

# **Pearson Edexcel Entry Level Certificate in English 2017**

## **Getting Started Guide**

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# Entry Level Certificate in English 2017

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## Introduction

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This new Entry Level Certificate in English is designed for students who are not ready to take GCSE English Language. This qualification is aligned to GCSE English Language and can be used as a springboard to GCSE for those students who progress through Entry Level 3. For those students who are not able to progress through to GCSE this qualification supports advancement in English by cementing students' core understanding.

This *Getting Started* guide provides an overview of the new Entry Level Certificate in English to help you understand the content and assessment, and to understand what these mean for you and your students.

The Entry Level Certificate does not count in school performance measures, but we will be offering course-planners to help you map the teaching to GCSE English Language.

## Key features of our Entry Level Certificate in English

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Teachers of the GCSE and Entry Level Certificate have provided feedback on the design of this qualification.

The Entry Level Certificate has been designed on the following key features:

- **aligned to GCSE** – this qualification can be used by students who are not ready to take GCSE English Language; it can be used as a springboard for GCSE and can be **co-taught with the GCSE** in the classroom
- assesses the **same Assessment Objectives as GCSE**
- includes **engaging topics** suggested by English teachers
- flexible with lots of choice
- free choice of speaking and writing tasks; alternatively you can follow tasks set
- Edexcel-set Reading assessments with a choice of three sets of live papers each on a different topic; you can choose those best suited to your students
- can take assessments any time during the year
- can retake same assessment and submit best mark
- AO3 comparison assessed in Spoken Language task for Levels 1 and 2 to make it more accessible
- Level 3 includes a selection of very short extracts of 19th-century texts, as well as 20th- and 21st-century texts.

## The new Entry Level Certificate

Entry level	Speaking and Listening	Writing	Reading
All levels	You have the choice of using Edexcel-set tasks, adapting them, or creating your own.	You have the choice of using Edexcel-set tasks, adapting them, or creating your own.	<b>Edexcel-set assessments</b> We will publish a set of live assessments on a range of topics. You can select those most engaging and suitable for your students.
Entry Level 1	20% 2 tasks: <ul style="list-style-type: none"> <li>• presentation</li> <li>• comparison of ideas</li> </ul>	30% 2 tasks: <ul style="list-style-type: none"> <li>• choice of creative or transactional</li> </ul>	50% 2 assessments: <ul style="list-style-type: none"> <li>• non-fiction</li> <li>• fiction</li> </ul> Choice of Edexcel-set assessments on different themes.
Entry Level 2	20% 2 tasks: <ul style="list-style-type: none"> <li>• presentation</li> <li>• comparison of ideas</li> </ul>	30% 2 tasks: <ul style="list-style-type: none"> <li>• choice of creative or transactional</li> </ul>	50% 2 assessments: <ul style="list-style-type: none"> <li>• non-fiction</li> <li>• fiction</li> </ul> Choice of Edexcel-set assessments on different themes.
Entry Level 3	10% 1 task: <ul style="list-style-type: none"> <li>• presentation</li> </ul>	40% 2 tasks: <ul style="list-style-type: none"> <li>• a creative task and a transactional task</li> </ul>	50% 2 assessments: <ul style="list-style-type: none"> <li>• non-fiction</li> <li>• fiction</li> </ul> Choice of Edexcel-set assessments on different themes.

## Speaking and Listening

We have published some example tasks in the Specification and in this Getting Started Guide. You may wish to use these, adapt them, or create your own tasks.

You can read out tasks and answer questions in order for students to understand the tasks but you cannot help with the delivery of the tasks.

Students can be given as much planning time as teachers feel is appropriate.

You can help with the planning of the task(s) and students can plan in collaboration with other students.

**Students do not need to be recorded.**

*Suggested* timings are given in the Specification. These are given as guidance only and will differ depending on the requirements and ability of each student.

### Level 1 and Level 2 Speaking and Listening

Students complete two Speaking and Listening tasks.

