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*Writing:
step-by-step guide*



Getting Started in TTO



A**Do you like writing?**

This section is all about writing. How many of you enjoy writing? I'm sure some of you do! What about all those chat messages you write on your mobile phone? Perhaps you keep a diary (*dagboek*) or maybe you've even written a story.



Task

1

a Why do you write? There are many different reasons for writing. Look at the list of reasons below and tick the ones that apply to you:

- To remember information
- To organise your notes
- To create a story
- To give information to someone
- To make a summary (*samenvatting*)
- For a project
- To create a blog

b Can you think of any more reasons for writing? Write them down below.

Student's own answer, e.g. to create a poem, to make a shopping list, etc.



B**Writing as an important communication tool**

For a Global Citizen, writing is an important tool for communication, along with speaking, listening and reading. Mastering these skills will help you to communicate with others from around the world.

In TTO you will be expected to write different types of text, for example: a letter, an e-mail, a report, a story or a summary. These different types of text are written in different ways. For example, you don't write an e-mail in the same way you write a letter.

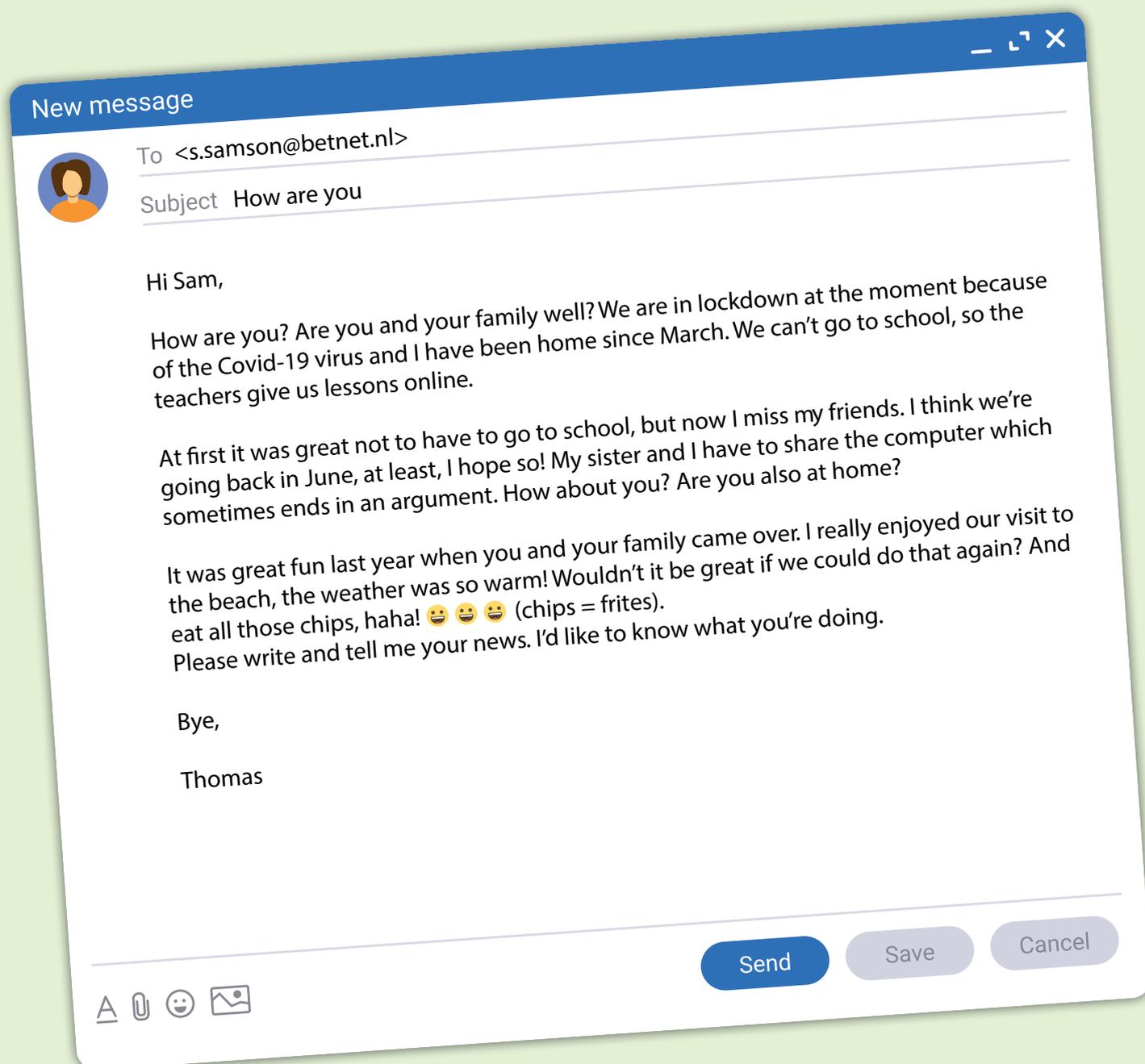
In the next section, you will see an example of an e-mail.



