

4.1. Introduction

Like a paragraph, an essay, and for that matter a scientific report, assignment, project or dissertation, is divided into three main parts: an introduction, the main body/development of the topic and a conclusion.

The introduction usually consists of one paragraph where a general statement related to the subject is made and the topic statement is introduced.

The conclusion is also one paragraph which includes a summary of the main points and a final comment or own point of view.

The main body consists of several paragraphs, each of which follows the structure of paragraphs in general, i.e. a topic sentence, support or development and a conclusion (not obligatory).

The form of an essay is, therefore, given by the following figure:

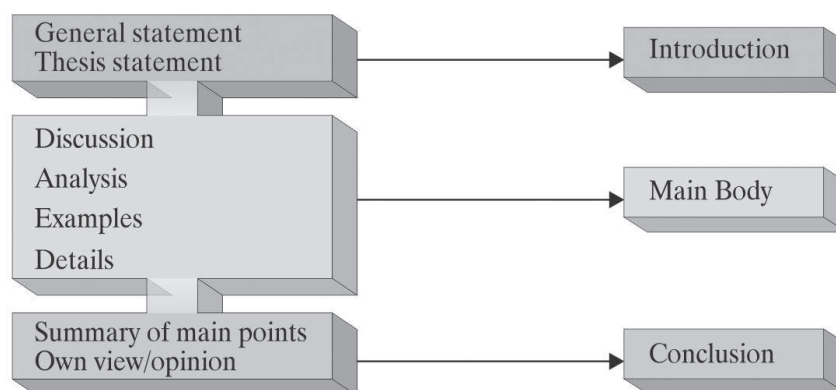


Figure 4.1. Form of an essay

Each part of the academic essay consists of language functions, which in their turn help in the forming of sentences and paragraphs linked together by connectives. So the students should practise using all the different kinds of connectives that will help them master language functions.

When writing an essay, students should follow the advice given below:

- Read the topic and take any rough notes you think necessary.
- Read about your subject in books or periodicals and take notes (avoiding plagiarism!).
- Put your notes together using the general plan (introduction - main body - conclusion).
- Take care of the language functions: the right use of connectives, word order, sequence, grammar and spelling mistakes. Be careful with your punctuation.
- Read your essay and correct any mistakes.
- Write a fair copy or print.

4.2. Types of essays

4.2.1. Chronological order

The chronological order type of essay refers to time relationships and is an effective way of writing about a subject. Apart from historians, this type of essay can be used in scientific and technical writing (instructions, processes) as well as biographies and autobiographies. Time is an important factor in this type of essay and should be considered in its usual dimension:



Figure 4.2. Time relationships

Students should also use time connectors to link paragraphs or sentences such as:

first, second, third, next, last, finally, meanwhile, after that, since that, the first, the second, in the year, before, after, while, until, as soon as, *etc.* ■

THE RESEARCH PAPER

A research paper is, first and foremost, a form of written communication. Like other forms of nonfiction writing—letters, memos, reports, essays, articles, books—it should present information and ideas clearly and effectively. But when students are asked to write research papers, they often become so preoccupied with gathering material, taking notes, compiling bibliographies, and documenting sources that they forget to apply the knowledge and skills they have acquired through previous writing experiences. This discussion, therefore, begins with a brief review of the steps often outlined for expository writing:

If given a choice, select a subject that interests you and that you can treat within the assigned limits of time and space.

Next step is to determine your purpose in writing the paper. For example, do you want to describe something, explain something, argue for a certain point of view, or persuade your reader to think or do something?

Next, consider the type of audience you are writing for. For example, is your reader a specialist or a nonspecialist on the subject, someone likely to agree or disagree with you, someone likely to be interested or uninterested in the subject?

After developing a thesis statement expressing the central idea of your paper, gather your ideas and information in a preliminary list, eliminating anything that would weaken your paper.

After that, arrange materials in an order appropriate to the aims of the paper and decide on the method or me-

thods you will use in developing your ideas (e.g. definition, classification, analysis, comparison and contrast, example).

Next step is to make a detailed outline to help you keep to your plan as you write and then write a preliminary draft, making sure that you have a clear-cut introduction, body, and conclusion.

Now read your preliminary draft critically and try to improve it, revising, rearranging, adding, and eliminating words, phrases, and sentences to make the writing more effective. Follow the same procedure with each subsequent draft.

Finally proofread the final draft, making all final corrections.

Research will increase your knowledge and understanding of a subject and will often lend authority to your ideas and opinions. The paper based on research is not a collection of other persons' thoughts and words but a carefully constructed presentation of ideas that relies on research sources for clarification and verification. While you must fully document the facts and opinions you draw from your research, the documentation should do no more than support your statements and provide concise information about the research cited; it should never overshadow the paper or distract the reader from the ideas you present.

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Answer these questions:

1. What is the overall organisation of the essay? (i.e. how many paragraphs are there? What is the function of each one?)
2. What is the thesis statement and the supporting details?
3. What devices are used to ensure coherence?
4. Which is the method of development?

4.2.2. Logical division/classification

When writing an essay, scientists often group related items according to some quality they have in common. When writing about a corporation, for instance, the following subdivisions have to be mentioned (in this case called departments): marketing, research, accounting, sales department, *etc.* The division of the subject into subclasses helps in discussing each of them separately, and that simplifies your task, which is to discuss a broad subject.

Transition signals used in logical division are: first, second, third, *etc.* next, last, finally, in addition, moreover, also.