Task 1 is a presentation on a topic of their choice.

Task 2 assesses AO3 (comparison) and therefore needs to include a comparison of two ideas. This can be anything from comparing two different models of mobile phone to two hobbies, restaurants, advertisements or trends.

### Level 3 Speaking and Listening

Students complete one speaking task – a presentation on a topic of their choice.

**NB** AO3 comparison is assessed in the Reading Non-fiction paper at Level 3. This is to develop students and prepare them for progression to GCSE.

## Writing

We have published some example tasks in the Specification and in this Getting Started Guide. You may wish to use these, adapt them or create your own tasks.

You can read out the tasks and answer questions so that students understand what they need to do. You can discuss the tasks with your students but all planning and writing must be carried out by the students individually.

Students can handwrite or word process their tasks. If word processed, then the spelling and grammar check must be disabled.

Dictionaries and thesauri are not allowed.

*Suggested* timings are given in the Specification. These are given as guidance only and you should adjust the timing depending on the requirements of your students.

### Level 1 and Level 2 Writing

Students will complete **two** writing tasks.

Students can choose the type of tasks they complete:

- one creative, one transactional **OR**
- two creative **OR**
- two transactional

### Level 3 Writing

Students will complete **two** writing tasks.

At Level 3 students are required to complete **one** creative task and **one** transactional task.

### Reading

Students are required to complete two assessments:

- a non-fiction Reading assessment
- a fiction Reading assessment.

A bank of live tests will be published on the Edexcel website behind a secure padlock, accessible using your centre's Edexcel online account. The choice of assessments will be on different topics, meaning you can select the two assessments most engaging for your students.

You can read out the introductions, given in italics, to each text and the questions – *but not the texts themselves* – and draw attention to the marks allocated to each question.

You cannot answer the questions or help with the completing of the tests in any other way.

No dictionaries or thesauri are allowed.

*Suggested* timings are given in the Specification. These are given as guidance only and you should adjust the timing depending on the requirements of your students.

## Assessment Objectives

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We have adapted the GCSE Assessment Objectives for this qualification. Each AO corresponds to the equivalent at GCSE.

The Assessment Objectives are attributed slightly differently in the different entry levels. The weightings for Speaking and Writing differ between Levels 1 and 2 and Level 3. AO3 (comparison) is assessed as part of the Speaking and Listening tasks in Levels 1 and 2 in order to make it more accessible to students.

### Entry Level 1 and 2

Reading (non-fiction and fiction) Entry Level 1 and 2 (50%)		Level 1 %	Level 2 %
<b>AO1</b>	Identity and interpret information and ideas. Select evidence from different texts.	32	28
<b>AO2</b>	Explain and comment on writers' use of language and structure.	10	14
<b>AO4</b>	Evaluate texts and support with relevant textual reference.	8	8

Writing Entry Level 1 and 2 (30%)		Level 1 %	Level 2 %
<b>AO5</b>	Communicate for different forms, purposes and audiences. Organise information and ideas.	24	20
<b>AO6</b>	Use a range of vocabulary and sentence structures, with accurate spelling and punctuation.	6	10

Speaking and Listening Entry Level 1 and 2 (20%)		Level 1 %	Level 2 %
<b>AO3</b>	Compare different ideas.	4	4
<b>AO7</b>	Demonstrate presentation skills.	5.33	5.33
<b>AO8</b>	Listen and respond appropriately to spoken language, including to questions.	5.33	5.33
<b>AO9</b>	Use spoken Standard English effectively to communicate.	5.33	5.33

## Entry Level 3

Reading non-fiction Entry Level 3 (25%)		%
<b>AO1</b>	Identify and interpret information and ideas. Select evidence from different texts.	12
<b>AO2</b>	Explain and comment on writers' use of language and structure.	3
<b>AO3</b>	Compare different ideas.	5
<b>AO4</b>	Evaluate texts and support with relevant textual reference.	5

