MODULE 1. Foundations of Clear Administrative Writing

Module Guide

Module 1 builds the first control layer for the whole book. The goal is not only to write simple English, but to write English that is easy for a workplace reader to process quickly. Each unit therefore asks you to notice the difference between a weaker version and a stronger version, explain why the stronger version helps the reader, and revise your own writing before moving on.

The three units build from individual sentences to complete paragraphs:

- Unit 1 focuses on sentence structure — writing short, clear sentences that are easy for a workplace reader to process quickly.
- Unit 2 develops professional tone — choosing language that sounds polite and appropriate for different workplace relationships.
- Unit 3 brings these skills together at the paragraph level, where sentence structure and tone combine to create organised, reader-ready text.

By the end of this module, you should be able to:

- write short sentences with a clear main message
- choose tone that sounds polite and professional
- organise one paragraph so the reader can follow the idea from start to finish

Use this module in the same way each time:

- read the example comparison and notice what changed
- underline the explanation about why the stronger version works
- complete the self-check before freer practice
- use the editing practice to repair common reader problems
- finish the transfer extension so the skill moves beyond one exercise type

1 Clear Sentence Structure

FOCUS

By the end of this unit, I will be able to:

- I can write short clear sentences using basic subject-verb-object or subject-verb-complement patterns.
- I can rewrite long or indirect sentences in a simpler administrative style.
- I can write a short work-related message using clear sentence structure.

A. WARM-UP

NOTICE Sentence Comparison

Read the pairs of sentences. Choose the one that feels **clearer**.

#	a)	b)
1	The document was, after some discussion in the meeting yesterday, finally checked by Mr. Sato.	Mr. Sato finally checked the document after the meeting yesterday.
2	It is requested that you will kindly send, as soon as it is convenient, the missing form.	Please send the missing form as soon as possible.
3	The application which was submitted by the applicant last week has some missing information.	The application submitted last week has some missing information.

Discussion: Which sentences are easier to read, and why?

LEARN Quick Check for a Clear Sentence

- Put the main subject near the beginning.
- Use one clear main verb.
- Put the most important information in the main sentence, not in a long extra phrase.
- Remove words that do not change the meaning.

B. EXAMPLE CHECK

LEARN Why the Stronger Sentence Works

Look again at the three pairs in the warm-up.

The clearer sentence usually improves one or more of these points:

- the **main subject** appears earlier

- the **main action** is expressed by a simple verb
- extra information is kept shorter
- the reader can understand the message in one reading

Compare Pair 2 again:

Weak

> *It is requested that you will kindly send, as soon as it is convenient, the missing form.*

Stronger

> *Please send the missing form as soon as possible.*

LEARN **Why This Works**

The stronger version works because the reader can see the action immediately:

1. **send**
2. **the missing form**
3. **as soon as possible**

The weaker version makes the reader wait too long before the real action appears.

C. LANGUAGE 1

LANGUAGE **Basic Sentence Pattern**

Most clear administrative English sentences follow this simple pattern:

> *Subject + Verb + Object/Complement*

Examples:

- **We** (S) **received** (V) **your application** (O).
- **The applicant** (S) **submitted** (V) **the missing form** (O).
- **Our office** (S) **is located in** (V) **Tokyo** (C).
- **The system** (S) **is** (V) **busy** (C).
- **The documents** (S) **are** (V) **ready** (C).

NOTICE **Practice: Identify the Parts**

Identify the parts of each sentence: **underline** the subject, **circle** the verb, and **highlight** the object or complement.

1. Our office received your email yesterday.

2. The applicant submitted the additional documents.
1. We will check the application today.
2. The system shows an error message.
3. The examiner requested more information.

WRITE Practice: Build Clear Sentences

Rewrite the word groups as clear SVO or SVC sentences.

1. application / our office / receive / yesterday
2. examiner / request / more information
3. we / send / confirmation email / tomorrow
4. applicant / not / submit / fee / yet
5. system / show / error message / this morning

C. LANGUAGE 2

LEARN Simplification Strategies

Administrative English should be **short, direct, and clear**.

Three common ways to simplify a sentence:

1. change long formal openings to direct verbs
2. cut extra explanation that the reader does not need
3. move the main action closer to the subject

LEARN Why This Works

Administrative readers often need to understand:

- what happened
- what is needed
- what happens next

They should not have to search through a long sentence to find the main point.

When you simplify a sentence, you are not making it “less professional.” You are making it **more useful** for the reader.

REWRITE Simplify the Sentence

Rewrite each sentence in a clearer, shorter way.

D. GUIDED PRACTICE

REWRITE Rewrite for Clarity

Rewrite each sentence so that it is easier to read.

Use this box for one complete version.

F. SELF-CHECK BEFORE FREER PRACTICE

EDIT Self-Check

Before you write your own message, check each sentence with these questions:

- ☐ Can the reader find the subject quickly?
- ☐ Can the reader find the main verb quickly?
- ☐ Is there one main message in the sentence?
- ☐ Can I replace a long phrase with a shorter one?

If the answer to one of these is No, rewrite the sentence before you continue.

E. FREER PRACTICE

WRITE Write Clear Administrative Sentences

Write a short message to the applicant in **3-4 clear sentences**.

Situation: The applicant sent the wrong form. You need to contact the applicant and ask for the correct form. The deadline is next Friday.

Include:

- the problem
- what the applicant needs to send
- the deadline

Before you draft, decide which sentence will do each job:

1. identify the problem
2. request the correct document
3. state the deadline clearly

Mini Example

> 1. *We received the wrong form with your submission.*
> 2. *Please send the corrected form for this application.*
> 3. *Kindly send it by next Friday so the review can continue.*

> *Use this box for one complete version.*

G. EDITING PRACTICE

EDIT Fix the Reader Problem

Each sentence below has a common clarity problem. Rewrite it so the reader can understand the point more easily.

Write the full corrected version below.

H. TRANSFER EXTENSION

WRITE Turn Sentences into a Mini Message

Choose **one** of the situations below. First write **two clear sentences**. Then combine them into a **3-4 sentence** mini message.

A. A form is missing one page.

B. A meeting time has changed.

C. A file needs to be checked again.

For each situation:

- sentence 1 = state the main issue
- sentence 2 = state the next important fact
- sentence 3-4 = turn the two clear sentences into a short professional message

Write one sentence on each line where possible.

F. REFLECTION

WRITE Reflect on This Unit

1. What was difficult for you in this unit?
2. Which point do you want to remember when you write emails at work?
3. Choose one clear sentence you wrote today and rewrite it here.

EDIT Final Self-Edit

Circle the sentence in your work that is easiest to read. Then answer:

- ☐ Why is that sentence clear?
- ☐ What did you remove or simplify?
- ☐ What will you do again next time?

H. HOMEWORK

WRITE Homework Task

Choose one real email you sent at work (in Japanese). Translate the **main message** into 3-4 clear English sentences using SVO structure.

If you do not want to use a real email, use one of the Unit 1 situations or your Unit 1 freer-practice draft instead.

2 Professional Tone Basics

FOCUS

By the end of this unit, I will be able to:

- I can make a short request sound more polite and professional.
- I can rewrite direct or emotional wording in a neutral workplace style.
- I can write a short professional email for a simple administrative situation.

A. WARM-UP

NOTICE **Which Sounds More Professional?**

Read each pair. Choose the sentence that sounds **more appropriate** for workplace communication.

#	a)	b)
1	Send me the file.	Could you please send me the file?
2	I don't understand this. Explain it.	I'm not sure I understand this part. Could you explain it?
3	What do you want me to do?	Could you let me know what I should do next?

Discussion: Which sentences sound more professional, and why?

LEARN **Professional Tone Usually Does Three Things**

- sounds polite, not demanding
- explains the situation clearly
- focuses on the task, not on blame or emotion

B. EXAMPLE CHECK

LEARN **Why the Stronger Tone Works**

Look again at this pair:

Weak

> *I don't understand this. Explain it.*

Stronger

> *I'm not sure I understand this part. Could you explain it?*

LEARN **Why This Works**

The stronger version works because it:

- reduces pressure on the reader
- sounds cooperative, not demanding
- keeps the focus on the task, not on blame

Professional tone does not mean "very formal words only." It means the reader can cooperate without feeling attacked.

C. LANGUAGE 1

Administrative emails often use **softened, polite expressions**.

LANGUAGE **Useful Phrases for Requests**

- Could you please...?
- Would it be possible to...?
- Could you let me know...?
- I would appreciate it if you could...
- Please let me know if...

REWRITE **Practice: Make the Request Polite**

Rewrite the message using a polite request phrase.

C. LANGUAGE 2

LEARN Professional Tone in Explanations

Professional tone is:

- **Clear** (not too long or complicated)
- **Neutral** (not emotional)
- **Respectful** (polite and calm)

When you check tone, ask:

1. Does this sound calm?
2. Does it tell the reader what they need to know?
3. Would I be comfortable sending this at work?

LEARN Why This Works

A professional message helps the reader do the next step calmly.

If a message sounds too direct, the reader may focus on the tone instead of the task.

If a message sounds calm and clear, the reader can focus on:

- what is needed
- what needs clarification

- what happens next

REWRITE **Change the Tone**

Rewrite each sentence to make it sound more professional.

C. COMMON USEFUL PHRASES FOR PROFESSIONAL EMAILS

LANGUAGE Useful Phrases by Function

You can use these phrases to make your tone more appropriate:

Giving Information

- I would like to inform you that...
- Please note that...
- I would like to confirm that...

Asking for Clarification

- Could you clarify...?
- I have one question regarding...
- I'm not sure I understand...

Referring to Previous Communication

- As mentioned in my previous email,...
- As discussed,...
- Thank you for your message regarding...

D. GUIDED PRACTICE

Original Email

> *Hi,*
>
> *You didn't send the right file. Send the correct one today. I need it now.*

REWRITE Rewrite the Email

Rewrite the email to make it more polite and professional.

Try to improve all three areas:

- tone
- clarity of request
- calm explanation of the problem

Mini contrast — Weak: blame first, urgent demand, no calm context

Stronger: short greeting, clear problem statement, polite request, stable tone

Rewrite here:

Use this box for one complete version.

F. SELF-CHECK BEFORE FREER PRACTICE

EDIT Self-Check

Before writing your own email, check:

- ☐ Did I greet the reader politely?
- ☐ Did I explain my purpose clearly?
- ☐ Did I use one polite request or clarification phrase?
- ☐ Does the message sound calm and professional?

If one answer is No, improve the draft before moving on.

E. FREER PRACTICE

WRITE Write Your Own Professional Email

Choose one situation and write a short professional email in **3-4 sentences**.

Situations

A. Write to a colleague who needs to check a document today.

B. Write to an applicant to confirm the correct deadline.

C. Write to a colleague to ask for clarification about one part of an application.

Include:

- a clear opening

- one polite request or clarification question
- a professional closing line

G. EDITING PRACTICE

EDIT Remove the Tone Problem

Rewrite each line so it keeps the same purpose but sounds more professional.

Write the full corrected version below.

H. TRANSFER EXTENSION

WRITE **Same Message, Better Relationship**

Choose one of your real workplace situations.

Write:

1. a direct version you should **not** send
2. a professional version you **could** send

Then note:

- what changed
- why the professional version is better for the reader
- which phrase from today you used

If you do not want to use a real workplace situation, rewrite one of the Unit 2 freer-practice situations twice instead.

Write one sentence on each line where possible.

F. REFLECTION

WRITE Reflect on This Unit

1. Which polite expression do you want to remember?
2. What tone problems do you want to avoid in your emails?
3. Write one example of a polite request you can use at work.

EDIT Final Self-Edit

Underline the most professional sentence in your freer-practice email. Then explain in one line:

- ☐ why it sounds professional
- ☐ what makes it polite but still clear

H. HOMEWORK

WRITE Homework Task

Find one real English email you received that had a **very polite** or **not polite** tone. Make brief notes for yourself:

- What part sounded polite or not polite?
- How would you rewrite it in a more professional way?

If you do not want to use a real email, use the original draft in this unit or one of the freer-practice situations instead.

3 Paragraph Structure

FOCUS

By the end of this unit, I will be able to:

- I can identify the main parts of a paragraph.
- I can organise sentences into a clear paragraph with logical flow.
- I can write a short administrative paragraph with topic, supporting detail, and closing.

A. WHAT IS A PARAGRAPH?

LEARN **Definition**

A **paragraph** is a group of sentences about **one main idea**. All sentences in the paragraph should connect to that idea.

You can think of a paragraph as answering one simple question such as:

- What happened?
- What is the problem?
- What happens next?

A paragraph should

- Have **one clear topic**
- Contain **supporting information** about that topic
- Include a **closing sentence** or a final point

A paragraph is NOT

- A list of unrelated sentences
- A collection of short, disconnected statements
- A single sentence (except in special cases)

A. WHEN SHOULD YOU START A NEW PARAGRAPH?

LEARN **When to Start a New Paragraph**

Start a new paragraph when:

- The **topic changes**
- The **purpose** of the message changes
- You move from **background** to **action**, or **reason** to **result**

- You begin addressing a **different reader** (less common in administrative writing)

Examples of paragraph breaks

1. Explaining the background ->Asking for an action
2. Describing an issue ->Giving details ->Explaining next steps
3. Summarising a problem ->Reporting what you did ->What will happen next

A. WARM-UP

NOTICE **Which Is a Better Paragraph?**

Read both paragraphs. Decide which one is **better organised**.

Paragraph A

We reviewed the updated guidelines yesterday. During the review, we found several sections that were unclear and inconsistent with earlier versions. These inconsistencies may cause confusion for staff who use the document. Additional notes will be compiled before we continue with the next stage of the review.

Paragraph B

We reviewed the updated guidelines yesterday. The office renovation will begin next month. Several sections in the document were unclear. Our team attended a training session last week.

Discussion: Which paragraph is better organised, and why?

B. EXAMPLE CHECK

LEARN **Why the Stronger Paragraph Works**

Paragraph A is stronger because all sentences support **one main topic**: the review of the guidelines.

Paragraph B is weaker because the reader has to jump between different topics:

- guidelines
- office renovation
- unclear sections
- training session

That makes the paragraph feel like a list, not a piece of organized writing.

LEARN **Why This Works**

A good paragraph helps the reader move through one idea step by step.

In administrative writing, this matters because the reader often needs to know:

1. what the topic is
2. what details matter
3. what the result or next point is

C. LANGUAGE 1

LANGUAGE **Three-Part Paragraph Structure**

A strong paragraph usually includes:

1. **Topic sentence** - the main idea of the paragraph
2. **Supporting sentences** - details, reasons, or examples
3. **Closing sentence** - summary, result, or next step

Example Paragraph

> *We reviewed the applicant's file yesterday. During the review, we found that two pages were missing, and one form was incomplete. These gaps in the file may slow the preliminary assessment and will need to be noted before the next review stage. This paragraph summarises the issues identified so far and leads into further discussion of required documentation in the next section.*

C. PRACTICE A

NOTICE **Identify the Parts**

Label each sentence:

- **T** = Topic sentence
- **S** = Supporting detail
- **C** = Closing sentence

Paragraph 1

1. We processed your request this morning.
2. However, the attached form was incomplete.
3. This information forms part of the initial review before we proceed to later steps.

Your labels: 1. 2. 3.

Paragraph 2

1. The system was updated last night.
2. Some users reported error messages after the update.
3. These observations will be included in the technical report that follows.

Your labels: 1. 2. 3.

C. LANGUAGE 2

LEARN Logical Flow Inside a Paragraph

A paragraph should follow a clear, logical order:

- Background ->Details ->Result
- Topic ->Explanation ->Action
- Issue ->Impact ->What happens next

Before you write, make a short paragraph plan:

1. What is my main point?
2. What detail or explanation does the reader need?
3. How will I close the paragraph?

LEARN Transfer Reminder

Do not add every fact you know. Choose the facts that belong to the same paragraph job:

- explaining a problem
- giving background
- summarising a result
- preparing the next section

C. PRACTICE B

WRITE Reorder and Extend

Put these sentences in a logical order, then add **one more supporting sentence**. Build the paragraph so it moves from:

1. background check
2. main finding
3. broader meaning or category
4. one extra supporting detail

Mini support sentence example:

- "The missing forms affect the first documentation check and may delay the next review step."

Sentences:

A. Two forms were missing from the submission.

B. We checked the application yesterday.

C. These issues form part of the initial documentation review.

Write the best order: 1. 2. 3.

D. GUIDED PRACTICE

Original

> *We checked the application yesterday.*
>
> *One document was missing. The missing document is required for further review.*
>
> *It is essential for completing the examination process. The applicant sent the wrong version before.*

REWRITE **Write a Better Paragraph**

Rewrite this paragraph so it has a clear **topic ->support ->closing** structure. Expand it to **5-6 sentences**, and make sure it reads like part of a larger report or document- not a complete message.

Rewrite here:

Use this box for one complete version.

F. SELF-CHECK BEFORE FREER PRACTICE

EDIT Self-Check

Check your paragraph before moving on:

- ☐ Does the first sentence show the topic clearly?
- ☐ Do the middle sentences stay on the same idea?
- ☐ Does the final sentence close the paragraph or lead forward?
- ☐ Did I avoid mixing unrelated topics?

E. FREER PRACTICE

WRITE Write a Full Paragraph

Write **one administrative paragraph** (5-6 sentences) that feels like part of a longer document, such as a report or internal summary. Avoid requests or instructions. Focus on presenting information, background, and explanation.

Situations

A. Your supervisor needs a short internal summary explaining a delay in one review stage and what caused it.

B. Your team is preparing an internal summary after a system problem affected document access this morning.

C. Your office recently changed one internal rule, and you need to explain the change and the reason in a short guidance note.

Write your paragraph:

G. EDITING PRACTICE

Original

> *The file review started this morning. The office printer will be replaced next week. Two sections of the form were incomplete. These missing sections may delay the next stage.*

EDIT Repair the Paragraph Logic

The paragraph below has a topic problem and an order problem. Rewrite it as a clear paragraph of 4-5 sentences.

Rewrite:

Write the full corrected version below.

H. TRANSFER EXTENSION

WRITE Build a Report Paragraph

Choose one earlier task from Unit 1 or Unit 2.

Turn it into a short paragraph for a report or internal summary by adding:

- one topic sentence
- two supporting sentences
- one closing sentence

This helps you see the link between sentence control, tone control, and paragraph structure.

Write one sentence on each line where possible.

F. REFLECTION

WRITE Reflect on This Unit

1. What is one thing you learned about paragraph structure?
2. When do you think you should start a new paragraph?
3. Which part (topic, support, closing) do you find most difficult?

EDIT Final Self-Edit

Mark your paragraph:

- ☐ T topic
- ☐ S support
- ☐ C closing

If one part is missing, revise the paragraph once more before leaving the unit.

H. HOMEWORK

WRITE Homework Task

Find a real paragraph from a work email (English or Japanese). Rewrite it in English as a **strong, well-organised paragraph** using the structure from this unit.

If you do not want to use a real paragraph, turn one of your Unit 3 paragraph drafts or one earlier Unit 1 or Unit 2 task into a stronger paragraph instead.

Module 1 Review Workshop

KEY LESSONS TO KEEP

LEARN **Core Takeaways**

- Unit 1: A clear sentence usually carries one main message, with a visible subject, a controlled verb, and no unnecessary detours.
- Unit 2: Professional tone is not only about being polite. It is about helping the reader cooperate instead of react defensively.
- Unit 3: A paragraph becomes easier to read when the topic, support, and closing work together instead of competing for attention.

WEAK VS. STRONG REVIEW CASE

NOTICE **Weak vs. Strong Review**

Read these two versions of the same message.

Version A

> *The office checked many things yesterday and there was also a discussion, and because of that your request is not complete and maybe you need to send more information soon.*

Version B

> *We checked your request yesterday. At present, one required document is missing. Please send the missing document by Friday so that we can continue the review.*
>
> *Use these questions:*

- ☐ *Which version is easier to read quickly?*
- ☐ *Which version tells the reader exactly what to do next?*
- ☐ *Which words in Version B improve tone?*
- ☐ *How does the paragraph-style structure in Version B help the message flow?*

MODULE 1 SELF-EDIT ROUTINE

EDIT **Self-Edit Routine**

Before you move to Module 2, check one piece of your own writing from this module.

- ☐ Circle the main action verb in each sentence.
- ☐ Underline any sentence that feels too long.
- ☐ Check whether the tone sounds neutral and professional.
- ☐ Mark the paragraph as T, S, and C to test whether the structure is complete.
- ☐ Rewrite one sentence and one paragraph so the reader can understand the message faster.

MODULE 1 TRANSFER TASK

WRITE **Transfer Task**

Write a short internal message of 5-6 sentences about a simple workplace topic such as a missing document, a meeting update, or a request for confirmation.

Your message should include:

- two clear sentences that show Unit 1 control
- one polite request or explanation that shows Unit 2 tone control
- one short paragraph structure that shows Unit 3 organisation

After writing, add three notes:

- where you improved sentence clarity
- where you controlled tone
- where you organised the paragraph for the reader

MODULE 1 STRATEGY MAP

LEARN **Strategy Map**

Use this map when a piece of writing feels weak but you are not sure why.

- If the reader gets lost inside one sentence, return to Unit 1 and check the main subject, verb, and extra information.
- If the message sounds too sharp, too casual, or too heavy, return to Unit 2 and check the relationship with the reader.

- If the message feels complete sentence by sentence but still does not flow, return to Unit 3 and check paragraph structure.

This matters because weak writing often has more than one problem at the same time. A sentence can be grammatically correct but still sound too direct. A polite message can still fail if the paragraph order is unclear. Strong administrative writing starts with control at all three levels: sentence, tone, and paragraph.

MODULE 1 REVISION LAB

Weak Draft

> *We checked your application yesterday and there are some problems and we need more information and also the office is busy now so please reply quickly because the review cannot continue.*

REVISE Revision Lab

Read this weak message, then improve it in three steps.

1. Sentence control:
    - Split the long sentence into smaller parts.
    - Keep one main message in each sentence.
2. Tone control:
    - Change any wording that sounds too sudden or forceful.
    - Keep the request polite and professional.
3. Paragraph control:
    - Decide which sentence should come first.
    - End with a clear next action for the reader.

Possible Stronger Version

> *We checked your application yesterday. At present, we need one more piece of information before the review can continue. Could you please send the missing information by Thursday? Thank you for your cooperation.*

Why this stronger version works:

- *each sentence has one clear job*
- *the request sounds cooperative rather than pressuring*
- *the paragraph ends with a visible next step*

MODULE 1 PREPARATION FOR MODULE 2

EDIT Preparation Check

Before you start the email module, check whether you can do these four things without help:

- ☐ write one clear purpose sentence
- ☐ soften a request without losing the main meaning
- ☐ build one short paragraph with a topic, support, and closing
- ☐ explain why your revised version is easier for the reader to understand

If one of these still feels weak, return to the unit that teaches it and revise one more piece of writing before moving on.

MODULE 1 FOUNDATION CONTROL BOARD

Use this board when a basic message feels weak but you are not yet sure which unit should help most.