Sample

MOTOR MANIA

Situated in the heart of rural Warwickshire, lies the world's largest collection of British cars – the Heritage Motor Centre. Housed in a dramatic semi-circular art deco building, Britain's motoring heritage is explored. With no glorious detail spared, collections and displays trace the start and significant milestones in the development of the motor car in Britain.

Among the 300 classic and historic vehicles are notable 'Firsts': the earliest 1895 Wolseley, a variety of prototype cars which have rarely been seen before, record breakers, sectioned cars and much more.

The main exhibition arena shows a magnificent display of over 200 vehicles arranged by marque and special interest, augmented with artefacts and a recon-

structed 1930s garage complete with hand petrol pumps.

Further displays explore design, style, influences and concerns about the motor car and the environment.

As well as the outstanding collection, the Centre also offers a wide range of activities to appeal not just to car enthusiasts but to everyone. Part of the 65-acre site has been transformed into a challenging four-wheel-drive track where Land Rovers demonstrate their world-leading abilities.

And if you simply want to enjoy the rural tranquillity of the extensive parkland, nature reserve and lakes, you will discover an oasis of natural beauty with wonderful views across the Warwickshire countryside.

Answer these questions:

1. Talk about the organisation of the essay.
2. What is the thesis statement and the supporting details?
3. What devices are used to ensure coherence?
4. What is the method of development?

4.2.3. Cause and effect

In the cause and effect type of essay you are given a certain topic and are asked to list the causes or reasons that produced the topic or problem related to the topic, as well as the effect/ effects that were the natural product of the causes. The topics come in the form of, Discuss....., or What was the reason for....., or What caused the....., or What effects were produced by....., *etc.* In the process of his/her essay writing the student may find that in a certain topic there are several causes with one effect, or one cause with several effects, or several causes with several effects. There are normally two ways to proceed with your essay: either treat all the causes of the problem/topic first and then proceed with the treatment of the effects, or treat one cause and its immediate effect together and repeat in the following paragraphs in the same way.

The connectives used in this type of essay are:

for, because, since, as, because of, as a result of, as a consequence of, due to, to result from, the result of, the effect of X on Y, the consequence of, accordingly, therefore, thus, consequently, hence, to affect. ■

Sample

SMOKING IN PREGNANCY

Smoking in pregnancy can seriously affect the health and size of the baby. Babies of women who smoke more than about twenty cigarettes a day weigh, on average, six ounces less than non-smokers' babies. The difference can not be explained away on the grounds that smokers and non-smokers belong to different social classes, eat different quantities or have different temperaments; it is

due to the harmful effects of nicotine reducing the amount of blood, and therefore of food substances necessary for growth, reaching the baby.

Does it matter if your baby is six ounces lighter than your non-smoking neighbour's? Of course, a larger baby is not automatically healthier or better than a smaller one. What is to his disadvantage is being born six ounces lighter

Sample (continued)

than he should be; in other words his mother's smoking has prevented him from reaching his intended birth weight. It is known that such a baby is more vulnerable than one who has reached his full potential birth weight.

Being lighter than nature intended affects some organs more than others, particularly the brain, which is growing especially fast in the last weeks of pregnancy. Intelligence tests on children

whose mothers smoked in pregnancy show that their intelligence is appreciably lower because their brain growth was affected during pregnancy.

In this sense, you are not doing your best for your child if, when pregnant, you continue to smoke. The only possible advice about smoking in pregnancy must be that you should stop it for the nine months.

Answer these questions:

1. How many causes and effects are there in the essay?
2. Talk about the organisation of the essay
3. Mention the devices used to ensure coherence
4. What method of development is used?
5. How are cause and effects treated in the essay?

4.2.4. Comparison and contrast

In the comparison and contrast type of essay what is compared and contrasted should be of the same nature, otherwise there can be no real comparison and contrast between two items. When we compare we normally juxtapose an item's aspects with those of another item, and in contrast we say how these certain aspects differ from the ones of another item.

This kind of essay is widely used in college work, when students have to compare equipment, business enterprises, jobs, characters in literature and so on. Students should be careful with choosing the appropriate structure words and organising the essay according to the comparison and contrast points.

The transition signals used in the comparison and contrast type of essay are:

similarly, likewise, also, too, and, as, just as, like, just like, alike, similar to, the same as, both... and..., not only. ... but also, compare to/with, however, in contrast, in comparison, on the other hand, on the contrary, but, different from, dissimilar, unlike, differ from. ■

Like the cause and effect type of essay, in comparison and contrast you can present either all the similar items first and then the contrasting ones or similar and contrasting items can be treated together.

Sample

FORMS OF BUSINESS ORGANIZATION

Companies exist in various sizes and forms. Although the number of sizes is indeterminant, there are only three major forms of business organization: sole proprietorship, partnership and corporation. Each form is distinct insofar as its legal and tax statuses are concerned, even though the financial management of all three has much in common.

A sole proprietorship is a company one person owns. Although size is not necessarily a distinguishing characteristic, a proprietorship is usually a small company that the owner also manages. A partnership is a company owned by two or more persons who have entered into an agreement. A corporation, on the other hand, is a company formed by an agreement between the state and the persons forming the company, and the state requires legal documentantion of the agreement.

In contrast to a proprietorship and a partnership, a corporation legally exists apart from its owners, the holders of its common stock.

Because of its separate legal identity, the corporate form prevails among large U.S. business organizations. In 1984 there were about 15,900,000 proprietorships and partnerships generating \$900 billion in sales revenue and \$72 billion in earning after paying all expenses. In the same year there were about 3,100,000 corporations generating

\$7,250 billion in sales revenue and \$239 billion in earnings. Consequently, though proprietorships and partnerships outnumber corporations, the corporation has the dominant impact on U.S. economy.