Writing Entry Level 3 (40%)		%
<b>AO5</b>	Communicate for different forms, purposes and audiences. Organise information and ideas.	24
<b>AO6</b>	Use a range of vocabulary and sentence structures, with accurate spelling and punctuation.	16

Speaking and Listening Entry Level 3 (10%)		%
<b>A07</b>	Demonstrate presentation skills.	3.3
<b>A08</b>	Listen and respond appropriately to spoken language, including to questions.	3.3
<b>A09</b>	Use spoken Standard English effectively to communicate.	3.3

You will find a detailed breakdown of the Assessment Objectives and how they are attributed in each component on pages 41–44 of the Specification.

## Level of achievement

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You should add up the marks for all three components to give a student's total mark.

For all Entry Levels the raw mark total is 100 and the pass mark is 70/100.

All three components must contribute to a student's overall mark: Speaking and Listening, Writing and Reading.

You need to submit all three components at the same level for every student. That is, for a student entering for Level 1 you need to submit a Level 1 fiction reading test, a Level 1 non-fiction reading test and assess Speaking and Listening, and Writing tasks against the Level 1 assessment criteria.

You cannot mix and match tasks from different levels.

Similarly, if a student does not achieve 70/100 on Level 3, for example, there is no numerical drop down to Level 2. They would need to sit the Level 2 Reading assessments in order to be awarded a Level 2.

## Support for Speaking and Listening

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You may wish to give your students planning sheets for their Speaking and Listening tasks to support them in their preparation and during the assessment. (You will find these later in this guide.)

The level of support will differ depending on which level the student is taking and according to individual student needs.

On the following pages you will find some example planning tasks. You may wish to use these, or adapt them, for your students. Planning tasks 1–12 are based on the Edexcel-set Speaking and Listening tasks on pages 13–20 of the Specification. Planning tasks 7–12 are for the comparison task required for Level 1 and Level 2.

You will also find three additional tasks that may interest your students. Again, these can be used as they are or adapted to suit individual students.



## Task 1: Who are you?

Give a talk about you. You could include:

- your name and where you live
- what you like doing in your spare time
- information about your family, such as brothers and sisters
- your hopes and dreams for the future.

Include any other ideas you may have. You can use the space below to plan your ideas. (**Remember** to leave time or questions and answers!)



Basic details: name, age, address, birthday	What I do in my spare time

Family (brothers, sisters, aunts, uncles)	Hopes and dreams for the future

Other things to include

## Task 2: The best day of my life!

Give a talk about the best day in your life (so far). You could include information about:

- where and when it happened
- details about what happened
- who was with you
- why it was such a special day.

Include any other ideas you may have. You can use the space below to plan your ideas. (**Remember** to leave time for questions and answers!)

Where and when	What happened

Who was with me	Why it was special

Other things to include

### Task 3: My favourite game

Give a talk about your favourite game. You could include information about:

- what the game is
- how it is played and the rules
- how often you play the game
- how to win the game.

Include any other ideas you may have. You can use the space below to plan your ideas. (**Remember** to leave time for questions and answers!)

What the game is	How it is played/rules

How often it is played	How to win

Other things to include

## Task 4: My favourite book or film

Give a talk about your favourite book or film. You could include information about:

- what your book or film is called
- who wrote the book / who stars in the film
- what it is about
- the best bit.

Include any other ideas you may have. You can use the space below to plan your ideas. (**Remember** to leave time for questions and answers!)



Favourite book/film	Who wrote it/stars in it

What it is about	The best bit

Other things to include

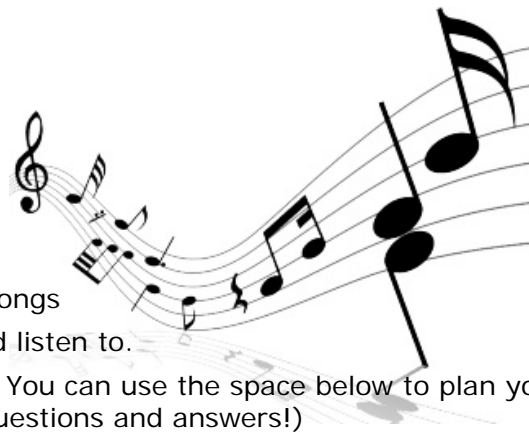
## Task 5: My favourite music

Give a talk about your favourite music.

