English: purpose, organisation and style

Original skill preparation; versioned source scope

ACT English: Purpose, Organisation and Style

- Decide whether a sentence should be added or deleted, by its **relevance** 相关性 to the paragraph's purpose.
- Judge whether a **detail** 细节 or piece of **evidence** 证据 supports a claim.
- Put sentences and paragraphs in a logical order.

ACT English: Purpose, Organisation and Style (2)

- Choose concise wording in a consistent **register** 语域, avoiding **redundancy** 赘余.
- Recognise a useful **counterargument** 反论点 and the writer's response to it.

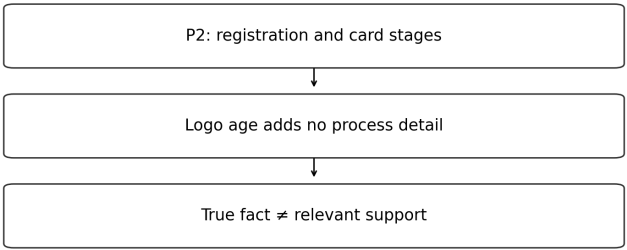
Relevance: add, delete or keep

- First name the paragraph's purpose in a few words.
- Keep a sentence if it advances that purpose; delete it if it is true but off-topic.
- When the question asks "Should the writer add this sentence?", the right answer gives the reason, not only yes or no.
- An objection can be relevant: a writer may raise a problem in order to answer it.

Organisation: order and placement

- Follow references: a sentence with "this method" or "these volunteers" must come after the method or the volunteers are introduced.
- Follow time order and cause before effect.
- An introduction states the topic; a conclusion returns to the main point without new details.

Figure: Organisation: order and placement



- Worked steps: P2: registration and card stages → Logo age adds no process **detail** → True fact ≠ relevant support
- Match each part of the diagram to the text.

Style: concise and consistent

- Remove words that repeat a meaning already given: "recorded … and wrote down in their record" says one thing twice.
- Keep the passage's **register**. A calm, factual report should not suddenly say "totally amazing".
- Prefer the precise word: "cut complaints from six to one", not "made things better".
- The shortest option is often right, but only if it keeps the full meaning.

Practice passage

- Original continuous editing passage — A place to mend

P1 On the first Saturday of each month, a group of volunteers opens a repair table in the public library. [S1] The project began when librarian Noor noticed a row of broken desk lamps outside a nearby building. [S2] Some needed specialist work, but others had loose switches or damaged cables. [S3] Noor did not want untrained visitors to try unsafe electrical repairs. [S4] She invited a qualified repairer to explain which items the group could inspect and which should go to a professional.

- The first session accepted only battery-powered objects, with damaged batteries excluded.
- Visitors registered their items and described the faults before any work began.

Worked example: a sentence that does not belong

- P2's purpose: how visitors are registered and how the cards show an item's stage.
- The logo's age adds nothing to that process. Delete it.
- A relevant replacement would describe the process, for example how a volunteer changes a card when an inspection finishes.

Worked example: style and evidence

- S6, "This totally amazing system fixed every problem forever", breaks the **register** and is contradicted by the next sentence: one visitor still waited. A better version: "The system reduced the crowding, though not completely."
- S7 repeats itself: "The volunteers recorded the outcomes" is enough.
- In P3, the six recorded complaints are the **evidence** that noise was a problem. The sentence saying the meeting room holds fewer people is a relevant objection that explains why the group chose arrival windows; keep it.

Common errors

- Keeping a true sentence that does not serve the paragraph.
- Choosing "yes" or "no" for an add/delete question without checking the reason given.
- Placing a sentence before the thing it refers to.

Common errors (2)

- Choosing a longer option that repeats a meaning.
- Accepting an exaggeration that the passage contradicts.

Key terms

- **relevance**: How well a sentence serves the purpose of its paragraph.
- **detail**: A specific fact or example.
- **evidence**: Information that supports a claim.
- **register**: The level of formality of a piece of writing.

Check yourself

- A paragraph explains how bees find flowers. Should it include "Bees appear on many company logos"?
- Make concise: "The meeting was postponed until a later date."
- Where must the sentence "This change saved time" go?