Being an entity legally distinct from its owners and managers gives a corporation three financial advantages over a proprietorship and a partnership: (1) Owners (shareholders) of corporations have limited financial liability. (2) Corporate ownership can be divided into many small pieces, shares of common stock. Transferring ownership by selling stock is easier than transferring ownership of proprietorships and partnerships. (3) Corporations have perpetual lives and continue to exist after the deaths of managers and owners. In contrast, the death of a proprietor or partner causes the organization to cease to exist, although any remaining partners may form a new partnership.

In combination, limited financial liability, transferability of ownership, and perpetual life enhance the value of large organizations. Because they attract investors, these features enable corporations to raise large amounts of money to finance growth.

A potential disadvantage of corporate organizations lies in their taxation. Unlike proprietorships and partnerships, corporations pay income taxes. Proprie-

Sample (continued)

tors and partners pay income taxes, but their organizations do not.

It is clear that although there are some similarities between proprietorships and partnerships on the one hand and corporations on the other, there are significant differences as well. It therefo-

re concerns the interested parties which organization they will choose to form.

From Business Financial Management, Philip Cooley, Peyton Foster Roden, The Dryden Press USA, 1988.

Answer the following questions:

1. How many items are compared and contrasted and how is the process done?
2. Talk about the overall organisation of the essay.
3. What devices are used to ensure coherence in the essay?
4. What method of development is used?

4.2.5. Definitions, Exemplification

In academic writing students are often asked to define things or meanings. This is usually done with the help of examples, that is why exemplification is considered together with definitions. When a student is asked to define e.g. Microeconomics, he can better do so by bringing examples.

Some structure words used with this type of essay are:

indeed, i.e. (= that is), for example, for instance, an example of, such as. ■

Useful verbs are:

is concerned with, deals with, relates to, involves, shown by, exemplified by, illustrated by, the following are examples of, x and y are examples of, writers such as, such writers as. ■

Present simple active and passive are used with definitions/exemplification, and relative clauses (who, which, *etc.*).

Sample

THE NATURE OF STATISTICS

The word statistics has double meanings. It has been referred to as numerical or quantitative information. It also has been referred to as the methods of dealing with that information. However, statisticians prefer to call the information statistical data and the methods statistical methods.

When a reader has few numerical facts, he may utilize numerical information to the maximum extent without spending much time or thought in analyzing the facts. Examine the statement:

- John is 22 years old, and Mary is 18 years old.

A reader may easily interpret the information in many different ways. For example, John is a young man 22 years of age, but he is four years older than Mary. However, when the reader has a large volume of numerical facts, he may find that the information is of little value to him, since he cannot interpret it all at

one time. Note the following statement:

- John is 22 years old, Mary is 18 years old, Jack is 25 years old, Jean is 16 years old, and so on for 1,000 selected students in the Swan College on October 1, 1976.

A reader will certainly have a hard time in interpreting the distribution of ages intelligently.

The large volume of numerical information gives rise to a need for systematic methods which can be used to organize, present, analyze, and interpret the information effectively. Thus valid conclusions can be drawn and reasonable decisions can be made from the use of these methods. Statistical methods are primarily developed to meet this need.

*From Statistics for Business and Economics, Stephen P. Shao.
Charles E. Merrill Publishing Company,
USA 1976.*

Answer the following questions:

1. What is the overall organisation of the essay?
2. Talk about the devices used to ensure coherence in the essay.
3. What method of development is used?

4.2.6. Generalisation, Qualification

When presenting factual information, students are often asked to generalise about this information by making some kind of comment. Very often, too, they are asked to give their own opinion or interpret the information in their own way, in the way they understand it. This is often done in academic writing, but students should be careful about their claims; they should use 'cautious' language and avoid showing they are too certain about an opinion.

The structures used in this type of essay are those of condition and concession (if, unless, although, though, while, *etc.*).

A number of qualifying adjectives could be used, such as:

all, every, each, a majority, a great number, a lot of, many, much, a minority, a few, a little, *etc.* ■

Adverbs used here are of the type:

usually, always, generally, normally, on the whole, often, frequently, occasionally, sometimes, seldom, *etc.* ■

Verbs used in this type of essay are:

may, might, can, could, should, would, will, *etc.* ■

Expressions that could be adopted and used by students are:

It is quite clear, certain

It is fairly obvious, likely

It is rather unlikely

It is almost certain

It is generally believed, agreed

It appears

It seems

It tends to be

There is a tendency to/for

It has been suggested that

It is widely, generally recognised *etc.*

Sample

PRE-1492 AMERICA: THE WILDERNESS MYTH

Contrary to wide-spread belief, evidence is mounting that pre-Columbian America was not a pristine wilderness inhabited by people who lived in such harmony with nature that they left it unmarked.

Instead, many scientists now say, the original Americans powerfully transformed their landscape in ways both destructive and benign – just like modern people.

In the latest piece of evidence, British investigators have analyzed sediments from lake Patzcuaro in the highlands of central Mexico and found that ancient farming practices around the lake caused ‘straggingly high’ rates of soil erosion, which were unsurpassed even after the Spanish arrived.

The question is of more than academic interest, since ancient and tradi-

Sample (continued)

tional forms of agriculture have lately been held up as an ideal alternative to present-day practices. Although some of what ancient farmers did was ecologically friendly, much of it was not, scientists warn, and great care must be taken in deciding what models to follow.

It is becoming abundantly clear to

geographers, ecologists and archaeologists that, whether for good or ill, ancient people had a heavy and widespread impact on their environment.