You could include information about:

- the type of music
- your favourite band/singer
- the band's/singer's best tracks or songs
- what you recommend others should listen to.

Include any other ideas you may have. You can use the space below to plan your ideas. (**Remember** to leave time for questions and answers!)



My favourite type of music	Favourite band/singer

Best tracks/songs	Recommendations

Other things to include

## Task 6: Social networking

Give a talk about social networking. You could include information about:

- what social networking sites are available
- what social networking site(s) you use and why
- the benefits of using social networking
- the problems with social networking.

Include any other ideas you may have. You can use the space below to plan your ideas. (**Remember** to leave time for questions and answers!)



Social networking sites available	The one(s) I use and why

Benefits (the good things about it)	Problems (the bad things about it)

Other things to include

***The following tasks (Tasks 7–12 plus three additional tasks) are Speaking Task 2 examples. They are examples of comparative tasks for ELC1 and ELC2 only.***

### Task 7: Which advertisement is most successful?

**Compare** two advertisements.

Here's some information you could include:

- what each advertisement is for
- what colours are used
- the layout (where things are on the page)
- the similarities and differences
- which advertisement is more successful and why.



Add any other ideas you may have. You can use the space below to plan your ideas. (**Remember** to leave time for questions and answers!)

	Advertisement 1	Advertisement 2
What the advertisement is for		
Colours		
Layout		

<b>Similarities</b>
<b>Differences</b>
<b>Best advertisement and why</b>
<b>Other things to include</b>



## Task 8: Front page news!

**Compare** the front pages of two newspapers (or magazines). Here is some information you could include:

- what the two newspapers are called
- what is on the front page of each paper (content)
- comment about the use of colour
- comment about the layout.

Add any other ideas you may have. You can use the space below to plan your ideas. (**Remember** to leave time for questions and answers!)



	Newspaper 1	Newspaper 2
Name of papers		
What is on the front page (content)		
Colours used		

### Layout

--

### Similarities

--

### Differences

--

### Other things to include

--

## Task 9: A load of blurb – comparing two book covers

Give a talk **comparing** two book covers. In your talk, you could include:

- the title of each book and who they are by
- details about the use of images
- what information is included on the back cover
- which one is most successful and why.

Include any other ideas you may have. You can use the space below to plan your ideas. (**Remember** to leave time for questions and answers!)



	Book 1	Book 2
Titles of books and who they are written by		
Images (pictures)		
Information on back covers		

### Similarities

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### Differences

--

### The most successful and why

--

### Other things to include

--

## Task 10: Fashion

Give a talk about comparing different fashions (or make-up, styles, stereotypes). In your talk, you could include:

- a description of the two different styles/fashions/designs
- the use of colours/fabrics
- how a style/fashion/design could be adapted/changed
- comment on which one is most effective.

Include any other ideas you may have. You can use the space below to plan your ideas. (**Remember** to leave time for questions and answers!)



	Fashion/Style 1	Fashion/Style 2
Description (what it looks like)		
Colours/fabrics		
How it could be adapted/improved		

### Similarities

--

### Other things to include

--

## Task 11: The face says it all!

Give a talk comparing the person's expressions in the pictures below (or choose your own pictures). In your talk you could compare:

- what the expressions could suggest about the person's different moods
- what the person could be thinking about
- what expression you think shows the emotion best.

Include any other ideas you may have. You can use the space below to plan your ideas. (**Remember** to leave time for questions and answers!)

