

WRITINGS

1. CONNECTORS

ADDITION		
<u>In addition</u> <u>Furthermore</u> <u>Moreover</u> What's more Besides		A més a més
<u>Also</u> <u>Too</u> As well		També
<u>As well as</u>		Així com
<u>and</u>		i
CONTRAST		
<u>but</u>	però	Mai pot anar seguit de coma
<u>However</u> <u>Nevertheless</u>		malgrat
<u>Yet</u> <u>Still</u>	Encara	Mai és fix que siguin el mateix
<u>Although</u> <u>Even though</u> <u>Though</u>	Encara que	Han d'anar seguits d'una <i>clause</i>
<u>Despite</u> <u>In spite of</u>	Encara que	Han d'anar seguits del <i>gerund</i> o una <i>noun phrase</i>
<u>Even if</u>		Fins i tot si
<u>while</u>		Mentre
<u>otherwise</u>		Si no; en cas contrari
REASON		
<u>because</u>		Perquè
<u>Because of</u> <u>Due to</u>	A causa de	Han d'anar seguits d'una noun phrase
<u>As a result of</u>		Com a conseqüència de
<u>Since</u> As	Ja que; com que	Han d'anar seguits d'una clause

RESULT		
<u>Therefore</u> <u>Consequently</u> <u>As a result</u> <u>As a consequence</u> <u>For this reason</u>	<i>Per això</i>	Han d'anar seguits de coma
<u>That is why</u>	<i>Això és pel que</i>	No han d'anar seguit per coma mai
<u>So</u>	<i>llavors</i>	
<u>And so</u>	<i>i llavors</i>	
PURPOSE		
<u>So that</u>	<i>per</i>	Ha d'anar seguit d'una <i>clause</i>
<u>So as to</u> <u>In order to</u> <u>to</u>	<i>per</i>	Han d'anar seguits de l' <i>infinitive</i>
TO INTRODUCE OPPOSING POINTS		
<u>On the one hand</u>		<u>On the other hand</u>
In contrast		Contrary of

2. THE WRITING PROCESS

STEP 1: Brainstorm for ideas

- Write down all the ideas you can think of.
- Don't worry about whether all the ideas are relevant.
- Don't worry about grammar or spelling.
- You can write in your own language.

STEP 2: Organise your ideas

- Decide which ideas to keep and cross out the others.
- Group similar ideas together.
- Organise the groups according to a writing plan.

STEP 3: Write a first draft

- Write your first draft on the computer or by hand. If you are writing by hand, use a pencil. Leave wide margins for notes.
- Leave space between lines for additions and corrections.
- Write quickly. Don't worry about neatness or accuracy.
- If you can't think of a word in English, write it in your own language. Look up the word in a dictionary later.

- If you can't spell a word, write it any way you can. Then check the word in a dictionary or use a spellcheck when you have finished.

STEP 4: Check your work

- Use the Writer's Checklist on this page to improve your work.

STEP 5: Write a final draft

- If you are writing by hand: copy your corrected work neatly onto a clean sheet of paper.
- If you are using a computer, print out a copy of your essay. It's easier to find mistakes on a printed copy.
- Use a pen and leave a margin on the left-hand side.
- Make sure your paragraphs are clearly indicated.

NOTE

You can indicate the beginning of a paragraph by:

- Indenting (moving the first word of the paragraph to the right).
- Skipping a line before beginning a new paragraph. Each paragraph begins at the left-hand margin.

Both styles are correct, but be consistent in your writing.

WRITER'S CHECKLIST

Organisation	Content	language
<ul style="list-style-type: none"> • I organised my work according to a plan. • Each paragraph has one topic. • My paragraphs are clearly indicated. • My ideas are in a logical order. 	<ul style="list-style-type: none"> • My work is interesting and original. • I began with a suitable opening sentence. • I presented my ideas clearly. • I included only relevant ideas. • I supported my ideas with details and examples (opinion, for and against essay). • I ended with a suitable closing sentence. • I used connectors to link my ideas. 	<ul style="list-style-type: none"> • My grammar is correct. • My spelling is correct. • My word order is correct • My punctuation is correct. • I used capital letters correctly. • I used adjectives and adverbs correctly.

3. WRITING SKILLS

WORD ORDER

Word order is very important in English. The usual order is:

SUBJECT + VERB + OBJECT + ADDITIONS

NOTE

- If a sentence has both a direct and indirect object, there are often two possibilities:
 1. He showed me his new car.
 2. He showed his new car to me.
- Many time expressions can come at the beginning or the end of the sentence:
 1. Yesterday, I found someone's wallet.
 2. I found someone's wallet yesterday.
- Never separate the verb from its object(s). We cannot say:
 1. **I found yesterday someone's wallet.*
- Adverbs of manner can come in several positions but not between the verb and object:
 1. Slowly, she began her speech.
 2. She slowly began her speech.
 3. She began her speech slowly.
 4. **She began slowly her speech.*
- Some adverbs of frequency can come at the beginning or the end of the sentence, or before the main verb.
 1. Sometimes we celebrate Christmas together.
 2. We celebrate Christmas together sometimes.
 3. We sometimes celebrate Christmas together.
 4. **We celebrate sometimes Christmas together.*

NOTE

If the main verb is *be*, the adverb of frequency follows it. They are often in touch on Facebook.