Problem	Return to	What to check first
sentence feels heavy or confusing	Unit 1	one subject, one action, shorter extra detail
tone feels too sudden or too casual	Unit 2	greeting, request wording, calm explanation
paragraph feels complete sentence by sentence but still weak as a whole	Unit 3	topic, support, closing order

Test one short message with the board:

- identify the strongest sentence
- identify the weakest sentence
- explain which unit fixes the weak sentence first

MODULE 1 REBUILDING NOTE

The early units matter because later modules depend on them. A weak sentence pattern in Module 1 often becomes a weak email, weak notice, or weak report line later. If the basic control layer is strong, later module tasks become easier to revise. Write one short note after revising:

- which sentence became clearer
- which tone change mattered most
- which paragraph move helped the reader fastest

MODULE 2. Essential Email Writing for Administrative Contexts

Module Guide

Module 2 turns the foundation skills from Module 1 into usable workplace email writing. The focus is not only email form, but reader guidance: the subject line, opening, request, explanation, and closing all need to help the reader understand purpose, action, and tone quickly. The units in this module work together, so you should keep comparing how message purpose changes the order, tone, and level of detail.

The four units move through progressively demanding email writing tasks:

- Unit 4 introduces email layout and standard phrases — the visual and language conventions that make a workplace email easy to read and respond to.
- Unit 5 develops the skill of requesting clarification — writing short, focused emails that ask one clear question without sounding abrupt.
- Unit 6 addresses communicating delays or changes — explaining unwelcome information in a way that keeps the reader informed without sounding apologetic or vague.
- Unit 7 extends the range to making requests politely — choosing language that matches the relationship and avoids pressure.

By the end of this module, you should be able to:

- organise a short professional email that is easy to scan
- ask for clarification or action without sounding abrupt
- explain delays or changes without creating confusion
- choose polite request language that matches the relationship and context

Use the module support actively:

- compare the example versions before you draft
- use the **Why this works**notes to understand reader effect
- check the self-edit prompts before freer writing
- use the editing tasks to repair weak requests and unclear email structure
- finish the transfer extension so the skill works in a new email situation

4 Email Layout and Standard Phrases

FOCUS

By the end of this unit, I will be able to:

- I can identify the main parts of a professional email.
- I can write a short, clear subject line for a workplace email.
- I can write a simple professional email with an appropriate opening and closing.

A. WHAT DOES A PROFESSIONAL EMAIL LOOK LIKE?

LEARN **Basic Email Layout**

A professional email has a **clear structure** so that the reader can easily understand the purpose.

Basic Email Layout

1. **Subject line** - a short summary of the purpose
2. **Greeting** - polite opening
3. **Opening sentence** - main purpose of the email
4. **Body** - details, explanation, or information
5. **Closing sentence** - final point or next step (not a command)
6. **Sign-off** - polite closing phrase + name

A. WARM-UP

NOTICE **Which Email Is Better?**

Read the two emails and choose which one is clearer and more professional.

Email A

> *Subject: Question*
> *Hi,*
> *I don't understand this part.*
> *Can you tell me what it means?*
> *Thanks,*

Email B

> *Subject: Question About Application Form*

> *Dear Ms. Tanaka,*
> *I have a question about the new application form.*
> *Could you clarify the purpose of Section 3?*
> *Thank you,*
> ***Discussion:*** *Which email is more professional, and why?*

LEARN **Quick Email Check**

- Does the subject line show the topic clearly?
- Does the first sentence tell the reader why you are writing?
- Does the body give the needed detail or question?
- Does the closing sound polite and professional?

B. EXAMPLE CHECK

LEARN **Why Email B Works Better**

Email B is stronger because every part has a clear job:

- the subject line names the topic
- the greeting is professional
- the first sentence gives the reason for writing
- the question is specific
- the closing is polite

Email A is not wrong because it is short. It is weak because the reader still has to ask:

- what part is unclear?
- what document is the writer talking about?
- who is the writer writing to?

LEARN **Why This Works**

A professional email helps the reader act quickly. The reader should understand the purpose without guessing.

C. LANGUAGE 1

LANGUAGE **Subject Lines**

A good subject line is:

- Short
- Clear

- Specific

Examples of Clear Subject Lines

- Question About Document Requirements
- Information Needed for Application Review
- Update on Internal Procedure
- Request for Corrected File

REWRITE **Practice: Improve the Subject Line**

Rewrite each subject line so it sounds **natural and professional**. These examples show the kind of long SVO-style subjects lower-level writers often produce before they learn standard email patterns.

Goal: Rewrite each one using a **short, compound-noun style** subject line, such as:

- Application Form Question

- Missing Form Submission Timing
- Online System Issue
- Confirmation Notice Status

C. LANGUAGE 2

LANGUAGE Email Openings and Closings

Common Openings

- Dear Mr./Ms. [Name],
- Dear Team,
- Thank you for your email.
- I hope you are well.

Common Closings

- Thank you.
- Kind regards,
- Best regards,
- Please let me know if you need further information.

WRITE Practice: Choose an Opening and Closing

Select an appropriate opening and closing for each situation.

1. You are writing to a colleague about an internal document.
    - Opening:
    - Closing:
2. You are writing to an applicant.
    - Opening:
    - Closing:
3. You are writing to a foreign office.
    - Opening:
    - Closing:

C. LANGUAGE 3

The first sentence must tell the reader **why you are writing**.

LANGUAGE Useful Phrases

- I am writing to ask about...
- I would like to confirm...
- I have a question regarding...
- I would like to provide an update about...

LEARN Teaching Point

The opening sentence is not only a polite beginning. It tells the reader what kind of message this is:

- a question
- a confirmation
- an update
- a request

That helps the reader prepare for the rest of the email.

WRITE Practice: Write the Opening Sentence

Write a clear opening sentence for each situation.

D. GUIDED PRACTICE

WRITE Build a Complete Email

Use the prompts to write a simple, clear email.

Situation: You want to confirm the required documents for an application.

Write your email:

- Subject line:
- Greeting:
- Opening sentence:
- Body (2-3 sentences):
- Closing sentence:
- Sign-off:

Use this box for one complete version.

F. SELF-CHECK BEFORE FREER PRACTICE

EDIT Self-Check

Before writing your own email, check:

- ☐ Can the reader understand the purpose from the subject line and first sentence?
- ☐ Is the question or information specific enough?
- ☐ Is the body short but complete?
- ☐ Does the closing sound professional?

E. FREER PRACTICE

WRITE Write Your Own Email

Choose one situation and write one complete email in **3-4 sentences**.

Situations

A. Write to a colleague to ask for information about a new internal procedure.

B. Write to an applicant to confirm the correct deadline.

C. Write to a colleague or partner office to ask one clear question about a submitted file.

Include:

- a clear subject line
- a greeting
- one opening sentence that explains your purpose
- a short body
- a closing sentence and sign-off

Write your email:

Use this box for one complete version.

G. EDITING PRACTICE

Original

> *Subject: Help*
>
> *Hi,*
>
> *I saw the file and I do not understand part of it and maybe there is also a problem with one page so please tell me what this means.*
>
> *Thanks.*

EDIT Repair the Email Structure

Rewrite the email so each part has a clear job.

Rewrite:

Write the full corrected version below.

H. TRANSFER EXTENSION

WRITE Build Two Purpose Lines

For each situation below, write:

1. a clear subject line
2. a clear opening sentence

A. asking about a missing document
B. confirming a deadline
C. giving an update about a review delay

This helps you separate the job of the subject line from the job of the opening sentence.

Write one sentence on each line where possible.

F. REFLECTION

WRITE **Reflect on This Unit**

1. Which part of the email is easiest for you?
2. Which part is most difficult?
3. Which new phrase do you want to use in real emails?

H. HOMEWORK

WRITE **Homework Task**

Find one real email you sent recently (in Japanese or English). Rewrite it in English using the **email structure** from this unit.

If you do not want to use a real email, rewrite one of the Unit 4 freer-practice situations instead.

5 Requesting Clarification

FOCUS

By the end of this unit, I will be able to:

- I can write polite clarification questions about unclear or missing information.
- I can ask for specific details instead of writing a vague question.
- I can write a short clarification email about one clear problem.
- I can explain, in a short paragraph, why clarification is needed in a workplace situation.

A. WARM-UP

NOTICE **What Is Unclear?**

Read the sentences below. Identify what is **unclear** or **missing**.

1. "The document is not correct."
2. "Please check it again."
3. "We need information about the form."
4. "The deadline has changed."

Write what you would need to know: 1. 2. 3. 4.

LEARN **A Strong Clarification Question**

- names the exact part that is unclear
- asks for one specific piece of information
- stays polite and neutral

B. EXAMPLE CHECK

LEARN **Why a Better Clarification Question Works**

Compare:

Weak

> *What do you mean?*

Stronger

> *Could you clarify which version of the form we should use for applications submitted this month?*

LEARN **Why This Works**

The stronger question works because it:

- names the exact unclear point
- limits the question to one topic
- helps the reader give a useful answer

The weak question may sound frustrated and gives the reader no clear starting point.

C. LANGUAGE 1

Use these phrases when the information is not clear.

LANGUAGE **Asking for Clarification**

- Could you clarify...?
- Could you explain...?
- I'm not sure I understand...
- Could you give me more information about...?
- I have a question regarding...

LANGUAGE **Checking Your Understanding**

- Do you mean that...?
- Just to confirm,...
- Should I understand that...?

C. PRACTICE A

REWRITE **Make These Questions Clearer**

Rewrite the questions to make them specific and professional.

Each stronger question should show:

- what part is unclear
- what information you need
- why the reader can answer it directly

Mini contrast — Weak: "Tell me the details."

Stronger: “Could you clarify which supporting details should be included in Section 2 of the submission summary?”

C. LANGUAGE 2

LEARN **Common Situations**

- The instructions are unclear.

- A document is missing or incomplete.
- Two versions of a document do not match.
- A process or requirement is not explained.

LANGUAGE **Example Clarification Questions**

- Could you clarify which version of the form we should use?
- Could you explain what information is needed in Section 4?
- I'm not sure I understand the deadline: does it mean Friday or Monday?
- Could you confirm whether the applicant needs to submit this document now or later?

LEARN **Why This Works**

Clarification writing is easier to answer when the reader does not need to guess:

- what is unclear
- where the problem is
- what kind of answer is needed

C. PRACTICE B

REWRITE **Improve the Clarity**

Rewrite each sentence as a better clarification question.

C. PRACTICE C

WRITE Clarification from Context

Read each short scenario. Write **two clarification questions** for each one.

Scenario 1

The instructions say: “Submit the form as soon as possible.” Your questions: 1. 2.

Scenario 2

Two versions of a file are attached, both named “Application_Final”. Your questions: 1. 2.

Scenario 3

A supervisor writes: “Please prepare the report.” No details are given. Your questions: 1. 2.

D. EXTENDED GUIDED PRACTICE

REWRITE Rewrite and Improve

Rewrite each unclear message into a **clear, polite clarification request**.

D. GUIDED PRACTICE

WRITE Write a Clarification Email

Write an email asking for clarification.

Situation: You read instructions about a new form, but the information about **where to submit the form** is unclear.

Write your email:

- Subject:
- Greeting:
- Opening sentence:
- Clarification question(s):
- Closing sentence:
- Sign-off:

Use this box for one complete version.

F. SELF-CHECK BEFORE FREER PRACTICE

EDIT Self-Check

Before writing your own clarification email, check:

- ☐ Did I identify one clear unclear point?
- ☐ Did I ask a specific question?
- ☐ Did I avoid blame or frustration?
- ☐ Could the reader answer without asking me another question first?

E. FREER PRACTICE

WRITE Write Two Clarification Emails

Write **two short emails**, each 3-4 sentences, asking for clarification. Keep each email focused on **one topic only**. Choose **two** situations from the list below:

- The deadline notice and the form show different submission dates.
- Two attached files use the same name, and you need to confirm which version should be used for this month's review.
- A required attachment is missing from the document set, and you need to ask whether it should be sent now or in the next stage.
- The written instructions and the checklist use different wording, and you need to confirm which instruction your team should follow.

Write your emails:

Write each document in its own box.

G. EDITING PRACTICE

EDIT Fix the Clarification Problem

Rewrite each message as a better clarification request.

Write the full corrected version below.

H. TRANSFER EXTENSION

WRITE One Topic, One Email

Choose one of the freer-practice topics.

Write:

1. one weak email that asks too many things
2. one stronger email that asks about only one topic

Then note:

- what information you removed
- why the stronger email is easier to answer

E. EXTENDED WRITING TASK

WRITE Clarification Summary Paragraph

Write one **informational paragraph** (5-6 sentences) explaining a situation where clarification is needed. Your paragraph should:

- Describe the background
- Explain why clarification is necessary
- Identify what information is missing
- Lead into next steps in a neutral way

Useful paragraph order:

1. short background
2. unclear or missing point

3. reason clarification is needed
4. effect on the work
5. neutral next-step line

Mini Paragraph Frame

- *We reviewed the message received this morning.*
- *One required point is still unclear.*
- *Clarification is needed before the team can complete the next step.*
- *The missing information affects the current document check.*
- *A follow-up message will therefore be sent today.*

Write your paragraph:

F. REFLECTION

WRITE **Reflect on This Unit**

1. Which clarification phrase is most useful for you?
2. Do you find it difficult to ask questions politely? Why or why not?
3. Write one clarification question you can use in your work.

H. HOMEWORK

WRITE **Homework Task**

Find an email or set of instructions you received recently. Identify **one unclear point** and write a clarification question about it in English.

If you do not want to use a real message, choose one Unit 5 freer-practice situation and write the clarification question for that case.

6 Communicating Delays or Changes

FOCUS

By the end of this unit, I will be able to:

- I can explain a delay or change using neutral professional language.
- I can organise an update message in a clear order.
- I can write a short update email about a delay or schedule change.
- I can summarise a delay or change in a short report-style paragraph.

A. WARM-UP

NOTICE **What Information Is Missing?**

Read each message and identify what information a reader would still need.

1. "The review will be delayed."
2. "The schedule has changed."
3. "We cannot finish this today."
4. "The system will be updated."

Write what is missing: 1. 2. 3. 4.

LEARN **A Useful Update Answers Four Questions**

1. What changed?
2. Why did it change?
3. What does this mean for the reader?
4. What happens next?

B. EXAMPLE CHECK

LEARN **Why a Good Update Helps the Reader**

Compare these two ideas:

Weak

> *The review will be delayed.*

Stronger

> *The review will be delayed because two documents still need additional checks. A new schedule will be shared tomorrow.*

LEARN **Why This Works**

The stronger version works because the reader learns:

- what changed
- why it changed
- what happens next

That reduces uncertainty and extra follow-up questions.

C. LANGUAGE 1

LANGUAGE **Useful Phrases for Delays and Changes**

Neutral Phrases

- There will be a delay in...
- The schedule has been adjusted.
- The process will take longer than expected.
- There has been a change in...
- The update will affect...

Explaining the Reason (Optional in admin English)

- due to additional checks
- because further review is required
- because the system is under maintenance
- due to missing information

Giving Neutral Information About Next Steps

- The next update will be provided when available.
- Further details will follow.
- The review will continue once all materials are ready.
- The new schedule will be shared shortly.

C. PRACTICE A

REWRITE Improve the Clarity

Rewrite each message so it includes **clearer information**.

Try to replace vague updates with:

- what changed
- which part of the work is affected
- what the reader should understand now

Mini contrast — Weak: "The meeting is delayed."

Stronger: "The meeting is delayed until Thursday because the updated file set is not yet complete."

C. LANGUAGE 2

LEARN Logical Order for Update Messages

A clear update message usually follows this pattern:

1. **Topic:** What is delayed or changed
2. **Reason:** Why (optional)
3. **Effect:** What this means for the reader
4. **Next step / What will happen later:** Neutral, not a request

Example Paragraph (Part of a Report or Update)

> *The review process will take longer than expected. Additional checks are required because two documents were incomplete. This delay may affect the planned schedule for the next stage. Further updates will be provided once the remaining documents are ready.*

LEARN Why This Works

The paragraph moves in a useful order:

1. topic
2. reason
3. effect
4. next step

This order helps the reader understand both the situation and the practical meaning of the delay.

C. PRACTICE B

WRITE Reorder to Make a Clear Update

Put the sentences in a logical order.

Sentences:

A. This may affect the planned timeline.

B. The system will be under maintenance on Friday.

C. Users may not be able to access certain functions.

Write the best order: 1. 2. 3.

C. PRACTICE C

WRITE **Add Supporting Information**

Expand each message to 2-3 sentences by adding supporting information.

D. GUIDED PRACTICE

WRITE Write an Update Email

Write a clear and neutral email explaining a delay or change.

Situation: A review that was planned for this week must be delayed because additional verification is required.

Write your email:

- Subject:
- Greeting:
- Opening sentence:
- Explanation (2-3 sentences):
- Neutral next step:
- Sign-off:

Use this box for one complete version.

F. SELF-CHECK BEFORE FREER PRACTICE

EDIT Self-Check

Before writing your own update email, check:

- ☐ Did I state the change clearly?
- ☐ Did I add the reason or background if needed?
- ☐ Did I show the effect on the reader or schedule?

- ☐ Did I include a neutral next-step line?

E. FREER PRACTICE

WRITE Choose a Scenario and Write

Write **two short update emails** (3-4 sentences each).

Scenario Options

A. Write to colleagues about a system update that will take longer than planned because one required check is still incomplete.

B. Write to an applicant or partner office to explain that a document will be reviewed later than the original schedule because additional verification is required.

C. Write to staff about a change in an internal rule because the old process created repeated filing problems.

D. Write to meeting participants about a rescheduled meeting because the updated document set will not be ready in time.

In each email, include:

- the change or delay
- a short reason or background sentence if needed
- the effect or next step

Write your emails:

Write each document in its own box.

G. EDITING PRACTICE

EDIT Remove the Reader's Uncertainty

Rewrite each update so the reader does not need to ask a second question.

Write the full corrected version below.

H. TRANSFER EXTENSION

WRITE Turn an Email Update into a Report Line

Choose one update message you wrote in this unit. Rewrite it as a short internal report paragraph by changing:

- the audience
- the tone
- the final sentence

Keep the same core facts, but make the new version sound like part of a report, not an email.

Write one sentence on each line where possible.

E. EXTENDED WRITING TASK

WRITE Update Summary Paragraph

Write a paragraph (5-6 sentences) summarising a delay or change as part of a report or internal update.

Your paragraph should:

- Describe the change or delay
- Provide background
- Explain the effect
- Lead into the next section of the report (no requests)

Write your paragraph:

F. REFLECTION

WRITE Reflect on This Unit

1. What phrases do you find most useful for explaining delays or changes?
2. Is it difficult for you to give neutral explanations without sounding too direct?
3. Which part of this unit was easiest or hardest for you?

H. HOMEWORK

WRITE Homework Task

Find an email or notice about a delay or change (English or Japanese). Rewrite it in English using the structure from this unit.

If you do not want to use a real email or notice, rewrite one of the Unit 6 freer-practice scenarios instead.

7 Making Requests Politely

FOCUS

By the end of this unit, I will be able to:

- I can choose a polite request structure for a workplace email.
- I can make a request more specific and useful by adding the necessary detail.
- I can soften a request without making it unclear.
- I can write a short professional email requesting information or action.

A. WARM-UP

NOTICE Which Request Sounds More Appropriate?

Read each pair. Choose the request that sounds more professional.

#	a)	b)
1	Send me the file.	Could you please send me the file?
2	Tell me the deadline.	Could you let me know the deadline?
3	I need the applicant's number.	Could you provide the applicant's number?

Discussion: Which sentences are more polite, and what makes them that way?

LEARN Quick Rule for Polite Requests

- choose a polite request form
- say exactly what you need
- add one short reason if it helps the reader
- close without pressure

B. EXAMPLE CHECK

LEARN Why the Polite Version Works

Compare:

Weak

> *Send the updated file.*

Stronger

> *Could you please send the updated file? We need it for the next review stage.*

LEARN **Why This Works**

The stronger version works because it:

- sounds cooperative rather than forceful
- tells the reader exactly what is needed
- gives a reason that makes the request easier to understand

C. LANGUAGE 1

Different request forms sound **more or less polite**. In administrative writing, the level of politeness depends on:

- your relationship with the reader
- the importance or urgency of the request
- the formality of the situation

LANGUAGE **Politeness Scale (From Direct to Most Polite)**

Form | Example | Tone/Use |

|——|———|————|

Can you...? | Can you send the file? | Casual, spoken English; too direct for administrative emails. |

Could you...? | Could you send the file? | Standard polite request; appropriate for most situations. |

Could you please...? | Could you please send the file? | Polite and slightly more formal. |

Would you be able to...? | Would you be able to send the file? | Polite, softer, useful when asking for something more difficult. |

Would it be possible to...? | Would it be possible to send the file? | Formal, respectful, avoids pressure. |

I would appreciate it if you could... | I would appreciate it if you could send the file. | Very polite, used when the request requires effort or cooperation. |

LEARN **Key Notes**

- **Can you...?** is grammatically correct but not appropriate** in most administrative emails.
- **Could you...? is the safest default.
- **Would you be able to...? softens the request and reduces pressure.
- **I would appreciate it if... shows gratitude in advance and sounds formal.

LANGUAGE Adding Context (Why You Need the Information)

Often a request is clearer when you add **one short context sentence**.

- We need this for the next review stage.
- This information is required for the submission.
- This will help us complete the process.

C. PRACTICE A

REWRITE Rewrite the Request

Rewrite each message to make it **polite, clear, and complete**.

Make each request stronger by adding:

- the exact item or action
- any useful timing detail
- the reason or purpose when needed

Mini request frame:

- action needed
- exact document or information
- timing
- short reason

C. LANGUAGE 2

LANGUAGE **Requests with Specific Details**

A good request includes:

1. What you need
2. Any necessary details
3. A polite expression

Examples

- Could you please send **the updated version of Form A**?
- Could you let me know **which office will handle the review**?
- I would appreciate it if you could confirm **the applicant's submission date**.

C. PRACTICE B

REWRITE **Make the Request More Specific**

Each message below is polite but **not specific**. Improve it.

Specific requests are easier to answer because they name:

- which document or information is needed
- which part should be checked
- what kind of update is expected

Mini contrast — Weak: "Could you update me?"

Stronger: "Could you update me on whether the signed form has been uploaded to the shared folder?"

C. LANGUAGE 3

LEARN **Avoiding Pressure in Requests**

Administrative English avoids:

- Imperatives (Send, Tell, Check...)
- Emotional language (I really need..., You didn't..., You must...)
- Pressure (ASAP, immediately)

LANGUAGE **Better Alternatives**

- when you have time
- at your convenience
- when available

LEARN **Why This Works**

A polite request does not become weak. It becomes easier for the reader to accept and complete.

Good request writing balances:

- clear action
- enough detail
- low pressure
- professional tone

C. PRACTICE C

REWRITE **Soften the Request**

Rewrite each message so it is **polite but not weak**, using softening phrases.

D. GUIDED PRACTICE

WRITE Write a Request Email

Use the prompts to write a complete request email.

Situation: You need to request the applicant's updated contact information for the next review stage.

Write your email:

- Subject:
- Greeting:
- Opening sentence:
- Request (1-2 sentences):
- Context / reason (1 sentence):
- Softened closing sentence:
- Sign-off:

Use this box for one complete version.

F. SELF-CHECK BEFORE FREER PRACTICE

EDIT Self-Check

Before writing your request email, check:

- ☐ Is the request clear?
- ☐ Is the request specific enough?
- ☐ Did I add a short reason if it helps?
- ☐ Did I avoid pressure words or commands?

E. FREER PRACTICE

WRITE Write Two Request Emails

Write **two short emails** (3-4 sentences each) requesting information or action. Choose two situations below:

Options

A. Write to a colleague to confirm a meeting time because the draft agenda still depends on the final schedule.

B. Write to a colleague or partner office to request the correct version of a submitted file because the current attachment does not match the review record.