Slightly adapted and abridged from The International Herald Tribune, Thursday, April 1, 1993

Answer these question:

1. What is the overall organisation of the essay?
2. What is the thesis statement and the supporting details?
3. What devices are used to ensure coherence?
4. What method of development is used?

4.2.7. Interpretation of data / Drawing conclusions

In academic writing students are often confronted with charts, graphs, diagrams, tables and figures. The information presented there will have to be evaluated by students, who will most probably be asked to comment on it, expressing their own opinion or drawing conclusions. In doing so students will need to be aware of certain language functions.

Expressions used when interpreting data are:

According to table 1 (Figure 1, Chart 1 *etc.*)

As can be seen from the diagram,

or

It can be seen from the chart,

There is/was a slight increase
 small fluctuation
 gradual reduction
 sharp drop
 sudden fall *etc.*

In drawing conclusions students should use the vocabulary of summarising and concluding:

In short, in brief, to sum up
In conclusion, on the whole, to conclude

or expressions, such as

From the chart it can be concluded
table shown
figures estimated *etc.*

Sample

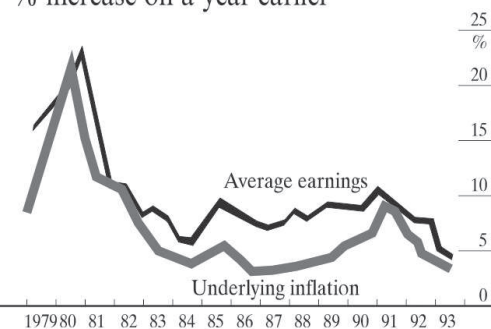
INFLATION: DEAD OR ALIVE

After sterling left the European exchange-rate mechanism a year ago, most economists feared that devaluation would push inflation higher. The average forecast of the independent economists whom the Treasury polls each month was that underlying inflation would rise to 4.4% by the end of 1993.

So much for forecasts. On December 15th the government published figures showing that the underlying inflation rate, which excludes mortgage-interest payments, fell to 2.5% in the 12 months to November, its lowest for 26 years. Britain's headline rate of inflation remained even lower, at 1.4%.

Zeroing in?

% increase on a year earlier



Source: Central Statistical Office

Pay deals have come down faster than expected. Productivity is up sharply. As a result, unit labour costs have fallen over the past year. This has helped to keep prices down.

Two months ago, inflation looked certain to breach the government's target of 1.4% next year. Such a breach is now improbable. Indeed, at 2.5%, inflation is nudging into the lower half of that band. Certainly, it will blip upwards early next year, because indirect taxes (for example, value-added tax on fuel) are to increase. But will it then slip back into the lower half of its target range? If so, would it now be safe to cut interest rates a little?

Economists are divided. Some argue that inflation is dead. They cite the recent rash of price cutting. Out-of-town superstores and American style warehouse clubs have increased competition and have forced retailers to cut prices, they say. However, others think that inflation could spring to life. They are even forecasting price rises back above 6% by 1996. That remains to be seen.

Slightly adapted from the Economist, December 18th-24th, 1993

Answer the following questions:

1. What is the organisation of the essay?
2. What is the thesis statement and the supporting details?
3. What devices are used to ensure coherence?
4. What method of development is used?

4.2.8. Discussion

Perhaps the most important type of essay writing is the Discussion type. Students are frequently asked to discuss or argue in academic writing. They have to do so in a balanced way, where both advantages and disadvantages are presented. A number of processes can be involved, when arguing on a subject: points for and against are presented and developed, an evaluation of the different opinions is made which may involve comparing and contrasting, and, finally, the student's point of view must be stated.

The discussion type of essay is, therefore, quite significant as it can combine most or almost all other types (definition, compare and contrast, cause and effect, *etc.*).

When presenting the *for* and *against* arguments (otherwise called *pros* and *cons*) the student can do so in two ways: *either* presenting first all the *for* arguments in the first paragraphs of the main body and then introduce the *against* points in the rest of the main body part of the essay, *or* present both *for* and *against* points in the same paragraphs of the main body, at the same time.

Useful expressions in this type of essay are:

There is no doubt that,
It is a fact that,
I believe that,
One of the main arguments in favour of/against X is that,
I (completely) agree with X when he writes that,
X is certainly right when he says that,
X may be right when he says that,
I (strongly) disagree with X when he says that,

Particular attention should be paid to the construction of inversion which is used in very emphatic situations.

Inversion takes place with negative expressions/words only. The negative word is placed at the beginning, and then the subject/verb construction is inverted, as if we had a question form,

e.g. { I have never seen such a thing in my life.
Never in my life have I seen such a thing (inverted)

Negative expressions/words that could be used in inversion are:

Never, hardly.... when..., no sooner.... than..., not only.... but also, seldom, on no account, under no circumstances, neither, nor, few, little. ■

Sample 1

DID MODERN CULTURE BEGIN IN PREHISTORIC CAVES? DISCUSS

What makes human beings different from the Neanderthals? According to an American palaeoanthropologist the answer lies in the stay-at-home tendencies of our immediate ancestors who were beginning to exercise brain over brawn.

The American scientist studied people who lived in the Levant region in the eastern Mediterranean between 120.000 and 45.000 years ago. One group is believed to represent early, fully modern humans (*Homo sapiens*), our immediate evolutionary ancestors. The other group is thought to have represented late 'archaic' (Neanderthals), a supposed revolutionary dead end.

