finance Director's assistant, asked to be moved to another department. He said he could not work any longer with Mr Hart. In November 2000, the Marketing Director resigned saying "If he stays, I go". It was understood that he was speaking about the Finance Director.

ACTIVITY 5

Origin of the report.

Unicorn Assurance, a large British based company, is currently considering a proposal to introduce a flexitime system for the office and lower managerial staff of their London headquarters. There has been a certain amount of unrest about the proposal, and the Managing Director – in the last management department held on 3rd September 2000 – asked the Director of Personnel to submit a report by the 5th October 2000 commenting on the situation.

A) Complete the text with the words in the box.

B) Choose one of the pairs in italics. Remember to look for conciseness, formality, comprehension and familiarity of the vocabulary, thinking as a writer and as a reader.

Both	but	employees
flexitime system	In order to (2)	scheme (2)
such absences	such reasons as	the issue
their	they	This (2)
this cost	This point	though
were asked to		

Introduction of Flexitime System

The Organisation of the System

The (a)_____ would apply only to the ninety *employees/workers* between grades 18 and 6. All (b)_____ must be at work during the “*core period*”/“*heart period*” of 10 a.m. to 4 p.m., less a one-hour lunch break. *The start working hour/Arrival* may be at any time between 8 a.m. and 10 a.m., and *exit/departure* at any time between 4 p.m. and 6.30 p.m. Both arrival and departure times would be recorded mechanically. Employees should *labour/work* for a *total/total quantity* of 140 hours during each four-week period, (c)_____ a maximum of 10 debit or credit hours may be *moved/carried over* to the following period. *Overtime/Extra hours* will only be paid for work performed outside the flexihours.

Financial Implications

There is no doubt that/Doubtless the (d)_____ would be financially *advantageous/quite good* to the company:

- a. Many departments have a “busy period” at the end of each month when it is necessary for staff to work excess hours. (e)_____ is currently paid on overtime at a rate of time and a half, and costs the company an *intermediate amount/average* of £11,500 per month. With the introduction of the (f)_____, (g)_____ will disappear.
- b. *For some time there has been a/ There has been a long* growing problem of minor absenteeism, for (h)_____ dental appointments or personal business matters which must be attended to during working hours. *It has been customary for Heads of Department to/Heads of Department usually “turn a blind eye” to/ignore* such absences, (i)_____ the practice obviously costs the company (j)_____ in terms of time lost and disruption of work. Flexitime would *prevent/obviate* the need for (k)_____.
- c. Many other companies who have *instituted/established* a flexitime system report a decrease in *the amount of/[Ø]* “short-term” absenteeism, employees using the flexitime rather than taking a half or full day off.
- d. With the flexitime system, no time would be lost due to staff lateness.

Effect on Work Performance

- (l)_____ determine the effect on work performance, all Heads of Section (m)_____ study the scheme and to comment on the implications for their section.

The following points arose:

- a. There would inevitably be times when employees were working without managerial supervision. Many managers felt that for certain employees such supervision was essential.
- b. Work could be *delayed/held up* because of the absence of a key person. (n)_____ would affect not only work within the company, but also queries from customers.

Employee Reactions to the Scheme

- (o)_____ *gauge/measure* potential reaction to the scheme, the department issued a questionnaire to all those employees concerned.

There is no doubt that /Certainly there is currently great opposition to the introduction of flexitime. In (p)_____ answers to the questionnaire, 83% of the employees indicated that they would object strongly to the scheme.

The main objection undoubtedly centres on the loss of overtime earnings that the introduction of flexitime would involve. (q)_____ was also stressed in an informal consultation with union officials, who indicated a readiness to take *industrial action/strike action or similar measures* over (r)_____ if (s)_____ were not consulted *at a greater time/further*.

ACTIVITY 6

Reorder the following sentences which belong to the body, the conclusions and the recommendations of a report. Re-write the resulting paragraphs in the proper order and within the correct section.

- a) - An increase in salaries for technical personnel might be considered.
- b) 2. Conclusions
- c) – Employees’ benefits should be improved.
- d) Evidence of this can be found in the personnel budget in which £10,000 was allocated for job advertisements.
- e) 1. Findings
- f) For example, maintenance and electrical engineers are only paid £150 per month basic.
- g) He also reports difficulty in recruitment.
- h) He recommends the following action:
- i) In fact, there is evidence that the factory has overcapacity since they were 10% above target.
- j) Long term:
- k) Low salary rates are largely to blame.
- l) On the other hand, there have been no strikes in the west.
- m) Personnel problems
- n) Production problems
- o) - Production targets in the east should be reduced.
- p) - Production targets in the west should be increased.
- q) 3. Recommendations
- r) Short term:
- s) - The differences between the east and the west were not taken into account when setting production targets.
- t) The District Manager concludes:
- u) The District manager in Morlanda has reported production problems in the east of the country, an area which has been affected by strikes during the last two months.
- v) - The problem of recruitment will continue as long as the company offers unattractive salaries compared with other local companies.
- w) There have been six stoppages and these have resulted in production falling 20% below target.
- x) - Working conditions in the east should be improved.

ACTIVITY 7

Rewrite the following report extract under these three headings: Findings, Conclusions, and Recommendations. Make the necessary changes. Feel free to change the headings or even add some subheadings.

Our Area Manager in Morlanda has reported distribution difficulties in the north of the country, an area affected by floods during the last few months. There have been 22 truck breakdowns and these have resulted in complaints about the delivery times. On the other hand, there have been no problems with delivery times in the south. In fact, there is evidence that the warehouse there is both overstocked and overmanned. It is obvious that the major geographical differences between the north and the south were not taken into account when planning the distribution network in Morlanda. In view of this, the feasibility of warehousing more goods in the north should be considered. Another problem which the Area Manager has reported is difficulty in obtaining prompt payment for goods delivered. Evidence of this can be found in the annual accounts which indicate that £25,000 was owed at the end of the year. Small customers are largely to blame. In two cases, customers have gone bankrupt and this has resulted in bad debts of £45,000. The Area Manager concludes that this problem will continue as long as the economy is depressed. He suggests that a penalty clause should be included in all delivery contracts.

ACTIVITY 8

- a) As you already know, topic sentences and headings have in common expressing the same idea: the topic of a section of the report. Look at the table and **match the topic sentences with the talking headings**.
- b) Then, you will find the different sections of a report. According to their content, **match the combination topic sentence-heading with the sections** completing the report.
- c) Once you have completed the **sections**, **order** them as they appear in the original report.

Topic sentences	Headings
a) Both hotels can guarantee the 600 rooms we will require.	1. ORIGIN AND PLAN OF THE INVESTIGATION
b) Considering all of these figures, the total cost picture at the Lamont is the more favourable one.	2. ADEQUATE ACCOMMODATIONS AT BOTH HOTELS
c) In investigating these two hotels, as was my charge from you at our January 7 th meeting, I collected information on what I believed to be the three major factors of consideration in the problem.	3. THE LAMONT'S FAVOURABLE DOWNTOWN LOCATION
d) The Lamont Hotel is my recommendation for the International Communication Association meeting next January. My decision is based on the following summary of the evidence I collected.	4. LOWER COSTS AT THE LAMONT
e) Because many members will bring spouses, however, the downtown location does give the Lamont an advantage.	5. RECOMMENDATION OF THE LAMONT

Order of sections

1.	2.	3.	4.	5.
----	----	----	----	----

Section 1

HEADING.....

Topic Sentence.....

As the Blackwell is new (since 1998), its rooms are more modern and therefore more appealing. The 69-year-old Lamont, however, is well preserved and comfortable. Its rooms are all in good repair, and the equipment is modern.

The Blackwell has 11 small meeting rooms and the Lamont has 13. All are adequate for our purposes. Both hotels can provide the 10 we need. For our general assembly meeting, the Lamont would make available its Capri Ballroom, which can easily seat our membership. It would also serve as the site of our inaugural dinner. The assembly facilities at the Blackwell appear to be somewhat crowded, although the management assures me that it can hold 600. Pillars in the room, however, would make some seats undesirable. In spite of the limitations mentioned, both hotels appear to have adequate facilities for our meeting.

Section 2

HEADING.....

Both the Lamont and the Blackwell would provide nine rooms for meetings on a complimentary basis. Both would provide complimentary suites for our president and our secretary. The Lamont, however, would charge \$4 for use of the room for the assembly meeting. The Blackwell would provide this room without charge.

Convention rates at the Lamont are \$55-\$65 for singles, \$65-\$75 for double-bedded rooms, and \$68-\$80 for twin-bedded rooms. Comparable rates at the Blackwell are \$65-\$75, \$75-\$85, and \$80-\$95. Thus the savings at the Lamont would be approximately 15% per member.

Cost of the dinner selected would be \$16.00 per person, including gratuities, at the Lamont. The Blackwell would meet this price if we would guarantee 600 plates. Otherwise, they would charge \$18. *Topic Sentence*.....

Section 3

HEADING.....

Topic Sentence.....

First is location. Second is adequacy of accommodations. And third is cost. The following findings and evaluations form the basis of my recommendation.

Section 4

HEADING.....

Topic Sentence.....

First, the Lamont has a definite downtown location advantage, and this is important to convention goers and their spouses. Second, accommodations, including meeting rooms, are adequate in both places, although the Blackwell's rooms are more modern. Third, Lamont room costs are approximately 15% lower than those at the Blackwell. The Lamont, however, would charge \$400 for a room for the assembly meeting. Although both hotels are adequate, because of location and cost advantages the Lamont appears to be better choice from the members' viewpoint.

