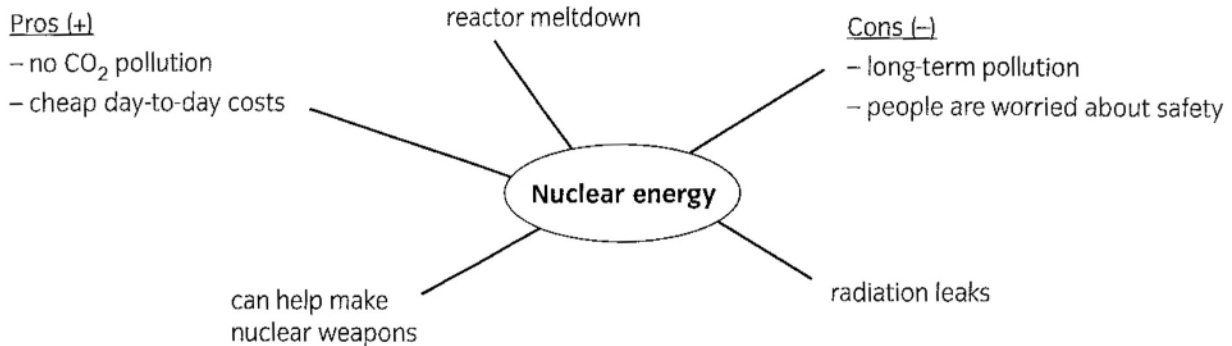


# Writing organisation 1

Students: use this as a quick reference when you are planning your writing and checking its structure. (See also the First draft checklist.)

## Planning

Brainstorm ideas and information onto a mind map:



Answer some or all of these questions in your writing: *Who? What? When? Where? How? Why?*

Structure the ideas and information appropriately, e.g.

<p><b>Formal letter</b></p> <p>Greeting (<i>Dear ...</i>) Reason for writing More details What should happen next Close (<i>Yours ...</i>)</p>	<p><b>Fiction</b></p> <p>Introduction: the main problem Partial answer to the problem The answer creates a new problem Final answer</p>
<p><b>Discursive composition</b></p> <p>Introduction Most important point Second most important point Third most important point, etc. Conclusion/Summary</p>	<p><b>Business report</b></p> <p>Summary Introduction Prioritised points Conclusion Recommendations</p>

## Checking structure

Make sure you use a new paragraph for each new topic or for when something changes in a story, e.g. location, time or the character you are focusing on. Check that each paragraph starts by focusing on specifics and then expands into the more general, e.g.

Topic sentence giving the main idea of the paragraph → Sentences giving details, examples, comparisons, etc. → Final sentence restating the main idea of the paragraph.

Make sure you use pronouns, e.g. *this, that, he, she*, etc. to refer to things you have already mentioned. Check that the reader can easily understand what each pronoun refers to, e.g.

The house has three bedrooms. *It* is in a beautiful little village near Stratford.

Make sure you use discourse markers, e.g. *however, certainly, on the whole*, etc. to link your ideas together. (See also Writing organisation 2.)

## Writing organisation 2

Students: use this as a quick reference when you check that your ideas are linked together logically. (See also the First draft checklist.) If you find more discourse markers as you study, add them to this list under the correct heading.

### Useful words and phrases – discourse markers

<b>Adding a new point</b>	<p>Maria is a hard worker. She is <i>also</i> very experienced.</p> <p>Maria is a hard worker. <i>Furthermore</i>, she is very experienced.</p> <p><i>As well as / In addition to</i> being a hard worker, Maria is very experienced.</p>
<b>Adding a similar point</b>	<p>E-mail is useful if you need an answer quickly. <i>Similarly / In the same way</i>, mobile phones make it easier to keep in touch.</p>
<b>Referring to a previous point</b>	<p><i>With reference to</i> Mr Pearson's mistake, I do not think it will happen again.</p> <p><i>As far as</i> Mr Pearson's mistake <i>is concerned</i>, I do not think ...</p>
<b>Clarifying a point</b>	<p>The car was a good buy. <i>That is to say / In other words</i>, we have had no problems with it since we bought it.</p>
<b>Showing how two points contrast</b>	<p>He is intelligent <i>but</i> he does not understand the system.</p> <p><i>Although</i> he is intelligent, he does not understand the system.</p> <p><i>In spite of / Despite being</i> intelligent, he does not ...</p> <p>He is intelligent. <i>However/Nevertheless</i>, he does not ...</p> <p><i>While/Whereas</i> I think you are mostly right, I disagree with some points.</p>
<b>Strongly agreeing with a point</b>	<p><i>Certainly / Of course</i>, new employees need training.</p>
<b>Strongly disagreeing with a point</b>	<p>You state that nuclear power is cheap. <i>On the contrary</i>, it is very expensive.</p>
<b>Showing a logical result</b>	<p>Older people must be good to children. <i>In this way/Thus</i>, children will learn to be good.</p> <p>The politician was very unpopular. <i>So/Therefore/Consequently / As a result</i>, he was not elected.</p>
<b>Showing a sequence</b>	<p><i>First</i>, we must invest in developing the product. <i>Next</i>, we must train our sales people. <i>Finally</i>, we must sell, sell, sell!</p>
<b>Generalising</b>	<p><i>On the whole/In general</i>, our products are popular.</p>
<b>Giving examples</b>	<p><i>For example / For instance</i>, the MX25 computer sells well.</p>
<b>Summarising</b>	<p><i>In brief / In conclusion / To sum up</i>, our sales are improving.</p>

## Writing style 1

Students: use this as a quick reference when you check the style of your piece of writing. (See also the First draft checklist.)