Face 1

Face 2

Face 3

Face 4



	Face 1	Face 2	Face 3	Face 4
Emotion/mood				
Thinking about				

**Which expression is the best and why**

**What expressions can tell us about a person**

**Other things to include**

## Task 12: Mobile phones

Give a talk comparing two different mobile phones. In your talk, you could compare:

- the different makes of mobile phones
- colour and appearance
- what features they have (such as apps)
- good points
- bad points
- which one is best and why?

Include any other ideas you may have. You can use the space below to plan your ideas. (**Remember** to leave time for questions and answers!)



	Mobile phone 1	Mobile phone 2
Make		
Colour/appearance		
Features (such as apps)		
Good points		
Bad points		

### Any similarities

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### Any differences

--

### Best mobile phone and why

--

### Other things to include

--

## Additional task 1: Food, glorious food!

*This can be adapted for a comparative talk.*

Give a talk about your favourite food.

- What is your favourite meal?
- How often, where and when do you eat your favourite meal?
- What food do you like?
- What food do you dislike?

Include any other ideas you may have. You can use the space below to plan your ideas. (**Remember** to leave time for questions and answers!)



Favourite meal	How often, where and when I have my favourite meal

Food: Likes	Food: Dislikes

Other things to include

## Additional task 2: I do/don't believe in ghosts

Give a talk about ghosts.

- Do you believe in ghosts? Why?
- Can you give any examples of ghost stories?
- Do you know of/enjoy/recommend ghost films?
- Are there any famous ghosts? (Research?)

Include any other ideas you may have. You can use the space below to plan your ideas. (**Remember** to leave time for questions and answers!)



Do you believe in ghosts? Why?	Can you give any examples of ghost stories?

Do you know of/enjoy/recommend any ghost films?	Are there any famous ghosts?

Other things to include

### Additional task 3: Professional footballers are paid far too much money!

Give a talk about how much money professional footballers are paid. You could consider the following questions.

- How much money are professional footballers paid?
- How much are other 'professional' people are paid? (for example, doctors, teachers, Members of Parliament, etc.)
- Do footballers earn too much? Why? Explain your views.
- Do footballers deserve their money? Give some examples.

Include any other ideas you may have. You can use the space below to plan your ideas. (**Remember** to leave time for questions and answers!)

How much money are professional footballers paid?	How much are other 'professional' people paid?

Do footballers earn too much? Why?	Do footballers deserve their money?

Other things to include



## Desert island scenario

You are shipwrecked and can only choose one item to take with you to a desert island. Which one item will you choose to take with you? Explain your reasons. You can use the space below to plan your ideas.

Choose just one of these items to take to a desert island	
mirror	sun cream
rope	insect repellent
camera	saucepan
mobile phone	food
torch	make-up/deodorant
sleeping bag	personal stereo

Explain your reasons for your choice

## Presentation planning sheet

### Introduction

My name is:

This presentation will be about:

### Main points of presentation

Part 1:

Part 2:

Part 3:

Part 4:

### Presentation

Part 1:

Part 2:

Part 3:

Part 4:

### Conclusion

Recap (We have looked at ...):

Does anyone have any questions?

## Comparison planning sheet

**Subject:** \_\_\_\_\_

	Item 1	Item 2
Type/item		
Colour/appearance		
Features		
Good points		
Bad points		

### Any similarities

--

### Any differences

--

### Best one and why

--

### Other things to include

--

## Useful prompts for conducting Speaking and Listening assessments

### Asking for comments

What do you think about that?  
What do we all think?  
Do you want to start us off?  
Do you want to come in here?  
Would you like to make a point here?  
Does anyone want to say anything on that?  
Would you like to comment on that?

### Interrupting

Sorry, but ...  
Sorry to interrupt, but I feel that ...  
Could I come in here?  
I'd like to make a point here, if I could.  
Can I just say something about that?

### Dealing with interruptions

Hold on, please.  
We'll come back to you in a moment.  
Just a second, please. I promise we'll come right back to you.

### Asking for clarification

I'm not sure I understand what you're saying.  
Do you mean that ... ?  
Are you saying that ... ?  
If I understand correctly, you think that ...

