



Key terminology

- The following words and terms have occurred in this module.
- Check your own understanding of them.

Whole text cohesion: the techniques or methods used to connect different parts of a text with each other.

Standard English: the variety of English used in public communication, particularly in writing. Sometimes referred to as 'formal English'.

Mind map: a way of planning a piece of writing, putting down ideas as they arise, without organising them into the form of a written text. Often colour and images will be used to represent ideas and thoughts.

Draft: When you draft a piece of writing you write the first rough version of it.

Proofread: When you proofread a piece of writing, you check it thoroughly for any mistakes before writing the final version.



Paragraphs

What is a paragraph?

A paragraph is a group of sentences about one topic.

It can be formed either by starting the first sentence a little way in: *indenting*, or by leaving a whole line space: *blocked style*.

How long should a paragraph be?

It should be between 10 and 15 lines: this is a rough guide. Sometimes it may be longer or shorter than this. Ideally a piece of writing should contain a variety of paragraphs of differing lengths.

What is a topic or key sentence?

This is the sentence which opens a paragraph, and clearly signals the subject to the reader. The rest of the paragraph gives the writer the opportunity to expand the main point with details and examples.

Are there any 'rules' about paragraphs?

The following 'rules' may be helpful in writing some texts. A new paragraph should be started when there is a:

- change of place
- passage of time
- introduction of a new person
- new speaker.

How can I link one paragraph to another?

Use appropriate linking words such as: *however, nevertheless, on the other hand, in addition, on the contrary, firstly, secondly, finally, therefore*.

Should my paragraphs have headings?

Not usually, unless it is a specific type of text such as for giving information. The use of headings will make it easier for the reader to find the required information. However, in a continuous piece of text, it is not usually appropriate to use headings.



Answers to Activity 2

The local council has just agreed to develop the site of the old football stadium at Spencer Road, and to introduce a Park and Ride scheme later this year. This is its latest attempt to discourage motorists from driving into the city centre. Recent traffic surveys confirm that there has been a 13% increase in the number of cars entering the inner ring road at weekends.

Local residents are celebrating news of the scheme, since they have campaigned for such a scheme for the past three years. Spokesperson, Wendy Murray, said: 'Everyone who lives around this area is very relieved at this news. We are all tired of the continual disturbance with cars parked in the streets.'

However, some local businesses are concerned about the impact it may have on their trade. Many of them depend on passing trade with customers able to stop and park outside.

Nevertheless, the council is optimistic about the scheme, despite some opposition. Other similar schemes in different parts of the country have been a huge success.

Notes:

- The first sentence is the 'key sentence' from which the rest of the paragraph develops.
- *Local residents* is a change of person (from the council in paragraph one) and therefore needs a new paragraph.
- *However* and *nevertheless* are 'linking' words, making a link to the previous paragraph. This ensures **whole text cohesion** in the text.



The writing process

It is important for learners to understand that before they begin a piece of writing, they must consider two factors.

- **Audience: who is this text for?**

Who will be reading it? Is it someone familiar? Does s/he know much about the subject?

- **Purpose: what is its intention or function?**

Why am I writing this? What do I hope to achieve? Am I trying to persuade the reader, or just instruct or inform?

The answers to these questions will then determine the choice of language, style, format, layout, accuracy and neatness.

The following writing tasks will usually require the learner to use **Standard English**, sometimes referred to as 'formal English':

- job application letter
- assignment for course of study
- letter to bank, solicitor, insurance company
- complaint letter.

However, the following tasks may be written in informal English and accuracy may not be very important:

- notes to friend/partner/milkman/colleagues
- letter to friend/family member
- personal diary.

It is important that learners are able to communicate in a range of different contexts – written and oral – and they need to recognise when it is appropriate to use Standard English.