C. Write to an applicant to request information missing from their documents because the review cannot continue without that detail.

D. Write to a colleague to request clarification before finalising a report because one section still lacks a confirmed figure.

In each email, include:

- a clear opening
- one polite request

- one short reason or context sentence
- a softened closing line

Write your emails:

Write each document in its own box.

G. EDITING PRACTICE

EDIT Keep the Request, Improve the Tone

Rewrite each message so it keeps the same request but sounds more professional.

Write the full corrected version below.

H. TRANSFER EXTENSION

WRITE One Need, Two Levels of Politeness

Choose one request from your real work.

Write:

1. a safe standard version using **Could you...?**
2. a softer version using **Would you be able to...?** or **I would appreciate it if...**

Then decide:

- which version is better for a colleague
- which version is better for an outside office

If you do not want to use a real request, choose one Unit 7 freer-practice situation and write the two versions for that case.

Write one sentence on each line where possible.

E. EXTENDED WRITING TASK

WRITE Request Paragraph

Write a **neutral paragraph** (5-6 sentences) explaining:

- What information is needed
- Why it is needed
- What issue it solves
- What the next part of the report will describe

(No direct request- this is background information for a report.)

Write your paragraph:

F. REFLECTION

WRITE Reflect on This Unit

1. What polite request phrase do you prefer using?
2. Do you sometimes write requests that are too direct? Why?
3. Which softening phrase will you try in future emails?

H. HOMEWORK

WRITE Homework Task

Think of a real request you made at work this week. Rewrite it using **two different polite request structures** from this unit.

If you do not want to use a real request, choose one Unit 7 freer-practice situation and rewrite it using **two different polite request structures** instead.

Module 2 Review Workshop

KEY LESSONS TO KEEP

LEARN **Core Takeaways**

- Unit 4: A good email lets the reader see purpose, action, and tone from the subject line onward.
- Unit 5: A clarification email works best when one question connects to one information need.
- Unit 6: Delay and change messages should reduce uncertainty by naming the issue, current status, and next step clearly.
- Unit 7: Request emails are easier to accept when the reason, action, and tone match the relationship.

EMAIL COMPARISON REVIEW

NOTICE **Email Comparison**

Compare these two request openings.

Version A

> *Send the updated file today. I need it for the report.*

Version B

> *Could you please send the updated file today? I need it to complete the report before the afternoon deadline.*
>
> *Then answer:*

- ☐ *Which version sounds more cooperative?*
- ☐ *Which version gives the reader a clearer reason to act?*
- ☐ *Which unit in this module best explains the change from A to B?*
- ☐ *What else would you add if the request were going to an external office instead of a colleague?*

MODULE 2 EMAIL CONTROL CHECKLIST

EDIT **Email Control Checklist**

Use this checklist on one email from Units 4-7.

- ☐ Is the subject line specific enough?

- ☐ Does the opening sentence show the purpose early?
- ☐ If you ask a question, is it anchored to one clear information gap?
- ☐ If you report a delay or change, does the message state the current situation and next step?
- ☐ If you make a request, does the reason help the reader understand why the action matters?
- ☐ Does the closing tone fit the relationship?

MODULE 2 TRANSFER TASK

WRITE **Transfer Task**

Choose one workplace situation:

- you need missing information
- you need to explain a short delay
- you need to make a polite request to another office

Write two short emails for the same situation:

- one to an internal colleague
- one to an external office

After writing, add a note explaining:

- what stayed the same in both emails
- what changed because of audience
- which module unit helped you make that decision

MODULE 2 STRATEGY MAP

LEARN **Strategy Map**

Module 2 asks you to control four linked decisions in every email:

- what the reader needs to understand first
- what action or information you want from the reader
- how polite the message needs to sound
- how much detail is enough for this relationship

Use the unit map below when an email feels weak.

- Unit 4 helps when the email has no clear structure.
- Unit 5 helps when the question is broad, vague, or difficult to answer.
- Unit 6 helps when the reader may feel uncertain about a change or delay.
- Unit 7 helps when the action request sounds too direct or too weak.

MODULE 2 WEAK-EMAIL CLINIC

Weak Version

> *Subject: Document*
>
> *Hello, About the form, there is a problem, so please send it again soon because we need it. Thank you.*

NOTICE Weak-Email Clinic

Read this email.

Why this email causes trouble for the reader:

- the subject line gives almost no useful information
- the problem is not specific
- the request is urgent, but the reason is not clear enough
- the reader still does not know what exact action to take

Stronger Version

> *Subject: Request to resend the student information form*
>
> *Dear Ms. Lee,*
>
> *Thank you for your previous message. We noticed that page 2 of the student information form is missing from the attachment. Could you please resend the complete form by Friday so that we can continue the review?*
>
> *Best regards, [Your Name]*
>
> *Why this stronger version works:*

> - *the subject line tells the reader the topic immediately*
> - *the body explains the exact problem*
> - *the request names a clear action*
> - *the deadline is linked to a visible purpose*

MODULE 2 REVISION LAB

WRITE Revision Lab

Choose one of these situations:

- missing applicant information
- delayed response from another office
- request for a colleague to confirm a date

Write a three-part email set:

1. a first email
2. a polite follow-up email
3. a final short internal note explaining the situation to your team

After writing, answer these questions:

- How did the opening line change across the three messages?
- Where did you make the reason for the request clearest?

- Which message needed the most careful tone control?
- Which unit from this module helped you most at each step?

MODULE 2 AUDIENCE-AND-DETAIL GRID

STRUCTURE **Audience-and-Detail Grid**

Use this grid when one email still feels underbuilt.

Situation	Reader	Detail the reader needs	Detail the reader does not need	Most important sentence job
clarification request	office or colleague	exact information gap	unrelated background	precise question

Situation	Reader	Detail the reader needs	Detail the reader does not need	Most important sentence job
delay or change update	colleague or office	current status and next step	repeated apology	reassurance through clarity
action request	colleague, applicant, or office	exact action and reason	extra history	clear request

If the email is still weak after one revision, ask:

- Is the message missing the exact information gap?
- Is the reason for the request still too vague?
- Is the email giving more background than the relationship needs?

MODULE 2 FOLLOW-UP PLANNING NOTE

LEARN **Follow-Up Planning**

Strong email control includes knowing what happens after the first message.

Before you finish an email task, write one short follow-up note:

- what reply you expect
- what you will do if the reply is incomplete
- what internal update may be needed after the exchange

This extra planning step helps the writer build emails that feel more purposeful and more realistic in workplace sequence.

MODULE 2 AUDIENCE CONTRAST CHECK

NOTICE **Audience Contrast Check**

Take one short email from this module and test it against two readers:

- an internal colleague who already knows the background
- an outside office that only knows the immediate issue

Then ask:

- Which version needs more background before the main point?
- Which version needs the narrower question or request?
- Which version needs the calmest closing line?

This comparison matters because the same email purpose can still need a different shape when the relationship changes.

MODULE 2 REPLY-PATH MINI PLANNER

STRUCTURE **Reply-Path Mini Planner**

Before you send a clarification or request email, add one short planning line:

- If the reply is clear, what is your next action?
- If the reply is incomplete, what is your follow-up question?

This keeps the message sequence practical and helps the first email lead more naturally to the next step.

MODULE 3. Writing Procedures & Internal Explanations

Module Guide

Module 3 develops writing that helps internal readers understand process, change, problems, and meeting outcomes. In this module, the reader often needs to do something after reading, so order and logic matter as much as grammar. The support sections in these units are designed to help you see how better organisation reduces mistakes, confusion, and extra follow-up questions.

The four units address distinct but related internal document types:

- Unit 8 develops procedural writing — clear, ordered steps that another person can follow without asking questions.
- Unit 9 focuses on internal notices — short documents that explain a change, decision, or requirement to colleagues.
- Unit 10 develops the skill of explaining problems clearly — describing an issue in a logical order so the reader understands what happened, what the effect is, and what happens next.
- Unit 11 addresses meeting summaries — condensing what was discussed and decided into a short, useful record.

By the end of this module, you should be able to:

- write a simple procedure another person can follow
- produce an internal notice that explains change clearly
- describe a problem in a logical order
- summarise a meeting so the key outcomes are easy to use later

Work through the module with these habits:

- compare weak and strong versions before drafting
- identify the reader problem in the weaker example
- use the self-check before moving from guided writing to freer writing
- complete the editing practice so you can repair structure, not only create it
- use the transfer extension to move the skill into a new internal-writing context

8 Writing Simple Procedures

FOCUS

By the end of this unit, I will be able to:

- I can write simple step-by-step instructions in a clear order.
- I can choose clear action verbs for procedure writing.
- I can write a short workplace procedure that another person can follow.
- I can write a simple manual-style section for a routine office task.

A. WHAT IS A PROCEDURE?

LEARN **Definition**

A **procedure** is a set of steps that explains how to complete a task. It should:

- Be clear and easy to follow
- Use simple, direct language
- Present steps in a logical order
- Use consistent formatting (numbers or bullets)

Example (Part of a Larger Manual)

Steps to create a new file record:

1. *Open the database system.*
2. *Select "New Record" from the main menu.*
3. *Enter the applicant's basic information.*
4. *Save the record and confirm the entry.*

A. WARM-UP

NOTICE **Which Procedure Is Better?**

Compare the two versions. Choose the clearer one.

Version A

- *Check the form.*
- *If it looks OK, then you can send it. But you might want to check the applicant ID first because sometimes it is wrong.*
- *After you check everything, send it.*

Version B

1. *Check the form for complete and correct information.*
2. *Confirm the applicant ID number.*
3. *Send the form to the next department.*

Discussion: *Which version is better, and why?*

LEARN **Good Procedures Usually**

- use one clear action in each step
- follow the real order of the task
- stay consistent in format and wording

B. EXAMPLE CHECK

LEARN **Why Version B Works Better**

Version B is stronger because each step has **one clear action**.

The reader can see:

1. what to do first
2. what to do next
3. when the task is complete

Version A feels less useful because one step contains too many ideas and the order is not clear.

LEARN **Why This Works**

Procedures reduce reader error when:

- the steps follow the real order
- each step has one job
- the format stays consistent

C. LANGUAGE 1

LANGUAGE **Clear Instruction Verbs**

Common verbs used in procedures:

- Check
- Confirm
- Review

- Select
- Enter
- Attach
- Save
- Submit

Choose verbs that tell the reader exactly what action to take. Good procedure verbs are:

- direct
- observable
- easy to do in order

Avoid vague verbs such as “handle,” “do,” or “fix” when a more exact action is possible.

Mini contrast — Weak: “Do the form.”

Stronger: “Review the form and attach the signed copy.”

The stronger version tells the reader exactly what action sequence to follow.

C. PRACTICE A

REWRITE **Improve the Verb Choice**

Rewrite each instruction using a **clear action verb**.

C. LANGUAGE 2

Procedures must follow a logical sequence.

LEARN **Teaching Point**

If the order is wrong, even correct instructions can cause mistakes. A procedure is useful only when the reader can complete the task in the same order as the writer intended.

C. PRACTICE B

WRITE **Put the Steps in Order**

Steps for verifying an application:

A. Review the file for missing documents.

B. Save the updated file.

C. Enter the applicant's information into the system.

D. Confirm the submission date.

Write the correct order: 1. 2. 3. 4.

C. PRACTICE C

WRITE Add Missing Steps

Each procedure below is incomplete. Add **one or two steps** to make it clearer.

Procedure 1

1. Open the shared folder.
2. Download the file.

Procedure 2

1. Review the applicant's form.
2. Check for required signatures.

D. GUIDED PRACTICE

WRITE Write a Simple Procedure

Write a short procedure (4-5 steps) based on the situation.

Situation: A new team member needs to know how to save a document in the correct folder for your team.

Write the procedure for that team member. Use numbered steps only. Write your procedure: 1. 2. 3. 4. 5. 6.

Use this box for one complete version.

F. SELF-CHECK BEFORE FREER PRACTICE

EDIT **Self-Check**

Before writing your own procedures, check:

- ☐ Does each step begin with a clear action verb?
- ☐ Is one step doing only one main job?
- ☐ Does the order match the real task?
- ☐ Will the user know when the task is finished?

E. FREER PRACTICE

WRITE **Write Two Procedures**

Write **two different procedures** (4-5 steps each). Choose any two situations below:

Options

A. A new colleague needs to know how to prepare a file for internal review.

B. A team member needs instructions for renaming and saving scanned documents.

C. A new staff member needs to know how to check and update applicant information.

D. A colleague needs to know how to submit a form to another department.

For each procedure, make clear who will use it and what task it helps them complete.

Procedure 1: 1. 2. 3. 4. 5. 6. 7.

Procedure 2: 1. 2. 3. 4. 5. 6. 7.

Use this box for one complete version.

E. EXTENDED WRITING TASK

WRITE Write a Section of a Simple Manual

Write a **short manual section** using this fixed format:

- a short title (optional)
- **1-2 opening sentences** explaining the task and who the section is for
- a **numbered procedure** with **4-6 steps**
- **1 closing sentence** explaining what happens after the steps are completed

This means the task has **two clear parts**:

1. a short explanation
2. a numbered step sequence

Your manual section should explain:

- what the task is
- why it is important
- who uses this procedure
- what happens after the steps are completed

Write your manual section:

Use this box for one complete version.

G. EDITING PRACTICE

Original

- ☐ *Check the file and maybe look at the applicant number too because this is important.*
- ☐ *If everything is okay then save it, but first rename it if necessary.*
- ☐ *Send it later.*

EDIT Repair the Procedure

Rewrite this procedure so it becomes clearer and easier to follow.

Rewrite:

Write the full corrected version below.

H. TRANSFER EXTENSION

WRITE Procedure for a New User

Choose one workplace task you know well.

Write:

1. one sentence explaining who the procedure is for
2. a 4-5 step procedure
3. one closing sentence explaining what happens after the task

This helps you turn short instructions into a more usable manual-style section.

If you do not want to use a real workplace task, choose one Unit 8 freer-practice scenario instead.

Write one sentence on each line where possible.

F. REFLECTION

WRITE **Reflect on This Unit**

1. What is difficult about writing procedures?
2. Do you prefer numbered steps or bullet points? Why?
3. Which instruction verbs are useful for your work?

H. HOMEWORK

WRITE **Homework Task**

Choose a routine task from your job. Write a 6-8 step procedure explaining how to complete it.

If you do not want to use a task from your job, choose one Unit 8 freer-practice scenario and expand it into a longer procedure instead.

9 Internal Notices

FOCUS

By the end of this unit, I will be able to:

- I can identify the main parts of an internal notice.
- I can write a short internal notice using neutral language.
- I can explain an internal update or change clearly for colleagues.
- I can write a short bulletin-style notice for internal communication.

A. WHAT IS AN INTERNAL NOTICE?

LEARN **Definition**

An **internal notice** is a short message shared inside a department or organisation. It:

- Provides important information
- Explains updates, reminders, or changes
- Uses neutral, clear language
- Does **not** include personal opinions or unnecessary details

Example (Part of a Larger Internal Bulletin)

> *Internal Notice - File System Update The file system will be updated this week-end. Access may be limited during the update period. Further information will be provided once the update is complete.*

A. WARM-UP

NOTICE **Which Notice Is Clearer?**

Read the two notices. Choose the clearer one.

Notice A

There was a problem with the system today. Please be careful. We will check it. Thank you.

Notice B

System Notice - Temporary Error A temporary system error occurred this morning. Some users may have experienced slow access. The issue is currently being reviewed by the IT team. An update will be provided later today.

Discussion: Which notice is clearer and more useful, and why?

LEARN Quick Notice Check

- Is the topic clear in the heading or first line?
- Does the reader understand what is happening?
- Is the message neutral and factual?
- Does the notice show what happens next?

B. EXAMPLE CHECK

LEARN Why Notice B Works Better

Notice B is stronger because it gives the reader a usable structure:

- topic
- issue
- current status
- next update

Notice A feels weak because the reader still does not know:

- what exactly happened
- who is checking the problem
- what to expect next

LEARN Why This Works

A notice is useful when it reduces uncertainty. The reader should be able to understand the situation without asking a second question immediately.

C. LANGUAGE 1

LANGUAGE Notice Structure

A clear internal notice usually includes:

1. Heading / Topic
2. Background or brief explanation
3. Essential information
4. Next step or what happens later (neutral, not a request)

Example Notice

> *Internal Notice - Document Review Schedule The document review for this month will begin on 16 April. Teams may receive requests for additional information during this period. A summary of the review results will be shared in early May.*

C. PRACTICE A

NOTICE **Identify the Parts**

Label each part with: **H = Heading**, **B = Background**, **E = Essential information**, **N = Next step**.

1. The application review will take place next Wednesday.
2. Internal Notice - Application Review
3. Additional checks may be required for older files.
4. More information will be shared after the review.

Your answers: 1. 2. 3. 4.

C. LANGUAGE 2

LEARN **Neutral Tone in Notices**

Internal notices use **neutral, factual language**. Avoid:

- Personal comments
- Emotional expressions
- Requests or instructions (unless necessary)

REWRITE **Rewrite These to Make Them Neutral**

C. PRACTICE B

REWRITE **Improve the Clarity**

Rewrite each notice so it is clearer and more professional.

Make each one more useful by adding:

- the real topic
- the key fact
- the effect or next step

Mini notice frame:

- heading or topic
- what changed or happened
- who is affected
- what staff should do next

D. GUIDED PRACTICE

WRITE Write a Short Internal Notice

Write a notice based on the situation below.

Situation: You are writing to colleagues in your section. A system update will occur tomorrow between 9:00-12:00. Users may not be able to access certain functions.

Write your notice:

- Heading:
- Background:

- Essential information:
- Next step:

Use this box for one complete version.

F. SELF-CHECK BEFORE FREER PRACTICE

EDIT Self-Check

Check your notice before moving on:

- ☐ Is the topic clear?
- ☐ Is the language factual, not emotional?
- ☐ Does the message tell the reader what happens next?
- ☐ Is the notice short but complete?

E. FREER PRACTICE

WRITE Write Two Notices

Choose two situations and write two internal notices. Write each notice for colleagues inside your organisation.

Options

A. A scheduled meeting time has changed for your team.

B. A new internal rule will begin next month in your department.

C. An external office will conduct a short audit next week at your section.

D. Monthly reports will be reviewed later than usual this month.

Include a clear heading, short background, essential information, and a neutral next-step line in each notice. Write your notices:

Write each document in its own box.

E. NOTICE CONTROL BOARD

STRUCTURE **Control Board**

Use this board before you draft so each notice tells staff what changed, why it matters, and what they should do next.

Checkpoint	Notice 1	Notice 2
What changed?		
Why does staff need to know now?		
What is the effect on work or schedule?		
What should the reader do next?		

Why this works: internal notices are useful only when readers can quickly see the update, the reason, and the action point.

G. EDITING PRACTICE

Original

> *Notice There is a problem with the files today. Please be careful. More later.*

EDIT **Strengthen the Notice**

Rewrite this weak internal notice as a clearer one.

When you revise it, check:

- ☐ Is the heading specific?
- ☐ Does the body explain the real issue?
- ☐ Can the reader see what to do next?

Mini contrast:

- ☐ *Weak notice: vague warning, no action path*
- ☐ *Stronger notice: clear topic, clear problem, clear reminder or next step*

> ***Rewrite:***
>
> *Write the full corrected version below.*

H. TRANSFER EXTENSION

WRITE From Notice to Bulletin

Choose one short notice you wrote in this unit.

Expand it into a longer bulletin-style paragraph by adding:

- one background sentence
- one impact sentence
- one next-step sentence

This shows how a short internal message can grow into a fuller internal information text.

Write one sentence on each line where possible.

E. EXTENDED WRITING TASK

WRITE Internal Bulletin Section

Write a section for an internal bulletin (6-8 sentences) read by staff in your department. Include:

- Main topic
- Background
- Explanation of what is happening
- Expected impact
- Next steps

Strong bulletin sections usually move in this order:

1. topic

2. short background
3. what is changing or happening
4. effect on staff or workflow
5. next step or timing

Bulletin support question:

- Would a busy staff reader understand the change, the effect, and the next action after one reading?

Write your bulletin section:

Use this box for one complete version.

F. REFLECTION

WRITE Reflect on This Unit

1. What makes a notice effective or ineffective?
2. Which part of the notice structure do you find most difficult?
3. Do you prefer short notices or longer bulletin-style notices? Why?

H. HOMEWORK

WRITE Homework Task

Find an internal notice (English or Japanese). Rewrite it to follow the structure in this unit.

If you do not want to use a real notice, choose one Unit 9 freer-practice scenario and rewrite it as a stronger notice instead.

10 Explaining Problems Clearly

FOCUS

By the end of this unit, I will be able to:

- I can explain a workplace problem in clear neutral language.
- I can include the main parts of a problem explanation in a logical way.
- I can write a short explanation of a problem or issue.
- I can write a report-style paragraph describing a problem and its effect.

A. WHAT MAKES A CLEAR PROBLEM EXPLANATION?

LEARN **Definition**

A good explanation of a problem includes:

- **Background** - what was expected
- **Issue** - what went wrong or what is unclear
- **Cause** - why it happened (if known)
- **Effect** - impact on work or schedule
- **Current status** - what is happening now

This is not a request and not a complaint - only **neutral information**.

A. WARM-UP

NOTICE **Warm-Up: Identify the Missing Information**

Read the sentences. What is missing from each?

1. "The system isn't working."
2. "There is a problem with the file."
3. "The review is delayed."
4. "We cannot access the document."

Write what information is missing: 1. 2. 3. 4.

LEARN **Before You Explain a Problem, Ask**

1. What was supposed to happen?
2. What went wrong?
3. Why did it happen?

4. What is the effect?
5. What is the current status?

B. EXAMPLE CHECK

LEARN Example Check: Why a Strong Problem Explanation Works

A weak explanation usually names only the problem:

- *The system isn't working.*

A stronger explanation helps the reader understand the full picture:

- what was expected
- what went wrong
- what effect this has
- what is happening now

LEARN Why This Works

Professional readers often need to make decisions after reading the explanation. They need more than the problem label; they need a usable structure.

C. LANGUAGE

LANGUAGE Language 1. Useful Phrases

Describing the Issue

- There is an issue with...
- We found a problem in...
- The system is not responding.
- The file cannot be opened.

Describing the Cause (if known)

- due to a system error
- because the file format is incorrect
- due to missing information
- because the server is temporarily unavailable

Describing the Effect

- This may affect the schedule.
- This has delayed the review.

- Users may not be able to access...
- The examination cannot continue at this stage.

Describing the Current Status

- The issue is being reviewed.
- The file is currently under inspection.
- A temporary solution is being used.
- Further updates will be provided.

LEARN **Reader Effect**

These phrases help because they separate different jobs:

- issue
- cause
- effect
- status

When these jobs are mixed together, the explanation feels vague.

C. PRACTICE

REWRITE **Practice A: Improve the Explanation**

Rewrite each message to make it clearer and more complete.

Try to make the reader understand:

- what the problem is
- what caused it
- what happens next

Mini contrast — Weak: "There is a problem with the file."

Stronger: "The uploaded file cannot be reviewed because two required sections are missing, so the next check must wait until the corrected version arrives."

C. PRACTICE

WRITE Practice B: Add Details

Add **two additional sentences** to explain the situation more clearly.

The added sentences should not repeat the first line. Use them to give:

- one useful cause, fact, or example
- one effect, status, or next-step detail

Mini support example — Base: "The review is delayed."

Detail 1: "Two supporting documents are still missing from the applicant file."