### Informal or neutral (personal) style

Who? *People you know well.*  
Why? *To show closeness/friendliness.*  
Where? *Personal e-mail, letters, etc.*

#### Grammar

*Use immediate tenses: simple/present*

*I want to ask about ...*

*I wonder if you can ...*

*Use direct statements*

*I need you to swap this for another one.*

*Use direct requests and questions*

*Please phone me.*

*How did you lose my order?*

*Use modals can and will*

*Can you do this?*

*Will you come to my party?*

*Use contractions*

*I can't understand it.*

*Use ellipsis (leaving out words)*

*The computer ~~which~~ I bought from you doesn't work.*

#### Vocabulary

*Use everyday language, e.g.*

*ask about (something)*

*ask for (something)*

*buy (something)*

*say sorry (for something)*

*swap (something)*

*tell (someone something)*

*think about (something)*

*write to / phone (someone)*

### Formal (impersonal) style

Who? *Strangers and people you do not know well.*  
Why? *To show distance/respect.*  
Where? *Business e-mail, letters and reports; newspaper articles, etc.*

#### Grammar

*Use less immediate tenses: continuous/past*

*I am writing to enquire about ...*

*I was wondering if you could ...*

*Use conditional statements*

*I would be grateful, if you could exchange this.*

*Use less direct requests; yes/no questions*

*Could you please contact me?*

*Could you explain how you lost my order?*

*Use modals could and would*

*Could you do this?*

*Would you come to my party?*

*No contractions*

*I cannot understand it.*

*No ellipsis*

*The computer ~~which~~ I bought from you does not work.*

#### Vocabulary

*Avoid idioms/slang. Use specific vocabulary, e.g.*

*enquire about (something)*

*request (something)*

*purchase (something)*

*apologise (for something)*

*exchange (something)*

*inform/advise (someone)*

*consider (something)*

*contact (someone)*

## Writing style 2

Students: use this sheet as a quick reference when you need to think of a more formal style for a phrase. (See also the First draft checklist.) If you find more useful informal/formal equivalent phrases as you study, add them to the list under the correct heading.

### Informal or neutral (personal) style

### Formal (impersonal) style

*Hi/Dear Paula → Bye for now! /  
Best wishes*

**Greeting → Closing**

*Dear Ms/Mrs/Miss/Mr Johnson → Yours sincerely  
Dear Sir or Madam → Yours faithfully*

*Please can you ...*

**Asking**

*I would be grateful if you could ...*

*Can I send you a brochure?*

**Offering**

*Would you like me to forward a brochure?*

*No, thanks!*

**Refusing**

*Thank you for your offer but I am afraid I have to refuse.*

*Thanks. That will be great!*

**Accepting**

*I would be (very) happy to accept ...*

*Thanks a lot. / Cheers!*

**Thanking**

*I am (extremely) grateful for ...*

*I've had enough of this noise!*

**Complaining**

*I wish to make a (serious) complaint about the noise.*

*I'm sorry.*

**Apologising**

*Please accept my (sincere) apologies.*

*I think that ...*

**Stating opinion**

*It is possible that ...*

*I'm sure that ...*

**Stating fact**

*It is (absolutely) certain that ...*

*Do you mean that ...?*

**Checking**

*Could you clarify that ...?*

*You're right that ...*

**Agreeing**

*I would (completely) agree that ...*

*You're wrong that ...*

**Disagreeing**

*(I am afraid) I cannot agree that ...*

*Well done!*

**Congratulating**

*Please accept my congratulations.*

*I'm so sorry (for you).*

**Commiserating**

*I do sympathise.*

## Second draft correction: examples

Students: use this to help you correct your second drafts.

<u>Code</u>	<u>Typical error</u>	<u>Explanation</u>	<u>Correction</u>
<b>V</b>	<i>He work in Tokyo.</i>	You need a different form of the verb.	<i>He works in Tokyo.</i>
<b>Sub</b>	<i>Is very exciting.</i>	The subject is missing.	<i>It is very exciting.</i>
<b>WO</b>	<i>Is very exciting my job.</i>	The words are in the wrong order.	<i>My job is very exciting.</i>
<b>Prep</b>	<i>He was looking to a postcard.</i>	You need a different preposition.	<i>He was looking at a postcard.</i>
<b>N</b>	<i>I have got two child.</i>	You need the plural noun.	<i>I have got two children.</i>
<b>Art</b>	<i>My office is in city centre.</i>	You have used the wrong article or an article is missing.	<i>My office is in the city centre.</i>
<b>Gr</b>	<i>I enjoy to dance.</i>	You have made a grammar mistake.	<i>I enjoy dancing.</i>
<b>Syll</b>	<i>My parents live in a big apartment.</i>	You have split the word in the wrong place.	<i>My parents live in a big apartment.</i>
<b>^</b>	<i>I want learni English.</i>	A word is missing.	<i>I want to learn English.</i>
<b>I</b>	<i>I come from in Turkey.</i>	There are too many words.	<i>I come from Turkey.</i>
<b>Voc</b>	<i>He is a management.</i>	You have used the wrong word.	<i>He is a manager.</i>
<b>Gen</b>	<i>He was talking so I couldn't hear him.</i>	You could use a more specific word.	<i>He was whispering.</i>
<b>P</b>	<i>I want a good job more money and children.</i>	You need some punctuation.	<i>I want a good job, more money and children.</i>
<b>Cap</b>	<i>I have many plans for the Future.</i>	You do not need a capital letter.	<i>I have many plans for the future.</i>
<b>Sp</b>	<i>I am studing English at unioersity.</i>	You have spelt something wrong.	<i>I am studying English at university.</i>