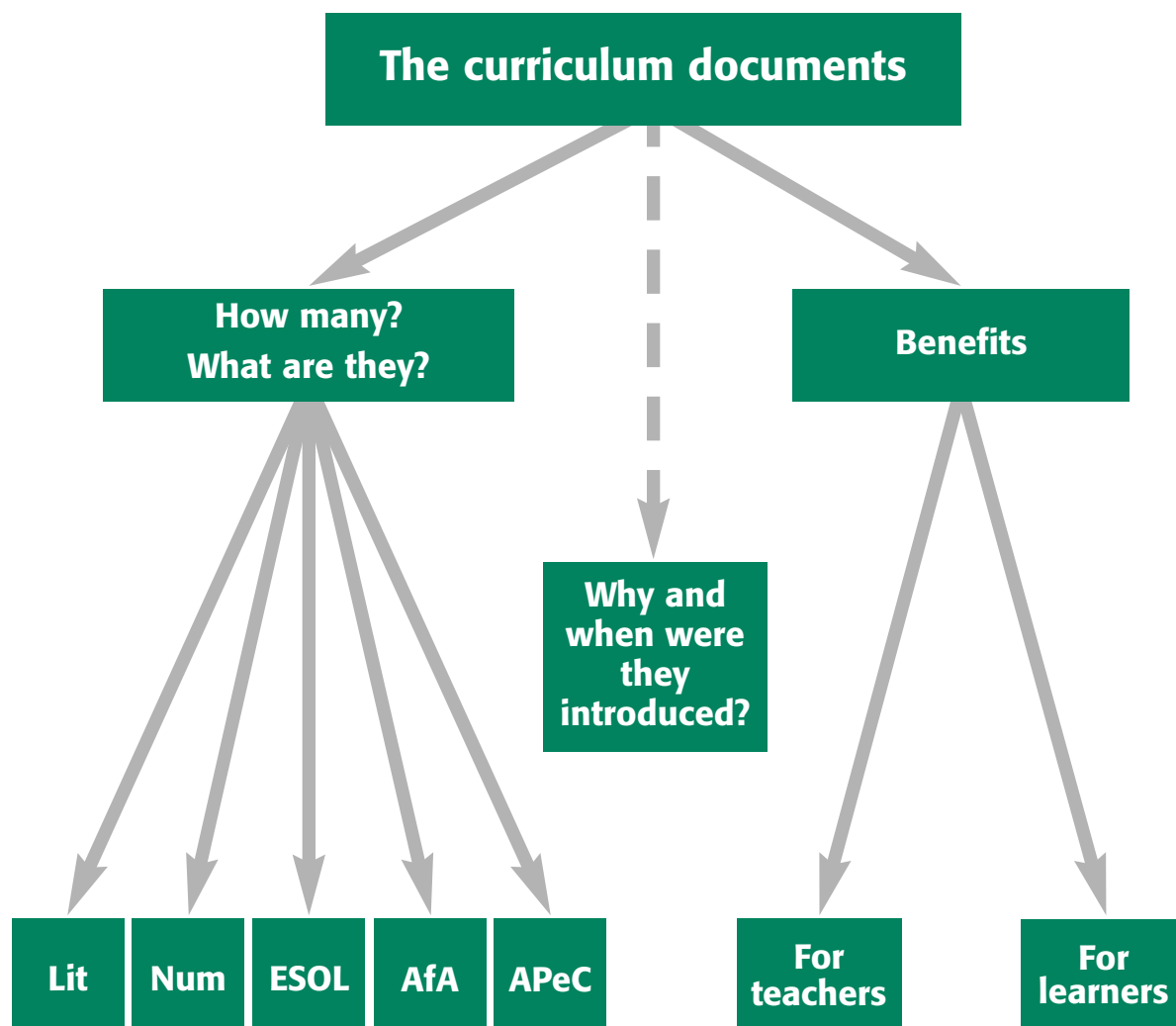
Example of a plan for writing list of points

The curriculum documents

1. Introduction
2. How many curriculum documents are there?
3. What are the documents?
4. When were they introduced?
5. Why were they introduced?
6. How are they used by teachers?
7. What is the benefit of the documents to learners?
8. Conclusion