Detail 2: "The review can continue once the missing items are uploaded."

D. GUIDED PRACTICE

WRITE Guided Practice: Write a Problem Explanation

Write a short explanation (4-5 sentences).

Situation: You are updating your supervisor about a system error that has stopped reviewers from accessing several files.

Include:

- Background
- Issue
- Cause (if known)
- Effect
- Current status

Write your explanation:

Write one sentence on each line where possible.

F. SELF-CHECK BEFORE FREER PRACTICE

EDIT Freer Practice Self-Check

Before writing your own problem descriptions, check:

- ☐ Did I state the issue clearly?
- ☐ Did I add the cause if it is known?
- ☐ Did I explain the effect on work or schedule?
- ☐ Did I tell the reader the current status?

E. PROBLEM-LOGIC PLANNING GRID

STRUCTURE Planning Grid

Complete this grid before you draft. It will help you keep the explanation useful for a busy reader.

Part	Your note
Background	
Issue	
Cause	
Effect	
Current status	

Writers often lose clarity when they name the problem but do not explain the effect or the current situation.

E. FREER PRACTICE

WRITE Freer Practice: Write Two Problem Descriptions

Choose two situations and write clear explanations of **4-5 sentences each**. For each one, imagine you are writing a short internal explanation for a supervisor or colleague who needs clear factual information.

Options

A. A deadline must be moved because information is missing.

B. A document uploaded by an applicant is corrupted.

C. Two systems are giving different results.

D. A shared drive is not accessible this morning.

In each explanation, include the issue, the effect, and the current status. Add the cause if it is known. Write your explanations:

Write each document in its own box.

G. EDITING PRACTICE

Original

> *There is a problem with the database. We cannot continue some work. Something is different in the uploaded files. Maybe more information will come later.*

EDIT Editing Practice: Repair the Problem Logic

Rewrite this explanation so it is clearer and better organized.

Rewrite:

Write the full corrected version below.

H. TRANSFER EXTENSION

WRITE Transfer Extension: Problem Note for a Manager

Choose one problem from your workplace or from an earlier unit. Write a short 5-6 sentence manager update that includes:

- background
- issue
- effect
- current status

Keep the tone factual and neutral.

Write one sentence on each line where possible.

E. EXTENDED WRITING TASK

WRITE Extended Writing Task: Report-Style Description

Write a paragraph (6-8 sentences) describing a problem as part of a formal internal report for your manager or team lead.

Your paragraph should:

- Present the background
- Explain the issue clearly
- Describe the effect
- Lead into the following section of the report

Write your paragraph:

F. REFLECTION

WRITE Reflect on This Unit

1. What makes a problem explanation clear or unclear?
2. Which part of the structure (background, issue, cause, effect, status) is easiest for you?
3. Which is the most difficult?

H. HOMEWORK

WRITE Homework Task

Find an example of unclear problem communication (from email or conversation). Rewrite it using the structure from this unit.

If you do not want to use a real example, choose one Unit 10 freer-practice scenario and re-write it using the unit structure instead.

11 Writing Simple Meeting Summaries

FOCUS

By the end of this unit, I will be able to:

- I can identify the key information that belongs in a meeting summary.
- I can write a short meeting summary using clear neutral language.
- I can record decisions and next steps from a meeting.
- I can write a short report-style section summarizing a meeting.

A. WHAT IS A MEETING SUMMARY?

LEARN **Definition**

A meeting summary is a **brief record** of important points from a meeting. It:

- Highlights key information
- Records decisions
- Notes action items (who will do what)
- Does *not* include personal opinions or long explanations

Example (Part of a Larger Report)

> *Meeting Summary - Review Preparation Meeting The team discussed the schedule for next week's review. Two documents still require confirmation from the external office. The IT team will prepare access to the shared folder by Monday. A follow-up meeting is planned for Wednesday.*

A. WARM-UP

NOTICE **Warm-Up: Which Summary Is Clearer?**

Compare the two versions.

Summary A

> *We talked about many things. Some documents were mentioned. IT will do something with the system. We will meet again.*

Summary B

> *The team reviewed the preparation checklist. Two items still require confirmation: the applicant list and the updated guidelines. IT will confirm system access on Monday. The next meeting will be held on Wednesday.*
>
> ***Discussion:*** *Which summary is clearer, and why?*

LEARN **A Useful Meeting Summary**

- records only the important points
- separates decisions from general discussion
- tells the reader what happens next

B. EXAMPLE CHECK

LEARN **Example Check: Why Summary B Works Better**

Summary B is stronger because it groups the meeting content by function:

- what the meeting was about
- what issues matter
- what happens next

Summary A feels weak because it uses vague words like *many things* and *something*.

LEARN **Why This Works**

A meeting summary is not a story of everything that happened. It is a practical record for a reader who needs the important points quickly.

C. LANGUAGE

LANGUAGE **Language 1. Key Elements of a Meeting Summary**

A clear summary usually includes:

- Topic / purpose of the meeting
- Main points discussed
- Decisions made
- Next steps / action items

Useful Phrases

- The team discussed...
- It was agreed that...
- The following issues were raised...

- The next meeting will be...
- The team will...

LEARN **Teaching Point**

If you only list discussion points, the reader may not know what matters.

A stronger summary usually shows:

- topic
- decision or key point
- next step

C. PRACTICE

NOTICE **Practice A: Identify the Elements**

Label each sentence with: **T** = **Topic**, **M** = **Main point**, **D** = **Decision**, **A** = **Action item**.

1. The meeting was held to review the new application guidelines.
2. The team agreed to extend the internal checking period.
3. Several unclear sections in the guidelines were identified.
4. A revised draft will be shared on Friday.

Your answers: 1. 2. 3. 4.

C. PRACTICE

REWRITE **Practice B: Improve the Clarity**

Rewrite each summary to make it clearer.

D. GUIDED PRACTICE

WRITE **Guided Practice: Write a Short Meeting Summary**

Write a short paragraph (4-5 sentences) summarising the meeting.

Situation: You are sending a short internal summary to a colleague who missed the meeting. The team met to discuss the April schedule. Two tasks need more time. IT must finish a system update before the review. The next meeting is planned for next Tuesday.

Write your summary:

Write one sentence on each line where possible.

F. SELF-CHECK BEFORE FREER PRACTICE

EDIT **Freer Practice Self-Check**

Before writing your own summaries, check:

- ☐ Did I name the meeting topic?
- ☐ Did I include the main point or decision?

- ☐ Did I add one next step?
- ☐ Did I remove unnecessary detail?

E. SUMMARY ACTION CHECK

STRUCTURE **Action Check**

Use this check before drafting so the summary helps the next reader understand both the result and the follow-up.

Question	Yes / No
Does the opening state what the meeting was for?	
Is the main issue named clearly?	
Is there a visible decision or action item?	
Is the next step or follow-up timing clear?	

A useful summary does more than report. It helps the next reader act.

E. FREER PRACTICE

WRITE **Freer Practice: Write Two Summaries**

Choose two situations and write meeting summaries of **4-5 sentences each**. For each one, write for a colleague or supervisor who needs a short internal record of the meeting.

Options

A. Discussion about unclear instructions in a new form.

B. Planning meeting for the next internal audit.

C. Review of applicant files before submission.

D. Discussion about solving a system access issue.

Include the topic, the main point or decision, and one next step in each summary. Write your summaries:

Write each document in its own box.

G. EDITING PRACTICE

Original

> *We talked about the forms and some schedule issues. IT also said something about access. More discussion will happen later.*

EDIT Editing Practice: Make the Summary Usable

Rewrite this summary so it becomes clearer for a colleague who missed the meeting.

Rewrite:

Write the full corrected version below.

H. TRANSFER EXTENSION

REVISE Transfer Extension: Summary for a Manager

Choose one summary you wrote in this unit. Rewrite it for a manager by making:

- the key point more direct
- the action item clearer
- the next step easier to see

Write one sentence on each line where possible.

E. EXTENDED WRITING TASK

WRITE Extended Writing Task: Meeting Report Section

Write a 6-8 sentence section for a formal internal report summarising a meeting for your team or manager. Include:

- Purpose of the meeting
- Main points
- Decisions
- Next steps
- Link to the next section of the report

Before you write, decide which sentence will do each job:

- open with the meeting purpose
- group the key points together
- separate decisions from discussion
- end with the action path into the next report section

Mini report frame:

- The meeting was held to confirm ...
- Staff discussed ...
- The team decided ...
- The next stage will ...

Write your report section:

Use this box for one complete version.

F. REFLECTION

WRITE **Reflect on This Unit**

1. What part of meeting summaries is easiest for you?
2. What part is the most difficult?
3. Which phrases from this unit will you use in your work?

H. HOMEWORK

WRITE **Homework Task**

Write a summary of a real meeting you attended this week. Keep it to 5-6 sentences.

If you do not want to use a real meeting, choose one Unit 11 freer-practice scenario and write the summary for that case instead.

Module 3 Review Workshop

KEY LESSONS TO KEEP

LEARN **Core Takeaways**

- Unit 8: A procedure succeeds when each step is visible, ordered, and easy for a new reader to follow.
- Unit 9: A notice works when it explains the change, the reason, and the action the reader must take.
- Unit 10: A problem explanation becomes more useful when it separates the problem, cause, effect, and current action.
- Unit 11: A meeting summary should help future action, not simply repeat the meeting in time order.

READER-PURPOSE COMPARISON

NOTICE **Purpose Comparison**

Look at these two short summaries.

Version A

> *We had a meeting on Monday. Many things were discussed. The team talked about the new system, some delays, and several questions. Another meeting may be needed.*

Version B

> *The team met on Monday to review the new system schedule. The main issue was a document delay from one office. We agreed to request the missing file by Wednesday. A follow-up meeting will be held only if the file does not arrive.*
>
> *Use the comparison to decide:*

- ☐ *Which version helps the reader act after reading?*
- ☐ *Which sentence in Version B gives the clearest next step?*
- ☐ *Which module unit best explains why Version B is stronger?*
- ☐ *How could you rewrite Version A so the purpose is clearer?*

MODULE 3 SELF-EDIT ROUTINE

EDIT **Self-Edit Routine**

Review one procedure, notice, problem note, or summary from this module.

- ☐ Number each action or idea if order matters.
- ☐ Check whether the reason for the message appears early enough.
- ☐ Underline the sentence that tells the reader what happens next.
- ☐ Remove one vague sentence and replace it with a factual one.
- ☐ Ask: if a new staff member reads this text, will they know what to do?

MODULE 3 TRANSFER TASK

WRITE **Transfer Task**

Write a short internal communication pack about one small workplace issue such as a room change, a software problem, or a meeting follow-up.

Include:

- a 3-4 step procedure or action list
- a short notice or explanation paragraph
- a 4-5 sentence summary of the outcome or next step

Then write three reflection notes:

- which part was hardest to organise
- which part needed the clearest next-step sentence
- which unit gave you the most useful support

MODULE 3 STRUCTURE CLINIC

LEARN **Structure Clinic**

Module 3 teaches a simple but important workplace rule: the reader should not need to guess the order of information. Use this reminder:

- procedures need sequence
- notices need change + reason + action
- problem explanations need situation + cause + effect + current response
- summaries need purpose + main points + decision + next step

When a text feels weak, ask which one of these patterns it should follow. Many internal documents become difficult because the writer mixes two patterns together.

MODULE 3 WEAK-TO-STRONG COMPARISON

NOTICE **Weak-to-Strong Comparison**

Read these two internal notices.

Version A

> *The office will use a different room next week. There were some schedule problems and some people may need to move. Please understand.*

Version B

> *The office will use Room 304 from next Monday because Room 201 will be unavailable for maintenance. Please submit documents at the new room from 9:00 to 4:00 during that period. Normal use of Room 201 will resume the following week.*
>
> *Which version would be more useful to a reader who needs to act quickly? Then check your reasoning:*
>
> *Why the stronger version works:*

- *the change is named clearly*
- *the reason is specific*
- *the action for the reader is visible*
- *the time frame is easy to understand*

> *Use that same logic when revising a procedure, a problem note, or a meeting summary. The exact format changes, but the reader still needs sequence and visible next action.*

MODULE 3 REVISION LAB

WRITE Revision Lab

Create one short internal communication set about a realistic office problem such as:

- a printer problem
- a room change
- a delayed document
- a meeting decision that changes a procedure

Include:

- one 3-5 step procedure
- one short notice
- one 4-6 sentence explanation or summary

Then review the set with these prompts:

- Which document gives the clearest next step?
- Which document would confuse a new staff member most if written badly?
- Where did you make the reason for the message visible early?
- Which piece needed the strongest logical order?

MODULE 3 INTERNAL-WRITING PLANNING BOARD

STRUCTURE **Internal-Writing Planning Board**

Use this planning board before drafting any procedure, notice, problem note, or meeting summary.

Text type	Reader action after reading	Order pattern	Sentence that must appear early
Procedure	follow steps	sequence -> check -> result	the action that starts the task
Notice	react to a change	change -> reason -> action	the changed fact
Problem explanation	understand disruption	problem -> cause -> effect -> current response	the main problem

Text type	Reader action after reading	Order pattern	Sentence that must appear early
Meeting summary	continue later work	purpose -> main points -> decision -> next step	the meeting purpose

Use the board to diagnose weak drafts:

- if the text feels repetitive, the order pattern may be missing
- if the reader cannot act, the early key sentence may be missing
- if the text feels unclear, two different patterns may be mixed together

This board helps because Module 3 is often weakened by hidden structure problems, not by grammar alone.

MODULE 3 SEQUENCING REBUILD LAB

REVISE Sequencing Rebuild Lab

Take one weak internal message and rebuild it in two passes.

1. Structure pass
    - name the text type
    - choose the matching order pattern
    - mark where each part should appear
2. Reader-use pass
    - add the sentence that tells the reader what to do, expect, or remember next
    - remove one sentence that only repeats the same point

Reflection prompts:

- Which pass changed the text more?
- Which sentence became most useful after the rebuild?
- What would a new staff member understand now that was not clear before?

MODULE 3 INTERNAL-DOCUMENT REBUILD WORKSHOP

REVISE Internal-Document Rebuild Workshop

When an internal text still feels too thin, rebuild it with this workshop.

Step 1 - Name the document job

Choose one:

- procedure
- notice
- problem explanation
- meeting summary

Then complete:

- the reader needs this document because ...
- after reading, the reader should be able to ...
- the most important sentence must appear by line ...

Step 2 - Build the use-path

Use the matching path:

- procedure:
  - start action
  - ordered steps
  - check or result
- notice:
  - changed fact
  - reason
  - action for staff
- problem explanation:
  - problem
  - cause
  - effect
  - current response
- meeting summary:
  - meeting purpose
  - key points
  - decision
  - next step

Step 3 - Add a reader-use sentence

Many weak internal texts explain something but still do not tell the reader what to do with the information.

Add one sentence that makes the reader-use value visible:

- what to check
- what to pause
- what to remember
- what to do next

Mini contrast:

- *Weak notice:*
  - *"The room will change next week."*
- *Stronger notice:*
  - *"The document check will move to Room 304 next week because Room 201 is under maintenance. Please bring all morning submissions to Room 304 from Monday to Friday."*

The stronger version works because it combines change, reason, and action in a usable order.

MODULE 3 READER-USE COMPARISON SET

NOTICE **Reader-Use Comparison Set**

Compare these two meeting-summary endings.

Ending A Further discussion may be needed later.

Ending B The team will request the missing file by Wednesday and review the case again on Friday if the document arrives in time.

Why Ending B is stronger:

- it gives a visible action
- it gives timing
- it shows the conditional next step

Now rewrite one ending from your own summary work so it does the same three jobs.

This comparison matters because Module 3 improves most when the text becomes more useful to the next reader, not simply more grammatical.

MODULE 4. Communicating with Applicants & Foreign Offices

Module Guide

Module 4 moves the book into outward-facing communication. The writing in this module must stay simple, but it also needs stronger audience control because the reader may be outside your team or may not share the same background knowledge. The unit support therefore focuses on why sequence, explanation, clarification, and consistency matter when the reader cannot easily ask for help in person.

The four units address the challenges of outward-facing and reader-specific communication:

- Unit 12 develops external inquiries — short, clear emails that ask an answerable question of a reader outside the team.
- Unit 13 focuses on providing simple explanations — giving information to a reader who may not share the same background knowledge as the writer.
- Unit 14 addresses responding to confusion — correcting a misunderstanding or answering a follow-up question without sounding defensive.
- Unit 15 develops consistency across email communication — maintaining one clear standard when multiple people write about the same topic.

By the end of this module, you should be able to:

- write a clear external inquiry that asks answerable questions
- explain information in a way an outside or less-informed reader can follow
- respond to confusion without sounding defensive
- maintain one consistent email standard across repeated communication

Use this module carefully:

- notice how the example versions change for audience, not only for grammar
- pay attention to the **Why this works**notes about reader confidence and clarity
- use the self-check to confirm that your message is answerable and well sequenced
- complete the editing practice so you can repair weak audience control
- use the transfer extension to move the unit skill into a related external or team context

12 Writing Simple External Inquiries

FOCUS

By the end of this unit, I will be able to:

- I can write a short external inquiry email with a clear question.
- I can provide enough background for another office to understand my question.
- I can use polite inquiry phrases in a professional way.
- I can explain, in a short paragraph, why an external inquiry is needed.

A. WHAT IS AN EXTERNAL INQUIRY?

LEARN **Definition**

An external inquiry is a **polite email** sent to another organisation asking for information or clarification. It should:

- Be polite and professional
- Provide enough background for the reader
- Ask clear, specific questions
- Avoid unnecessary details

Example (Part of a Larger Message Chain)

> *Subject: Inquiry Regarding Updated Application Guidelines Dear Review Office Team, We are reviewing the updated guidelines and have a question about Section 4. Could you clarify whether the new requirement applies to applicants who submitted forms before March? Further information will help us complete our internal checks. Thank you.*

A. WARM-UP

NOTICE **Warm-Up: Which Inquiry Is Better?**

Compare the two versions.

Email A

> *Subject: Question Hi, I don't understand the guidelines. Please explain.*

Email B

> *Subject: Question About Guidelines - Section 4 Dear Team, We are reviewing the updated guidelines and have one question about Section 4. Could you clarify how the new rule applies to applications submitted earlier this year? Thank you.*
>
> ***Discussion:*** *Which email is more appropriate, and why?*

LEARN **A Good External Inquiry**

- tells the reader why you are asking
- gives only the background they need
- asks one clear question at a time

B. EXAMPLE CHECK

LEARN **Example Check: Why Email B Works Better**

Email B works better because the outside reader gets:

- enough background to identify the issue
- one clear question
- a polite tone

Email A is too short to be useful. The reader still has to guess what part of the guidelines is causing the problem.

LEARN **Why This Works**

External readers do not share all of your office context. A strong inquiry gives enough background to answer the question, but not so much that the main question disappears.

C. LANGUAGE

LANGUAGE **Language 1. Structure of an External Inquiry**

A clear inquiry email usually includes:

1. **Subject line** - clear and specific
2. **Greeting** - polite and neutral
3. **Background** - brief context so the reader understands the question
4. **Inquiry question(s)** - clear, specific questions
5. **Closing sentence** - neutral, polite
6. **Sign-off**

Background

- We are currently reviewing...
- Our office is checking...
- We have a question regarding...

Questions

- Could you clarify...?
- Would you be able to confirm...?
- Could you provide more information about...?

Closing

- Thank you for your assistance.
- We appreciate your support.
- Further information will help us complete our review.

Mini inquiry example:

- Background: We are checking the revised submission notice for next week's review.
- Question: Could you confirm which version of Form B should be used for corrected applications?
- Closing: Thank you for your assistance. This confirmation will help us complete the next check accurately.

LEARN **Teaching Point**

An external inquiry often needs two jobs:

1. show the reader why you are asking
2. show the reader exactly what answer you need

C. PRACTICE

REWRITE **Practice A: Improve the Inquiry**

Rewrite each inquiry to make it clearer, more polite, and more complete.

For each one, make sure you:

- add a short background clue
- ask one specific question
- use a polite request form
- avoid sounding demanding

Mini example:

> - *Weak: "What is the rule?"*

- *Stronger: "We are preparing the updated submission file for next Friday. Could you confirm which version of the new rule applies to re-submitted forms?"*

The stronger version works better because the reader can see the context, the exact question, and the practical reason for replying.

C. PRACTICE

WRITE Practice B: Add Background Information

Add **one sentence of background** before each question. Use the background sentence to answer:

- What document, message, or rule are you referring to?
- What part is still unclear?
- Why do you need the answer now?

Mini example:

- *Weak background: "I have a question."*
- *Better background: "We are checking the revised applicant-ID guidance before sending the final document set this afternoon."*

The better version helps the reader understand the task situation before they read the question itself.

D. GUIDED PRACTICE

WRITE Guided Practice: Write an External Inquiry Email

Write a complete inquiry email.

Situation: Your office received updated instructions from another office, but the explanation of the new submission process is unclear. You are writing to that external office for clarification.

Write your email:

Use this box for one complete version.

F. SELF-CHECK BEFORE FREER PRACTICE

EDIT Freer Practice Self-Check

Before writing your own external inquiries, check:

- ☐ Did I give enough background for the outside reader?
- ☐ Is the question specific?
- ☐ Did I avoid unnecessary office detail?

- ☐ Does the closing sound polite and professional?
- ☐ Subject:
- ☐ Greeting:
- ☐ Background:
- ☐ Inquiry question(s):
- ☐ Closing sentence:
- ☐ Sign-off:

E. FREER PRACTICE

WRITE Freer Practice: Write Two External Inquiry Emails

Choose two situations below. For each one, write a short email from your office to another office or organisation that can answer the question in **3-4 sentences**.

Options

A. You need clarification about a new applicant requirement.

B. Two different documents give different deadlines.

C. You have a question about the correct version of a form.

D. You need confirmation about the schedule for an external audit.

Include a specific subject line, brief background, one clear question, and a polite closing in each email. Write your inquiry emails:

Use this box for one complete version.

G. EDITING PRACTICE

Original

> *Subject: Question Hi, We do not understand this and need help. Please explain the rule.*

EDIT **Editing Practice: Make the Inquiry Answerable**

Rewrite this inquiry so the outside reader can answer it more easily.

Rewrite:

Write the full corrected version below.

H. TRANSFER EXTENSION

WRITE **Transfer Extension: Internal Note Before the Inquiry**

Choose one inquiry from this unit. Write a short internal note for your team explaining:

- what is unclear
- why an inquiry is needed
- what answer you hope to receive

This helps connect external inquiry writing to internal reporting.

Write one sentence on each line where possible.

E. EXTENDED WRITING TASK

WRITE Extended Writing Task: Inquiry Paragraph

Write a **neutral paragraph** (5-6 sentences) describing why an external inquiry is needed as part of a short internal report for your team or manager. Include:

- Background
- Issue or unclear point
- Why clarification is necessary
- What the next section of a report will explain

Helpful structure:

1. State the document or message that created the question.
2. Explain the unclear point.
3. Explain why the unclear point matters for the work.
4. State what clarification is needed.
5. Show what action or report section will follow.

Mini report-style frame:

- We reviewed the external instruction note received on Monday.
- One step in the new submission process is still unclear.
- Clarification is necessary because the team cannot complete the next document check confidently.
- An inquiry has therefore been prepared for the issuing office.
- The next section explains the expected effect on the schedule.

Write your paragraph:

Use this box for one complete version.