NOTE

Always and *never* cannot begin or end a sentence. We cannot say:

- **Always we give each other presents.*
- **We forget to take a photo never.*

SUBJECT-VERB AGREEMENT

- Singular nouns that refer to groups can have either singular or plural verbs.
- Amounts and measurements often have got singular verbs.

- Words like *anyone*, *everybody* and *nobody* have got singular verbs.
- Uncountable nouns have got singular verbs, even if they end in *s*.
- Some nouns are always plural.

USE OF ADJECTIVES

- Adjectives come before nouns and after certain verbs.
- The adjective form for singular and plural nouns is the same.
- Adjectives follow a specific order:

opinion + size + age + shape + color + origin + material

4. WRITING A PARAGRAPH

A paragraph consists of several sentences about a certain topic. It has the following parts:

- A topic sentence which gives the main idea of the paragraph.
- Supporting sentences which add reasons, details and examples.
- A concluding sentence which leads on to the next paragraph or summarises the main idea.

The parts of a paragraph should flow logically. The paragraph must be easy to understand. You can accomplish this by:

- Using pronouns to refer back to the nouns in the text.
- Using connectors to show the connections between ideas.

5. WRITING AN ESSAY

An essay consists of several paragraphs about a topic. There are many different kinds of essays, but they all have the same plan:

1. THE OPENING

The opening is a general presentation of the topic. Try to start your essay with an opening that will catch your reader's interest. Here are some ideas:

- a. Begin with a question.
- b. Begin with a short anecdote about real or imaginary events.
- c. Begin with a surprising fact.

2. THE BODY

The body has got one or more paragraphs which develop the topic. When you were preparing to write, you brainstormed for ideas. Then you choose ideas to use and put these ideas into groups in a logical order. Use these groups of these ideas to write the body of the essay. Each group of ideas will become a separate paragraph.

3. THE CLOSING

The closing is a paragraph which summarises the main idea or presents a conclusion. It should not bring in new ideas. In some cases, the closing may be similar to the opening, but presented in different words. It should always leave the reader with a strong impression.

6. AN OPINION ESSAY

An opinion essay states an opinion and tries to convince the Reader that this opinion is correct by supporting it with reasons, facts and examples.

PLAN:

- **Opening:** presentation of issue and opinion.
- **Body:** reasons, facts and examples to support opinion.
- **Closing:** summing up and restatement of opinion.

USEFUL LANGUAGE	
In my opinion,since...
This is a mistake.	... so that ...
I believe that...	... resulting in ...
First of all, ...	As I see it, ...
Secondly, ...	In short, ...
This will lead to ...	In conclusion, ...

7. A FOR AND AGAINST ESSAY

A for and against essay presents both sides of an issue. It often concludes by supporting one of the sides.

PLAN:

- **Opening:** introduction to the topic.
- **Body:** arguments for one side of the issue, with supporting details and examples. Arguments for the other side of the issue, with supporting details and examples.
- **Closing:** summary of issue and writer's opinion.

USEFUL LANGUAGE	
More and more ...	Although...
It has drawbacks as well as benefits.	To sum up, ...
On the one hand / On the other hand, ...	In conclusion, ...
In addition, ...	I believe that ...
Moreover, ...	I feel that ...

8. A SUMMARY

A summary provides the reader with the main idea of an article in a few words as possible. It includes the important points, but not examples or details, and often contains language similar to, but not identical to, the article.

PLAN:

- One cohesive paragraph which includes only important information.

USEFUL LANGUAGE		
However, has increased dramatically.	Clearly, ...
Some ... claim that ...	Moreover, ...	Although...
In the past few years...	Apparently, ...	Consequently...

9. A FORMAL LETTER OR E-MAIL

A formal letter is usually written to apply for a job or a course of study, to request information or to make a complaint. A formal letter or e-mail uses a specific format and formal language.

La formal letter no accepta contraccions.

PLAN:

- **Details:** address of writer (right), date (right), title / name of person being written to and address (left).
- **Greeting** (salutació).
- **Opening remarks:** reasons for writing.
- **Body:** requests for information.
- **Closing remarks.**
- **Signing off.**

USEFUL LANGUAGE				
Greetings	Opening remarks	Useful expressions	Closing remarks	Signing of
Dear Mr / Ms ...	I am writing in reply to...	I was wondering...	Looking forward to your prompt reply.	Yours faithfully.
To whom it may concern, (no saps res d'ell / a)	I would like to ask a few questions.	I would like to ask...	I trust that you will...	Yours sincerely.
Dear Sir, / Madam, (només sabem el gènere, amb majúscules)		I would also like to know...	I would appreciate it if...	
		Could you please tell me...?		

10. A NEWS REPORT

A news report gives information about an event in the news. It should be written in an objective way and give a clear idea of exactly what happened.

PLAN:

- **Opening:** summary of the event and answers to the questions who, what, where and when.
- **Body:** details and facts.
- **Closing:** reactions / comments of people connected to the event.