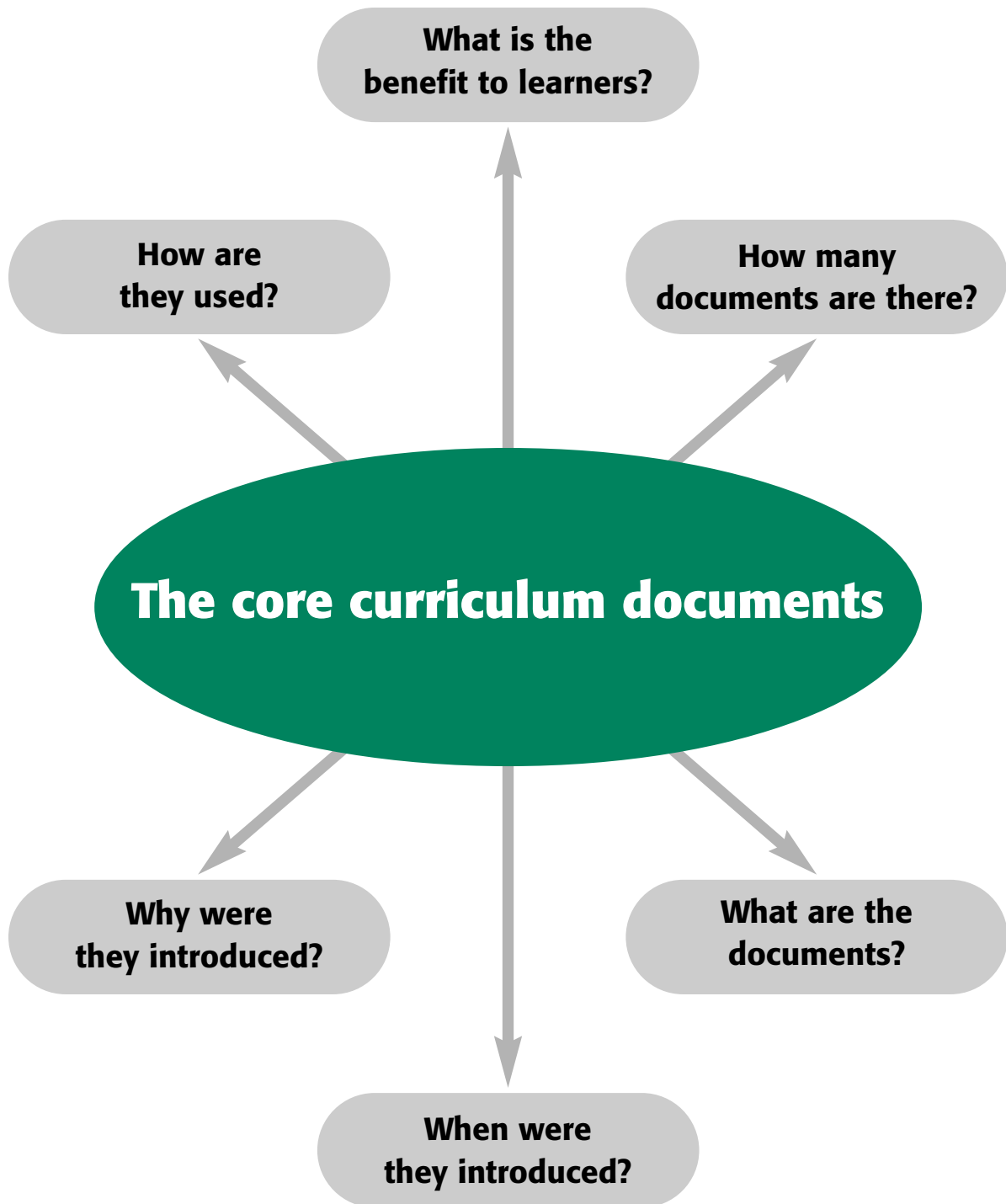


Example of a flowchart for writing





Example of a mind map for writing





Answers to Activity 4a

The European new year used to start in late March to mark the beginning of spring. At that time, to celebrate the new year there were festivities which involved a lot of present-giving and party-going. This period of celebration ended on April 1st, but then the King of France authorised a change in the calendar. He moved the beginning of the new year to January 1st. However, some people did not hear about this or they refused to take notice of the change. They continued to party and give gifts on April 1st. Others, because of this, called them April fools and sent them funny gifts and played tricks on them. This is where our April fools day comes from.