F. REFLECTION

WRITE Reflect on This Unit

1. Which part of your inquiry most strongly helped the outside reader answer quickly: the background, the question, or the closing? Why?
2. When you compare your weaker and stronger versions, what detail made the biggest difference to answerability?
3. Which question phrase fits best when the reader is an outside office rather than a close colleague?

H. HOMEWORK

WRITE Homework Task

Find a real external instruction or notice. Write an inquiry email asking one clear question about it.

If you do not want to use a real instruction or notice, choose one Unit 12 freer-practice situation and write the inquiry email for that case instead.

13 Providing Simple Explanations

FOCUS

By the end of this unit, I will be able to:

- I can explain a process or issue in simple professional language.
- I can add the right amount of background and reason information.
- I can write a short explanatory text about a workplace issue.
- I can write a report-style explanatory paragraph.

A. WHAT IS A SIMPLE EXPLANATION?

LEARN **What Is a Simple Explanation?**

A simple explanation:

- Gives the reader **background**
- States **what is happening** or **what changed**
- Provides **a reason**, if appropriate
- Avoids unnecessary technical detail
- Uses **neutral, professional language**

Example (Part of a Larger Document)

> *The review process will take longer this month because several files require additional checks. These checks are necessary to confirm applicant information. A further update will be provided next week.*

A. WARM-UP

NOTICE **Warm-Up: What Information Is Missing?**

Read each explanation. Identify what is missing.

1. "The schedule changed."
2. "The form is incorrect."
3. "The applicant information is different."
4. "The process will take longer."

What is missing? 1. 2. 3. 4.

LEARN A Useful Explanation Helps the Reader

- understand the situation
- see the reason or cause
- understand the effect on the work

B. EXAMPLE CHECK

LEARN Example Check: Why a Better Explanation Works

Compare:

Weak

> *The process will take longer.*

Stronger

> *The process will take longer because two documents require additional checking. This means the next review stage will begin later than planned.*

LEARN Why This Works

The stronger version works because it gives:

- the situation
- the reason
- the effect

The reader does not need to guess the practical meaning.

C. LANGUAGE

LANGUAGE Language 1. Useful Phrases for Explanations

Giving Background

- The purpose of this process is...
- This procedure is used when...
- This step is required because...

Explaining the Reason

- because...
- due to...
- as a result of...

Giving Additional Information

- This means that...
- In this case...
- For this reason...

Mini explanation example:

- Background: We reviewed the updated case file this morning.
- Reason: Two uploaded documents do not match the information in the system.
- Effect: As a result, the next review stage may need to be delayed until the correct version is confirmed.

LEARN **Why This Works**

Simple explanations are useful when they help the reader follow a short chain:

background -> reason -> effect

If one part is missing, the explanation may sound incomplete even when the grammar is correct.

C. PRACTICE

REWRITE **Practice A: Improve the Explanation**

Rewrite the sentences to make the explanations clearer.

Do not only change one word. Build each answer so the reader can understand:

- what happened
- why it happened
- why it matters

Mini example:

> - *Weak: "The schedule changed."*
> - *Stronger: "The review schedule changed because two required files were uploaded late, and this will delay the next checking stage."*

> *This is stronger because the reader can follow fact, cause, and effect in one short explanation.*

C. PRACTICE

WRITE Practice B: Add a Reason or Background

Add **one sentence of background** and **one sentence of reason**.

Try this pattern:

- Background: what the reader needs to know first
- Reason: what caused the problem
- Main sentence: the key situation or result

You can test your answer with three quick questions:

1. Would a new colleague understand the context?
2. Does the reason explain the main sentence clearly?

3. Can the reader see why the information matters now?

D. GUIDED PRACTICE

WRITE Guided Practice: Write a Clear Explanation

Write 4-5 sentences.

Situation: You are explaining the situation to a colleague or supervisor. A document cannot be reviewed because the attached files do not match the information in the system.

Explain:

- Background

- Issue
- Reason
- Effect
- Current status

Write your explanation:

Write one sentence on each line where possible.

F. SELF-CHECK BEFORE FREER PRACTICE

EDIT Freer Practice Self-Check

Before writing your own explanations, check:

- ☐ Did I give enough background?
- ☐ Did I explain the reason clearly?
- ☐ Did I show the effect on work or timing?
- ☐ Is the explanation neutral and easy to follow?

E. FREER PRACTICE

WRITE Freer Practice: Write Two Explanations

Choose two situations and write explanations. For each one, imagine you are writing a short internal explanation for a colleague or supervisor who needs a clear update.

Options

A. The applicant used an old version of the form.

B. A system update changed the display order of documents.

C. A reviewer found inconsistent information in two files.

D. A required field was left blank.

Include background, the main issue, and the reason or effect in each explanation. Write your explanations:

Write each document in its own box.

G. EDITING PRACTICE

Original

> *The document cannot be accepted. There is a problem with one section. The process will change.*

EDIT Editing Practice: Add the Missing Link

Rewrite this explanation so the reader can see both the reason and the effect.

Rewrite:

Write the full corrected version below.

H. TRANSFER EXTENSION

REWRITE Transfer Extension: Explanation for Two Readers

Choose one explanation from this unit. Rewrite it twice:

- ☐ for a colleague
- ☐ for a supervisor

Keep the facts the same, but decide how much detail each reader needs.

Write one sentence on each line where possible.

E. EXTENDED WRITING TASK

WRITE Extended Writing Task: Explanatory Paragraph

Write a paragraph (6-8 sentences) explaining an issue as part of an internal report for your section lead or manager. Include:

- Background
- What was found
- Why it is an issue
- Effect on the next steps

Before you write, decide:

- who will read the report
- which fact is the main problem
- which sentence should explain the effect on the work

Strong explanatory paragraphs usually move from fact to reason to effect, not from opinion to opinion.

Mini report-style frame:

- During the document check, the team found a mismatch between the uploaded file and the case record.

- This is an issue because the file cannot be reviewed safely in its current form.
- The problem appears to come from an earlier data-entry or upload step.
- As a result, the next review stage may be delayed.
- The team is now confirming the correct version and preparing the follow-up action.

Write your paragraph:

F. REFLECTION

WRITE Reflect on This Unit

1. Which link in your explanation is still weakest: background, reason, or effect? Explain using one sentence from your draft.
2. If a new colleague read your explanation, which detail would help them understand the situation fastest?
3. Which phrase from this unit is most useful for making an explanation easier to follow, and why?

H. HOMEWORK

WRITE Homework Task

Find a real explanation you wrote or received. Rewrite it using the structure from this unit.

If you do not want to use a real explanation, choose one Unit 13 freer-practice situation and write the explanation for that case instead.

14 Responding to Confusion

FOCUS

By the end of this unit, I will be able to:

- I can acknowledge confusion politely in writing.
- I can restate the correct information clearly.
- I can write a short response that corrects a misunderstanding without blaming the reader.
- I can write a report-style paragraph describing a misunderstanding and its resolution.

A. WHAT DOES IT MEAN TO RESPOND TO CONFUSION?

LEARN **Definition**

When someone is confused, your response should:

- Acknowledge the confusion politely
- Restate the important information clearly
- Provide additional detail if necessary
- Avoid blaming language

Example (Part of a Longer Email Thread)

> *Thank you for your question. To clarify, the updated instructions apply only to applications submitted after 1 June. Applications from earlier months will follow the previous procedure. I hope this resolves the confusion.*

A. WARM-UP

NOTICE **Warm-Up: What Is the Confusion?**

Identify what the reader is confused about.

1. "I thought the deadline was next Monday."
2. "This form looks different from the one I used last year."
3. "I'm not sure which file I should upload."
4. "The instructions say two things."

Write the point of confusion: 1. 2. 3. 4.

LEARN **A Good Clarification Response**

- acknowledges the confusion politely

- gives the correct information clearly
- adds one useful detail if needed

B. EXAMPLE CHECK

LEARN Example Check: Why the Stronger Response Works

The example response is stronger because it does three things in order:

1. acknowledges the question politely
2. gives the correct information clearly
3. adds one detail that removes the confusion

That order helps the reader feel supported instead of corrected aggressively.

LEARN Why This Works

When someone is confused, the reader often needs both:

- the correction
- a calm explanation

If the writer gives only the correction, the response may feel too abrupt.

C. LANGUAGE

LANGUAGE Language 1. Useful Clarification Phrases

Acknowledging the Confusion

- Thank you for your question.
- I understand the confusion.
- Thank you for checking.

Restating Information

- To clarify...
- The correct information is...
- The updated requirement is...

Giving Additional Details

- This applies only to...
- In this case...
- One important point is...

LEARN Transfer Reminder

The response should stay focused on solving the confusion. Do not turn it into a complaint about the other person's mistake.

C. PRACTICE

REWRITE Practice A: Improve the Response

Rewrite each response to make it clear and polite.

Aim for this order when possible:

1. acknowledge the confusion
2. state the correct information
3. add the next useful detail

Mini example:

- *Weak: "You misunderstood the instructions."*
- *Stronger: "I understand why the instructions seemed unclear. Only the first two documents are required this Friday, and the remaining files can be sent in the next stage."*

The stronger version corrects the information without blaming the reader.

C. PRACTICE

WRITE **Practice B: Add Clarifying Information**

Add **one sentence that acknowledges the confusion** and **one sentence that clarifies**.

D. GUIDED PRACTICE

WRITE Guided Practice: Write a Clarification Response

Write 4-5 sentences.

Situation: A colleague thinks that all documents must be submitted this Friday, but only two documents are required. You are replying to that colleague to correct the misunderstanding politely.

Write a response that:

- Acknowledges the confusion
- States the correct information
- Gives any important details

Write your response:

Use this box for one complete version.

F. SELF-CHECK BEFORE FREER PRACTICE

EDIT Freer Practice Self-Check

Before writing your own responses, check:

- ☐ Did I acknowledge the confusion politely?
- ☐ Did I restate the correct information clearly?
- ☐ Did I add one useful detail?
- ☐ Did I avoid blame?

E. FREER PRACTICE

WRITE Freer Practice: Write Two Responses

Choose two situations and write your responses. For each one, write a short response to the person who is confused or has misunderstood the information.

Options

A. A reviewer believes the system error has been fixed, but it is still under investigation.

B. A colleague thinks an applicant must redo the entire form, but only one page is incorrect.

C. Someone believes the new rule applies to all departments, but it applies only to one team.

D. A colleague misunderstood the meeting location.

In each response, acknowledge the confusion, state the correct information, and add one useful detail. Write your responses:

Write each document in its own box.

G. EDITING PRACTICE

Original

> *You misunderstood the message. We already explained this rule before, so please read it again carefully.*

EDIT Editing Practice: Remove the Defensive Tone

Rewrite this response so it becomes clearer and more professional.

Rewrite:

Write the full corrected version below.

H. TRANSFER EXTENSION

WRITE Transfer Extension: Clarification for a Team Record

Choose one misunderstanding from this unit. Write a short internal record explaining:

- what the confusion was
- what the correct information is
- what staff should remember next time

Write one sentence on each line where possible.

E. EXTENDED WRITING TASK

WRITE Extended Writing Task: Clarification Paragraph

Write a paragraph (6-8 sentences) explaining a misunderstanding as part of an internal report for your team or manager. Include:

- Background
- Source of confusion
- Correct information
- Summary of next steps

Useful paragraph plan:

1. Introduce the message, process, or rule that caused the misunderstanding.
2. State what people misunderstood.
3. Explain the correct information clearly.
4. Show how the misunderstanding affects the work.
5. State the next action or reminder for staff.

Mini internal-report frame:

- A misunderstanding arose after staff read the revised guidance email.
- Several colleagues believed that all documents were due in the first submission stage.
- In fact, only the initial required forms must be sent at that point.
- The misunderstanding could delay the internal preparation sequence if it is not corrected.

- Staff will therefore receive a short reminder note and updated checklist wording.

Write your paragraph:

F. REFLECTION

WRITE **Reflect on This Unit**

1. Which move matters most when responding to confusion: acknowledging the question, restating the fact, or adding one clarifying detail? Why?
2. In your draft, where did you need to reduce blame or defensiveness most carefully?
3. How would your response change if the reader were a colleague instead of an outside contact?

H. HOMEWORK

WRITE **Homework Task**

Find an unclear message from a real situation. Write a clear, polite response to correct the misunderstanding.

If you do not want to use a real situation, choose one Unit 14 freer-practice option and write the response for that case instead.

15 Maintaining Consistent Email Style

FOCUS

By the end of this unit, I will be able to:

- I can identify inconsistency in an email's tone, structure, or formatting.
- I can rewrite an email to match a more consistent professional style.
- I can write short emails that follow a standard structure.
- I can explain why consistent email style matters for a team.

A. WHAT IS EMAIL CONSISTENCY?

LEARN **Definition**

Consistency means:

- Using similar structures in similar situations
- Keeping tone polite and neutral
- Using standard openings and closings
- Formatting emails clearly and uniformly

Consistency helps:

- Readers understand information quickly
- Teams maintain a professional image
- Prevent confusion caused by different writing styles

Example: Inconsistent vs. Consistent

> ***Inconsistent:*** *Hi, I checked it. Please tell me what to do. Thanks.*

Consistent Version

> ***Consistent:*** *Dear Team, I reviewed the document and found that two sections require additional information. Could you clarify the details for Section 3? Thank you.*

A. WARM-UP

NOTICE **Warm-Up: Identify the Inconsistencies**

Read the two emails. What is inconsistent?

Email A

Subject: Info Hi, I saw it. What next? Thx.

Email B

Subject: Information Required for Review Dear Team, We reviewed the application this morning and need confirmation about the submission date. Could you clarify this point? Thank you.

What is inconsistent in Email A? (tone, clarity, formatting, etc.)

LEARN **To Keep Email Style Consistent, Check**

- subject line
- greeting
- purpose sentence
- body tone
- closing and sign-off

B. EXAMPLE CHECK

LEARN **Example Check: Why the Consistent Version Works**

The consistent version is stronger because every part supports the same professional image:

- clear subject line
- professional greeting
- purpose sentence
- polite question
- simple closing

Inconsistent emails slow the reader down because the format and tone change from line to line.

LEARN **Why This Works**

Consistency helps the reader know what to expect. It also helps teams sound reliable instead of random.

C. LANGUAGE

LANGUAGE **Language 1. Standard Email Elements**

Use standardised components to create consistency.

Openings

- Dear Mr./Ms. [Name],
- Dear Team,
- Thank you for your email.

Purpose Statements

- I am writing to...
- I would like to confirm...
- We have a question regarding...

Closings

- Thank you.
- Kind regards,
- Please let me know if you need further information.

C. PRACTICE

REWRITE **Practice A: Improve Consistency**

Rewrite the emails to make them consistent in tone and structure.

C. LANGUAGE

LEARN Language 2. Formatting for Clarity and Consistency

Emails should use:

- Clear paragraph breaks
- Consistent subject line patterns
- Complete sentences
- Professional spacing and layout

Consistency is not only about tone. It also includes layout and organization, because formatting affects readability.

A reader can follow an email more easily when the message uses the same visible pattern each time:

- clear subject line
- short opening
- one clear purpose sentence near the top
- body details grouped together
- predictable closing

If the layout changes every time, the reader has to search for the main point again.

Mini comparison:

- Inconsistent layout makes the reader ask, "Where is the main request?"
- Consistent layout lets the reader predict where to find the purpose, details, and closing.

That is why formatting supports clarity, not only appearance.

C. PRACTICE

Original

> *Subject: Question Hi, I saw the file. It looks wrong. Please explain. Thanks.*

REWRITE Practice B: Reformat the Email

Rewrite this email with clear formatting.

When you rewrite it, decide:

- what subject line is specific enough
- where the background should stop
- which sentence should become the direct request
- what closing fits the tone

Mini example:

- *Weak: Subject: Question Hi, I saw the file. It looks wrong. Please explain. Thanks.*
- *Stronger: Subject: Clarification Request About File Version Hello, We reviewed the file attached to yesterday's message and found a possible version difference. Could you confirm which version should be used for the next submission step? Thank you for your help.*

D. GUIDED PRACTICE

Original

Subject: Form I checked it. The date is different from the one in the system. What should we do? Thx.

REWRITE Guided Practice: Standardise a Draft Email

Rewrite the following email to make it consistent. Rewrite it as a short email to a colleague or team mailbox using a consistent professional style.

Rewrite:

Use this box for one complete version.

F. SELF-CHECK BEFORE FREER PRACTICE

EDIT Freer Practice Self-Check

Before writing your own consistent emails, check:

- ☐ Does the email use a standard opening?
- ☐ Is the purpose sentence clear?
- ☐ Does the body sound like the same email as the opening?
- ☐ Does the closing match the tone?

E. FREER PRACTICE

WRITE Freer Practice: Write Two Consistent Emails

Choose two situations and write emails using **consistent tone and structure**. For each one, write a short workplace email that matches the same standard opening, body structure, and closing style used in this unit.

Options

A. Asking for clarification about a missing document.

B. Informing a colleague about a small change in schedule.

C. Requesting information from another team.

D. Sharing an update after reviewing a file.

Make the reader clear in each email and keep the tone, layout, and sign-off consistent. Write your emails:

Write each document in its own box.

G. EDITING PRACTICE

EDIT Editing Practice: Bring Two Drafts to One Standard

Rewrite the two short messages below so they follow the same team style.

Write the full corrected version below.

H. TRANSFER EXTENSION

WRITE **Transfer Extension: Mini Team Style Rule**

Write three style rules your team could use for similar emails.

For example:

- subject line pattern
- opening style
- closing style

Then use those rules to check one email from your freer practice.

Write one sentence on each line where possible.

E. EXTENDED WRITING TASK

WRITE Extended Writing Task: Email Style Guide Paragraph

Write a paragraph (6-8 sentences) explaining why your team should follow a consistent email style and what elements are important.

Try to include both:

- one reason connected to reader confidence or speed
- one reason connected to fewer misunderstandings

You may also mention a simple team rule such as subject lines, greeting style, paragraphing, or closing format.

Mini content frame:

- why one stable style helps the reader
- which visible features should stay the same
- how a shared style reduces wasted follow-up messages

Write your paragraph:

F. REFLECTION

WRITE Reflect on This Unit

1. Which inconsistency causes the biggest reader problem in your workplace: tone, structure, or formatting? Explain your choice.
2. Which team-writing rule from this unit would improve real email communication most quickly if everyone followed it?
3. When you revise two emails to the same standard, what should stay consistent and what can still change for the reader or purpose?

H. HOMEWORK

WRITE Homework Task

Find two emails you wrote recently. Rewrite them to follow a **consistent, standard format** based on this unit.

If you do not want to use real emails, choose two Unit 15 freer-practice situations and write the emails using one shared team standard instead.

Module 4 Review Workshop

KEY LESSONS TO KEEP

LEARN **Core Takeaways**

- Unit 12: An inquiry helps the reader reply when the background is short, the question is specific, and the tone is respectful.
- Unit 13: An explanation becomes easier to follow when details are grouped and connected instead of piled together.
- Unit 14: A clarification response is stronger when it restates the point, answers it clearly, and avoids defensive language.
- Unit 15: Consistency gives the reader confidence because repeated messages follow a stable pattern.

AUDIENCE-CONTROL COMPARISON

NOTICE **Audience Comparison**

Study these two openings.

Version A

> *I am writing because there are some things we do not understand and we want more information about the process you explained before.*

Version B

> *I am writing to ask for clarification about the document submission process described in your previous email.*
>
> *Now answer:*

- ☐ *Which version is easier to answer?*
- ☐ *Which words make the topic narrower and clearer?*
- ☐ *Which unit from this module explains why that change matters?*
- ☐ *How would you continue Version B if the reader were an applicant instead of another office?*

MODULE 4 COMMUNICATION CHECKLIST

EDIT **Communication Checklist**

Use this checklist on one text from Units 12-15.

- ☐ Can the reader see the purpose in the first one or two sentences?
- ☐ Does the message explain only the background that the reader needs?
- ☐ Is each question or explanation point easy to answer or follow?
- ☐ If the reader was confused before, does the response sound helpful rather than defensive?
- ☐ Does the message follow the same style rules used elsewhere in the module?

MODULE 4 TRANSFER TASK

WRITE **Transfer Task**

Create a short two-part communication set about one administrative issue such as a missing document, a confusing instruction, or an inconsistent email pattern.

Write:

- one outward-facing message to the person or office involved
- one short internal explanation for your team

Then add a note explaining:

- how the audience changed your wording
- how you controlled the amount of detail
- which unit strategy you used to keep the writing consistent

MODULE 4 AUDIENCE-SHIFT MAP

LEARN **Audience-Shift Map**

Module 4 becomes stronger when you can explain not only what changed in the message, but why it changed. Use this audience map:

- external office:
  - needs a respectful, answerable question
  - usually does not need all of your internal background
- applicant or student:
  - often needs clearer explanation and less institutional shorthand
  - may need reassurance as well as instruction
- internal team:
  - needs the practical effect, shared understanding, and next action

The same topic may need three different shapes because each reader has a different job after reading.

MODULE 4 READER-TRUST CLINIC

NOTICE **Reader-Trust Clinic**

Read these two responses to the same problem.

Version A

> *You misunderstood the process. We already explained it before, so please read the instructions again and follow them correctly.*

Version B

> *Thank you for your question. To clarify the process, the supporting document should be uploaded after the main form is submitted. If you upload the main form first, the system will then allow the second document to be added. Please let us know if any part of the process is still unclear.*
>
> *Why Version B works better:*

- *it starts by keeping the relationship calm*
- *it explains the process in the order the reader needs*
- *it removes blame language*
- *it leaves the reader with a clear path forward*

> *This principle matters across Units 12 to 15. A message can be grammatically simple but still fail if it damages reader trust, hides the key step, or gives too much unexplained detail.*

MODULE 4 REVISION LAB

WRITE **Revision Lab**

Choose one scenario:

- an applicant is confused about required documents
- another office sent incomplete instructions
- your team uses inconsistent email openings in repeated external communication

Write a three-part communication set:

1. one outward-facing message
2. one internal explanation for your team
3. one short style note or rule for future messages

After writing, explain:

- what each reader needed most
- which details you removed from the outward-facing version
- where you worked hardest to protect clarity and trust
- which unit from this module you used most directly

MODULE 4 READER-PLANNING GRID

STRUCTURE **Reader-Planning Grid**

Before you send any outward-facing message in this module, fill in this grid.

Reader	What they already know	What they still need	What they may misunderstand	What tone helps most
External office	some shared process background	one answerable question	why you are asking now	respectful and efficient
Applicant or student	basic task or document request	clearer explanation and next action	institutional shorthand or hidden assumptions	clear, calm, and supportive
Internal team	full workplace context	practical effect and next step	how much detail the outside reader received	direct and operational

Use the grid to stop three common Module 4 problems:

- giving too much background to the outside reader
- giving too little explanation to the less-informed reader

- forgetting to show why the message matters now

When a message still feels weak after grammar editing, the problem is often here. The writer has not yet decided what the reader already knows, what the reader still needs, and what kind of trust the message should build.

MODULE 4 EXTERNAL COMMUNICATION REBUILD LAB

REVISE External Communication Rebuild Lab

Choose one scenario:

- a missing supporting document
- a confusing instruction in a process note
- a repeated team email pattern that causes mixed tone

Write a two-stage rebuild:

1. First draft
    - write the message quickly in 4-6 sentences
2. Rebuild draft
    - rewrite it so the first sentence gives the purpose sooner
    - remove one detail the reader does not need
    - add one detail the reader does need
    - add one line that shows the next action clearly

Then answer:

- Which sentence changed reader trust most?
- Which sentence changed answerability most?
- Which detail did you remove because it belonged only to internal discussion?