Section 5

HEADING.....

The older of the two hotels, the Lamont is located in the heart of the downtown business district. Thus it is convenient to the area's two major department stores as well as the other downtown shops. The Blackwell, on the other hand, is approximately nine blocks from the major shopping area. Located in the periphery of the business and residential area, it provides little location advantage for those wanting to shop. It does, however, have shops within its walls that provide virtually all of the guest's normal needs. *Topic Sentence*.....

After all that, choose one of the **titles** in the box:

- A. INVESTIGATION ON THE CONVENIENCE OF THE LAMONT OR THE BLACKWELL HOTELS FOR OUR ASSOCIATION MEETING.
- B. LAMONT HOTEL VS. BLACKWELL HOTEL: ADVANTAGES AND DISADVANTAGES OF EACH ONE.
- C. POSSIBILITIES OF CONVENTION HOTEL FOR THE 2001 MEETING
- D. RECOMMENDATION OF CONVENTION HOTEL FOR THE 2001 MEETING
- E. THE LAMONT HOTEL FOR THE NEXT JANUARY INTERNATIONAL COMMUNICATION ASSOCIATION MEETING.

ACTIVITY 9

During a management meeting of MacGuinness & Co. Ltd. – a large multinational company – a proposal was made that all future training courses should be held in-company and that employees should no longer be sent on external courses. Following this meeting the Training Section was asked to review the advantages and disadvantages of the proposal, and to present its recommendations. The deadline given was 10 June 2001, and the report was to be addressed to Mr. Thomas Watson, the Personnel Superintendent. When Ryan Glims, the Head of the Training section, sat down to write his report, he began by making the following rough notes.

Using all this information, write the report which the Head of Training sent to the Personnel Superintendent. Take into consideration the following suggestions:

- Remember you have to write an objective and formal document in an indirect style
- The parts should consider the Title page, the Introduction, the Body, the Conclusions and the Recommendations
- The information given to you shows the positive and the negative aspects for the training courses. They both should be included properly in the body.
- Remember to use talking headings
- Title: express in short and concisely the main topic of the report. Think about the Wh- words (who, what, where, when, why)
- Introduction: you can use expressions to introduce the topic (as seen above), infinitive phrases, expressions of reason or purpose, “be to” construction
- Body: remember that the use of enumeration makes the reader understand easier the information
- Conclusion: use contrast connectors, modals indicating future or possibility
- Recommendation: use modal verbs (should, must, ...) and usual expressions
- HAND IT IN DISKETTE OR IN DISKETTE AND PRINTED, not in handwriting

- Mr. Watson's address:

MacGuinness & Co. Ltd.
Churchill House
12B Triumph St.
London E9 5SD

- Mr. Glims' address:

MacGuinness & Co. Ltd.
Trading Estate
63 Carrington Road
London SW7 2HT

Sometimes a particular course is needed by only 1 or 2 employees per year. So more cost-effective to send them on an external course?

If there's a group of employees who need the same course, it's cheaper to hold the course in-company than send them on external courses.

When a course is held in-company, depts frequently call employees away unnecessarily in the middle of a course. This can greatly reduce the effectiveness of the course.

Many employees say that they get a lot of benefits from contact from other participants on external courses.

If a course is to be held in-company, the consultants can be asked to make it company specific, i.e. totally relevant to the company's needs.

With in-company courses, employees remain at hand in case of an emergency and can be recalled to their depts, if necessary.

A proposal to completely reject the use of external courses has a lot of disadvantages - especially the cost of providing highly specialised courses for small number of staff.

Compromise - use in-company courses when there are a lot of employees needing them, but use external courses for more specialist areas when it is more cost effective.

ACTIVITY 10

Selecting a site for a Tommy Tom store.

You are working for the international consultancy firm James & Sam Inc. You are working in the main office in Spain, placed in Castelló, c/ Herrero, 105, 12005 Castelló, Spain. The headquarters of the company are in Chicago. The Manager of the International Relations, Howard Grown, sends you an e-mail asking you to find out the best place in the Castelló area to set up the first Tommy Tom store in Europe.

Tommy Tom is an American chain of drive-in convenience stores featuring gasoline, groceries, and fast-food items. Now, they have decided to become an international company by establishing in Europe, starting in Spain.

You have collected the following information on three locations that are suitable:

- NorthEast sector – Castelló
Commercial area. Lot 150 x 100 feet. Corner location. Cost: \$65,000. Traffic count per day (7 a.m. to 9 p.m.): 4,200 cars. Distance from nearest rival company store: 3.1 miles.
- South sector – Benicassim
Commercial area. Lot 200 x 100 feet. Noncorner location. Cost: \$55,000. Traffic count per day: 9,000 cars. Distance from nearest rival company store: 3.9 miles.
- South sector – Vila-real
Commercial area. Lot 150 x 150 feet. Corner location. Cost: \$75,000. Traffic count per day: 6,500 cars. Distance from nearest rival company store: 2.1 miles.

Your job is to evaluate these sites and to recommend one of them to Tommy Tom president, Thomas Jackson (2919 N. Milwaukee Ave., Chicago, IL 60618, USA). You will present your recommendations and analyses in a proper short report format, in formal language, and using the indirect organisational style.

HAND IT IN DISKETTE OR IN DISKETTE AND PRINTED, not in handwriting

APÉNDICE B3
DOCUMENTOS ADJUNTOS
A LA REDACCIÓN DE INFORMES

REVISIÓN DE LA ESCRITURA DEL INFORME

1. ¿Ofrecen tus párrafos introductorios suficiente información sobre el contexto?
 - ¿Se introduce el tema con suficientes datos para que el lector conozca la razón de escribir el informe?
 - ¿Se expresa el objetivo del documento?
 - ¿Se expresa su origen?
 - ¿Se expresa su ámbito de aplicación y/o sus limitaciones?
2. ¿Son la organización de la información y el formato utilizado suficientemente claros para que resulte fácil localizar las ideas? Utilizas en tu documento:
 - Encabezamientos y sub-encabezamientos (*headings* y *subheadings*): ¿forman todos ellos un esquema lógico del informe? ¿la información que aparece en cada sección está relacionada con su encabezamiento? ¿es su estilo el apropiado? ¿expresan el tema y qué se dice acerca de él (*talking headings*)?
 - “Oraciones clave” (*topic sentences*): ¿Expresan las ideas más importantes del párrafo? ¿Introducen claramente el tema principal?
 - Espacios: ¿Existen en tu informe espacios suficientes que permitan una lectura agradable para la vista, sin que ni las palabras, ni las líneas, ni los párrafos se confundan unos con otros?
 - Listas: ¿Las has usado para enfatizar las ideas principales? ¿Existe en los párrafos anteriores a las listas alguna oración clave o introductoria?

3. ¿Tiene el texto la información completa y está expresada de forma correcta?
 - ¿Remarcas los beneficios que puede obtener el lector?
 - ¿Respondes a todas las preguntas que podría plantear el lector?
 - ¿Incluyes suficientes detalles, explicaciones y evidencias para cada aspecto?
 - ¿Ofreces razones y beneficios para cada recomendación?
 - ¿Presentas la información en un orden que parezca lógico para el lector (estilo organizativo indirecto)?

4. ¿Son las oraciones fáciles de leer?
 - ¿Son relativamente breves?
 - ¿Están los sujetos y verbos cercanos al principio de cada oración? ¿Están las listas y las ideas complejas cerca del final?
 - ¿Has usado la voz activa de forma prioritaria?
 - ¿Son las listas iguales en todo el texto?
 - ¿Son las palabras claras, comprensibles, no ambiguas?
 - ¿Existe transición, conexión lógica entre oraciones y entre párrafos?
 - ¿Son los párrafos relativamente breves?
 - ¿Se desarrolla en los párrafos únicamente un tema o aspecto?

5. ¿Has comprobado que el documento esté debidamente corregido?
 - ¿Está libre de errores ortográficos?
 - ¿Está libre de errores gramaticales, como pueden ser oraciones unidas de forma incorrecta, errores en el uso de los pronombres, problemas en la correlación sujeto-verbo, etc.?
 - ¿Es consistente y coherente en la tipografía de encabezamientos, subencabezamientos, mayúsculas, subrayados, sangrías?

PROCESO DE ESCRITURA

Nombre y Apellidos..... Grupo.....

Aparte de las sugerencias que te ofrecemos para que escribas un informe (u otros documentos similares) de forma apropiada, nos gustaría que respondieses a las siguientes preguntas con el fin de conocer aspectos de tu aprendizaje que de otra forma nos serían imposible conocer. Debes ser lo más exacto posible, sin preocuparte de tu expresión y de la extensión de tus respuestas, pues cuanta más información incluyas, más podremos adaptar nuestras clases y actividades a ti y a tus compañeros.

1. ¿Has escrito informes con anterioridad? SI NO

2. ¿Qué aspectos te has planteado antes de escribir los informes? (p.ej., el tema, la longitud, el tiempo, otros (especificar)).

3. ¿Cómo inicias tu redacción? (p.ej., escribes las ideas principales y las ordenas, escribes directamente el texto con las ideas en la cabeza, etc.).

4. ¿Cómo decides la información a incluir en el informe? (p.ej., si trabajas con un texto, subrayas la información relevante o la marcas de alguna forma; si debes buscar o pensar en la información a incluir, escribes ideas y después seleccionas las más importantes, o tratas de buscar alguna ayuda de libros, otros textos, personas, etc.).

