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English

Entry Level 3, Book 8

GLH 3

**Logical Order, Paragraphs,
Subheadings and Narrative Writing**

Name	
Number	
Location	
Date Issued	



➤ Introduction

This booklet is part of your learning programme.

Remember to read carefully and try your best. Don't worry if you get stuck, make a note on the booklet and move on to the next task. Try coming back to it later, see if you can work it out then.

If you are still stuck, remember to make a note at the end of the booklet.

Throughout the booklet, you will see that some words have been printed **blue and bold**. You will find more detailed explanations of each of these words in the 'Glossary' at the back of the booklet.



Glossary is a list of often difficult or specialised words with their definitions, placed at the back of a book. You may also know this as a word bank.

By working through this booklet, you will develop your use of writing in a logical sequence, with paragraphs and using subheadings. Learning these skills will help you create pieces of writing that are organised and well structured.

What Do the Symbols in this Booklet Mean?



Where you see this symbol, there is a skills practice or activity for you to complete.



Information, explanations and case studies are shown with this icon.



This shows you there is a glossary or word bank with the meaning and correct spelling of key words.



This icon shows where to write comments for your tutor to read.



This symbol lets you know there are some key points to remember.



The Big Picture



You are studying Entry Level 3 English, which is taught over 55 Guided Learning Hours (GLH).

The programme covers the units listed below. The unit that you're working on today is ticked.

Booklet		GLH	
1	Spelling		
2	Punctuation		
3	Commas, Compound Sentences and Writing Detailed and Longer Texts		
4	Spelling with Prefixes, Suffixes and Homophones		
5	Finding the Meaning of Words		
6	Plurals and Grammar		
7	Use Appropriate Language for Purpose and Audience		
8	Logical Order, Paragraphs, Subheadings and Narrative Writing	3	
9	Using Bullet Points, Writing Reports and Using Layout Features to Find Information		
10	Text and Purpose		
11	Reading to Identify and Extract Main Points and Ideas		
12	Recap and Summary		

Outcomes

These are the outcomes you can achieve by completing the learning activities in this booklet:

1

Arrange ideas and events in a logical order.

2

Explain the use of paragraphs and organise sentences into paragraphs.

3

Use subheadings to introduce paragraphs.

4

Write a narrative in a logical order using paragraphs and subheadings.



Recap



A **recap** is an effective way of helping you to remember and apply what you have learnt. If this is your first booklet, it may help you to think about what you know already about this subject. Can you answer the following questions?



What was the last booklet you completed?



Can you remember what you learnt about?



Can you remember three key points from the booklet?

1

2

3

Logical Order – Sentences



Logical is defined as the practice of using reason. So in writing, to use a logical order means that the information has been arranged to show events and ideas in a **sequence** that makes sense.

It is important to write in a logical order as it makes it easier for the person reading to understand your writing.

Example:

Logical order can mean writing in the order that events/things happened.

Or in order of importance of information. Overall, there needs to be reasoning behind the order of our writing.



Task
1

Rewrite each of these sentences so that they are in the logical order.

1. As a result, the tennis players were not allowed to play on the grass. The gaps in the lawn had been re-seeded. They needed watering every day to establish their growth.

There are more sentences on the next page.



Logical Order – Sentences



Task
1

2. His ball wasn't coming back. The ball cleared right over the fence. He went to look for it and found his ball floating in the water. The ball landed in the middle of a nearby lake.

3. Everyone wanted to have a BBQ in the garden to watch the final, but it had been raining all morning. Everyone was relieved and sat out and relaxed in the beautiful sunshine. Today the final at Wimbledon is being played. The rain stopped just before two o'clock and the sun came out just in time.

Logical Order – Chronological



When writing in logical order, we can also write in chronological order.

Chronological order means writing in the order in which events happened, from first to last.

The team went to Portugal to train as the weather is better there in the winter. The first thing we did when we got there was check out the facilities, the pitch, the indoor gym and the jacuzzi. During our visit, we got to meet many **expats** who followed our team. In our spare time, we walked down to the nearby village where we sampled lots of local street food. Some of it was different from the food I usually eat. Finally, on our last evening, we watched some festival fireworks. It was an amazing visit.