This lab matters because Module 4 is not only about being polite. It is about making the message easy for the other person to answer, follow, or accept without extra confusion.

MODULE 4 OUTWARD-FACING REBUILD WORKSHOP

REVISE Outward-Facing Rebuild Workshop

Use this workshop when an external-facing message still feels underbuilt after one revision.

Step 1 - Reader need check

Write short answers to these questions:

- ☐ What does the reader already know?
- ☐ What exact question or explanation does the reader still need?
- ☐ Which detail would only matter to your internal team?
- ☐ What kind of trust does this reader need from the message?

Step 2 - Answerability rebuild

Rebuild the message so it becomes easier to answer or follow. Check each sentence:

- Does it help the reader understand the situation?
- Does it narrow the question or explanation?
- Does it show what action or reply is needed next?

If a sentence does none of those jobs, remove or rewrite it.

Step 3 - Reader-trust rebuild

Now review the tone with this contrast:

- blame language -> calm clarification
- vague warning -> specific explanation
- heavy background -> only the background the reader needs
- abrupt request -> clear action with reason

Mini contrast:

- *Weak:*

- *"You misunderstood the form. Please read the instructions again."*

- *Stronger:*
  - *"Thank you for your message. To clarify the form process, the supporting document is uploaded after the main form is submitted. Please let us know if you would like us to confirm the next step in more detail."*

The stronger version works because it protects trust, explains the sequence, and leaves the reader with a clear way forward.

MODULE 4 AUDIENCE-SHIFT PRACTICE SET

WRITE Audience-Shift Practice Set

Take one workplace issue such as:

- a missing document
- an unclear instruction
- a repeated formatting problem

Write three short openings:

1. to an external office
2. to an applicant or student
3. to your internal team

After writing, explain:

- which opening gives the narrowest question
- which opening needs the clearest explanation
- which opening can assume the most background knowledge

This practice matters because Module 4 improves when the writer stops treating "external communication" as one single audience type. The module becomes stronger when the writer can shift detail, trust, and explanation according to who is reading.

MODULE 5. Editing & Revision Skills (Basic)

Module Guide

Module 5 changes the learner role from writer to editor. The purpose is not only to find mistakes, but to understand what each revision does for the reader. In this module, you practise checking accuracy, clarity, and tone as separate editing lenses, then using them together to improve a real workplace draft.

The three units address accuracy, clarity, and tone as separate editing skills:

- Unit 16 develops editing for accuracy — identifying and correcting common grammar and information errors in workplace drafts.
- Unit 17 develops editing for clarity — revising vague, overloaded, or poorly ordered text so the reader can follow the message more easily.
- Unit 18 develops editing for tone — changing how a message sounds without changing what it says.

By the end of this module, you should be able to:

- identify and correct common accuracy problems
- revise vague or overloaded writing into clearer messages
- change tone without changing the main meaning
- explain revision choices in simple professional language

Use the module support in this order:

- compare the weak and strong versions first
- read the explanation of why the revised version helps the reader
- use the self-check before freer practice
- complete the editing practice so you explain the revision, not only produce it
- use the transfer extension to turn the editing skill into a repeatable workplace habit

16 Editing for Accuracy

FOCUS

By the end of this unit, I will be able to:

- I can identify basic grammar and accuracy problems in workplace writing.
- I can correct common errors in short administrative texts.
- I can revise a short email for more accurate language use.
- I can edit a short paragraph for accuracy and clarity.

A. WHAT DOES ACCURACY MEAN IN WRITING?

LEARN **What Does "Accuracy" Mean in Writing?**

Accuracy refers to the **correct use of language**, including:

- Grammar
- Spelling
- Verb tense
- Articles (a / the)
- Prepositions
- Basic punctuation

Accurate writing is easier for readers to understand and avoids mistakes in administrative processes.

A. WARM-UP

EDIT **Warm-Up: Spot the Errors**

Correct the mistakes in each sentence.

1. *The applicant have submit the form yesterday.*
2. *Please confirm the informations.*
3. *We checking the files now.*
4. *The review start next week.*

Write your corrections: 1. 2. 3. 4.

LEARN **Quick Accuracy Check**

- Is the verb form correct?
- Are singular and plural forms correct?
- Does the sentence need an article or preposition?
- Is the punctuation clear?

B. EXAMPLE CHECK

LEARN **Example Check: Why Accuracy Matters To The Reader**

Compare:

Weak

> *The applicant have submit the form yesterday.*

Stronger

> *The applicant submitted the form yesterday.*

LEARN **Why This Works**

The stronger version works because the reader does not need to stop and repair the grammar mentally.

Accuracy matters in administrative writing because errors can create:

- confusion about time
- confusion about quantity
- confusion about responsibility

Accurate writing is not only a language goal. It is also a workplace clarity goal.

A small grammar error can become a workplace problem when it changes:

- who must act
- when something happens
- what quantity or document is correct

Mini contrast — Weak: "The documents is complete."

Stronger: "The documents are complete."

One small change can stop the reader from doubting the message.

C. LANGUAGE

LANGUAGE **Language 1. Common Accuracy Problems**

Verb Forms

- We **reviewed** the file yesterday. (past)
- We **are reviewing** the file now. (present continuous)

Articles

- The file is in **the** shared folder.
- Please attach **a** document.

Prepositions

- The meeting is **on** Monday.
- The update will be available **after** 3 p.m.

LEARN **Editing Principle**

When you edit for accuracy, check one error family at a time:

1. verb form
2. article / plural
3. preposition
4. punctuation

This makes editing more reliable than trying to fix everything at once.

C. PRACTICE

EDIT **Practice A: Correct the Sentences**

Rewrite each sentence correctly.

Work in a fixed order:

1. find the main grammar problem
2. correct the key word or phrase
3. reread the full sentence for meaning

Accuracy check:

- ☐ Does the sentence now sound complete?
- ☐ Does the time reference make sense?
- ☐ Does the noun or verb form match the message?

C. PRACTICE

EDIT Practice B: Edit for Accuracy

Each short text contains 4-5 errors. Rewrite the corrected version.

Text 1

The file are not complete. We need to check it again before send it to the next team. The applicant not submit the correct form.

Corrected version:

Text 2

We reviewing the documents now. There is many missings informations. Please confirm us the deadline.

Corrected version:

D. GUIDED PRACTICE

Original Email

> *Subject: Form Hi, I check the document yesterday and it have some mistake. The informations in section 2 is not correct and applicant no submit the signature. Please fix it. Thank you.*

EDIT Guided Practice: Edit a Short Administrative Email

You are editing a short email draft before it is sent to a colleague or applicant.

Rewrite the corrected, professional version:

Use this box for one complete version.

F. SELF-CHECK BEFORE FREER PRACTICE

EDIT Freer Practice Self-Check

Before editing the next texts, ask:

- ☐ Is the time clear?
- ☐ Are singular and plural forms correct?
- ☐ Are the articles and prepositions correct?
- ☐ Does the corrected version sound natural enough to send?

E. FREER PRACTICE

EDIT Freer Practice: Edit Two Short Texts

Choose two situations and write the **accurate, corrected version**. For each one, imagine you are the person checking the draft before it is sent or shared.

Options

A. A short status update about yesterday's document check with several verb tense mistakes that could confuse the timing.

B. A description of a filing problem with article and preposition errors that make the location and document details unclear.

C. A simple request email with spelling and agreement errors that must be corrected before it is sent.

D. A meeting summary with grammar errors affecting responsibility, timing, and next-step meaning.

Keep the original meaning, but correct the language so the final version is accurate and usable.

Write each document in its own box.

G. EDITING PRACTICE

EDIT Editing Practice: Explain The Change

Choose two corrections from your work in this unit.

For each one, explain:

- ☐ what the original error was
- ☐ why the corrected version is better
- ☐ what you should check next time

Write the full corrected version below.

E. EXTENDED WRITING TASK

Original

> *The review process start tomorrow. The team are preparing the documents now. There is some informations missing from applicant. We checking the system also. The final schedule will share later. This may affect the next steps.*

EDIT Extended Writing Task: Editing a Paragraph

Rewrite this paragraph (6-8 sentences) to correct errors and improve clarity. Treat it as a draft internal update that needs editing before your team shares it.

Corrected paragraph:

H. TRANSFER EXTENSION

WRITE Transfer Extension: Accuracy Review Routine

Write a short editing routine of 4-5 lines for yourself.

For example:

- first check verb forms
- then check plural / article use
- then check prepositions
- then read once for punctuation

Use your own wording, but make it a routine you could really use at work.

F. REFLECTION

WRITE Reflect on This Unit

1. Which accuracy problem still slows your editing most: verb form, article/plural control, prepositions, or punctuation? Explain why.
2. Which correction in your work changed the meaning or clarity most clearly for the reader?
3. What check should come first in your own editing routine next time, and why?

H. HOMEWORK

WRITE Homework Task

Find one email or document you wrote recently. Edit it for accuracy using the skills from this unit.

If you do not want to use a real email or document, choose one Unit 16 freer-practice situation and edit that text instead.

17 Editing for Clarity

FOCUS

By the end of this unit, I will be able to:

- I can identify vague, wordy, or poorly organized writing.
- I can rewrite sentences to make them clearer and more direct.
- I can reorganize information for better logical flow.
- I can revise a paragraph so it is easier to understand.

A. WHAT DOES CLARITY MEAN IN WRITING?

LEARN What Does "Clarity" Mean in Writing?

Clarity refers to how easily the reader can understand your message. Clear writing:

- Uses simple, direct language
- Avoids long or complicated sentences
- Presents ideas in a logical order
- Avoids ambiguity or vague language

Example (Before -> After)

Before: The document, which was previously reviewed and looked at by two people, seems like it maybe has some missing parts. **After:** The document appears to be missing some parts.

A. WARM-UP

NOTICE Warm-Up: What Makes These Sentences Unclear?

Identify the problems.

1. "It looks like maybe there is something wrong with the form in some places."
2. "We think the system might not be working correctly for some users."
3. "There are many things to check so it will maybe take a bit longer."
4. "The information is kind of different from the last version."

Write the problems (too vague? too long? unnecessary words?): 1. 2. 3. 4.

LEARN Quick Clarity Check

- remove vague words
- keep the main point early

- use a logical order
- cut extra words that do not help the reader

B. EXAMPLE CHECK

LEARN **Example Check: Why The Clearer Version Works**

Compare:

Weak

> *The review was delayed. There is missing information. The new schedule will be announced tomorrow. The original deadline was Friday.*

Stronger

> *The review was delayed because some information is missing. A new schedule will be announced tomorrow.*

LEARN **Why This Works**

The stronger version works because the reader can see the relationship between the ideas.

Clarity editing is not only "make it shorter." It is also:

- remove vague words
- show the main point earlier
- put related ideas together

C. LANGUAGE

LANGUAGE **Language 1. Common Clarity Problems**

Vague Language

- "kind of" "maybe" "a bit" "something" "in some places"

Unnecessary Words

- The reason is because ->The reason is
- Due to the fact that ->Because

Long or Complicated Sentences

- Too many clauses
- Unclear subject or action

When you edit for clarity, ask:

- Who is doing the action?
- What is the main point?
- Which detail can move later or be deleted?

Mini contrast — Weak: “There is something about the file that may cause a kind of delay.”

Stronger: “The file is missing two pages, so the next review step will be delayed.”

C. PRACTICE

REWRITE Practice A: Make the Sentences Clearer

Rewrite each sentence.

C. LANGUAGE

LEARN **Language 2. Improving Flow**

Clear writing follows a **logical order**, often:

- Background ->Main point ->Detail
- Issue ->Cause ->Effect
- Topic ->Explanation ->Closing idea

Example

Before: The review was delayed. There is missing information. The new schedule will be announced tomorrow. The original deadline was Friday.

After: The review was delayed because some information is missing. A new schedule will be announced tomorrow.

C. PRACTICE

REWRITE **Practice B: Reorganise for Better Flow**

Rewrite the sentences in a clear, logical order. Look for a simple movement:

1. background or first action
2. problem or finding
3. result or next effect

Flow test:

- If the sentences are read aloud, does each one prepare the next one?
- Does the final sentence feel like a result, not like a new unrelated fact?

Sentences:

A. Two forms are incomplete.

B. We reviewed the applicant's file this morning.

C. This will delay the next review stage.

Write the best order: 1. 2. 3.

D. GUIDED PRACTICE

Original

> *The system was slow today and we couldn't do much because of it. Also, there was a problem with the files and some people couldn't open them. So the schedule might change, and maybe we will need more time. There might be more information later.*

EDIT **Guided Practice: Edit for Clarity**

Rewrite this paragraph (4-5 sentences) to make it clearer. Treat it as a draft update that a colleague wrote for internal use.

Rewrite:

Write one sentence on each line where possible.

F. SELF-CHECK BEFORE FREER PRACTICE

EDIT **Freer Practice Self-Check**

Before revising your own texts, check:

- ☐ What is the main point?
- ☐ Which words are vague?
- ☐ Which sentence can be made shorter?
- ☐ Does the order help the reader follow the message?

E. FREER PRACTICE

EDIT Freer Practice: Edit Two Texts for Clarity

Choose two situations and rewrite them clearly. For each one, imagine you are revising a draft message for a colleague, supervisor, or internal reader who needs a clearer version.

Options

A. A confusing explanation of a delay that hides the main cause and the next step.

B. A long internal message about missing documents that repeats details instead of stating the main problem clearly.

C. A vague status update that uses unclear words and never names the real issue.

D. A meeting summary with poor organisation that mixes background, decisions, and actions in the wrong order.

Keep the meaning, but make the final version shorter, clearer, and better organized. Write your revised texts:

Write each document in its own box.

G. EDITING PRACTICE

Original

> *There were maybe some issues with the forms and things will probably take a bit longer because of that, and more information will maybe come later.*

EDIT Editing Practice: From Vague To Usable

Rewrite this draft so it becomes clearer for an internal reader.

Rewrite:

Write the full corrected version below.

H. TRANSFER EXTENSION

WRITE Transfer Extension: Explain Your Revision Choice

Choose one sentence you improved in this unit.

Write:

- the weak version
- the stronger version
- one line explaining why the stronger version is easier for the reader

Write one sentence on each line where possible.

E. EXTENDED WRITING TASK

Original

> *We checked some things and there are maybe a few issues. The system did something unexpected. There is also something strange with the document names. So it could change the review schedule and it might take longer. More information will be available later.*

EDIT Extended Writing Task: Clear Paragraph Revision

Rewrite this paragraph (6-8 sentences) to improve clarity and flow. Treat it as a draft internal paragraph that needs revision before it is shared.

Rewrite:

F. REFLECTION

WRITE Reflect on This Unit

1. Which clarity problem causes the biggest reader difficulty in your writing: vagueness, wordiness, or poor order? Explain your choice.
2. Which revision strategy from this unit improved your draft most clearly, and what exactly changed?
3. When you revise for clarity, which detail should stay and which detail is usually better cut or moved?

H. HOMEWORK

WRITE Homework Task

Choose one paragraph you wrote in a previous unit. Rewrite it for clarity using today's strategies.

18 Editing for Tone

FOCUS

By the end of this unit, I will be able to:

- I can identify tone problems such as directness, blame, or emotional language.
- I can soften a message without making it unclear.
- I can rewrite a short email in a more professional tone.
- I can revise a paragraph so it sounds more neutral and appropriate.

A. WHAT IS TONE IN WRITING?

LEARN **What Is "Tone" in Writing?**

Tone is **how your writing sounds** to the reader. A professional tone is:

- Polite
- Neutral
- Clear
- Respectful

A poor tone may be:

- Too direct or abrupt
- Emotional
- Impolite or demanding

Example (Before -> After)

Before: You didn't send the right file. Send the correct one now. **After:** Thank you for your message. The attached file appears to be a different version. Could you please send the correct version when available?

A. WARM-UP

NOTICE **Warm-Up: Why Is the Tone Wrong?**

Identify what makes the tone inappropriate.

1. "You didn't do this correctly."
2. "Why didn't you check before sending it?"
3. "Fix this immediately."

4. "This is wrong again."

Write the issues: 1. 2. 3. 4.

LEARN **Quick Tone Check**

- remove blame
- soften direct commands
- keep the message calm and factual
- keep the original purpose

B. EXAMPLE CHECK

LEARN **Example Check: Why The Softer Version Works**

Compare:

Weak

> *You didn't send the right file. Send the correct one now.*

Stronger

> *Thank you for your message. The attached file appears to be a different version. Could you please send the correct version when available?*

LEARN **Why This Works**

The stronger version works because it:

- removes blame
- keeps the focus on the file, not the person
- still asks clearly for the needed action

Tone editing is successful when the message stays useful and becomes easier to receive.

C. LANGUAGE

LANGUAGE **Language 1. Softening Direct Language**

Direct ->Polite

- You didn't submit the file. ->The file does not appear to have been submitted.
- You need to fix this. ->This section may need correction.
- That is wrong. ->There seems to be an error in this section.

Useful Softening Phrases

- It appears that...
- It seems that...
- There may be an issue with...
- Thank you for checking...

C. PRACTICE

REWRITE Practice A: Make the Tone Polite

Rewrite the sentences politely.

Do not only add "please." Try to soften the message by changing:

- blame to neutral description
- command to request
- harsh judgment to workable explanation

Mini contrast — Weak: "You made a mistake."

Stronger: "There seems to be an error in the current version."

The stronger version keeps the message usable and professional.

C. LANGUAGE

LANGUAGE Language 2. Tone in Emails

Emails often need polite tone markers.

Useful Email Tone Markers

- Thank you for your message.
- Thank you for letting us know.
- We appreciate your cooperation.
- Please let us know if you need further information.

Common Tone Problems

- Imperatives (Send..., Check..., Fix...)
- Emotional expressions ("This is terrible," "I'm very upset")
- Blaming language ("You didn't...", "You should have...")

LEARN Editing Principle

When revising for tone, try this order:

1. remove blame
2. restate the issue neutrally
3. add the needed action politely
4. keep the original purpose

C. PRACTICE

REWRITE Practice B: Improve the Email Tone

Rewrite each short email to improve tone.

Email 1

Subject: Document You didn't attach the correct file. Attach the right one now.

Rewrite:

Email 2

Subject: Problem Why didn't you tell me about this earlier? Now we have a delay.

Rewrite:

D. GUIDED PRACTICE

Original

> *Subject: Form Hi, The applicant did not follow the instructions again. This is causing problems for us. Fix the form and send it back quickly.*

EDIT Guided Practice: Edit a Full Email

Rewrite the email to make the tone neutral and professional. Treat it as a draft message that will be sent back to an applicant or colleague after revision.

Rewrite:

Use this box for one complete version.

F. SELF-CHECK BEFORE FREER PRACTICE

EDIT Freer Practice Self-Check

Before revising your own emails, check:

- ☐ Did I remove blame?
- ☐ Does the message still say what is needed?
- ☐ Does the tone sound calm and professional?
- ☐ Would I be comfortable sending this version?

E. FREER PRACTICE

EDIT Freer Practice: Write Two Tone-Improved Emails

Choose two situations and write improved versions. For each one, imagine you are revising a rough draft so it can be sent in a more professional tone.

Options

A. Requesting missing information from an applicant after an earlier draft sounded too abrupt.

B. Informing a colleague or outside reader about an inconsistency in the file set without sounding blaming or irritated.

C. Explaining that a process will take longer after a rough draft sounded negative or impatient.

D. Clarifying a misunderstanding in a way that corrects the point clearly without making the reader feel blamed.

Keep the original purpose, but make the final email polite, neutral, and suitable for workplace communication. Write your emails:

Write each document in its own box.

G. EDITING PRACTICE

Original

> *You gave us the wrong information again. This is causing delays for our team. Please fix it immediately.*

EDIT **Editing Practice: Keep The Meaning, Change The Tone**

Rewrite this draft so it stays clear but sounds more professional.

Rewrite:

Write the full corrected version below.

H. TRANSFER EXTENSION

WRITE **Transfer Extension: Tone Choice For Two Readers**

Take one message from this unit and write:

1. a version for a colleague
2. a version for an outside reader

Then explain:

- what changed
- why the tone needed to change

Write one sentence on each line where possible.

E. EXTENDED WRITING TASK

Original

> *We told the applicant many times, but they still submitted the wrong file. This is very frustrating. They clearly didn't follow the instructions again. Now everything is delayed. We can't work like this. Someone needs to explain the rules again.*

EDIT Extended Writing Task: Tone Revision Paragraph

Rewrite this paragraph (6-8 sentences) to improve tone while keeping the same information. Treat it as a draft internal note that needs a more neutral and professional tone before it is shared.

Rewrite:

F. REFLECTION

WRITE Reflect on This Unit

1. Which tone problem is hardest to fix in revision: blame, pressure, emotional wording, or abruptness? Why?
2. Which softening phrase works best only when the message still stays clear and useful for the reader?
3. How should tone revision change when the reader is a colleague rather than an applicant or outside office?

H. HOMEWORK

WRITE Homework Task

Find one email you wrote recently. Rewrite it using the tone strategies from this unit.

If you do not want to use a real email, choose one Unit 18 freer-practice situation and rewrite it using the tone strategies from this unit instead.

Module 5 Review Workshop

KEY LESSONS TO KEEP

LEARN Core Takeaways

- Unit 16: Accuracy matters because small language errors can damage trust and force the reader to work harder.
- Unit 17: Clarity revision helps the reader understand the point faster and reduces follow-up questions.
- Unit 18: Tone revision changes how the reader feels about the message without changing the administrative meaning.

REVISION COMPARISON

NOTICE Revision Comparison Task

Read these two versions.

Version A

> *You did not send the correct file. This caused a problem again. We need you to fix it now.*

Version B

> *The attached file does not appear to match the requested format. Could you please send the correct file today so that we can continue the review?*
>
> *Use the comparison to answer:*

- ☐ *Which version is more accurate about the problem?*
- ☐ *Which version is clearer about the required action?*
- ☐ *Which version manages tone better?*
- ☐ *What changes from Units 16-18 created the stronger result?*

MODULE 5 EDITING ROUTINE

EDIT Editing Routine

Use these steps on one draft from an earlier module.

- ☐ Accuracy pass: check grammar, word choice, and basic correctness.
- ☐ Clarity pass: shorten heavy sentences and remove vague language.

- ☐ Tone pass: check whether the message sounds cooperative and professional.
- ☐ Final pass: confirm that the revised draft still says the same essential thing.

MODULE 5 TRANSFER TASK

REVISE Transfer Task

Take one earlier draft from Modules 1-4 and revise it three times.

- Version 1: accuracy focus
- Version 2: clarity focus
- Version 3: tone focus

After revising, write a short reflection:

- which pass changed the text most
- which pass felt easiest
- which pass you most need in your real work

MODULE 5 EDITING-DECISION MAP

LEARN **Editing-Decision Map**

Module 5 is not only about finding errors. It is about deciding what kind of revision the text needs first. Use this order when you edit:

1. accuracy:
    - Is anything simply wrong?
2. clarity:
    - Can the reader follow the message without extra effort?
3. tone:
    - Will the reader react well enough to continue working with you?

This order helps because some tone problems disappear after clarity improves, and some clarity problems disappear after an accuracy fix. Good editing is not random correction. It is a controlled sequence.