If, as many researchers believe, early modern humans replaced the Neanderthals in Western Asia and Europe between 45.000 and 30.000 years ago, rather than evolved from them, the Levantine early moderns should show signs of 'human' social and cultural behaviour distinct from that of the Neanderthals.

The two levantine populations are impossible to distinguish from their cultural remains alone, although Neanderthals have special anatomical adaptations for withstanding severe cold. Both groups made the same sort of stone tools, both buried their dead, both foraged in the same environment and both seem to have processed their food in the same way. Each may also have had a spoken language, although this is a contentious issue.

It has been suggested that the early modern people, who used certain caves in what is now Israel, had a more complex social life than the Neanderthals. The two groups had different foraging patterns: the young moderns were less physically active than their Neanderthal counter-parts and were cared for larger 'at home'. Even the adult moderns, it is believed, used their cave base for longer spells than the more mobile Neanderthals, who changed site much more often.

Such a pattern of social organisation is compatible with the lighter build of modern people and the fact that the brain became more important than brawn in the later stages of human evolution. It also suggests an extended period of childhood learning.

The level of activity and the developmental age of humans is suggested by the angle that the femoral head and neck (the part that articulates with the hip) makes with the main shaft of the bone. According to the American scientist, the femoral neck-shaft angle is 'heavily influenced by load levels in the hip region during development'.

In conclusion, the femoral neck-shaft angles of the Levantine Neanderthals are similar to those of other 'archaic' humans. All the Neanderthals have relatively small angles, whereas the early moderns have large angles, as do more recent modern people.

Answer the following questions:

1. Talk about the organisation of the essay.
2. What is the thesis statement and the supporting details?
3. What devices are used to ensure coherence in the essay?
4. What method of development is used?

Sample 2

IS WOMAN'S PLACE NO LONGER IN THE HOME? DISCUSS

Much has been said about Women's rights, equal opportunities for women and the triumph of the emancipated woman of our day. Does this all mean that a woman's place is no longer in the home, that she now stands shoulder-to-shoulder with fellow men, and women, in the strife and struggle of career, profession or politics?

Let us make a brief examination of the role of women in the past. Woman from the cave-dwelling days of the human race, has always been wife, mother and homemaker. Life-styles changed through the epochs of history, but the role of woman remained unquestioned till not too long ago.

Man, being physically stronger and more aggressive, was hunter, protector, and later in history, breadwinner, while woman, the weaker sex, biologically handicapped by child-bearing and child-minding, busied herself in the home. Her duties, while requiring less physical exertion than man's, were no less important nor less difficult. The roles of man and woman were different, but complementary.

What of the role of women in modern society? As life-styles changed through the ages, man the hunter became man the farmer and, later, with indu-

ustrialization, the farmer was transformed to mere breadwinner. Woman of today finds herself capable of taking over a breadwinner's job. Moreover, she needs no longer be protected by her men (father, brothers or husband) – she is protected by the law. These two drastic changes have brought about the change that has taken place in the thinking of women, and most men, today.

Woman is better educated now than ever before. She is no longer satisfied with being confined to the drudgery of housework.

While it cannot be denied that a respectable profession or career is much more exciting than the routine of household chores, and that a man with a working wife is privileged with an augmented household income, it must be stressed that it is the woman that makes a home.

The basic unit of society is the family. In its simplest form, the family consists of father, mother and children (or child). While the needs of the family in terms of food, clothing and other modern necessities have to be provided for, the needs of the children must not be neglected. By her very nature woman is more loving, caring and warm – she is gifted with the elements that make up a

Sample 2 (continued)

home-maker and childminder. In these, she is better equipped than man. It is only logical that her place is in the home.

For all that has been said of the liberation of women, most people in society today are still aware of the importance of women in the home. How often have we heard of women combining career with marriage (the latter, need-

less to say, means home-making). How often, too, have we read of highly successful women putting aside all professional matters to look after their children till they are independent. Surely we all know, consciously, of subconsciously, that equality is not synonymous with similarity!

Answer the following questions:

1. What is the overall organisation of the essay?
2. What is the thesis statement and what the supporting details?
3. What devices are used to ensure coherence in the essay?
4. What method of development is used?

Exercise 12

Read the following essay and answer all the questions that follow:

A fax service has a clear superiority over rival forms of communication in that it allows you to transmit entire documents in a photocopied format. This means that you can send drawings, diagrams, graphs and other illustrations as well as merely text and figures. It can be used on the same line as your telephone but, if you wish to be able to use both your telephone and fax machine at the same time, you will need an additional line.

Fax machines are simple to operate. You place the document you wish to send into a slot on the side or front of your machine, dial the fax number of the intended recipient and when this responds press a transit button. The document will then be reproduced at the other end. Regular maintenance is, however, invariably necessary. It is therefore a good idea to take out a contract for this at the outset.

Most machines available for purchase or lease are Group 3 types. They are able to transmit an A4 size sheet of paper in under one minute. Speed of transmission is, however, governed by the rate at which the receiving fax is able to operate and by the quality of lines available over the public switched telephone network. The latter will gradually improve, as all the public networks become digital. In the meantime, those businesses which make above average use of their fax machines

should consider leasing special lines on the public data network over which optimum performance can be obtained.

Most mail order shots now include a fax number, so customers can place an order immediately, transmitting the coupon, filled in with details of the order, name and address of sender and –most important– the credit card to be debited. The fax can be left on while the office is closed, and you arrive to a pile of orders in the morning.

1. What is the organisation of the essay (How many paragraphs are there? What is the function of each one?)?
2. What is the thesis statement and the supporting details?
3. What devices are used to ensure coherence in the essay?
4. What method of development is used?
5. Give an appropriate title to the essay.