USEFUL LANGUAGE	
Apparently, claimed that ...
According to ...	Sources say ...
Speaking to reporters, ... said that	

11. A CURRICULUM VITAE

When applying for a job, you will often have to supply the employer with your personal details, as well as your education qualifications and work experience.

PLAN:

- **Personal information:** name, address, telephone number, e-mail, nationality, date of birth.
- **Work experience:** dates, name of the employer, occupation or position held, main activities and responsibilities.
- **Education and training:** dates, name of school, principal subjects covered, title of qualification awarded.
- **Languages:** mother tongue, other languages.
- **Computer skills:** general, graphics or multimedia, programming.

12. A REVIEW

A review gives information and opinions about a book, film or show in order to help people decide whether to read / see it.

PLAN:

- **Opening:** basic information (the title, the author, the main characters and the setting).
- **Body:** description of the characters and the plot. Strong and / or weak points.
- **Closing:** writer's opinion and recommendation.

USEFUL LANGUAGE	
The story is set in...	I couldn't wait to turn the pages.

It tells the story of...	I found the characters...
It is a thriller / romance / science-fiction novel written by...	I highly recommend this book.
It is one of the author's best / worst novels.	If you enjoy a novel that..., you'll love...

13. AN ARTICLE

An article is usually written for different kinds of magazines or newspapers.

PLAN:

- **Title.**
- **Opening:** presentation of issue and opinion.
- **Body:** specific reasons and facts to support opinion.
- **Closing:** summing up and restatement of opinion.

USEFUL LANGUAGE	
Have you ever...? Are you one of those people who...? What do you think about...?	Firstly, first of all, in the first place, to begin with, one thing to consider is...
Secondly, in addition, yet another, apart from that...	So, in conclusion, to sum up, to conclude, ...
In my opinion, if you ask me, to my mind, personally	I believe that... In my view...

14. AN INFORMAL LETTER

When we write an informal letter, we are usually congratulating, persuading or asking for / giving some information.

PLAN:

- **Greeting.**
- **Body.**
- **Conclusion.**
- **Closing.**

15. A DESCRIPTION OF A PLACE

When we describe a place, we want to describe what the place looks like and to give an impression of the atmosphere.

PLAN:

- **Opening:** basic information, including the name of the place and its location.
- **Body:** physical characteristics of the place and what there is to do there.
- **Closing:** general conclusion, writer's opinion or recommendation.

USEFUL LANGUAGE

The first thing people notice...	It is located...
The scenery is...	It offers...
I can recommend...	You shouldn't miss...
I love... when I go there.	Most people in... work as..
In short	In conclusion

16. A DESCRIPTION OF AN EVENT

A description of an event gives a clear impression of what the writer experiences. It usually includes details of the writer's senses and how the writer felt there.

PLAN:

- **Opening:** name, location, time and writer's opinion of event.
- **Body:** description with more details / what writer sees, hears, smells, tastes...
- **Closing:** concluding sentence and opinion.

USEFUL LANGUAGE

Last week, when, suddenly, I felt, I heard	It seemed, the atmosphere was...
The crowd / people were...	It turned out to be...
All in all...	In the end...

17. A NARRATIVE

A narrative is a story about a series of events and the people involved in them.

PLAN:

- **Opening:** the main characters, when and where the story takes place.
- **Body:** events and problems in the story, how the characters feels and tries to solve the problem.
- **Closing:** the ending in the story, how the problem is resolved.

USEFUL LANGUAGE

Last weekend / summer / year...	At first, before, after that, next, later, when, until
Two months ago...	As soon as, soon, suddenly, while, during
It was a cold / hot / stormy day...	Eventually, in the end, meanwhile
It all began when...	To my surprise...
One afternoon...	I felt...
Fortunately, / unfortunately, / luckily ...	The funny thing is that...

18. A DIALOGUE

Remember the following when you are writing a conversation:

- Identify each of the speakers in the conversation.
- Start a new paragraph whenever you change speakers.
- When you need to break a conversation and identify the speaker, use commas (,).
- Use the kind of informal language that people use when they speak: contractions, everyday words, exclamations, etc.

19. A SPEECH

A speech must be engaging, clear, concise and most importantly, catered to the audience's interests. Therefore the first step is to choose a topic after learning who the audience will be. Once that is done, you must write a statement of purpose for the speech. Next, do the required research so that your speech is accurate and extensive. After this you need to start writing your speech. But first, you must create an outline. The outline must have an Introduction, Body of Speech and Ending. Under each of those headings, place notes from the research, anecdotes, quotes etc.

Once you decide this, you must also decide how to Start and End your speech. To begin, you may tell a Story, use humor, use a snappy quote, or you may start by getting your readers' attention by Reading some startling statistics or by Asking thought-provoking questions. The end must be dramatic, conclusive and must leave a lasting impression on the listener's mind. You may use the same strategies that you used for the beginning.

Now you must start writing the Body of the Speech. Make sure that the different points flow into each other and that you've not digressed from your statement of purpose. Go back and read what you've written. Make any adjustments that you think are needed. Put yourself in the audience's shoes and try to listen and see if your speech makes sense.