MODULE 5 REVISION CLINIC

Weak Draft

> *The office checked your file yesterday but there is a mistake in many parts and this creates trouble for us. You need to correct it fast because this kind of thing happens again and again.*
>
> *Improve it in three passes.*

- ☐ *Accuracy pass:*
    - *check whether each idea is factually and grammatically controlled*
- ☐ *Clarity pass:*
    - *separate the problem, effect, and action*
- ☐ *Tone pass:*
    - *remove blame and create a cooperative next step*

Possible stronger version:

The office checked your file yesterday and found several errors in the attached section. Could you please send a corrected version by Thursday so that we can continue the review? If you would like, we can also clarify the required format.

Why this stronger version works:

- ☐ *the problem is more precise*
- ☐ *the next action is clearer*
- ☐ *the tone supports cooperation*

EDIT Revision Clinic

Read this weak message:

MODULE 5 CARRY-FORWARD TASK

WRITE Carry-Forward Task

Take one draft from Modules 1-4 and one draft from Module 6 if you already have one. Write a short editing note for each draft:

- the biggest accuracy problem
- the biggest clarity problem
- the biggest tone problem
- which problem you would fix first and why

This prepares you for later whole-document revision, where the hardest part is often deciding where to begin.

MODULE 5 REVISION PRIORITIES BOARD

STRUCTURE **Revision Priorities Board**

When a draft still feels weak after one edit, use this board to decide the next pass.

Problem you notice first	Best first pass	Why
grammar or word-form error changes the meaning	accuracy	the reader may misread the basic fact
the reader cannot see the main point quickly	clarity	the message job is hidden inside the wording
the message sounds blaming, abrupt, or too casual	tone	the relationship may fail even if the facts are correct
several problems appear together	accuracy -> clarity -> tone	later passes work better after the earlier control problem is fixed

Use the board on one earlier draft from Modules 1-4 and explain:

- which problem you fixed first
- which later problem became easier after that
- which pass created the biggest visible improvement

MODULE 5 EDITING MEMO FOR LATER MODULES

WRITE **Editing Memo for Later Modules**

Module 5 should continue helping you after this module ends.

Before you submit any later task, write a short memo:

- one accuracy point to verify
- one clarity point to simplify
- one tone point to soften or stabilise
- one sentence that still needs a better next-step signal

This memo matters because whole-document quality rarely comes from one fast correction pass. Better administrative writing usually comes from repeated, controlled revision decisions.

MODULE 6. Capstone & Applied Administrative Writing

Module Guide

Module 6 is the applied stage of the book. The units in this module ask you to manage more than one document, more than one reader, or more than one revision decision at the same time. The support in this module is therefore designed to help you keep audience, purpose, tone, and consistency under control while still writing at an intermediate level.

The five units ask learners to manage more than one document, reader, or revision task at the same time:

- Unit 19 introduces integrated task writing — producing a connected email and internal explanation from the same scenario.
- Unit 20 develops revision combined with new writing — improving an existing draft while producing a related notice.
- Unit 21 addresses writing for consistency across a team — aligning the style and structure of multiple writers into one shared standard.
- Unit 22 extends to multi-document communication — managing email, explanation, and notice as a connected set for different readers.
- Unit 23 is the portfolio and final revision unit — reviewing a selection of writing from the whole book and explaining revision decisions.

By the end of this module, you should be able to:

- produce connected documents for different readers from one scenario
- control the differences between external, internal, and team-facing communication
- standardise multiple drafts into one clear team style
- review a small portfolio of writing and explain revision decisions

When you use this module, do not skip the support layer:

- compare the example versions before you draft
- read the **Why this works**note for audience and document control
- use the self-check before freer or final writing
- complete the editing practice so you separate reader needs clearly
- use the transfer extension to show that the skill can move to a new multi-document context

19 Integrated Task 1: Combined Email + Internal Explanation

FOCUS

By the end of this unit, I will be able to:

- I can identify what different audiences need to know about the same situation.
- I can write a polite external email about an issue.
- I can write a short internal explanation of the same issue.
- I can adjust tone and detail when the audience changes.

A. SCENARIO OVERVIEW

LEARN **Unit Scenario**

You receive an update from an external office stating that one of the applicant's documents cannot be accepted because a signature is missing. Your colleague has asked you to follow up and also explain the issue to your team.

In this unit, you will write:

1. **An external inquiry email** requesting the correct information.
2. **An internal explanation** summarising the situation for colleagues.

A. WARM-UP

NOTICE **Warm-Up: Understanding the Situation**

Read the scenario and answer the questions.

Scenario: The external office reports that the applicant's "Form B - Declaration" does not include a required signature. They ask your office to confirm whether a corrected version will be submitted.

1. What is the problem?
2. What information does the external office need?
3. What information does your team need internally?
4. What tone should you use in each message?

Write your answers: 1. 2. 3. 4.

LEARN **Before You Write Two Texts from One Scenario**

- decide who each reader is
- decide what each reader needs to know

- keep the facts the same, but change the tone and detail

B. EXAMPLE CHECK

LEARN Example Check: Why Two Documents Are Needed

In this unit, one situation produces **two different writing jobs**.

The external email and the internal explanation should not sound the same because the readers need different things.

The outside reader needs:

- a polite clear question
- enough background to understand the case

The internal reader needs:

- a factual explanation
- the effect on the team's work

Good multi-document writing keeps the same facts but changes:

- tone
- detail
- immediate purpose

C. LANGUAGE

LANGUAGE Language: Writing for Two Audiences

External Email (Polite, Clear, Concise)

- Thank you for your message.
- We have checked the documents...
- Could you please confirm...?
- We appreciate your assistance.

Internal Explanation (Neutral, Informative)

- The external office informed us that...
- The issue concerns...
- The applicant will need to...
- Further updates will follow once...

LEARN **Transfer Reminder**

If the two texts sound almost the same, the audience control is probably too weak.

C. PRACTICE

REWRITE **Practice A: Rewrite for Audience & Tone**

Rewrite each sentence for the correct audience.

External Office ->Make it polite

Internal Team ->Make it neutral and concise

External Office ->Make it complete and professional

Internal Team ->Make it clear and factual

D. GUIDED PRACTICE

WRITE Guided Practice: Write the External Email

Write a **4-5 sentence** external follow-up email to the external office based on the scenario.

Include:

- Subject line
- Thank-you / acknowledgement
- Background sentence
- Clear inquiry question(s)
- Polite closing

Write your email:

Use this box for one complete version.

D. GUIDED PRACTICE

WRITE Guided Practice: Write the Internal Explanation

Write a **4-5 sentence** explanation for your colleagues or team. Include:

- Background
- Description of the issue
- What is needed next
- Next steps or expected follow-up

Keep the internal explanation different from the external email. The email asks for action from the outside office. The internal explanation helps colleagues understand the problem and prepare the next step.

You can use this simple frame:

1. We received an update about ...
2. The main issue is ...
3. We now need to ...
4. The next step will be ...

Mini contrast:

- *External email: asks the outside office for action or confirmation.*
- *Internal explanation: helps colleagues understand the issue, the effect on the work, and the next internal step.*

If both texts sound the same, the reader-purpose control is still weak. Write your explanation:

Use this box for one complete version.

F. SELF-CHECK BEFORE FREER PRACTICE

EDIT Freer Practice Self-Check

Before writing the full pair, check:

- ☐ Did I change the tone for each reader?
- ☐ Did I keep the facts consistent?

- ☐ Does each text have a different immediate purpose?
- ☐ Will each reader understand what matters to them?

E. READER-CONTROL PLANNING BOARD

STRUCTURE **Planning Board**

Before writing the full pair, note the same situation in two different ways.

Control point	External email	Internal explanation
Main job	ask for action or clarification	help the team understand the issue
Tone	polite, cooperative	neutral, factual
Key fact that must stay the same		
Detail that this reader needs most		
Next step to mention		

Writers often lose audience control because they start drafting too quickly. This board slows the decision down just enough to keep the two texts linked but not identical.

E. FREER PRACTICE

WRITE **Freer Practice: Choose One Integrated Scenario**

Choose one scenario and write **both**:

1. A short external inquiry email (4-5 sentences)
2. A short internal explanation (4-5 sentences)

Options

A. A document is submitted in the wrong file format.

B. The external office reports inconsistent applicant information.

C. The review team needs clarification about a new submission rule.

Make it clear who each text is for and what that reader needs to know from the same scenario. Write your two texts:

Keep the facts the same, but change the audience and tone.

Write each document in its own box.

G. EDITING PRACTICE

EDIT Editing Practice: Separate The Reader Needs

Rewrite the weak pair below so the external and internal texts do different jobs.

Weak external draft: We got your message and there is a signature problem. **Weak internal draft:** There is a signature problem and we got their message.

Rewrite:

Write the full corrected version below.

H. TRANSFER EXTENSION

REWRITE **Transfer Extension: Same Fact, New Audience Pair**

Choose one earlier unit task. Rewrite it as:

- ☐ one external message
- ☐ one internal message

Use the same core facts, but change the tone and detail for each audience.

Write one sentence on each line where possible.

E. EXTENDED WRITING TASK

WRITE **Extended Writing Task: Multi-Purpose Communication**

Write:

- One external-style email (6-8 sentences)
- One internal paragraph (6-8 sentences)

Each should:

- Use accurate grammar
- Be clear and concise
- Match the correct tone for the audience
- Present information logically

Write the email for the outside office and the paragraph for your internal team.

Write your extended tasks:

Keep the facts the same, but change the audience and tone.

Write each document in its own box.

F. REFLECTION

WRITE **Reflect on This Unit**

1. Which audience shift created the biggest writing change in your pair: tone, detail, or sequence? Explain with one example from your draft.

2. Which fact stayed the same across both texts, and which detail changed because only one reader needed it?
3. How would this two-audience skill help prevent confusion or extra follow-up in real administrative work?

H. HOMEWORK

WRITE **Homework Task**

Choose one email you wrote in a previous unit. Rewrite it for an alternate audience (external ->internal, or internal ->external).

20 Integrated Task 2: Revision + Notice Writing

FOCUS

By the end of this unit, I will be able to:

- I can write a polite revision or correction message to another office.
- I can write a short internal notice about the same correction.
- I can explain a corrected detail clearly and concisely.
- I can adapt the same information for external and internal audiences.

A. SCENARIO OVERVIEW

LEARN **Unit Scenario**

Your office previously shared the monthly review schedule with an external office. A colleague later discovers that **one date in the schedule is incorrect**.

You must:

1. Write a **revision/clarification message** to the external office.
2. Write an **internal notice** informing colleagues about the correction.

The two documents must match, but they should not sound the same.

- The external message should correct the date politely and clearly.
- The internal notice should help colleagues avoid repeating the wrong date.
- Both texts must name the same stage and the same corrected date.

Document-control check:

- shared fact: **Document Verification - Stage 2** is **27 May**
- external purpose: correct the previously sent information
- internal purpose: prevent staff from using the wrong date again

A. WARM-UP

NOTICE **Warm-Up: Understanding the Situation**

Read the scenario and answer the questions.

Scenario: The review schedule for May was shared last week. The date for "Document Verification - Stage 2" was listed as **24 May**, but the correct date is **27 May**.

1. What information needs revision?

2. Who needs to receive the corrected date?
3. Should the tone be the same for external and internal communication? Why/why not?
4. What details must be included in each message?

Write your answers: 1. 2. 3. 4.

LEARN **For Connected Documents, Check**

- the correction is the same in both texts
- the important date or detail is consistent
- the audience and purpose are different

B. EXAMPLE CHECK

LEARN **Example Check: Why Connected Documents Need Control**

This unit is not only about writing two texts. It is about keeping one corrected fact stable across both texts.

Revision writing becomes trustworthy when:

- the corrected detail stays the same everywhere
- the external version is polite and complete
- the internal version is factual and efficient

If the correction changes between texts, the writing may create more confusion instead of solving it.

C. LANGUAGE

LANGUAGE **Language: Revision vs. Notice**

Revision Message (External Office)

Purpose: Correct previously shared information. Tone: Polite, clear, concise. Useful phrases:

- Thank you for your cooperation.
- We would like to provide a correction regarding...
- The correct date is...
- We apologise for any confusion.

Internal Notice (Colleagues)

Purpose: Inform staff of the correction. Tone: Neutral, informative. Useful phrases:

- Please note the following correction...

- The updated schedule is...
- This change affects...
- Further updates will follow.

LEARN **Teaching Point**

The external revision message repairs the relationship with the outside reader. The internal notice repairs shared team understanding.

C. PRACTICE

REWRITE **Practice A: Rewrite for Audience & Tone**

Rewrite each sentence for the appropriate audience.

External Office ->Make it polite and clear

Internal Team ->Make it neutral and concise

External Office ->Make it complete

Internal Team ->Make it professional

D. GUIDED PRACTICE

WRITE Guided Practice: Write the Revision Message

Write a **4-5 sentence** message to the external office that received the earlier schedule.

Include:

- Greeting
- Thank-you sentence
- Reference to the previously shared schedule
- The correction
- Optional brief apology
- Polite closing

Write your message:

Use this box for one complete version.

D. GUIDED PRACTICE

WRITE Guided Practice: Write the Internal Notice

Write a **4-5 sentence** internal notice for colleagues in your section.

Include:

- Heading/topic
- Background (what was originally shared)
- The corrected date
- Impact or next steps

Write your notice:

Use this box for one complete version.

F. SELF-CHECK BEFORE FREER PRACTICE

EDIT Freer Practice Self-Check

Before writing both texts, ask:

- ☐ Is the correction exactly the same in both texts?
- ☐ Is the external tone more polite?
- ☐ Is the internal version shorter and more factual?
- ☐ Can each reader see what happens next?

E. CORRECTION CONTROL BOARD

STRUCTURE **Control Board**

Use this board before drafting the full pair.

Question	External revision message	Internal notice
What was the original incorrect detail?		
What is the corrected detail?		
Who reads this text?		
What action should the reader take now?		
What tone is most useful here?		

Many weak correction sets change the wording of the correction itself. If the corrected fact changes between the two documents, the pair becomes less useful than the original mistake.

Keep the corrected fact identical. Change the tone, format, and amount of explanation around that fact.

E. FREER PRACTICE

WRITE **Freer Practice: Choose One Scenario**

Choose one and write both texts:

1. A revision/clarification message (4-5 sentences)
2. A short internal notice (4-5 sentences)

Options

A. A deadline was listed incorrectly.

B. A required document name was written incorrectly.

C. An instruction in a previous email was unclear or incomplete.

Keep the two texts connected to the same correction, but change the tone and purpose for the two audiences. Write your two texts:

Keep the facts the same, but change the audience and tone.

Write each document in its own box.

G. EDITING PRACTICE

EDIT Editing Practice: Repair The Correction Set

Rewrite this weak pair so both texts stay consistent.

Weak external draft: The meeting date may change. **Weak internal draft:** The new meeting date is 27 May.

Rewrite:

Write the full corrected version below.

H. TRANSFER EXTENSION

WRITE Transfer Extension: Correction Log

Write a short 3-4 line correction log for one scenario in this unit:

- original incorrect detail
- corrected detail
- who needs the correction
- what document each reader receives

Write one sentence on each line where possible.

E. EXTENDED WRITING TASK

WRITE Extended Writing Task: Combined Communication Pack

Write:

- One external-style revision message (6-8 sentences)
- One internal notice (6-8 sentences)

each using:

- Accurate grammar
- Clear structure
- Appropriate tone for each audience
- Logical connections
- Concise and professional style

Write the first for the outside reader who received the incorrect information and the second for your internal team. Write your extended tasks:

Keep the facts the same, but change the audience and tone.

Write each document in its own box.

F. REFLECTION

WRITE **Reflect on This Unit**

1. Which document did the heavier communication job in your pair: the revision message or the internal notice? Why?
2. What changed most between the two texts: the tone, the amount of detail, or the action for the reader?

3. How can a well-written correction message reduce repeated errors or repeated questions later?

H. HOMEWORK

WRITE **Homework Task**

Choose a message from a previous unit. Rewrite it as:

A) a revision email, or

B) an internal notice.

21 Writing for Consistency Across a Team

FOCUS

By the end of this unit, I will be able to:

- I can identify inconsistency across related team messages.
- I can rewrite short messages so they follow a shared team standard.
- I can explain simple team writing rules.
- I can revise a set of related messages into one professional style.

A. WHY TEAM CONSISTENCY MATTERS

LEARN **Definition**

When multiple team members write emails and notices, inconsistency can cause:

- Confusion for external offices
- Mixed tone (too direct / too soft)
- Different formats for similar tasks
- Repeated questions or follow-up emails

Clear team standards help:

- Maintain a professional image
- Improve readability
- Reduce miscommunication
- Support smoother administrative procedures

A shared team standard usually covers

- opening and closing style
- tone level
- structure of the body
- formatting basics

A. WARM-UP

NOTICE **Warm-Up: Spot the Inconsistencies**

Compare the two emails. Identify inconsistencies in tone, format, structure, and clarity.

Email A

> *Subject: Info Hi, I saw it. What next? Thx.*

Email B

> *Subject: Information Required for Review Dear Team, We reviewed the application this morning and need confirmation about the submission date. Could you clarify this point? Thank you.*
>
> *Write the inconsistencies you notice:*

- *Tone:*
- *Format:*
- *Structure:*
- *Clarity:*

B. EXAMPLE CHECK

LEARN **Example Check: Why Team Consistency Helps**

If one team sends very different styles of email, readers may feel:

- unsure which message is correct
- unsure how formal the communication should be
- unsure what to do next

Consistency helps because the reader can recognize the team's style quickly:

- standard subject line
- standard opening
- standard body pattern
- standard closing

C. LANGUAGE

LANGUAGE **Language: Standardising Team Writing**

Standard Openings

- Dear [Office/Team],
- Thank you for your message.

Standard Purpose Statements

- I am writing to confirm...

- We would like to request...
- We have a question regarding...

Standard Closings

- Thank you.
- Please let us know if you need further information.
- Kind regards,

Formatting Standards

- Clear paragraph breaks
- Professional spacing
- Complete sentences
- Consistent subject line format

LEARN **Teaching Point**

Team consistency is a reader-support tool, not only a style preference.

C. PRACTICE

REWRITE **Practice A: Improve Team Consistency**

Rewrite these sentences/emails to make them consistent with team standards.

C. PRACTICE

Original

> *Subject: Document Hey, I don't think this is right. Check it and tell me.*

REWRITE Practice B: Standardise Format & Tone

Rewrite the email with correct formatting, tone, and clarity. Use one shared team pattern:

- clear subject line
- short professional greeting
- one main purpose sentence
- one supporting detail or request
- consistent closing

After rewriting, check whether another teammate could send the same message style without changing the structure.

Mini standard:

- Subject: clear topic
- Opening: short professional greeting
- Purpose: one direct sentence near the top
- Detail: one supporting fact or request
- Closing: neutral and consistent

Rewrite:

D. GUIDED PRACTICE

REWRITE Guided Practice: Rewrite Three Short Messages

Rewrite all three so they follow **the same team-wide style**. Treat them as short draft messages from different colleagues that need to match one shared team standard.

Message 1

We didn't get the form. Send it.

Message 2

I saw your message. We need more details.

Message 3

The applicant file is strange. Please check.

Rewrite all messages in a consistent style:

Use this box for one complete version.

F. SELF-CHECK BEFORE FREER PRACTICE

EDIT Freer Practice Self-Check

Before writing your next rewritten message set, check:

- ☐ Do all messages sound like they come from one team?
- ☐ Is the tone level stable?
- ☐ Is the structure similar across the messages?
- ☐ Is the formatting predictable?

E. FREER PRACTICE

REWRITE Freer Practice: Rewrite Two Related Messages To One Standard

Choose **one** of the situations below and rewrite **both** messages so they follow one shared team standard.

Options

A. A colleague wrote a short file-update email and a follow-up reminder, but the two messages use different openings, tone levels, and closing styles.

B. A team mailbox message and a reply to an outside office describe the same deadline issue, but the structure and formatting do not match your team's normal pattern.

C. Two internal update emails about the same review problem sound as if they were written by different offices, even though they should reflect one team standard.

For each pair, make sure both messages show:

- the same level of formality
- the same message structure
- the same closing style
- the same visible formatting logic

Use this quick rewrite plan:

1. decide the shared opening pattern
2. place the purpose sentence near the top in both messages
3. keep the body order similar
4. use the same closing style

Write your revised pair:

Keep the facts the same, but change the audience and tone.

Write each document in its own box.

G. EDITING PRACTICE

EDIT Editing Practice: Build One Standard

Take one message from your guided practice and revise it again so it matches the same team pattern even more clearly. Then note:

- ☐ which consistency rule you applied
- ☐ how the revised version became easier to read

Write the full corrected version below.

H. TRANSFER EXTENSION

WRITE Transfer Extension: Turn Your Rewrite Into A Team Rule

Choose one consistency feature from your freer-practice pair.

Write:

1. the rule in one short sentence
2. one example your team should use
3. one example your team should avoid

For example:

- Rule: Put the purpose sentence in line 1 or line 2.
- Use: "We are writing to confirm the updated schedule."
- Avoid: "I saw the message and have some thoughts about it."

This keeps the unit focused on message rewriting first, then turns one successful pattern into a reusable team rule.

E. EXTENDED WRITING TASK

Original Messages

1. *"We told them already, but they didn't send the file. Ask again."*
2. *"Hi, I think the new form is wrong. They need fix it."*
3. *"Team, The deadline is near. Do something."*

REWRITE Extended Writing Task: Rewrite a Set of Communications

Rewrite the following **three related messages** so they all follow a consistent team style. Treat them as messages your team may send to colleagues or external contacts about related work.

Rewrite all messages in a unified, professional style

Keep the facts the same, but change the audience and tone.

Write each document in its own box.

F. REFLECTION

WRITE **Reflect on This Unit**

1. Which kind of inconsistency is most damaging in a team setting: tone drift, structure drift, or formatting drift? Explain why.
2. Which standard phrase or rule from this unit would be most useful as a shared team default?
3. When should team messages stay identical in style, and when should they still adapt to audience or purpose?

H. HOMEWORK

WRITE Homework Task

Choose one of the Unit 21 situations and rewrite the two messages again using a slightly different but still consistent team standard.

If you want to use real workplace writing, you may do so, but it is not required.

22 Multi-Document Communication Task

FOCUS

By the end of this unit, I will be able to:

- I can decide what different readers need from the same situation.
- I can write an applicant reply, a colleague explanation, and an internal notice about one issue.
- I can adapt tone, detail, and structure across three related documents.
- I can keep multiple related messages clear and consistent.

A. SCENARIO OVERVIEW

LEARN **Unit Scenario**

You receive an email from an **applicant** asking why their application status has not been updated. After reviewing the system, you discover:

- One document from the applicant is missing.
- The review team cannot proceed without it.
- A colleague had previously assumed the file was complete.

You must produce **three documents**:

1. A **reply to the applicant** (external tone).
2. A **colleague-to-colleague explanation** (horizontal/internal communication).
3. A **short internal notice** for the team (vertical/internal communication).

A. WARM-UP

NOTICE **Warm-Up: Analyse the Situation**

Answer the questions:

1. What does the applicant need to know?
2. What does your colleague need to understand?
3. What information does the team need in a notice?
4. How should tone differ in each message?

Write your answers: 1. 2. 3. 4.

LEARN **Before You Write a Multi-Document Set**

- list the three readers

- note the main fact all three documents must share
- decide what detail level each reader needs

B. EXAMPLE CHECK

LEARN **Example Check: Why Audience Control Matters**

This unit is stronger than earlier units because one situation now requires **three** reader views.

That means you must control:

- what stays the same
- what changes

The main fact stays the same. The tone, detail, and purpose change.