This **recount** is written in **chronological order**.

They have started the writing by explaining the ‘first thing’ that they did when they arrived and finished with the final activity of their visit.

This way of writing makes information much easier to understand for the writer and the reader!

A good way to show chronological order is with a timeline. For example, a chronology of your day would start when you wake up, and end when you go to bed.

Example:

8:30am: Woke up

8:45am: Showered,
brushed teeth

9:15am: Ate breakfast

9:30am: Walked to work

11:00am: Meeting with boss

1:00pm: Had lunch

3:00pm: Had coffee break

6:00pm: Left work

7:00pm: Cooked dinner

8:00pm: Finished dinner,
washed the dishes

8:30pm: Watched TV

11:00pm: Brushed teeth,
went to bed



Logical Order – Chronological

There are many different types of texts that are usually written in chronological order, including:

Text type	Definition
Autobiographies	An account of a person's life written by that person.
Biographies	An account of a person's life written by someone else.
Diaries	A book in which one keeps a daily record of events and experiences.
Recipe books	A book containing preparation and cooking instructions for specific culinary dishes.
History books	An account of things that have happened in the past.
Narratives	A spoken or written account of connected events – a story.
Instructions	Detailed information about how something should be done or constructed.

You may have to write in chronological order in your final assessment – you will get a chance to practise this later.

Logical Order – Chronological



Task 2

Instructions are detailed information about how something should be done or operated. The ability to give and follow instructions is essential in both the home and work context for managing tasks efficiently and safely; it is also a key transferable employability skill.

Below is a set of instructions for planting a sunflower.

Can you organise these instructions into chronological order from 1-6?

Cover the seed with a small amount of soil.	
Water the pot regularly to ensure that the soil is kept moist.	
First, fill your pot with soil, leaving a small amount of soil for later.	1
Place your plant pot in a sunny position.	
Make a small hole, about 1 cm deep and 1 cm wide, in the soil.	
Place the seed into the hole.	

Can you now identify something straightforward that you do every day and write a chronological set of instructions from 1-6?



Logical Order – Planning



In the previous section, we looked at the basis for logical ordering and how logic should be applied to sentence structure. We also learnt that there is no one system of logic.

In every piece of writing, it is important to think about the logical order of your ideas. This will enable the reader to follow your ideas and information easily. Importantly, it will also ensure that the purposes of the writing meets their requirements. The order doesn't always need to be chronological, but it does need to be logical.

For example, imagine you had bought tickets for you and your family to a sporting event and when you arrive, you find your view impeded by a pillar, which then spoils the event for you. To complain, you would need to explain the difficulties you faced in a way that would make sense to the reader. To do this, you might decide to say what happened from start to finish, or you might decide to explain the problem, what you did about it at the time and the impact of the problem on your family.

