

Exercise walk-through

2.2

Organising ideas and linking devices

IGCSE English

Order the invitation: original attempt

Order these ideas: what Alex should bring; reason for the picnic; invitation, time and place.

What information does Alex need before deciding what to bring?

Must each separate fact become its own paragraph?

A coherent order: worked plan

Open	Invite Alex and explain relaxing together after exams.
Locate	Give Saturday, two, Riverside Park and main gate together.
Prepare	Say what you will provide and ask Alex to bring water.
Grouping	Related details may share a paragraph; there is no fixed number of facts per paragraph.

Turn relevant notes into a connected invitation

Invite and explain

Relax with friends
after exams

Meeting details

Saturday, two;
park main gate

Share preparations

I bring
sandwiches; ask
Alex for water

This is one useful grouping, not a compulsory paragraph count.

Plan and group by meaning

A **plan** helps check coverage and order. Practise a sensible division of writing time rather than treating one minute as an official requirement.

A **paragraph** develops a connected point. It can contain several related facts, explanations or sentences.

Keep time to review the whole response; your task and writing speed affect the balance.

Choose links: original attempt

Join these ideas accurately: “I will bring sandwiches. Please bring water.”

Repair: “It may rain. Therefore, the weather will be sunny.”

Why does the second link fail? Can a linking word create evidence that is missing?

Exercise 2.1 (a)

2.1 Choose the correct connective for each gap.

(a) The team trained every day. _____, they lost the final.

[1]

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[1]

(a)

- **However / Even so / Nevertheless**

Exercise 2.1 (b)

2.1 Choose the correct connective for each gap.

(b) The library closed at four. _____, students had nowhere to revise. [1]

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(b)

- **As a result / Therefore / Consequently**

Exercise 2.1 (c)

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(c)

- However / On the other hand / Even so

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2.2

- any sensible five-paragraph plan, one idea per line
- a clear opening that **states the suggestion**
- at least **two developed reasons** in separate lines
- a closing line that **asks for a response**

Exercise 2.3

2.3 The sentences below are in the wrong order. Write the correct order as a list of letters. [2]

- **A** Finally, the money saved could pay for more books.
- **B** I am writing to suggest that the school day should start half an hour later.
- **C** There are three reasons for this.
- **D** Second, the school could reduce its heating costs in winter.
- **E** First, many students travel a long way and arrive tired.

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2.3

- purpose first, then reasons in order, then the money saved
- **B, C, E, D, A**

Exercises 3.1·3.2

3.1 Read this paragraph and explain **two** problems with its organisation. [2]

Sport is important. Our school has a good football team, and the science block needs repairs. Exercise helps students concentrate, and the canteen is too noisy. Many students would join a club if one existed.

3.2 Rewrite the paragraph above so that it contains one idea, developed, with at least two linking devices. [4]

Exercises 3.1-3.2

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3.1

- any **two**: several unrelated ideas rather than one; science-block and canteen belong to a different topic; no linking words; the final sentence is never developed

3.2 Rewrite the paragraph above so that it contains one idea, developed, with at least two linking devices. [4]

3.2

- a single controlling idea; at least two supporting details; at least two linking devices; accurate sentences
- model: "Sport matters more to this school than its timetable suggests. Our football team does well, and exercise helps students concentrate in the lessons that follow it. **However**, there is no club for anyone who does not make the team. **As a result**, many students who would happily train twice a week do nothing at all."