If all three texts sound the same, the communication set does not match the real workplace need.

C. LANGUAGE

LANGUAGE **Language: Three Audiences, Three Styles**

(A) Applicant Reply - Polite, supportive, clear

- Thank you for your message.
- We have checked your application status.
- One document has not yet been received.
- We will update the status once...

(B) Colleague Message - Neutral, cooperative

- I reviewed the applicant file and noticed...
- The status has not been updated because...
- Once the document is received, we can...

(C) Internal Notice - Concise, factual

- Please note the following update...
- The applicant's file remains incomplete.
- The review will continue once the missing document is submitted.

LEARN **Transfer Reminder**

The applicant reply, colleague explanation, and team notice are linked, but they should not collapse into one generic message.

C. PRACTICE

REWRITE **Practice A: Match Tone to Audience**

Rewrite each sentence for the appropriate audience.

D. GUIDED PRACTICE

WRITE Guided Practice: Write the Applicant Reply

Write a **4-5 sentence** email replying directly to the applicant. Include:

- Thank-you / acknowledgement
- Background
- Clear explanation of the missing document
- What will happen next
- Polite closing

Write your reply:

Use this box for one complete version.

D. GUIDED PRACTICE

WRITE Guided Practice: Write the Colleague Explanation

Write a **4-5 sentence** explanation for the colleague who assumed the file was complete. Include:

- What you checked
- What you found
- Why the status has not changed
- What steps will follow

Write your explanation:

Write one sentence on each line where possible.

D. GUIDED PRACTICE

WRITE Guided Practice: Write the Internal Notice

Write a **3-4 sentence** notice for the wider team. Include:

- Heading/topic
- The key issue (missing document)
- The effect on the review process
- Next steps

Think about what the wider team needs most:

- the corrected fact
- the effect on the workflow
- the action staff should take now

You can use this pattern:

1. topic or heading
2. corrected information
3. action or reminder for staff

Mini notice example:

- Schedule Correction: Stage 2 Review Date
- The correct date for Stage 2 document verification is 27 May, not 24 May.
- Please use the corrected date in all team messages and checklist updates.

Write your notice:

Use this box for one complete version.

F. SELF-CHECK BEFORE FREER PRACTICE

EDIT **Freer Practice Self-Check**

Before writing the full three-document set, check:

- ☐ Did I identify the three readers clearly?
- ☐ Does each document have a different job?
- ☐ Are the shared facts consistent across all three?
- ☐ Is the tone right for each audience?

E. PLANNING BOARD

STRUCTURE **Three Documents from One Situation**

Before drafting the full set, map the same situation across the three readers.

Reader	Main need	Detail level	Tone	Next action
Applicant				
Colleague				
Team notice readers				

In a three-document task, the biggest risk is not grammar. It is overlap. One message starts doing another message's job. Use this quick test:

- if a sentence helps only the applicant, keep it out of the team notice
- if a sentence explains team workflow only, keep it out of the applicant reply
- if a sentence helps the colleague understand the status logic, it may belong only in the colleague version

E. FREER PRACTICE

WRITE Freer Practice: Full Multi-Document Set

Choose **one** of the scenarios below and write all three documents:

1. Applicant reply (5-6 sentences)
2. Colleague message (4-5 sentences)
3. Internal notice (3-4 sentences)

Options

A. A system error prevented an applicant's file from uploading correctly.

B. Two versions of a form were submitted; one is incomplete.

C. The applicant sent the correct file, but in the wrong format.

Keep the three documents tied to the same scenario, but make the audience difference clear in each one. Write your full set:

Keep the facts the same, but change the audience and tone.

Write each document in its own box.

G. EDITING PRACTICE

EDIT Editing Practice: Separate The Three Voices

Rewrite the short draft below into three clearer document openings.

Weak draft: The applicant is missing one file and the team needs to know and the colleague also misunderstood the status.

Write:

- ☐ applicant opening
- ☐ colleague opening
- ☐ team notice opening

Write the full corrected version below.

H. TRANSFER EXTENSION

STRUCTURE **Cross-Document Consistency Check**

Before finalizing the pack, compare the three drafts line by line.

Check point	Applicant email	Colleague explanation	Internal notice
same missing document named clearly			
same status of the review process			
same next step or condition for progress			
tone matches the reader			
unnecessary detail removed			

In a multi-document task, the reader may never see the other two texts, but the writer still needs the whole set to agree internally. If one document says the review is paused and another says the review will continue immediately, the communication pack is not yet usable.

Safer final check:

- keep the shared fact language stable
- let the explanation depth change by reader
- let the action sentence change only when the reader's job is different

Write one sentence on each line where possible.

E. EXTENDED WRITING TASK

WRITE **Extended Writing Task: Multi-Audience Communication Pack**

From the original scenario (missing applicant document), write a polished communication set:

- Applicant email (8-10 sentences)
- Colleague explanation (6-8 sentences)
- Internal notice (4-5 sentences)

All three must:

- Use accurate grammar
- Be clear and concise
- Use correct tone for each audience
- Maintain logical flow and consistency

Make sure the applicant email, colleague explanation, and internal notice do not collapse into the same message type. Write your communication pack:

Keep the facts the same, but change the audience and tone.

Write each document in its own box.

F. REFLECTION

WRITE **Reflect on This Unit**

1. Which of the three audiences required the biggest adjustment in tone or detail, and what exactly changed in your writing?
2. Which two documents were easiest to separate clearly, and which pair was hardest not to let collapse into one message type?
3. What planning step would help you control consistency across all three documents next time?

H. HOMEWORK

WRITE **Homework Task**

Choose one scenario from the freer practice section. Rewrite the three documents again using a different tone or structure.

23 Portfolio Writing & Final Revision

FOCUS

By the end of this unit, I will be able to:

- I can revise earlier writing to a higher standard.
- I can choose portfolio pieces that show different administrative writing skills.
- I can produce a new final document that matches the portfolio standard.
- I can review my writing for accuracy, clarity, tone, coherence, and conciseness.

A. WHAT IS A WRITING PORTFOLIO?

LEARN **Definition**

A writing portfolio is a collection of your **best revised work**, showing your full range of skills.

In this unit, your portfolio will contain:

1. **One external-style email** (revised and final)
2. **One internal explanation or notice** (revised and final)
3. **One paragraph for a report** (revised and final)
4. **One new document created in Unit 23**

Your final submission should show:

- Clear structure
- Accurate grammar
- Professional tone
- Logical flow
- Concise style
- Consistency across documents

A. WARM-UP

STRUCTURE **Warm-Up: Select Your Drafts**

Look back at your writing from Units 1-22. Choose **three drafts** you want to improve:

1. One email (internal or external)
2. One paragraph (explanation, summary, procedure, or problem description)
3. One short notice or message

Write the titles or sources of the drafts you chose: 1. 2. 3.

B. EXAMPLE CHECK

LEARN Why Portfolio Revision Matters

A portfolio is not only a collection of old drafts. It should show that you can:

- notice problems
- improve a draft
- choose the right tone and structure
- produce a final usable version

Why this works

Revision shows professional control. A strong final version proves that the writer can improve a document for a real reader, not only write a first draft.

C. LANGUAGE

LANGUAGE Advanced Editing Checklist

Before revising your drafts, check for:

Accuracy

- Verb forms, articles, prepositions, plurals

Clarity

- Simple, direct sentences
- No vague language

Tone

- Polite, neutral, professional
- Appropriate for audience (external, internal, colleague)

Coherence

- Clear connections between ideas
- Logical flow

Conciseness

- Remove unnecessary repetition
- Avoid long or wordy expressions

LEARN Final Revision Order

1. check accuracy
2. check clarity and flow
3. check tone for the reader
4. check formatting and consistency

C. PRACTICE

REVISE Practice A: Edit a Draft Email

Choose **one email** from your previous work. Rewrite it to meet portfolio standards. Choose one that is meant for a clear reader such as an applicant, colleague, supervisor, team, or outside office.

Original email:

Revised email:

C. PRACTICE

REVISE Practice B: Edit a Paragraph

Choose **one paragraph** from earlier units. Rewrite it using your full editing skills. Choose one explanation, summary, procedure, or report-style paragraph.

Before revising, mark:

- one sentence that is too vague
- one sentence that needs better order or connection
- one sentence that needs more professional tone

After revising, check whether the paragraph now has a clearer reader, purpose, and logical flow.

Revision focus:

- make the main point easier to find
- connect supporting details to that main point
- remove wording that sounds casual, repetitive, or unfocused

Original paragraph:

Revised paragraph:

C. PRACTICE

REVISE Practice C: Edit a Notice or Short Message

Choose **one notice or message** from previous units. Rewrite it clearly and professionally. Choose one short text with a clear internal or external audience. Use this quick editing routine:

1. identify the audience
2. remove unclear or emotional wording
3. make the main point easy to find
4. add the next action or needed detail if it is missing

Mini edit test:

- Can the reader see the main point in one read?
- Does the message sound neutral and workplace-appropriate?
- Would the reader know what to do next?

Original message:

Revised message:

F. SELF-CHECK BEFORE FINAL SUBMISSION

EDIT **Final Submission Check**

Before you submit your portfolio, ask:

- ☐ Does each document match its reader and purpose?
- ☐ Did I improve accuracy, clarity, and tone?
- ☐ Are the final versions consistent in formatting and style?
- ☐ Does the new Unit 23 document fit the rest of the portfolio?

E. PORTFOLIO ASSEMBLY BOARD

STRUCTURE **Assembly Board**

Use this board before creating the final set.

Portfolio item	Reader	Main job	Strongest skill it shows	What still needs revision
Revised external email				
Revised internal explanation or notice				
Revised report-style paragraph				
New Unit 23 document				

Why this works

A weaker portfolio often repeats the same writing job in slightly different forms. A stronger portfolio shows range: different readers, different purposes, and visible revision improvement.

Before finalizing, check:

- Do two items sound too similar?
- Is one item clearly weaker than the rest?
- Does the new Unit 23 document add a skill the earlier pieces do not already show?

D. GUIDED PRACTICE

WRITE Guided Practice: Create a New Document

Write **one new document** based on a scenario below. Choose ONE:

- A clear update email to a colleague, supervisor, or applicant (6-8 sentences)
- A meeting summary for a colleague or manager (5-6 sentences)
- A short external inquiry email to another office (5-6 sentences)
- A problem explanation for an internal report (6-8 sentences)

Write your new document:

Use this box for one complete version.

E. FINAL PORTFOLIO SUBMISSION

STRUCTURE Submission Task

Your final portfolio should contain **four items**:

1. One external-style email (revised)
2. One internal explanation or notice (revised)
3. One paragraph for a report (revised)
4. One new document created in Unit 23

Each item must:

- Use accurate grammar
- Be clear and concise

- Have professional tone
- Show coherence and consistent formatting

Before you submit, confirm that the four items show a useful range of skills:

- at least one external-facing document
- at least one internal-facing document
- at least one paragraph-length text
- one new Unit 23 document that fits the rest of the portfolio

Short submission check:

1. Are the readers different across the set?
2. Does each document do a clear workplace job?
3. Did I revise, not just copy, the earlier texts?
4. Does the new document match the quality of the revised pieces?

Portfolio quality reminder:

- the set should show range, not repetition
- each document should feel finished enough to keep in a real workplace file set
- the new Unit 23 piece should not feel weaker than the revised earlier pieces

F. PORTFOLIO BALANCE CHECK

STRUCTURE **Balance Check**

Before submission, test whether the portfolio really shows range.

Check question	Yes / No
Does the set include more than one audience type?	
Does at least one piece explain a problem or status clearly?	
Does at least one piece ask for or guide action?	
Does at least one piece show revision from a weaker earlier draft?	
Does the new Unit 23 document add a fresh skill rather than repeat the easiest earlier task?	

If you answer No to any item

Do not only polish sentence-level grammar. Replace the weakest piece or rebuild it so the portfolio shows a wider professional range.

Write each document in its own box.

G. CAPSTONE REBUILD ROUTINE

REVISE Rebuild Routine

If one portfolio item still feels weaker than the rest, do not only proofread it. Run this short rebuild routine:

- ☐ underline the sentence that does the main job
- ☐ check whether the reader is clear in the opening
- ☐ circle one vague or unnecessary phrase
- ☐ replace one sentence so the next action becomes clearer
- ☐ read the whole document once more for tone consistency

Rebuild question

What is this document supposed to help the reader do next?

If that answer is not obvious, the document still needs revision even if the grammar looks acceptable.

F. PORTFOLIO REVIEW RUBRIC

STRUCTURE Review Rubric

Use this rubric to check your final portfolio. Mark each criterion as:

- Ready
- Almost ready
- Needs more revision

Criterion	What to check	Review units
Task completion	Did I include all four required portfolio items, and does each document match its purpose?	Units 4, 9, 11, 12, 22
Audience and tone	Does each piece match its reader and sound professional?	Units 2, 12, 14, 18, 22
Clarity and organization	Is each document easy to follow, with a clear main point and logical order?	Units 1, 3, 10, 17
Accuracy and control	Are grammar, word forms, sentence structure, and punctuation accurate enough for workplace writing?	Units 1, 16
Key information and next steps	Did I include the needed background, main point, and next action or outcome where needed?	Units 6, 10, 11, 13, 20

Criterion	What to check	Review units
Consistency and revision quality	Did I improve earlier drafts and keep a consistent professional style across the whole portfolio?	Units 15, 18, 21

Your teacher or reviewer can use a companion marking note aligned to this rubric.

G. EDITING PRACTICE

EDIT Editing Practice: Explain One Revision Decision

Choose one document from your portfolio.

Write:

- ☐ one problem in the original draft
- ☐ how you revised it
- ☐ why the new version works better for the reader

Write the full corrected version below.

H. TRANSFER EXTENSION

WRITE Transfer Extension: Next-Time Writing Plan

Write a short plan for future workplace writing.

Include:

- one strength you want to keep using
- one editing habit you want to remember
- one area you still want to improve

Write one sentence on each line where possible.

F. REFLECTION

WRITE Reflect on This Unit

1. Which portfolio item improved the most after revision, and what specific editing decision caused that improvement?
2. Which skill area now feels strongest in your work: accuracy, clarity, tone, audience control, or document structure? Why?
3. Which revision habit from this course should become part of your real workplace writing routine from now on?

H. HOMEWORK

WRITE Final Course Task

Choose any earlier writing task and complete a **third revision**, focusing on perfecting tone, flow, and accuracy.

Module 6 Review Workshop

KEY LESSONS TO KEEP

LEARN Core Takeaways

- Unit 19: One situation may require two documents because different readers need different kinds of help.
- Unit 20: A revision message and an internal notice can come from the same event, but they do different jobs.
- Unit 21: Team consistency matters because the reader experiences the office as one organisation, not as separate writers.
- Unit 22: Multi-document communication works only when each audience receives the right level of detail and tone.
- Unit 23: Portfolio review turns revision into a deliberate habit instead of a last-minute correction.

MULTI-DOCUMENT COMPARISON

NOTICE Document Comparison

Look at these two responses to the same situation: an applicant submitted the wrong form and the team needs to react.

Version A

> *Please send the correct form. We also need to tell the team there is a delay. Everyone should know there is a problem.*

Version B

> *External message: Thank you for your submission. We noticed that the attached form is not the required version. Could you please send the updated form by Thursday?*
>
> *Internal note: The file submitted today does not match the required template. Please pause the next review step until the corrected form arrives.*
>
> *Use the comparison to answer:*

- ☐ *Why is Version B more usable than Version A?*
- ☐ *Which sentence in Version B best shows audience control?*
- ☐ *Which unit from this module helps most with the external message?*
- ☐ *Which unit helps most with the internal note?*

- ☐ *Where would you apply Module 5 editing habits before final submission?*

MODULE 6 FINAL SELF-EDIT ROUTINE

LEARN **Final Self-Edit Routine**

Before you finish the course, use this routine on one integrated task set.

- Check each document separately for purpose, reader, and next action.
- Compare the tone across the documents and confirm that each one fits its audience.
- Check whether facts stay consistent when the audience changes.
- Remove one sentence that belongs in a different document.
- Add one sentence that makes the next step clearer.

MODULE 6 REBUILD LAB

REVISE **Rebuild Lab**

Use this quick lab on any integrated task from Units 19 to 23.

- ☐ Choose one pair or set of linked documents.
- ☐ Write the shared fact in one short sentence.
- ☐ Write one reader-only detail for each document.
- ☐ Check whether any sentence from one document was copied too directly into another.
- ☐ Rewrite the weakest opening so the reader and purpose are clear immediately.

What this lab trains

- cross-document consistency
- audience separation
- stronger opening control
- cleaner carry-forward revision habits
- Use the portfolio rubric to identify the weakest criterion and revise once more.

MODULE 6 TRANSFER TASK

WRITE **Transfer Task**

Create a final mini communication pack about one realistic workplace situation such as a missing applicant document, a schedule change, or a correction to earlier information.

Include:

- one external-facing message
- one internal explanation or notice
- one short note explaining the revision choices you made

After writing, complete these reflection prompts:

- what changed most across the audiences
- which document was hardest to control
- which earlier unit from the whole book you needed most
- what editing habit you want to keep using after the course

MODULE 6 PLANNING GRID

STRUCTURE **Planning Grid**

Before writing any integrated task, fill in this planning grid.

Document	Reader	Main purpose	Tone	Key next step
Document 1				
Document 2				
Document 3				

Use the grid to stop three common problems:

- giving the same message to every reader
- keeping the same tone when the reader changes
- forgetting to state the next action in one part of the communication set

MODULE 6 INTEGRATED REVISION LAB

REWRITE **Integrated Revision Lab**

Read this weak communication set.

Single weak response There is a document problem. Please send the correct form. We will also tell the team there is a delay and everyone should wait.

Now rebuild it as a stronger set.

1. External message:
    - thank the reader
    - name the exact document problem
    - ask for one clear action
    - give a professional deadline or next step
2. Internal message:
    - explain the same fact neutrally
    - tell the team what to pause, continue, or watch
    - remove any sentence that only belongs in the external message
3. Revision note:
    - explain why the two texts cannot stay the same

  - explain which audience needed more detail
  - explain which Module 5 editing pass improved the set most

Why this lab matters:

- Unit 19 teaches the two-document split
- Unit 20 teaches linked corrections
- Unit 21 teaches consistency across writers
- Unit 22 teaches stronger audience separation
- Unit 23 asks you to review the final result as a portfolio, not as isolated tasks

MODULE 6 FINAL COURSE TRANSFER TASK

WRITE Final Course Transfer Task

Create one complete administrative communication pack about a realistic case such as:

- wrong applicant document
- delayed approval from another office
- change to a deadline or procedure
- correction to earlier shared information

Your pack should include:

- one external-facing message
- one internal explanation or notice
- one short style or revision note for your team

Then complete this final reflection:

- Which document required the most careful audience control?
- Where did you apply sentence, tone, and paragraph skills from Module 1?
- Which earlier module helped most with explanation and structure?
- Which earlier module helped most with revision?
- What would you still revise if you had one more draft?

MODULE 6 AUDIENCE-CONTROL MATRIX

STRUCTURE **Audience-Control Matrix**

Use this matrix before you write any multi-document task in this module.

Document type	Reader	What the reader needs first	What the reader does next	Tone risk to avoid
External message	applicant or outside office	the exact issue or request	send, confirm, or clarify something	sounding abrupt or under-explained
Internal explanation	colleague or supervisor	what happened and why it matters	prepare, pause, or continue a task	giving too little effect information
Internal notice	wider team	one corrected fact or shared instruction	follow one clear reminder or update	sounding vague or incomplete
Revision or style note	team or reviewer	what changed in the writing and why	reuse the stronger choice next time	listing edits without reader effect

Ask four questions before drafting:

- ☐ Which fact must stay identical across all documents?
- ☐ Which detail belongs in only one document?
- ☐ Which reader needs the clearest next step?
- ☐ Which text needs the calmest tone?

This matrix matters because Module 6 becomes weak when the writer treats all documents as one message split into smaller parts. The reader changes the writing job. When the job changes, the detail level, sequence, and tone must also change.

MODULE 6 CAPSTONE COACHING MEMO

LEARN Capstone Coaching Memo

If a communication pack still feels weak, diagnose it with this memo.

- If the texts sound too similar, rewrite the opening sentence of each one so the purpose changes immediately.
- If the facts drift, underline all dates, document names, and next steps, then compare them across the set.
- If one document feels too short, ask what the reader still cannot understand, decide, or do after reading.
- If the set feels repetitive, keep the shared fact but change the reader-facing function:
    - request
    - explanation
    - reminder
    - correction
    - revision reflection

Mini coaching contrast:

- Weak set: every document repeats the same problem sentence with only small wording changes.
- Stronger set: the external message requests action, the internal note controls workflow, and the revision note explains why the wording changed.

Use this memo after drafting and again before final submission. It is normal for integrated tasks to need one extra pass beyond sentence-level editing because the main challenge is not only correctness. The main challenge is keeping reader purpose under control across the whole communication set.

MODULE 6 MULTI-DOCUMENT REBUILD WORKSHOP

REVISE Multi-Document Rebuild Workshop

Use this workshop when one integrated task set still feels too light or too repetitive.

Stage 1 - Separate the document jobs

Fill in this table before rewriting:

Document	Main reader	What the reader must understand	What the reader must do next	One detail to remove
External message				
Internal explanation				
Internal notice or team reminder				
Revision note or style note				

If two rows contain the same purpose sentence, the pack is probably still under-differentiated.

Stage 2 - Rebuild the sequence

Now rewrite the pack so each document starts with the reader's most urgent need:

- external message:
  - issue
  - requested action
  - timing or next step
- internal explanation:
  - event
  - effect on the work
  - internal response
- internal notice:
  - corrected fact
  - workflow instruction
  - follow-up point if needed
- revision note:
  - what changed
  - why it changed
  - how the new version helps the reader

Stage 3 - Cross-check for drift

Review the pack with these prompts:

- ☐ Which facts must stay identical in all documents?
- ☐ Which details appear in only one document because only that reader needs them?
- ☐ Which document now carries the clearest next step?
- ☐ Which document still sounds like it was copied from another one?

Mini contrast:

- *Weak pack:*
  - *every document repeats "There is a problem with the file" and changes only the greeting*
- *Stronger pack:*
  - *the external message requests the corrected file*
  - *the internal explanation tells the team why review must pause*
  - *the notice tells staff which date or step has changed*
  - *the revision note explains why the wording split was necessary*

This workshop matters because Module 6 cannot reach parity only through better sentence control. It needs fuller task-set support so the learner can manage one fact across several different writing jobs without flattening the differences between readers.

MODULE 6 PORTFOLIO COMPLETION LADDER

STRUCTURE **Portfolio Completion Ladder**

Before final submission, move one portfolio item through this ladder:

1. Draft stage
    - identify the reader and purpose
2. Control stage
    - mark the main sentence, supporting detail, and next-step line
3. Revision stage
    - improve accuracy, clarity, and tone
4. Portfolio stage
    - compare the item to the other three pieces
    - decide what skill range it adds to the set
5. Final reflection stage
    - explain one revision decision that made the document more useful

Use these prompts:

- Which portfolio item is the strongest example for audience control?
- Which item still needs the clearest next-step line?
- Which item benefits most from a Module 5 editing pass?
- Which item best proves that the portfolio is a set of deliberate revisions rather than a set of disconnected exercises?

This ladder makes the capstone more teachable because it shows how one document moves from draft to finished portfolio evidence. Without that bridge, the final portfolio can still feel like a collection task instead of the end of a developed writing course.