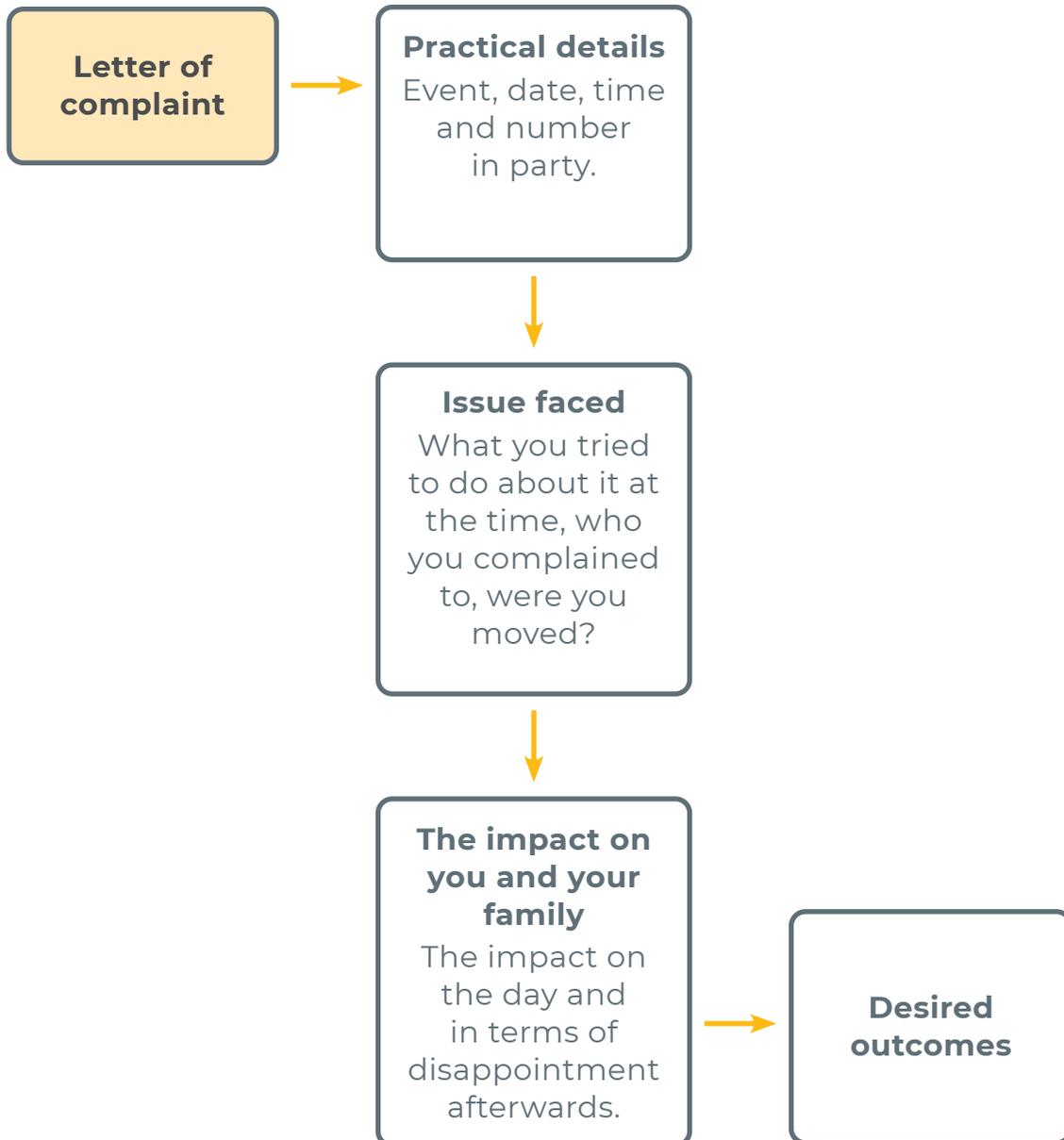
You can use a plan to help you do this.

How you plan is up to you – it has to be effective and make sense for you to understand.



Logical Order – Planning

Below is an example of how you could create your plan



Using a plan helps you begin to organise your ideas into a logical and chronological order. It also helps you ensure you include all the needed information.

Logical Order – Planning



Task
3

Now, practise creating your own plan, which will help you produce a piece of writing, that is in a logical order.

Planning Task:

You are the captain of your local football team and are arranging to take your team to Leeds for an away match. Plan an email to them to instruct them on what they should do to prepare.

Consider: meeting arrangements (time leaving and returning), what they should pack, how much kit they will need and additional documentation etc.

Paragraphs



A paragraph is a group of sentences that share similar/ related information about a subject. Paragraphs are very important when you are writing more than a few sentences as it makes it easier for the person reading to follow.

Paragraphs can also help to organise writing into a logical order.

Look at this example of two paragraphs taken from a hotel's website.

The Flamingo Hotel is situated in the popular seaside town of Windover, and within walking distance of Pebble Beach. It is easily identifiable because of its striking pink exterior. Marble lions are placed either side of the main gate and a sparkling fountain can be found in the middle of the car park.

Inside the hotel, you will find fifty rooms decorated with as much originality and taste as the hotel's exterior. Many of their rooms have sea views and each feature a four-poster bed, 32" flat screen and hand decorated wallpaper. Each room has an en-suite with both a walk-in shower and a roll top bath.