Exercise 13

Read the following essay and answer the questions that follow:

The businessman, and indeed anyone who has to administer any organization, is concerned with inquiries of many kinds. Some of these are capable of being treated statistically, and statistical evidence can be provided in respect of the information wanted.

The steps in a statistical inquiry are as follows:

- a. *The problem must be clearly stated.* Suppose the problem concerns wages in a factory. Is it about wages earned or wage rates? Must the statistics concern all employees, or separate grades, both men and women? Should lost time, overtime, piecework and bonus payments be included or allowed for? Should receipts in kind be included? The purpose of the investigation will provide guidance as to the exact information to be obtained.
- b. *Selection of the sample.* If complete coverage of the information available is not made, then the size of the sample and method of sampling will have to be determined. This will depend on the kind of information wanted, the cost and the degree of accuracy required. The best example of a sample inquiry in business is market research.
- c. *Drafting the questionnaire.* This is quite a difficult job if the answers obtained are to be of value. Usually a number of questions have to be redrafted to get the exact information wanted. A pilot survey is useful to enable a satisfactory questionnaire to be obtained.
- d. *Collection of data.* Where not available as administrative records or published,

the most satisfactory way is by means of enumerators. Enumerators ask the questions and fill in the questionnaires.

- e. *Editing the schedules.* Questionnaires require to be checked, sometimes coded, and calculations made before tabulation can be done.
- f. *Organisation of data.* The items require to be counted or the values summed either in total or in various categories before they can be tabulated.
- g. *Analysis and interpretation.* Before the information acquired can be used it is analysed and then interpreted. This requires a sound knowledge of statistical methods and also, and this is often lost sight of, a sound knowledge of the subject for which statistical evidence has been obtained.
- h. *Presentantion.* This may take the form of tables, charts and graphs.
- i. *The writing of the report.* This will give the results of the investigation and, where required, will make recommendations. Tables and charts usually play an important part in business reports.

From Wheldon's Business Statistics,
G.L. Thirkettle, Macdonald and Evans,
Great Britain, 1972

1. Talk about the organisation of the essay
2. What is the thesis statement and what the supporting details?
3. What devices are used to ensure coherence in the essay? Underline them.
4. What method of development is used?
5. Give an appropriate title to the essay.

Exercise 14

Read the following essay and answer the questions that follow:

Like the early feminist movement, which grew out of the campaign to end slavery, the present-day women's movement has been inspired and influenced by the black liberation struggle. The situation of women and blacks is similar in many ways. Just as blacks live in a world defined by whites, women live in a world defined by males.

Most important, both women and blacks have a history of slavery – only female slavery goes back much further. From the beginnings of civilization until very recently, women in most societies were literally the property of their husbands and fathers. Even now, many vestiges of that status persist in law and custom. Wives are still known by their husbands' names. Restaurants, bars and other public accommodations can legally refuse to admit a woman without a male escort or exclude her altogether. And vote or no vote, politics has remained a male preserve. Women make up more than half the population, but hold less than 1 per cent of

elected offices. They also get few political appointments, except for the inevitable ‘adviser on consumer affairs’ (women’s place is in the supermarket).

In any case, the ‘emancipated’ woman, like the freed slaves, has merely substituted economic dependence for legal subjection. According to Government statistics, white women workers earn even less than black men. Most women, especially mothers, must depend on men to support them and that fact alone gives men power over their lives.

From an article by Ellen Willis
Mademoiselle, Sept. 1969

1. Talk about the overall organisation of the essay.
2. Is the thesis statement the same as the topic sentences in the introduction? Name them both (if they are different). What are the supporting details?
3. What devices are used to ensure coherence in the essay?
4. What method of development is used?
5. Give an appropriate title to the essay.

Exercise 15

Read the following essay and answer the questions that follow:

The Organisation for Economic Cooperation and Development (OECD), the Paris –based club for rich industrial countries, has had a tough time forecasting the prospects of its member economies over the past three years– along with every other forecasting institute. In each of its twice-yearly Economic Outlooks it has predicted that recovery lies just around the corner. Unfortunately, the corner keeps moving further away.

OECD forecasts								
	Real GDP, % change				Inflation rates*, %			
	1992	1993	1994	1995	1992	1993	1994	1995
United States	2.6	2.8	3.1	2.7	3.3	2.7	2.7	3.0
Japan	1.3	-0.5	0.5	2.3	2.0	0.9	0.3	0.4
Germany	2.1	-1.5	0.8	2.2	4.7	4.1	3.2	1.9
France	1.4	-0.9	1.1	2.7	2.4	2.3	1.9	1.5
Italy	0.9	-0.1	1.7	2.3	5.4	4.5	4.1	3.0
Britain	-0.6	2.0	2.9	2.9	5.0	3.5	3.4	3.3
Canada	0.7	2.5	3.7	4.1	1.7	1.7	1.9	1.8
Total OECD	1.7	1.1	2.1	2.7	4.4	3.7	3.5	3.2

Source: OECD

*Private-consumption deflator

The OECD now predicts that average growth in its member countries will speed up to 2.1% in 1994 and 2.7% in 1995, after average growth of only 1.2%, in each of the past three years. Some countries will fare better than others. A solid, if

unspectacular, recovery is already under way in the United States, Canada, Britain, Australia and New Zealand – the countries that tipped to grow by around 3% or more in both 1994 and 1995.