5. Una vez has escrito el primer borrador, ¿qué haces? (lo dejas unas horas y lo vuelvo a releer; lo leo varias veces tratando de ponerme en el lugar del lector; se lo doy a alguien para que lo lea; etc.).

6. ¿Cuándo crees que ya has creado tu versión definitiva del informe? (no varía mucho de mi primer borrador; hago varios (X) borradores; etc.).

APÉNDICE B4
FICHAS DE IMPLEMENTACIÓN Y SEGUIMIENTO

DEVELOPMENT OF THE SESSIONS

Students should start doing the activities on the FIFTH whole WEEK of class.

Previous to session 1 (end of previous week, so they have the weekend to read)

- Ask the students to read the theory and the examples.

Session 1 (50')

- Explain the main aspects to be considered from the theory. Use the transparency on it. Solve the comprehension problems students can have.
- Explain the examples through the transparencies and the notes you have. Solve the comprehension problems students have.
- All this has to be done in the time for this class. The remaining time should be used to explain the activities for homework (Activities 1, 2, 3).
- Activity 1: explain all. Start doing some examples of *Part A* so they can go on at home. They have to try to do *Part B* at home. If they find difficult to understand some expressions, those should be clarified the day after, just before or during the correction. *Part C* does not offer many problems.
- Activity 2: matching activity to be done at home. There are two parts: the first simple matching paragraphs and styles, and the second identifying some features of those styles.
- Activity 3: Try to substitute the underlined parts for the expressions in the box. Also at home.
- Students should know that they will have to photocopy their answers to those 3 activities and they will have to hand in the original signed as a task which will confirm they have done their homework.

Session 2 (50')

- Collect the Activities 1, 2, 3 from the students in the class. If anyone hands in the activities another day, we can also take them (5').
- Correct Activities 1, 2, 3 (25').
- Activity 4: read the texts and try to find at least a couple of features. The teacher should give them the rest of the main features (use the transparency and some of the examples prepared for the teacher) (20').

Session 3 (50')

- Finish correcting activity 4 (10').
- Activity 5: in class.
Section A: give them about 15', then correct it (25').
Section B: do it altogether while reading the text (10').
Give them the photocopy appearing the complete report. Make them observe the different parts, mainly the ones they have not read (5').

Session 4 (50')

- Check the understanding of the final report in Activity 5 (10').
- Activity 6: explain briefly and do it in the classroom (15').
- Correct Activity 6 (5').
- Activity 7: explain the similarity to the previous one and do it (15').
- Correct Activity 7 (5').

Session 5 (50')

- Activity 8:
Part A. The teacher has to help them as much as possible, though they have to do as much as they can (15').
Part B. Also with the help of the teacher (15').
Part C and "Title part" can be done at home (5').
- In the remaining time, read Activity 9. They should have the activity text clear enough to be able to write the report.
- Hand in students two handouts:
 - * *Proceso de escritura*
 - * *Revisión de la escritura del informe*
- Students will receive only one copy of each to be used in the Activity 9. These forms will be collected at the same time of the report from Activity 9.
- The result of this activity is to be handed in one week later.

Other sessions

- The reports from Activity 9 should be returned to the students in 1 week (more or less) (we return the diskette as it was and a corrected paper version). Devote some minutes to suggesting some improvements, according to the results of the business reports corrected.
 - From the time they have the corrected reports, they must do Activity 10 (remember to give them the 2 handouts, like in the previous activity). Again in one week and attaching the scrap paper(s), any note and the diskette, they must hand in the final report. This one should be revised in about 1-2 weeks. Then, it should be returned to the students again with corrections and notes to improve it. Try to carry out again the general feedback session, suggesting any improvement of the final business reports. Once done that feedback, students should have to hand it in again in one week time.
- * We should keep a copy of everything (diskette and paper version corrected)

DOCUMENTOS EXPERIMENTACIÓN REPORT-WRITING

DOCUMENTOS DEL PROFESOR				DOCUMENTOS DE LOS ALUMNOS			
Documento	Fecha	F. exacta	Tareas	Documento	Fecha	F. exacta	Tareas
Ficha Inicial	2 (o 3) día de clase		Entregar a alumnos y recoger	Ficha Inicial	2 o 3 día de clase		Cumplimentar en clase y entregar prof.
Pruebas Iniciales	2 (o 3) día de clase		Entregar a alumnos y recoger.	Pruebas Iniciales	2 o 3 día de clase		Cumplimentar en clase y entregar prof.
Planning y explicación	Antes de iniciar la experimentación		Para controlar el ritmo y diversos aspectos en la realización de este trabajo empírico/ Lectura detallada.				
Teoría Ejemplos	4ª semana clase		Pedir a los alumnos que se lean la teoría y los ejemplos.	Teoría Ejemplos	Fin de semana		Leer la teoría y los ejemplos.
	5ª semana clase (sesión 1)		Resolver las dudas en la sesión 1.		5ª semana clase (sesión 1)		Leer y tratar de entender. Solventar dudas en la sesión 1.
Transparencias de Teoría y Ejemplos	5ª semana clase (sesión 1)		Revisar aspectos más importantes y a destacar en teoría y en ejemplos.		5ª semana clase (sesión 1)		Adquirir mayor claridad en la comprensión de teoría y ejemplos.
Actividades	5ª, 6ª y 7ª semana clase (sesiones 2, 3, 4, 5)		A realizar según desarrollo de las actividades.	Actividades	5ª, 6ª y 7ª semana clase		A realizar según las instrucciones del profesor.
* Respuestas de las Actividades/ * Transparencias/ * Fotocopias a entregar	5ª, 6ª y 7ª semana clase (sesiones 2, 3, 4, 5)		A medida que se vayan resolviendo las actividades. Recoger Actividades 1, 2, 3. Transparencias a utilizar en Actividades 1-8. Fotocopias a entregar en Actividades 5, 9, 10.	Fotocopias actividades 5, 9, 10.	5ª, 6ª y 7ª semana clase		Para su mejor conceptualización: - entregar actividades 1,2,3; - recibir fotocopias actividades 5, 9, 10.
Explicar Act. 9. Dar fecha límite Act. 9	7ª semana clase		Explicar la actividad y avisar de su fecha límite y cómo deben entregarlo (escrito y disquete).	Actividad 9	7ª semana clase		Realizar Actividad 9: escribir el informe.
Revisión de la escritura	7ª semana clase		Entregar a los alumnos antes de realizar la Act. 9 y explicar su uso.	Revisión de la escritura	7ª semana clase		Para usar en la Actividad 9.
Proceso de escritura	7ª semana clase			Proceso de escritura	7ª semana clase		

Apéndice B4. Fichas de implementación y seguimiento

Fecha límite Actividad 9	8ª semana clase		Recoger una semana después (escrito y disquete) y fichas.	Fecha límite Actividad 9	8ª semana clase		Entregar el informe en disquete, papel y las fichas cumplimentadas.
Fecha límite para devolver Act. 9	9ª semana clase		Devolver disquete y copia en papel corregida.		9ª semana clase		Recoger corrección y preguntar dudas en caso de tenerlas.
Sesión de Feedback	9ª semana clase		Realizar sugerencias en clase para mejorar posteriores informes.	Sesión de Feedback	9ª semana clase		Constatar aspectos a mejorar en próximos informes.
Explicar Actividad 10. Dar fecha límite.	9ª semana clase		Explicar la Actividad y avisar de su fecha límite y cómo deben entregarlo (escrito y disquete).	Actividad 10	9ª semana clase		Realizar Actividad 10: escribir el informe empresarial.
Revisión de la escritura	9ª semana clase		Entregar a los alumnos antes de realizar la Actividad 10 y explicar su uso.	Revisión de la escritura	9ª semana clase		Para usar en la Actividad 10.
Proceso de escritura	9ª semana clase			Proceso de escritura	9ª semana clase		
Fecha límite para recoger Actividad 10	10ª semana clase		Recoger una semana después (escrito y disquete) y fichas.	Fecha límite Actividad 10	10ª semana clase		Entregar el informe en disquete, papel y las fichas cumplimentadas.
Fecha límite para devolver Actividad 10	11ª/12ª semana clase		Devolver disquete y copia en papel corregida.		11ª/12ª semana clase		Recoger corrección y preguntar dudas en caso de tenerlas.
Sesión de Feedback	11ª/12ª semana clase		Realizar sugerencias en clase para mejorar la versión final.	Sesión de Feedback	11ª/12ª semana clase		Constatar aspectos a mejorar en la versión final.
Versión final del informe empresarial	13/14ª semana		Pedir a los alumnos una versión final, sólo en disquete, en base a las correcciones y consejos facilitados en la fase previa. Devolver el disquete en breve tiempo, y comentarios finales.	Fecha límite entrega versión final del informe empresarial	12/13ª semana		Entregar la versión final del informe de la Actividad. 10 en disquete habiendo aplicado las correcciones y comentarios del profesor.