E-mail

An e-mail is a digital message, often used to communicate with friends and family, close to home or abroad. For this you use informal language. You can also write a more serious e-mail, for instance to ask for information from someone you don't know. For this you use formal language.

Here is an example of an informal e-mail:



D**A letter**

We do not write many letters these days because an e-mail is quicker and easier to send. A letter takes longer to be delivered, especially if you send it abroad. You write a letter on paper and like an e-mail, it can be informal or formal. For example, you write a formal letter to someone you don't know very well or to someone you have never met. Here is an example of a formal letter:

Mrs. E. Marks
Electric Cars Company
38 Battery Road
Battle TE5 LA1
England

11 May 2020

Thomas Williams
5 School Road
Medway TT10 VW6
England

Dear Mrs. Marks,

My name is Thomas Williams. I am 13 years old and a second year pupil at secondary school. I am writing to you because electric cars interest me and I would very much like to see how they are made.

At school we are doing a project on green fuel (*brandstof*). We have to do some research on fossil fuels and on battery-operated cars, then write about it. It would help me a lot, if I could visit your company and see around the factory. Also, I have prepared some questions that I would like to ask you. Do I have to bring special protective items with me, such as ear protection or special clothing?

I look forward to hearing from you.

Kind regards,

Thomas Williams

Task 2

a Can you write down three differences between an e-mail and a letter?

1 *Student's own answer, e.g.: An e-mail is digital, a letter is written on paper.*

2 *An e-mail can be delivered directly, it takes time to get a letter delivered.*

3 *For sending an e-mail you need a digital address, for sending a letter you need a home address.*

b Did you notice any more differences between the e-mail and the letter in section C and D?

Read the sentences and then tick the correct box.

Choose the difference	E-mail	Letter
There are two home addresses.		X
There is only one digital address shown.	X	
The use of language is different: words and sentences are longer.		X
Surnames (<i>achternamen</i>) are used.		X
First names are used, not surnames.	X	
The language is very formal.		X
The language is more informal.	X	
Emojis are used.	X	

E

Writing step-by-step

At primary school, you first learned how to write good sentences before you learned to write longer texts. After that, you probably started with a short story or a short text about yourself; maybe you wrote a short summary about what you had learned in class. Whatever you did, you learned how to write the information clearly and in an organised way.

In the sections that follow, we will highlight the different steps in the writing process. Following these steps will help you approach the writing process in an organised way.

F

STEP 1

Before writing – Think about why and what you are writing, and who you are writing to

Before you start writing, take some time to think about the text you are going to write and make a plan. In this way, your text will be clear and organised.

Ask yourself:

Why am I writing?

- For my own pleasure
- To explain something
- As a reminder (*geheugensteuntje*)
- To tell somebody about something

Who am I writing to?

- Myself
- A friend / friends
- Family
- My parents
- My classmates
- The school newspaper
- Someone I don't know

What type of text must I write?

- A letter
- An e-mail
- A story
- A report
- A book review
- A note to myself
- A summary
- A poem



Task 3

Read the task from BRICKS *Global Studies*, and fill in the checklist below.

Imagine you have the opportunity to put three objects that are very important to you into a sealed container (*verzegelde doos*). This container will be opened one hundred years from now. The objects will tell people in the future a lot about us and our lives today.

Write a letter to the person who will open your container, explaining who you are and why these objects are so important to you.

Why am I writing?

- For my own pleasure
- To explain something
- As a reminder
- To tell somebody about something

Who am I writing to?

- Myself
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- Family
- My parents
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- Someone I don't know

What type of text must I write?

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- A note to myself
- A summary
- A poem



STEP
2

Before writing - Collect your information

Before you actually write your text, you need to get some things clear:

- 1** What must you write about?
- 2** Do you know enough about the subject, or do you need to look for more information? If so, take the following steps:
 - If the writing task is in your school book, then you can read the relevant pages to find information
 - If you cannot find extra information in your school book, then you can ask a classmate or your teacher to help you
 - If your classmate or teacher cannot help you, you can search the internet for extra information. Be careful: always check if you can trust the information you find on the internet!
- 3** Write down the information you want to give in bullet points, so that you can use it while writing the text.



Task 4

Now read the exercise from Global Studies again and fill in the checklist.

Imagine you have the opportunity to put three objects that are very important to you into a sealed container. This container will be opened one hundred years from now. The objects will tell people in the future a lot about us and our lives today.

Write a letter to the person who will open your container, explaining who you are and why these objects are so important to you.

a What must you write about?

You must write about your life today, and about three objects you believe are very important to your life at the moment.

b Do you know enough about the subject, or do you need to find more information?