Continental Europe and Japan, however, remain obstinately in recession. The OECD hopes that lower interest rates over the next year will spur Europe's economies, but it remains worried about Japan, where recovery is likely to be slow as firms adjust to the slump in asset prices and the sharp rise of the yen. A year ago the OECD forecast that Japan would grow by 2.3% in 1993 and by 3.1% in 1994. However, Japan's GDP now seems to have shrunk by 0.5% in 1993, and its 1994 forecast has been shaved to 0.5%. Even the 2.3% growth predicted for 1995 looks sluggish by Japan's usual standards of 4-5% a year.

The good news is that the OECD reckons that 19 of its 24 member countries will have inflation rates of 3% or below by 1995. The exceptions are Britain, Greece, Ireland, Portugal and Turkey. The bad news is that unemployment in the rich industrial economies will remain stuck at 8.5% of the labour force over the next two years. The average jobless rate in Europe will rise to 11.5%.

There is, thankfully, one positive factor which is supporting growth in rich countries: the voracious appetite for imports from the faster-growing poorer parts of the world, especially Asia. Imports by non-OECD economies are increasing by around 8% a year. In contrast, industrial countries' imports were flat last year and forecast to grow by only 4% in 1994. Which leaves a seasonal thought for the OECD: if it let the Asian tigers join its club, then its growth figures would look a good deal lustier.

1. What is the overall organisation of the essay?
2. What is the thesis statement? What are the supporting details?
3. What devices are used to ensure coherence in the essay?
4. What method of development is used?
5. What, in your opinion, is an appropriate title for the essay?

Exercise 16

Read this essay and answer the questions that follow:

Today's radical student is a distinctly urban creature. He is anxious, angry, humorless, suspicious of his own society, apprehensive with relation to his own future. Over-excited and unreflective, lacking confidence in anyone else, impatient and accustomed to look for immediate results, he fairly thirsts for action. Romantic and quixotic, he is on the prowl for causes. He is not lacking in courage; he is prepared, in fact, to charge any number of windmills. But in doing so he is often aggressive and unintentionally destructive toward what he needs to live by, destructive sometimes toward himself.

What makes him this way? Certain of the causes are external, temporary and

relatively superficial, such as the devastatingly unsettling effect of Vietnam and the draft. But underlying the very intensity with which he reacts to these things, there are obviously far deeper, and largely subconscious, sources of discomfort.

He is the product of his national culture and his time. He reflects faithfully the bewilderments and weakness of parents, teachers, employers, molders of opinion, leaders of government. He comes, often, from a home that is affluent yet insecure. There is no strong and coherent religious faith, no firm foundation of instruction in the nature of individual man, no appreciation for the element of tragedy that unavoidably constitutes a central component of man's predicament, and no understanding for the resulting limitations on the possibilities for social and political achievement.

As a result of this complex of formative influences, the student suffers at college age from the effects of an extreme disbalance in emotional and intellectual growth. In certain ways he is precocious and overmature; in other ways he is much more childlike than were students of an earlier and simpler age.

For this reason, while his unhappiness could certainly be greatly alleviated by the removal of Vietnam and the draft as aggravating factors this would still not really solve the problem, as he would himself search for others to take their place. His misery has its roots in the society out of which he emerged, and it can be entirely cured only in the sanification of that society itself.

1. How many paragraphs are there in the essay and what is the function of each of them?
2. What is the thesis statement? What are the supporting details?
3. What devices does the writer use to ensure coherence in the essay?
4. What is the method of development?
5. Give an appropriate title for the essay.

Exercise 17

The following is only the main body of an essay. Write the introduction and the conclusion. Be careful with the topic sentence. When you have finished, give your essay an appropriate title.

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The distinction usually made between 'maps' and 'charts' is that a chart is a representation of an area consisting chiefly of water; a map represents an area that is predominantly land. It is easy to see how this distinction arose in the days when there was no navigation over land, but a truer distinction is that charts are specially designed for use in navigation, whether at sea or in the air.