ACTIVITIES

Act. 1	Homework	Groupwork/ Individual	Part A: Students need teacher's help, at least to start. Then, it can be finished at home. Part B: Students may need help to understand the meaning of the expressions, so this can be done in the classroom the day after. Part C: It can be done at home without any problem.
Act. 2	Homework	Individual	It is supposed to be easy. It is simply a matching activity.
Act. 3	Homework	Individual	It is slightly more difficult than the previous one. The relevant aspect here is to identify the substituting expressions. They may make some mistakes when re-writing the sentences, so the advise is first ask them which expression would substitute the one underlined and then show them the possible answer (we can wait for their answers, but without spending much time).
Act. 4	Classwork	Group work (5-6 students)	Ask them to read both texts, discuss and write down at least two differences.
Act. 5	Classwork	Group work (5-6 students)	Do it in the order presented: first section A; then section B. For section A, give them about 20 minutes. Give them some minutes to check section B, and then do it aloud and altogether. When finished the activity, give the students the complete report. Let them read it completely as they will find some parts which were not in the activity (<i>Title page; Introduction; Conclusions; Recommendations</i>).
Act. 6	Classwork	Pairwork	Students need an explanation before doing the activity. They have to know that there are 3 sections (which they can be easily found) and that there are two parts in "Findings", two parts in "Conclusions" and two main parts and five small ones in "Recommendations".

Act. 7	Classwork	Pairwork	It can be indicated that the final report is quite similar to the one of the previous activity. The teacher can also help students.
Act. 8	Classwork	Pairwork	While doing Part A and Part B, the teacher is monitoring. Part C and the “Title part” can be done by their own.
Act. 9	Homework	Individual	It is to be handed in immediately (no more than one week after finishing Activity 8). It will be corrected and returned with some corrections. It has to be handed in diskette. COMPULSORY ACTIVITY. General feedback afterwards.
Act. 10	Homework	Individual	This activity has to be asked when the activity 9 is over. This final report MUST be presented in diskette. They only have one week to do it. COMPULSORY ACTIVITY. General feedback afterwards. Once finished, the students must rewrite it taking into account the corrections and suggestions made.

APÉNDICE B5
RESPUESTAS DE LAS ACTIVIDADES

ANSWERS TO ACTIVITIES

ACTIVITY 1

A)

Time	Cause/ effect	Contrast	Addition	Possibility/ probability	Advise/ suggestion	Obligation	Purpose
* Clause: <i>after issuing</i> * Connectors: <i>after that</i> <i>after this</i> <i>finally (2)</i> <i>first (2)</i> <i>first of all</i> <i>initially</i> <i>next (2)</i> <i>the final step</i> <i>the first step</i> <i>the following step</i> <i>the second step</i> <i>then (3)</i> <i>Once done all this</i> <i>second</i> <i>third</i>	* verb & verb phrases: <i>result from</i> <i>results in</i> * phrases: <i>due to</i> * connectors: <i>therefore</i>	* Clause: <i>although</i> * Connector: <i>however</i>	* Connector: <i>additionally</i>	<i>are possible</i> <i>may (2)</i> <i>could</i>	<i>advise</i> <i>it is advisable</i> <i>might want to</i> <i>ought to (2)</i> <i>recommend (2)</i> <i>should (3)</i> <i>we suggest</i>	<i>have to (2)</i>	<i>to write</i> <i>to gather</i> <i>to complete</i>

B)

... arise from ...	Cause/effect	... lead to ...	Cause/effect	afterwards	Time
Because	Cause/effect	because of	Cause/effect	before	Time
But	Contrast	despite	Contrast	I suggest sb. do sthg.	Adv/suggest.
Whereas	Contrast	in addition	Addition	in order to	Purpose
in spite of	Contrast	might	Poss./probab.	moreover	Addition
Must	Obligation	nevertheless	Contrast	since	Time or cause/effect
so as to	Purpose	so that	Purpose	to start with	Time
I would advise/recommend sb. to do sthg.			Adv/suggest.		

C)

An outline of the steps to write a report

1. Prepare and plan your report
 - 1.1 Identify your objective/purpose (why)
 - 1.2 **Identify your audience/readership (who)**
 - 1.3 Identify the content/decide what information you will need (what)
 - 1.4 Choose report structure (what relationships)
 - 1.5 **Prepare the structure or outline**
2. Gather the information

3. Write and revise

3.1 ***Draft the main body/findings***

3.2 Draft your conclusions, recommendations and introduction (in that order)

3.3 ***Check and correct your draft***

3.4 ***Issue your final draft***

3.5 Give your final draft to a helpful reader to review the draft (optional)

4. ***Add the final touches***

4.1 Use a word-processing system to create a polished and readable report

4.2 Refine the layout and design

ACTIVITY 2

Match the following extracts from reports with the styles listed on the right. Could you say which sections of a report these fragments belong to?

1-e 2-f 3-a 4-c 5-b 6-d

	1	2	3	4	5	6
Personal pronouns	X			X		X
Passives			X		X	
Idiomatic phrases	X					
Expressions of certainty		X	X			
Expressions of possibility				X	X	X

Notes for the teacher.

Fragments 1-4: they seem to belong to the recommendations section as they express what should be done, personal opinions, suggestions, what would happen if something is not done.

Fragments 5-6: they belong to a report on a finance meeting. They are only explaining the facts that occurred in the meeting, and the suggestions appearing were done by other people not by the author. So it probably belongs to the findings section.

ACTIVITY 3

In the following table, we see a list of expressions to be used when dealing with any of the functions you have in the left column. All of them are used to report in an impersonal way.

Answers.

1. It was felt that investment in the manufacturing sector should be increased.
2. Different opinions were expressed on the subject of trade with China.
3. It was agreed that the advertising budget should be increased by 5%.
4. It was suggested that spending on TV advertising should be doubled.
5. Leaving it at the same level was recommended.
6. There was no agreement about advertising.
7. It was proposed that the matter should be postponed.
8. It was felt enough time had been spent on this question.
9. It was agreed that more time should be allowed for this question at the next meeting.

ACTIVITY 4

The following two fragments deal with the same topic, though they are different. Explain the differences you can find. Then explain and reason which one is better according to the content.

FRAGMENT A

This part of a report is considered to be formal and impersonal; it is organised in chronological order. However, the example given to the students has become more informal, in vocabulary use, in less passive voice, in more 1st and 2nd personal pronouns use, and a little more personal. The example here is the original version, which was formal.

CONFIDENTIAL REPORT ON FINANCE DIRECTOR S. HART

Introduction

This report aims to assess the performance of S. Hart, Finance Director, during the year 2000. In particular, it aims to review his actions and decisions in the following areas:

- a) General financial control
- b) Budgetary control
- c) Staff relations

Findings

S. Hart was appointed Financial Director in January 2000. He had previously been Chief Accountant in the company.

For the first three months in his new position Mr Hart worked alongside Mr Gwent, his predecessor. At his first General Management Meeting, he was asked how he saw his role in the company. He replied that he thought his primary responsibility was to exert tight financial control particularly on 'running costs'.

In April 2000, he submitted a first quarter financial report which already showed a slight decrease in current costs. At this meeting, the Marketing Director commented that the Spring advertising campaign had been delayed by the finance Department's slowness in approving the expenditure.

In June 2000, two junior members of the Finance Department resigned and went to work for one of our competitors.

The second quarter financial report showed costs running considerably below forecast. The Marketing Director complained at the Management Meeting that his

advertising budget had again been restricted. The problem was in getting funds from the Finance Department.

In the following month, F. Flynn, the Finance Director’s assistant, asked to be moved to another department. He said he could not work any longer with Mr Hart.

In October, Mr Hart presented his 2001 budget. This was based on pessimistic forecast for sales, and a planned 18% reduction in running costs and 5% reduction in fixed costs. The third quarter financial report had shown a marked drop in income matched by an even sharper drop in costs.

In November 2001, the Marketing Director resigned saying: “If he stays, I go”. It was understood that he was speaking about the finance Director. Final figures for the year showed a good level of profitability (slightly higher than expected) but an alarming downward trend in sales.

FRAGMENT B

This part of a report is considered to be formal and impersonal; now the findings are organised in logical order (indirect).

Note: The report is the same one appearing in the second place of Activity 4.

FRAGMENT B	FRAGMENT A
FINDINGS ORGANISED IN LOGICAL ORDER (INDIRECT)	FINDINGS ORGANISED IN CHRONOLOGICAL ORDER
USE OF HEADINGS	NO USE OF HEADINGS, EXCEPT THE GENERAL ONES WHICH DO NOT HELP TO UNDERSTAND THE TOPIC OF THE FOLLOWING TEXT
FORMAL AND IMPERSONAL	MORE INFORMAL AND PERSONAL, BY: <ul style="list-style-type: none"> • CHANGING SOME WORDS AND EXPRESSIONS • USING MORE ACTIVE THAN PASSIVE VOICE (more lively) • USING THE 1ST AND 2ND PERSON PRONOUNS

SOME EXAMPLES OF FEATURES FROM FRAGMENT A (for the teacher)

- “Introduction” and “Findings” ---- the only 2 topic headings
- “we will review...” instead of “it aims to review...” ---- more personal and using “we”
- “Mr Hart worked together with Mr Gwent” instead of “work alongside” ---- it may seem a more formal word
- “Mr. Jones asked him” instead of “he was asked” ---- avoiding the passive voice
- “He answered” instead of “He replied” --- more formal the last one
- “he thought his main responsibility was to apply strict financial control specially on the regular costs of our business (‘running costs’)” instead of “his primary responsibility was to exert tight financial control particularly on ‘running costs’”---- more concise, using a more formal vocabulary and not explaining a term which is supposed to be known by the readers
- “the Spring advertising campaign because the Finance Department was very slow in approving the expenses” instead of “the Spring advertising campaign had been delayed by the finance Department’s slowness in approving the expenditure” --- the second one uses the passive voice so it becomes more impersonal. Even the formality and impersonal tone, the active voice is preferred to the passive voice as it is more direct, like this example.
- “abandoned voluntarily” instead of “resigned”
- “below what was expected” instead of “below forecast”
- “he found problems in getting funds from the Finance Department. This resulted again in a restriction of his advertising budget” instead of “his advertising budget had again been restricted. The problem was in getting funds from the Finance Department”.
- “explained the Managing Director his desire of changing to another department”. instead of “asked to be moved to another department”.
- “It showed a pessimistic prediction for sales, and there was a plan of reducing 18% the running costs and 5% the fixed costs” instead of “This was based on pessimistic forecast for sales, and a planned 18% reduction in running costs and 5% reduction in fixed costs”.
- “a remarkable decrease in income and at the same time an even sharper decrease in costs” instead of “a marked drop in income matched by an even sharper drop in costs”
- “gave up his job” instead of “resigning”
- “We all understood” instead of “It was understood”

ACTIVITY 5

A) Complete the text with the words in the box.