Student's own answer. You probably know enough about the subject, because you can just select familiar objects you see around you.

c In bullet points, write down the main subjects for the text you are going to write.

Student's own answers:

- *Mobile phone – this shows how we look for information and communicate with each other. It is also a camera*
- *My laptop – this shows how we look for information and communicate with each other*
- *My earphones – this shows how we can listen to music without anyone else hearing it*
- *E-reader – useful device for reading books. You don't have to carry books around with you*
- *Portable device – for storing data*
- *Mini drone – fun remote-control toy with which you can do tricks*
- *Favourite football shirt or a hockey stick – to show what sports are popular at the moment*



STEP
3

Before writing - Planning and organisation

Every text has an introduction, a middle and a conclusion. Before you start, think of what you are going to write in each part of the text.

The introduction

The introduction is a short paragraph (*aline*) which gives a little information about the text to come. It might also contain a question for the reader.

For a letter, you first start with: Dear ... (formal), or Hi ... (informal). After that, you write the introduction.

The middle

After writing the introduction, you can now start on the middle. Use the information you have gathered (*verzameld*). You can use the bullet points in Step 2. Put the information in a logical order and remember to write good sentences.

The conclusion

The last paragraph of a text is called the conclusion. If your text is about some research you did, you give a short summary (*samenvatting*) of what you have written in your text. In a letter or an e-mail, your conclusion will usually be a short sentence or greeting.



Task 5

Over to you! Read the exercise from Global Studies again and using bullet points, write down what you are going to include for each part of the letter. You may use the bullet points you have written down in task 4.

Imagine you have the opportunity to put three objects that are very important to you into a sealed container. This container will be opened one hundred years from now. The objects will tell people in the future a lot about us and our lives today.

Write a letter to the person who will open your container, explaining who you are and why these objects are so important to you.

1 Is the letter formal or informal?

The letter is formal.

2 Salutation (*aanhef*). How are you going to start your letter?

Dear ...

3 What are you going to write down in the introduction?

• *Introduce yourself: say who you are*

• *Say why you are writing*

4 What are you going to write down in the middle?

Say what items you have put in the container and why they can tell the people of the future about your life right now. For example:

• *Mobile phone: shows how we communicate with each other, look up information, take pictures and make short videos*

• *Hockey stick: shows what sports were popular amongst children of my age group*

5 What are you going to write down in the conclusion (end)?

• *I hope the person reading my letter likes the items I have included in my container*

• *I hope the person reading my letter gets a good idea of what my life was like*



STEP 4

While writing – Writing tips

After you have written down the bullet points for the introduction, middle and conclusion of the text, you can start writing. Below are some tips to help make your text correct and legible (*leesbaar*).

• Paragraphs

It is very important to use paragraphs (*alinea's*). Paragraphs consist of three or four lines of writing and they introduce a new point of your subject.

For each bullet point you can write a new paragraph. This will make the text clear for the reader. Write a separate paragraph for your introduction and for your conclusion.

• Sentences

Make sure you use the correct word order when writing sentences. Use the table below.

Who	Action	Who / What	Where	When
<i>Subject</i>	<i>Verb</i>	<i>Object</i>	<i>Place</i>	<i>Time</i>
Tom	went	to his hockey match	in Bennekom	five minutes ago.
I	take	sandwiches	to school	every day.

• Words

Using the right words is also important, so that the reader knows what you are writing about. If you know a word in Dutch but don't know the word in English, use a dictionary to find the meaning.

• A good title

You want your text to catch the reader's eye. (Not literally (*letterlijk*)!) When you write a story, a report or a summary, you want your writing to be attractive to the reader, so a good title is important. You don't need a title for an e-mail or a letter.



• Linking words

Linking words help make your sentences clear for the reader. Additionally, they connect up different points between the paragraphs.

Before you write, look at the *Linking Words* help card.

• Vocabulary

Choose vocabulary that will make your text more exciting and interesting to read. Using good vocabulary in your writing, is like using salt and pepper (*zout en peper*) on your food: without them the food tastes a bit flat, with them your food is very tasty. So make your writing tasty for your readers by using some interesting words!





STEP
5

After writing: Check and check again!

When you've finished writing, it's important to check that you have included all the planning and organisation points you learned about. You can use this checklist:

Writing checklist

	Check: Yes/No	Comment
Who has checked your text?		
I've checked the text myself		
I let a classmate check		
I let my teacher check		
What can I improve in my text?		
Does the text include all I want to say?		
Is the text clear for the reader?		
Do I have to improve some parts of the text?		
Is my text well organised?		
Introduction		
Middle		
End (conclusion)		
Have I used the paragraphs well?		
Words and sentences		
Is the word order in the sentences good?		
Have I checked the spelling?		
And the rest...		
Does the title fit the text?		
Have I used some words too often?		
How can I make my text more interesting?		
Have I used linking words?		



Rewrite some sentences if necessary.