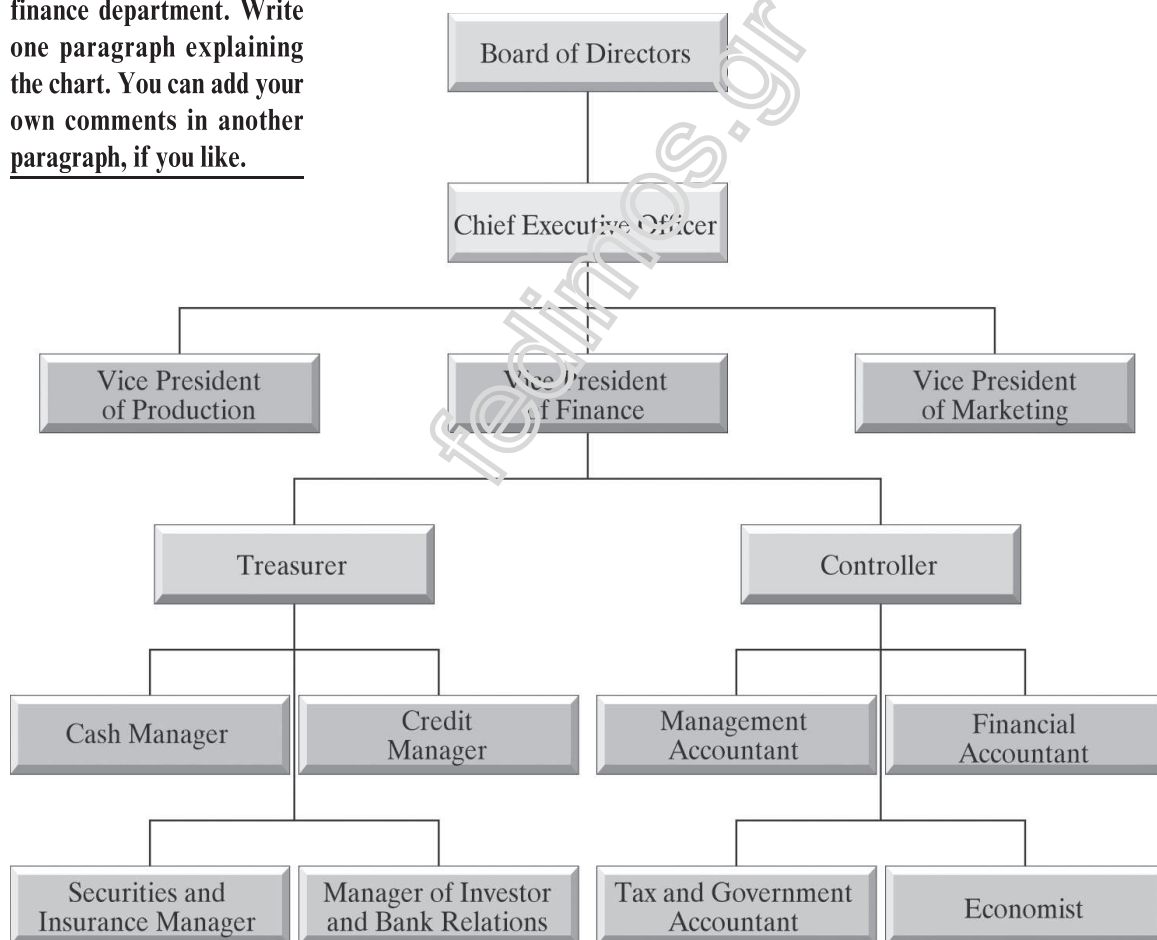
Maps have been used since the earliest civilizations and explorers find that they are used in rather simple civilizations at the present time by people who are accustomed to travelling. For example, Arctic explorers have obtained considerable help from maps of the coast lines showing settlements, drawn by Eskimo people. Occasionally maps show not only the roads, but pictures of other features. One of the earliest such maps dates from about 1400 B.C. It shows not only roads, but also lakes with fish and a canal with crocodiles and a bridge over the canal. This is somewhat similar to the modern maps of a state which show for each large town some feature of interest or the chief products of that town.

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Exercise 18

Here follows a figure of an organisation of a company's finance department. Write one paragraph explaining the chart. You can add your own comments in another paragraph, if you like.



from: Business Financial Management, Philip Cooley, Peyton Foster Roden, The Dryden Press, USA 1988

Exercise 19

In the following exercise the introduction and conclusion of an essay are given. Develop the main body, basing your ideas on the notes provided:

These days, if a homeless person asks you for a quarter, he may just want to check his voice mail. Since they were started three years ago, voice mailboxes for the homeless have become surprisingly common in America. For many homeless people struggling to find work, having no telephone is a daunting obstacle.

- idea start in Worker Centre of Seattle.
- got money from public and private sources to help homeless/founded Community Voice Mail.
- now provides 300 homeless people in Seattle, individual voice mail boxes and access codes.
- past three years it has helped over 650 some found work, some homes welfare system time reduced from 6 months to eight weeks.
- phonelessness easier to deal with than homelessness. so CVM founded Community Technology Institute to help other city governments set up own voice-mail projects.

The voice-mail system is admirably flexible. Some systems offer to translate messages for Spanish-speaking bench-dwellers. Others are available to battered women who need a safe way to communicate with families and friends. The system has even extended to victims of fires this year and will probably extend to other sufferers.

Exercise 20

Choose one of the topics and write an essay. Take care of the way you organise the introduction, main body and conclusion. Think of the right connectives.

1. Give a definition of Microeconomics.
2. Are women human? Discuss.
3. Argue on the qualities of a good manager.
4. A person's intelligence is the product of both heredity and environment. Discuss.
5. Write an essay on the causes and effects of unemployment.
6. Write an essay comparing and contrasting your country with another country in terms of climatic conditions.
7. Write an essay defining the purpose of a shipping company.
8. What is the use of statistics in today's society?
9. Make a chart of the construction of a business organisation and comment on it.

10. Write in chronological order the steps you take when you prepare for an examination.
11. Personnel Management is both part of every manager's job as well as a separate staff function - one through which a personnel director assists all managers in important ways. Discuss.
12. Job analysis is the process of collecting and analyzing information about the tasks, responsibilities and the context of jobs. Discuss.
13. The ideal working conditions in big organizations (working hours, pay, holiday entitlement, other entitlements). Discuss.
14. Discuss the advantages and drawbacks of different methods of advertising
15. Comment on the effects of the 'single market', i.e. the free movement of goods, services, capital and people.
16. Discuss Multinationals. For many decades developing countries complained about exploitation by foreign multinationals. Now they are trying to grow multinationals of their own.
17. Exchange rates and their influence on international trade/transactions. Discuss.
18. Business firms and their environmental liabilities. Discuss.
19. Keeping anything secret in the personal computer software industry is becoming not only difficult but a positive breach of corporate etiquette. Discuss.
20. Talk about technology and the new multimedia.
21. Information technology and its effect on big computer (or telecommunication) firms. Discuss.
22. Discuss the risk of investment and world economies.
23. Principles of Insurance or Insurance policies. Discuss.
24. Talk about the new developments in Marketing.
25. Businesses can attempt to influence the type and the policies of government in various ways. How can they do so and why?