B) Choose one of the pairs in italics. Remember to look for conciseness, formality, comprehension and familiarity of the vocabulary, thinking as a writer and as a reader.

a) scheme	f) flexitime system	k) such absences	p) their
b) employees	g) this cost	l) In order to	q) This point
c) though	h) such reasons as	m) were asked to	r) the issue
d) scheme	i) but	n) This	s) they
e) This	j) both	o) In order to	

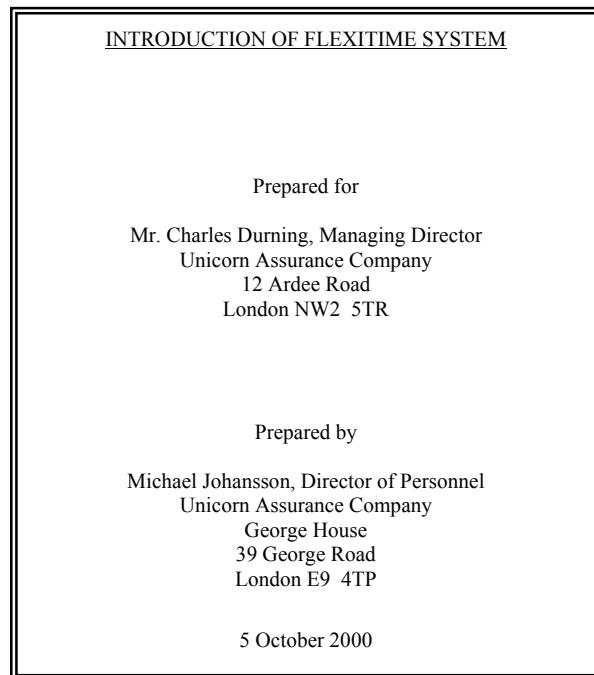
In the following list, the words in bold type are the ones suggested by the author of the activity.

Original Text Words	Optional words	Explanation of the selection
1. employees	<i>workers</i>	<i>Worker</i> can imply more specifically unskilled people
2. “core period”	<i>“heart period”</i>	core is a formal word
3. arrival	<i>the start working hour</i>	<i>Arrival</i> is short, concise and the proper word in this context
4. departure	<i>exit</i>	<i>Departure</i> is the right opposite of “arrival”
5. work	<i>labour</i>	<i>Labour</i> is referring to work that doesn’t need a lot of skill
6. total	<i>total quantity</i>	The second term is wordy. It adds nothing. a <i>total of</i> could also be deleted to be more concise. ⓘ
7. carried over	<i>moved</i>	Indifferent. However, <i>carry over</i> (considered a Business English verb) maybe difficult to be understood by a NNS ⓘ
8. overtime	<i>extra hours</i>	<i>Overtime</i> is the concise and proper word
9. There is no doubt that	<i>Doubtless</i>	The first appears in the original text but it is too long and uses “there+be”
10. advantageous	<i>quite good</i>	<i>Advantageous</i> is more formal
11. average	<i>intermediate amount</i>	<i>Average</i> is the proper word
12. For some time there has been a	<i>There has been a long</i>	Though the first is given in the original, the second phrase is more concise. However, the better option may be “Some reasons has caused a long growing” ⓘ
13. It has been customary for Heads of Department to	<i>Heads of Department usually</i>	The first expression uses the passive, it’s long and is perfectly cut it down as the second example shows.
14. turn a blind eye to	<i>ignore</i>	<i>Turn ...</i> is an idiom. Though in the original text, I think the second option is better to be understood by the reader
15. obviate	<i>prevent</i>	<i>Obviate</i> is a formal word
16. instituted	<i>established</i>	<i>Instituted</i> is a formal use
17. the amount of	[Ø]	Better the second option
18. held up	<i>delayed</i>	The first word has an idiomatic meaning; we can consider it as jargon. ⓘ
19. gauge	<i>measure</i>	<i>Gauge</i> is part of the jargon ⓘ
20. There is no doubt that	<i>Certainly</i>	In the context there are two “there+be” very close
21. industrial action	<i>strike action or similar</i> <i>measures</i>	<i>Industrial action</i> is the concise, short, proper word
22. further	<i>at a greater time</i>	<i>Further</i> is the right word again

Original text version.

Situation.

Unicorn Assurance, a large British based company, is currently considering a proposal to introduce a flexitime system for the office and lower managerial staff of their London headquarters. There has been a certain amount of unrest about the proposal, and the Managing Director has asked the Director of Personnel to submit a report commenting on the situation.



INTRODUCTION OF FLEXITIME SYSTEM

1. Purpose and Scope

During the management meeting of 3 September 2000, this department was requested to investigate the feasibility of introducing a flexitime system for all lower managerial and office workers at company headquarters. The report was to be submitted by 5 October 2000, and was to discuss:

- a. the organisation of the system
- b. financial implications
- c. the effect on work performance
- d. employee reactions to the scheme

2. The Organisation of the System

The scheme would apply only to the ninety employees between grades 18 and 6. All employees must be at work during the “core period” of 10 a.m. to 4 p.m.,

less a one-hour lunch break. Arrival may be at any time between 8 a.m. and 10 a.m., and departure at any time between 4 p.m. and 6.30 p.m. Both arrival and departure times would be recorded mechanically. Employees should work for a total of 140 hours during each four-week period, though a maximum of 10 debit or credit hours may be carried over to the following period. Overtime will only be paid for work performed outside the flexihours.

3. Financial Implications

There is no doubt that the scheme would be financially advantageous to the company:

- a. Many departments have a “busy period” at the end of each month when it is necessary for staff to work excess hours. This is currently paid on overtime at a rate of time and a half, and costs the company an average of £11,500 per month. With the introduction of the flexitime system, this cost will disappear.
- b. For some time there has been a growing problem of minor absenteeism, for such reasons as dental appointments or personal business matters which must be attended to during working hours. It has been customary for Heads of Department to “turn a blind eye” to such absences, but the practice obviously costs the company both in terms of time lost and disruption of work. Flexitime would obviate the need for such absences.
- c. Many other companies who have instituted a flexitime system report a decrease in the amount of “short-term” absenteeism, employees using the flexitime rather than taking a half or full day off.
- d. With the flexitime system, no time would be lost due to staff lateness.

4. Effect on Work Performance

In order to determine the effect on work performance, all Heads of Section were asked to study the scheme and to comment on the implications for their section. The following points arose:

- a. There would inevitably be times when employees were working without managerial supervision. Many managers felt that for certain employees such supervision was essential.
- b. Work could be held up because of the absence of a key person. This would affect not only work within the company, but also queries from customers.

5. Employee Reactions to the Scheme

In order to gauge potential reaction to the scheme, the department issued a questionnaire to all those employees concerned.

There is no doubt that there is currently great opposition to the introduction of flexitime. In their answers to the questionnaire, 83% of the employees indicated that they would object strongly to the scheme.

The main objection undoubtedly centres on the loss of overtime earnings that the introduction of flexitime would involve. This point was also stressed in an informal consultation with union officials, who indicated a readiness to take industrial action over the issue if they were not consulted further.

6. Conclusions and Recommendation

Despite the evident financial advantages, it is felt that it would be unwise to proceed with the scheme without further investigation of the effect on work performance and, most importantly, without further consultation with union representatives. In this present form the scheme will not be acceptable to the unions, and its introduction could lead to a considerable amount of industrial unrest.

It is therefore recommended that the scheme should not be introduced in its present form.

ACTIVITY 6

Reorder the following sentences which belong to the body, the conclusions and the recommendations of a report. Re-write the resulting paragraphs in the proper order and within the correct section.

Note for the teacher: Maybe the report will improve without weak headings.

1. Findings (it is a topic heading - weak)

Production problems

The District manager in Morlanda has reported production problems in the east of the country, an area which has been affected by strikes during the last two months. There have been six stoppages and these have resulted in production falling 20% below target. On the other hand, there have been no strikes in the west. In fact, there is evidence that the factory has overcapacity since they were 10% above target.

Personnel problems

He also reports difficulty in recruitment. Evidence of this can be found in the personnel budget in which £10,000 was allocated for job advertisements. Low salary rates are largely to blame. For example, maintenance and electrical engineers are only paid £150 per month basic.

2. Conclusions (topic heading - weak)

The District Manager concludes:

- The differences between the east and the west were not taken into account when setting production targets.
- The problem of recruitment will continue as long as the company offers unattractive salaries compared with other local companies.

3. Recommendations (topic heading - weak)

He recommends the following action:

Short term:

- Production targets in the east should be reduced.
- Production targets in the west should be increased.