The first paragraph is about the exterior (outside) of the hotel.

The second paragraph is about the interior (inside) of the hotel.

A new paragraph should start on a new line after the last sentence of the previous paragraph



Paragraphs

A paragraph is a series of related sentences that develop a central idea (often referred to as a topic). However, real life writing is rarely that neat and it can be difficult at times to decide which information belongs in which paragraph.

Breaking down the information you want to provide to the reader can help you, particularly if you develop specific themes for your paragraphs (for your guidance, not for use in a subheading).



Task
4

You have been asked to write some promotional material to advertise your local football team and the charities it supports through ticket sales for its matches. Your aim is to stimulate an increased following. You need to highlight the team's links to the local area, the charities it promotes and previous match successes.

What do you think the other paragraphs are about? Think about the atmosphere at local matches, the facilities available at the stadium and competitive pricing schemes (concessions for older people etc.).

Paragraph 1:

The team and its links to the local area

Paragraph 2:

The charities the team promotes

Paragraph 3:

Paragraph 4:

Paragraph 5:

Paragraph 6:

Paragraphs



Task
5

The table below contains sentences that refer to three different areas of a house. You are going to organise them into which paragraph they belong to.

Work out whether the sentences are about:

The garden

The house exterior

The house interior

1. There was ivy growing up the walls.	Exterior
2. The grass stretched out for miles.	Interior
3. There was a tall hedge all around the outside.	
4. A dusty red carpet ran up the stairs.	
5. The roof was cracked and broken.	
6. The garden looked like it hadn't been touched for years.	
7. The rooms were empty.	
8. The walls were a dusty grey colour.	
9. A cobbled path led up to the door of the old house.	
10. In one corner there was a small pond.	
11. Cobwebs hung down from the ceiling in the hallway.	
12. The old wooden door lay open.	

Continued on next page.

Paragraphs



Task 5

The table below contains sentences that refer to three different areas of a house. You are going to organise them into which paragraph they belong to.

Work out whether the sentences are about:

The garden

**The house
exterior**

**The house
interior**

13. The carpet was worn away in places.	
14. There was almost no furniture.	
15. The house towered up towards the sky.	
16. Leaves lay scattered across the path.	
17. The windows were dirty.	
18. A bird's nest lay on top of the chimney.	
19. Birds flew from tree to tree.	
20. Upstairs were many doors leading to many different rooms.	
21. A rusty gate opened the way into the garden.	
22. Many windows were broken.	
23. The wallpaper was old and faded.	
24. There was an old rocking chair in the corner of one room.	

Paragraphs



A big piece of writing without paragraphs looks quite **overwhelming** and can be quite difficult for some people to read. By using paragraphs, and other wider text **features** such as **bullet points**, the reader can process and locate information quicker and more easily.

There should be four paragraphs in this article about the food parcel crisis in the UK. The paragraphs have been removed. Read the article carefully to decide where the paragraphs should start.

Put a // where you would start a new paragraph. The first one has been completed for you.



Task
6

Many food banks are in desperate need of donations as more and more people need food parcels to feed their families. An increase in need has left some food banks concerned that they will run out of supplies altogether. //

There are many ways you can donate to food banks. This includes donating through collection points in supermarkets, dropping food off at food banks directly, and donating money to a charity called the Trussell Trust, which runs the food banks in the UK. You should donate non-perishable food or food with a long shelf life. The Trussell Trust recommend the following:

- Pasta and rice
- Tinned food
- UHT milk

Many food banks also need essential non-food items, such as toiletries and tampons. Food banks are also experiencing staff shortages. Volunteering for a food bank could involve sorting and packing donations, collecting food from supermarkets, or delivering food parcels to families in need. You can get in touch with your local food bank to see if they're in need of volunteers.



Subheadings



Subheadings are usually short phrases or words that **summarise** what a section of writing is about. They are used to ensure that your writing is organised well, and act to signpost sections of information to the reader, so they can find information quickly.

Note: not all forms of writing use subheadings, for example books, but they are frequently used in newspaper articles, websites and leaflets.

This is a paragraph written for the Flamingo Hotel's website.

The screenshot shows a web browser window with a maroon header. On the right side of the header is the Flamingo Hotel logo, which includes a pink flamingo and the text 'FLAMINGO HOTEL'. On the left side of the header, the subheading 'Our Restaurants' is circled in blue. Below the subheading is a paragraph of text: 'The Aquarium Restaurant, which can be found on the first floor of the hotel, has gained a reputation for serving outstanding seafood cuisine freshly made using local ingredients. I think that you'll agree that their spicy lobster roll is the best in Windover. The Upside-Down Restaurant will appeal to anyone wanting to try the most unique food combinations and quirky ingredients. You would have to travel far and wide to find banana pizza or spinach jelly anywhere else.'

This is a **subheading**. It tells the reader that this paragraph will be about the hotel's restaurants.

You might notice that subheadings are often written in **bold**, underlined or **both**.

Subheadings



Task
7

Look back at the article on page 21 about the food parcel crisis. Give each paragraph that you found a subheading. The first one has been completed for you.

Paragraph 1:	Increased need
Paragraph 2:	
Paragraph 3:	
Paragraph 4:	

Recap

In this booklet so far, you have looked at:

Writing in a logical order so that it makes it easier for the person reading to understand your writing	✓
Using paragraphs to help you to write in a logical order	✓
Adding in subheadings to ensure that your writing is organised well, and to signpost sections of information so that the person reading your writing can find the information quickly and easily.	✓

As you work through the rest of this booklet, try to use logical order, paragraphs and subheadings.



Notes





Let's keep going

FOLLOW



WWW (What Went Well)

EBI (Even Better If)

Next steps

Learner feedback (Please provide some feedback for your tutor following the comments that you have just made on your work.)

Paragraphs and Subheadings



Task 8

Below are four paragraphs, that have been taken from four different texts. Write a subheading, which is **relevant**, for each paragraph.

1.

Online criminals can attack in two ways; random attacks that are usually motivated for financial reasons and personal attacks. People can hide behind an anonymous user-name and attack somebody they know or target a stranger. Often known as 'cyberbullying', this has become more and more common in recent years. There are steps you can take to protect yourself whilst using the internet and every year 'Safer Internet Day' is held on February 5th with the aim to promote the positives of digital technology in a safe way.

2.

England celebrates the New Year from the evening of December 31st into January 1st. Traditionally it is not as widely celebrated as Christmas, but on the stroke of midnight, people open the back door (to let the old year out) and ask the first dark haired man to be seen to come through the front door carrying salt, coal and bread. This means that the following year everyone in the house will have enough to eat (bread), enough money (salt) and be warm enough (coal).

3.

The first step to start saving money is to figure out how much you spend. Keep track of all your expenses, that means every coffee, household item and cash tip. Once you have your data, organise the numbers by categories, such as gas, groceries and mortgage, and total each amount. Use your credit card and bank statements to make sure you're accurate and don't forget any other living expenses you have.

▶ Paragraphs and Subheadings



Task
8

4.

The new Super League would have essentially operated in competition to UEFA's Champions League, which is contested by Europe's top teams each year, with qualification based on their domestic success the previous season. It would have consisted of 20 teams – 15 founding members, who will always be in the competition, no matter what, and five others, who would qualify based on their success in their domestic league. The competition was planned to start in August, with the teams split into two groups of 10 who would have played each other home and away, with fixtures played midweek, however challenges to the new Super League have now made such ambition unlikely.

Writing a Narrative



A narrative is a spoken or written account of something that has happened, often presenting as a description of a series of events, frequently written from the writer's point of view (first person account).

Narratives should be written in **a logical and chronological order, within a writing structure that includes headings and subheadings**, to show the overall topic and progression of events (generally including a beginning, middle and end).

WHAT'S

YOUR

STORY?

The Climb

Last month, you and your friends climbed a mountain to raise money for charity. It was your first serious climb, so you trained for many months beforehand. After the climb, the local newspaper (The Local) approached you and asked you to write a short narrative about your experience.

You should think about including information such as:

- Your experience of reaching the top
- Any problems you faced during the climb
- What your training was like
- How you felt before the climb
- What you felt like afterwards

You should aim to write three paragraphs with subheadings.