Long term:

- Working conditions in the east should be improved.
- An increase in salaries for technical personnel might be considered.
- Employees' benefits should be improved.

ACTIVITY 7

Rewrite the following report extract under these three headings: Findings, Conclusions, and Recommendations. Make the necessary changes. Feel free to change the headings or even add some subheadings.

Note for the teacher: The same suggestion on headings appeared in the previous activity applies here.

1. Findings

Distribution difficulties

Our Area Manager in Morlanda has reported distribution difficulties in the north of the country, an area affected by floods during the last few months. There have been 22 truck breakdowns and these have resulted in complaints about the delivery times. On the other hand, there have been no problems with delivery times in the south. In fact, there is evidence that the warehouse there is both overstocked and overmanned.

Payments

Another problem which the Area Manager has reported is difficulty in obtaining prompt payment for goods delivered. Evidence of this can be found in the annual accounts which indicate that £25,000 was owed at the end of the year. Small customers are largely to blame. In two cases, customers have gone bankrupt and this has resulted in bad debts of £45,000.

2. Conclusions

The Area manager concludes:

- The major geographical differences between the north and the south were not taken into account when planning the distribution network in Morlanda.
- The problem of late payments will continue as long as the economy is depressed.

3. Recommendations

He recommends:

- The feasibility of warehousing more goods in the north should be considered.
- A penalty clause should be included in all delivery contracts.

ACTIVITY 8

- a) As you already know, topic sentences and headings have in common expressing the same idea: the topic of a section of the report. Look at the table and **match the topic sentences with the talking headings**.

<i>a - 2</i>	<i>b - 4</i>	<i>c - 1</i>	<i>d - 5</i>	<i>e - 3</i>
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- b) Then, you will find the different sections of a report. According to their content, **match the combination topic sentence-heading with the sections** completing the report.

Section 1	a-2
Section 2	b-4
Section 3	c-1
Section 4	d-5
Section 5	e-3

- c) Once you have completed the **sections, order** them as they appear in the original report.

Order:	Section 4	Section 3	Section 5	Section 1	Section 2
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Title - D

Original text

RECOMMENDATION OF CONVENTION HOTEL FOR THE 2001 MEETING
RECOMMENDATION OF THE LAMONT

The Lamont Hotel is my recommendation for the International Communication Association meeting next January. My decision is based on the following summary of the evidence I collected. First, the Lamont has a definite downtown location advantage, and this is important to convention goers and their spouses. Second, accommodations, including meeting rooms, are adequate in both places, although the Blackwell's rooms are more modern. Third, Lamont room costs are approximately 15% lower than those at the Blackwell. The Lamont, however, would charge \$400 for a room for the assembly meeting. Although both hotels are adequate, because of location and cost advantages the Lamont appears to be better choice from the members' viewpoint.

ORIGIN AND PLAN OF THE INVESTIGATION

In investigating these two hotels, as was my charge from you at our January 7th meeting, I collected information on what I believed to be the three major factors of consideration in the problem. First is location. Second is adequacy of accommodations. And third is cost. The following findings and evaluations form the basis of my recommendation.

THE LAMONT'S FAVOURABLE DOWNTOWN LOCATION

The older of the two hotels, the Lamont is located in the heart of the downtown business district. Thus it is convenient to the area's two major department stores as well as the other downtown shops. The Blackwell, on the other hand, is approximately nine blocks from the major shopping area. Located in the periphery of the business and residential area, it provides little location advantage for those wanting to shop. It does, however, have shops within its walls that provide virtually all of the guest's normal needs. Because many members will bring spouses, however, the downtown location does give the Lamont an advantage.

ADEQUATE ACCOMMODATIONS AT BOTH HOTELS

Both hotels can guarantee the 600 rooms we will require. As the Blackwell is new (since 1998), its rooms are more modern and therefore more appealing. The 69-year-old Lamont, however, is well preserved and comfortable. Its rooms are all in good repair, and the equipment is modern.

The Blackwell has 11 small meeting rooms and the Lamont has 13. All are adequate for our purposes. Both hotels can provide the 10 we need. For our general assembly meeting, the Lamont would make available its Capri Ballroom, which can easily seat our membership. It would also serve as the site of our inaugural dinner. The assembly facilities at the Blackwell appear to be somewhat crowded, although the management assures me that it can hold 600. Pillars in the room, however, would make some seats undesirable. In spite of the limitations mentioned, both hotels appear to have adequate facilities for our meeting.

LOWER COSTS AT THE LAMONT

Both the Lamont and the Blackwell would provide nine rooms for meetings on a complimentary basis. Both would provide complimentary suites for our president and

our secretary. The Lamont, however, would charge \$4 for use of the room for the assembly meeting. The Blackwell would provide this room without charge.

Convention rates at the Lamont are \$55-\$65 for singles, \$65-\$75 for double-bedded rooms, and \$68-\$80 for twin-bedded rooms. Comparable rates at the Blackwell are \$65-\$75, \$75-\$85, and \$80-\$95. Thus the savings at the Lamont would be approximately 15% per member.

Cost of the dinner selected would be \$16.00 per person, including gratuities, at the Lamont. The Blackwell would meet this price if we would guarantee 600 plates. Otherwise, they would charge \$18. Considering all of these figures, the total cost picture at the Lamont is the more favourable one.

ACTIVITY 9

Model answer

PROVISION OF FUTURE TRAINING COURSES

Prepared for

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Prepared by

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8 June 2001

PROVISION OF FUTURE TRAINING COURSES

1. Terms of Reference

During last month's management meeting, it was proposed that all future training courses should be held in-company, and that employees should no longer be sent on external courses. The Training Section was asked to review the advantages and disadvantages of this proposal, and to present its recommendations by 10 June 2001.

2. Advantages of the Proposal

- a. Where a group of employees is concerned, it is considerably cheaper to hold an in-company course than to send a large number of individuals on external courses.
- b. Consultants can be asked to make an in-company course specific to company needs.
- c. In case of a true emergency, employees remain on hand and can easily be recalled to their departments.

3. Disadvantages of the Proposal

- a. In certain cases a particular course is needed by only one or two employees per year. It is then more cost-effective to send employees to an external course than to arrange for an in-company programme.
- b. Past experience has shown that departments frequently call employees away from in-company courses unnecessarily. This can greatly reduce the effectiveness of the course.
- c. Many employees report that they receive great professional benefit from contact with other participants on external courses.

4. Conclusions

Although there are obvious advantages to in-company programmes, a proposal to completely reject the use of external courses would seem to have as many disadvantages, in particular the cost of providing highly specialist courses for a small number of staff.

5. Recommendations

- a. When a substantial number of employees require the same course, then in-company programmes should be held.
- b. Employees should be still sent on external courses when it is more cost-effective to do so.

ACTIVITY 10

Free answer. Consider all the aspects worked out in the previous activities and in the theory explained before.

APÉNDICE B6
TRANSPARENCIAS

- A business report is a relevant document in the company. The knowledge of how to write it properly will help us to write better any type of text in English.
- Structure:

It has five main sections: T-I-B-C-R

All of them have some specific features to consider when writing. However, none of them are so rigid that they appear always the same.

Do you understand all of them?

Observe carefully and use the language advise (not all expressions need appear, but some).
- Steps to write a report:

Plan you report and note down all the information you have.

Draft your report. Revise it and rewrite it as many times as you need.

Remember the order followed to write the report is not the same as it is read.

Write the nearly final version. Revise it. Note: WYSIWYG.
- Organisation:

Be aware of the three ways of structuring the information.

The more appropriate organisational style for you is the indirect or inductive one until you acquire enough experience.
- Revise the tools to improve the structure of a report (headings, emphasising techniques).
- Check the examples (and the understanding) of the techniques of readable writing.
- Finally, take a quick look at the rest of aspects to consider when writing a report.
- The last page is a summary of all the suggestions made.

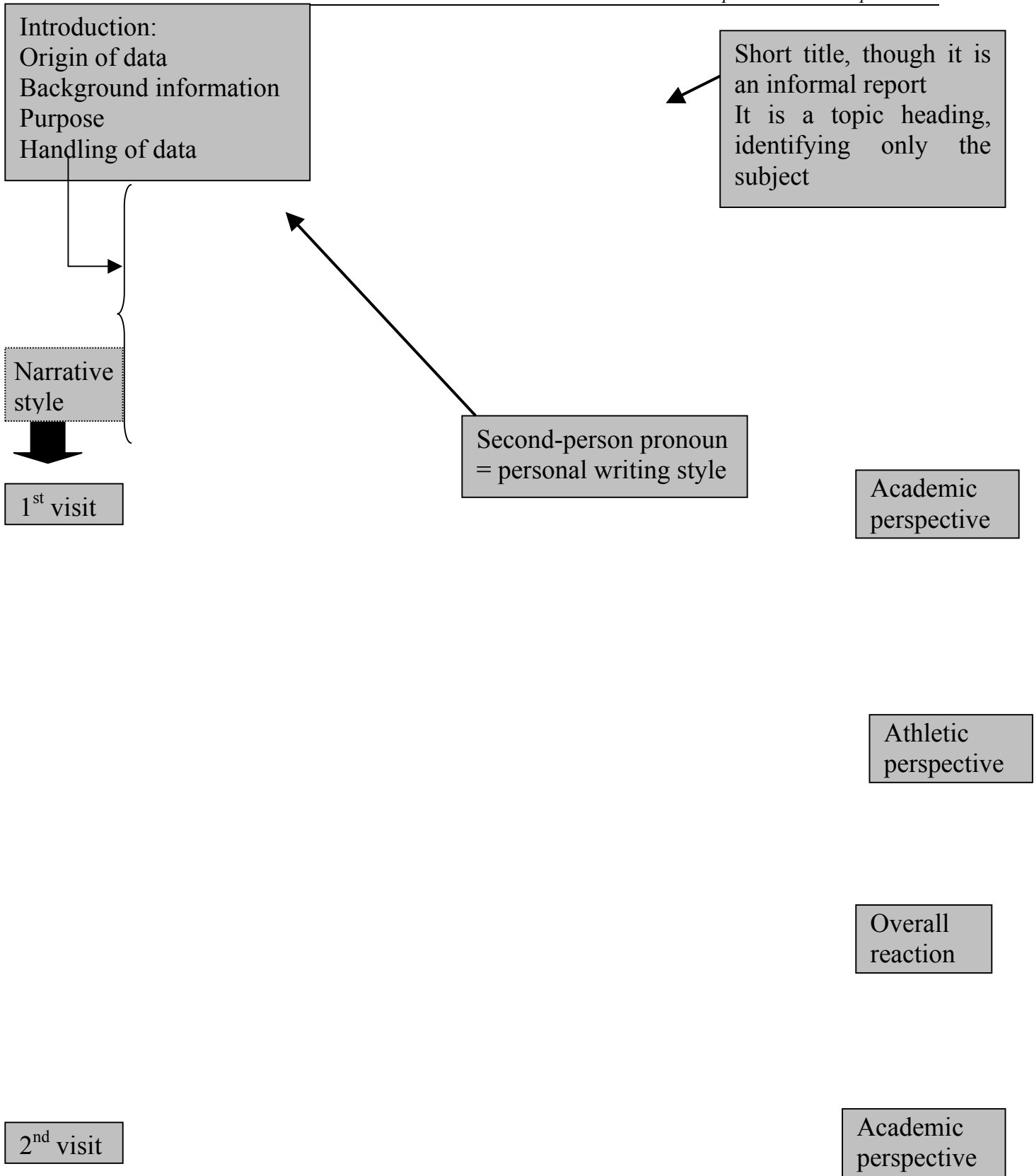
TITLE PAGE

**Space for
the full
title**

**Reader of
the report**

**Writer of
the report**

**Date of
submission**



Athletic
perspective

Overall
reaction

3rd visit

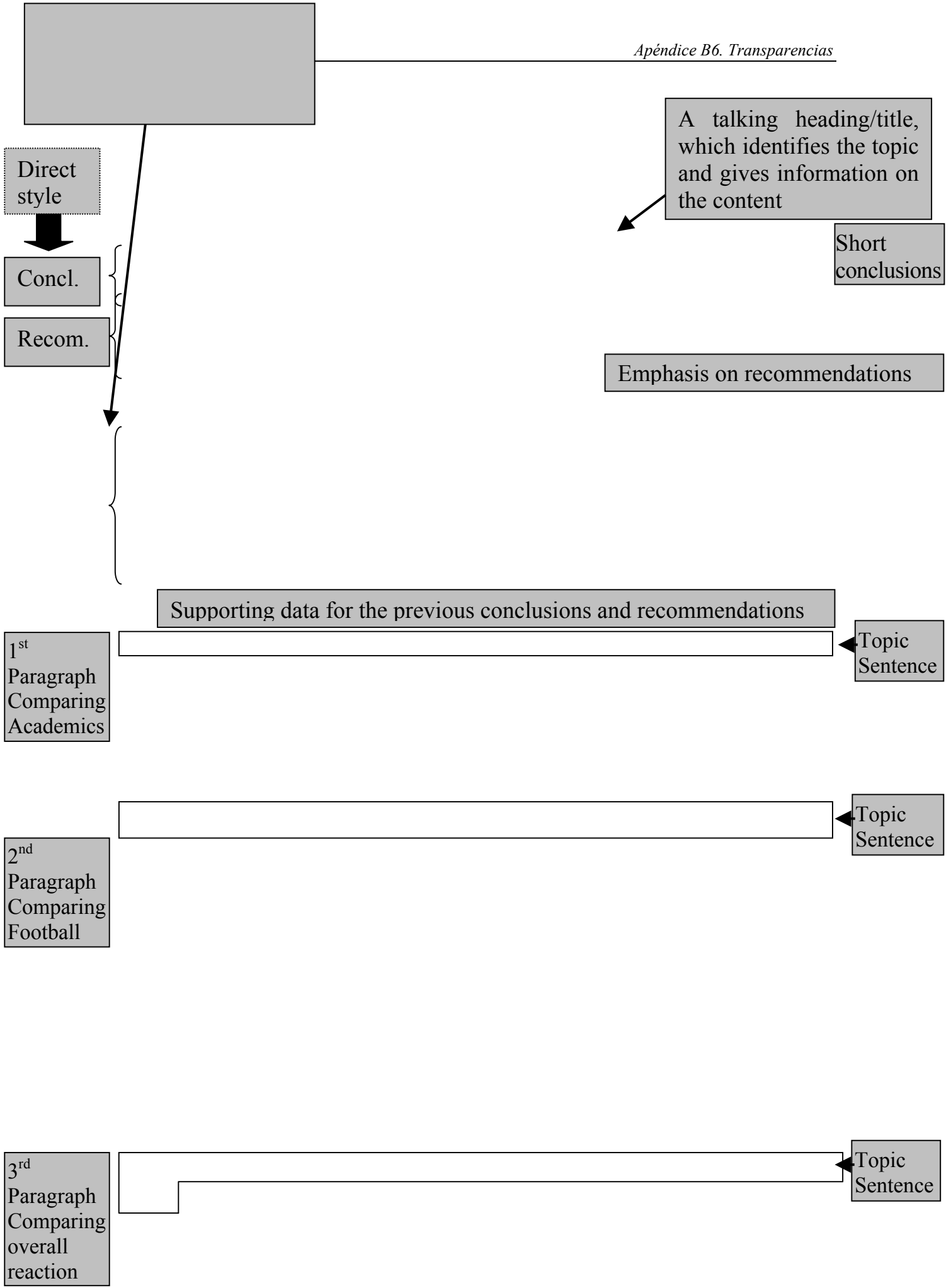
Academic
perspective

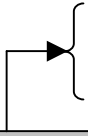
Athletic
perspective

Overall
reaction

Concl.

Recom.

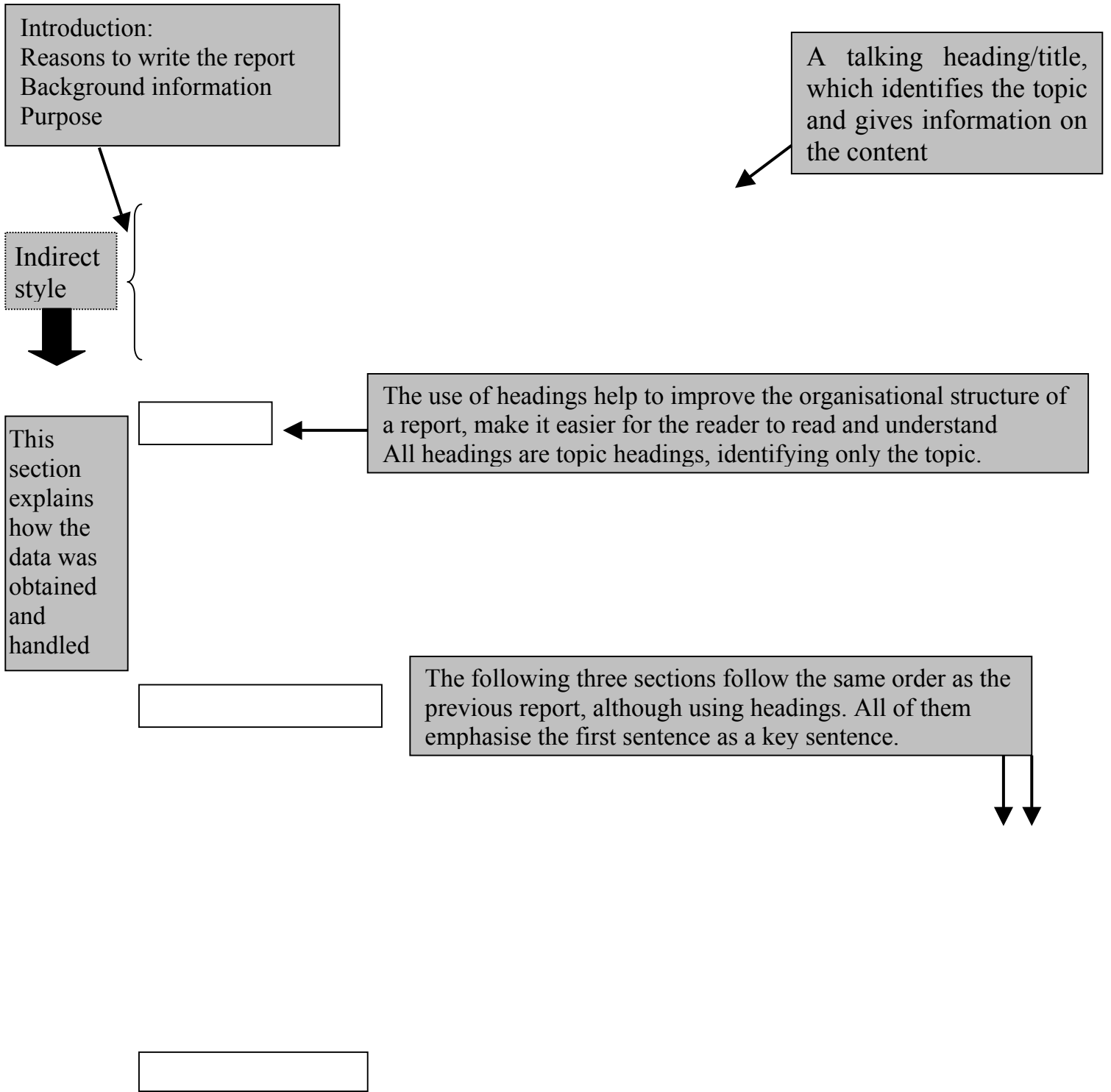




It is a kind of concluding paragraph, repeating the recommendation.
It may seem too short to be a paragraph (only one sentence).
It is not advisable to do so, but in this case it is like a final idea.