The Climb



Task
9

Try to order the information on the previous page here so it is in a logical (chronological sequence) and try to add a little more detail to help you write the article.

The Climb

Now that you have started thinking about what information you want to include in your newspaper story, you should plan your paragraphs to make sure that you use appropriate subheadings and write in logical and chronological order.

Try to break your ideas down into three parts:

- Start
- Middle
- End

This is not your final piece of writing; you will not be marked on your grammar, spelling or punctuation here. It may be helpful for you to use this space to practise these skills before writing your narrative on the next page.



Task
10

Paragraph 1 – Start

Paragraph 2 – Middle

.....
Paragraph 3 – End

The Climb



Task
10

Try to be as creative as possible!

Continue on next page if you need more space to write.



The Climb



Task
10

Proofread Check



Task 11

It is good to get into the habit of reading your own work back to yourself once it is complete – you may notice some mistakes you want to fix! Use this checklist to help you proofread.

Have you...	Yes	No
Used capital letters to start each sentence?		
Used capital letters for all proper nouns (including names of people, the mountain, the place etc.)?		
Used full stops, question marks and commas?		
Used at least two compound sentences ?		
Used the plural spelling rules?		
Used good grammar throughout (subject-verb agreement, tense, definite and indefinite articles)?		
Written in logical order?		
Used at least three paragraphs?		
Used relevant subheadings for paragraphs?		

Quick Test (Answer in Full Sentences)



Task
12

1. Why is logical order used when writing?

2. Give two benefits of using paragraphs.

.....

3. How can you usually tell that a word/phrase is a subheading?



Bullet points	<p>Several items in a list, each preceded by a bullet symbol as is shown below.</p> <ul style="list-style-type: none"> • •
Compound sentences	<p>A compound sentence connects two independent clauses, usually with a coordinating conjunction like, and, or, but.</p>
Culinary	<p>Connected with cooking or kitchens.</p>
Definite article	<p>The definite article (the) is used before a noun to indicate that the identity of the noun is known to the reader.</p>
Expat	<p>The term expat is the shortened term for expatriate and refers to someone who is living temporarily or permanently away from their country of upbringing.</p>
Exterior	<p>Used to refer to the outside of something.</p>
Features	<p>The parts that attract you to something.</p>
Indefinite article	<p>The word 'a' or 'an' used in English to refer to a person or thing that is not identified or specified</p>
Interior	<p>Meaning the inside of something.</p>
Overwhelming	<p>Used to explain the feeling when something affects a person's emotions in a strong way.</p> <p>People can become overwhelmed when they experience a huge number of things, including jobs, responsibility and education.</p>
Recap	<p>Sum up, restate, state again; to repeat the main points of an explanation or a description.</p>
Recount	<p>To recount is to tell a story or share details of something.</p>

Glossary



Relevant	Something that is sensible and has a logical connection with what is being discussed.
Sequence	Refers to the specific order in which things, actions or events have been arranged.
Summarise	To summarise is to give a shortened version of something. A summary usually contains the main and most important points.

Next Steps

Now you have completed Booklet 8, please return this to your tutor/trainer.

Your tutor/trainer will mark the work and provide you with some feedback showing what you have done well and suggestions on improvements.

The next booklet will be provided to you.





WWW (What Went Well)

EBI (Even Better If)

Next steps

Learner feedback (Please provide some feedback for your tutor following the comments that you have just made on your work.)

Have Your Say



We would be interested in your opinion of this booklet.

- 1. Was there anything you found easy in this workbook?** Yes No
If you answered yes, what did you find easy?
- 2. Was there anything you found hard?** Yes No
If you answered yes, what did you find hard?
- 3. Is there anything that you would like your tutor to go over again?** Yes No
If you answered yes, what is this?
- 4. If your tutor provided learning aids, did you use them?** Yes No
If you answered yes, how were they useful?
- 5. Would you like more support?** Yes No
If you answered yes, one of our Support Staff will get in touch with you.
- 6. Do you have any questions?**
- 7. What have you learnt from this booklet?**

Notes



 **Notes**