Two other aspects:

- There are no first- and second-person pronouns used as it is written in objective and formal style.
- Although headings have not been used, they could have been used.



The supporting data come before the conclusions and recommendations

Concl.
Recom.



The conclusions are very short, being the recommendations the most relevant aspect. Not always the conclusions or the recommendations are so short.

Another aspect:

- There are no first- and second-person pronouns used as it is written in objective and formal style.

ANSWER TO ACTIVITY 1. PART A

Time	Cause/ effect	Contrast	Addition	Possibility/ probability	Advise/ suggestion	Obligation	Purpose
* Clause: <i>after issuing</i> * Connectors: <i>after that</i> <i>after this</i> <i>finally (2)</i> <i>first (2)</i> <i>first of all</i> <i>initially</i> <i>next (2)</i> <i>the final step</i> <i>the first step</i> <i>the following step</i> <i>the second step</i> <i>then (3)</i> <i>Once done all this</i> <i>second</i> <i>third</i>	* verb & verb phrases: <i>result from</i> <i>results in</i> * phrases: <i>due to</i> * connectors: <i>therefore</i>	* Clause: <i>although</i> * Connector: <i>however</i>	* Connector: <i>additionally</i>	<i>are possible</i> <i>may (2)</i> <i>could</i>	<i>advise</i> <i>it is advisable</i> <i>might want to</i> <i>ought to (2)</i> <i>recommend (2)</i> <i>should (3)</i> <i>we suggest</i>	<i>have to (2)</i>	<i>to write</i> <i>to gather</i> <i>to complete</i>

ANSWER TO ACTIVITY 1. PART B

... arise from ...	Cause/effect lead to	Cause/effect	afterwards	Time
Because	Cause/effect	because of	Cause/effect	before	Time
But	Contrast	despite	Contrast	I suggest sb. do sthg.	Adv/suggest.
Whereas	Contrast	in addition	Addition	in order to	Purpose
in spite of	Contrast	might	Poss./probab.	moreover	Addition
must	Obligation	nevertheless	Contrast	since	Time or cause/effect
so as to	Purpose	so that	Purpose	to start with	Time
I would advise/recommend sb. to do sthg.			Adv/suggest.		

ANSWER TO ACTIVITY 1. PART C

An outline of the steps to write a report

1. Prepare and plan your report
 - 1.1 Identify your objective/purpose (why)
 - 1.2 **Identify your audience/readership (who)**
 - 1.3 Identify the content/decide what information you will need (what)
 - 1.4 Choose report structure (what relationships)
 - 1.5 **Prepare the structure or outline**
2. Gather the information
3. Write and revise
 - 3.1 **Draft the main body/findings**
 - 3.2 Draft your conclusions, recommendations and introduction (in that order)
 - 3.3 **Check and correct your draft**
 - 3.4 **Issue your final draft**
 - 3.5 Give your final draft to a helpful reader to review the draft (optional)
4. **Add the final touches**
 - 4.1 Use a word-processing system to create a polished and readable report
 - 4.2 Refine the layout and design

ANSWER TO ACTIVITY 2

1-e 2-f 3-a 4-c 5-b 6-d

	1	2	3	4	5	6
Personal pronouns	X			X		X
Passives			X		X	
Idiomatic phrases	X					
Expressions of certainty		X	X			
Expressions of possibility				X	X	X

ANSWER TO ACTIVITY 3

1. It was felt that investment in the manufacturing sector should be increased.
2. Different opinions were expressed on the subject of trade with China.
3. It was agreed that the advertising budget should be increased by 5%.
4. It was suggested that spending on TV advertising should be doubled.
5. Leaving it at the same level was recommended.
6. There was no agreement about advertising.
7. It was proposed that the matter should be postponed.
8. It was felt enough time had been spent on this question.
9. It was agreed that more time should be allowed for this question at the next meeting.

ANSWER TO ACTIVITY 4

FRAGMENT B	FRAGMENT A
FINDINGS ORGANISED IN LOGICAL ORDER (INDIRECT)	FINDINGS ORGANISED IN CHRONOLOGICAL ORDER
USE OF HEADINGS	NO USE OF HEADINGS, EXCEPT THE GENERAL ONES WHICH DO NOT HELP TO UNDERSTAND THE TOPIC OF THE FOLLOWING TEXT
FORMAL AND IMPERSONAL	MORE INFORMAL AND PERSONAL, BY: <ul style="list-style-type: none">• CHANGING SOME WORDS AND EXPRESSIONS• USING MORE ACTIVE THAN PASSIVE VOICE (more lively)• USING THE 1ST AND 2ND PERSON PRONOUNS

ANSWER TO ACTIVITY 5. PART A

a) scheme	f) flexitime system	k) such absences	p) their
b) employees	g) this cost	l) In order to	q) This point
c) though	h) such reasons as	m) were asked to	r) the issue
d) scheme	i) but	n) This	s) they
e) This	j) both	o) In order to	

ANSWER TO ACTIVITY 5. PART B

Original Text Words	Optional words
1. employees	<i>workers</i>
2. “core period”	<i>“heart period”</i>
3. arrival	<i>the start working hour</i>
4. departure	<i>exit</i>
5. work	<i>labour</i>
6. total	<i>total quantity</i>
7. carried over	<i>moved</i>
8. overtime	<i>extra hours</i>
9. There is no doubt that	<i>Doubtless</i>
10. advantageous	<i>quite good</i>
11. average	<i>intermediate amount</i>
12. For some time there has been a	<i>There has been a long</i>
13. It has been customary for Heads of Department to	<i>Heads of Department usually</i>
14. turn a blind eye to	<i>ignore</i>
15. obviate	<i>prevent</i>
16. instituted	<i>established</i>
17. the amount of	<i>[Ø]</i>
18. held up	<i>delayed</i>
19. gauge	<i>measure</i>
20. There is no doubt that	<i>Certainly</i>
21. industrial action	<i>strike action or similar measures</i>
22. further	<i>at a greater time</i>

ANSWER TO ACTIVITY 6

1. Findings (it is a topic heading - weak)

Production problems

The District manager in Morlanda has reported production problems in the east of the country, an area which has been affected by strikes during the last two months. There have been six stoppages and these have resulted in production falling 20% below target. On the other hand, there have been no strikes in the west. In fact, there is evidence that the factory has overcapacity since they were 10% above target.

Personnel problems

He also reports difficulty in recruitment. Evidence of this can be found in the personnel budget in which £10,000 was allocated for job advertisements. Low salary rates are largely to blame. For example, maintenance and electrical engineers are only paid £150 per month basic.

2. Conclusions (topic heading - weak)

The District Manager concludes:

- The differences between the east and the west were not taken into account when setting production targets.
- The problem of recruitment will continue as long as the company offers unattractive salaries compared with other local companies.

3. Recommendations (topic heading - weak)

He recommends the following action:

Short term:

- Production targets in the east should be reduced.
- Production targets in the west should be increased.

Long term:

- Working conditions in the east should be improved.
- An increase in salaries for technical personnel might be considered.
- Employees' benefits should be improved.

ANSWER TO ACTIVITY 7

1. Findings

Distribution difficulties

Our Area Manager in Morlanda has reported distribution difficulties in the north of the country, an area affected by floods during the last few months. There have been 22 truck breakdowns and these have resulted in complaints about the delivery times. On the other hand, there have been no problems with delivery times in the south. In fact, there is evidence that the warehouse there is both overstocked and overmanned.

Payments

Another problem which the Area Manager has reported is difficulty in obtaining prompt payment for goods delivered. Evidence of this can be found in the annual accounts which indicate that £25,000 was owed at the end of the year. Small customers are largely to blame. In two cases, customers have gone bankrupt and this has resulted in bad debts of £45,000.

2. Conclusions

The Area manager concludes:

- The major geographical differences between the north and the south were not taken into account when planning the distribution network in Morlanda.
- The problem of late payments will continue as long as the economy is depressed.

3. Recommendations

He recommends:

- The feasibility of warehousing more goods in the north should be considered.
- A penalty clause should be included in all delivery contracts.

ANSWER TO ACTIVITY 8. PART A.

<i>a - 2</i>	<i>b - 4</i>	<i>c - 1</i>	<i>d - 5</i>	<i>e - 3</i>
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ANSWER TO ACTIVITY 8. PART B.

Section 1	a-2
Section 2	b-4
Section 3	c-1
Section 4	d-5
Section 5	e-3

ANSWER TO ACTIVITY 8. PART C.

Order:	Section 4	Section 3	Section 5	Section 1	Section 2
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Title - **D**