### Asking for opinions

What do you think?  
Do you agree?  
Do you feel that ... ?  
What do you think about ... ?

### Giving a neutral opinion

I think that ...  
Why don't we ...  
It seems to me that ...  
I believe ...  
We could ...

## Useful prompts for conducting Speaking and Listening assessments (cont.)

### **Giving a tentative opinion**

It might be the case that ...  
Perhaps we could ...  
I tend to think that ...  
Is it possible that ...

### **Strong agreement**

You're completely right.  
Absolutely. I think that's a fantastic idea.  
I totally / completely agree.

### **Agreeing in a neutral way**

I think you're right.  
That's right.  
I agree.

### **Tentative or partial agreement**

I agree to a certain extent.  
I partially agree, but ...  
Yes, but ...  
I can agree with that up to a point.  
I think I can agree up to a point.  
I support the idea up to a point.

### **Neutral disagreement**

I disagree.  
I can't go along with that.  
I think you might be wrong there.  
I'm afraid I can't agree with you there.

### **Strong disagreement**

No, I think you're wrong there.  
I completely disagree.

### **Making positive suggestions**

How about if we ... ?  
Couldn't we just ... ?  
What about if you ... ?

## Support for writing

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You may wish to give your students a planning sheet for their Writing tasks to support them in their preparation and, if appropriate, for their level of attainment, for the assessment. For example, a Level 1 student may use one of the planning sheets as the structure for completing their assessment rather than for planning.

The level of support will differ depending on which level the student is taking and according to individual student needs.

Below are some example task sheets you may wish to use, or adapt, for your students. They are based on the Edexcel-set tasks on pages 27–32 of the Specification. Tasks 1–6 are creative writing tasks; tasks 7 to 12 are transactional writing tasks.

You will also find some additional tasks at the end of this section that may interest your students. Again, these can be used as they are or adapted to suit individual students.

## Task 1

Write the opening of a short story entitled 'Lost and Alone'

**Where** the story is set (the setting)

**When** the story takes place (time)

**Who** is in the story (characters)

**Opening of story**

**Brief notes about middle and end of story**

**Words to use**

**Task 2**

**Write the script for a monologue (or talk) entitled 'I remember when I was young ...'**

- a Fill each thought bubble with a memory about when you were younger.
- b Number the thought bubbles 1 to 9 to put the ideas in order.
- c Use your thought bubbles to write your script/talk.





### Task 3

Describe a real or imagined day out – from start to finish.

#### Where I went



**When:**

**Who with:**

#### How I got there



**The time I left:**

**How I got there:**

**The time I got back:**

**What I did**



**Morning:**

**Afternoon:**

## Task 4

My best friend – describe your best friend.

My best friend	
Name of friend	
Colour of hair	
Colour of eyes	
Where I met my friend	
How long we have known each other	
Why he/she is my best friend	
Other information	

## Task 5

**Dear diary – write a real or imagined day diary.**

a Write two or three sentences to say what you did yesterday. Your ideas can be real or imagined. For example, you could say: 'I played football with my brother.' Remember to check your writing for capital letters and full stops.



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## Getting Started Guide

b Make some note in your diary to remind you of things you need to do on two days: One is a school day (Friday) and the other is at the weekend (Saturday). Write two or three things for each day.



## Task 6

Write the opening of a short story based on ONE of these picture prompts.



**Where** the story is set (the setting) and **when** it takes place (time)

**Where:**

**When:**

**Who** is in the story (characters)

**Opening of the story**

**Brief notes about the middle and end of the story**

**Words to use**

## Task 7

You see this advertisement:

**WANTED**

**Someone to work Saturdays in our busy café.**

The job involves serving customers and washing-up.

**£8.00 per hour**

**Hours: 9am – 5pm**

Please write a letter of application and send it to:

**Mrs Burton, Burton's Café, Anytown, A11 4PT**

Write an application letter to Mrs Burton applying for the job. (You could use the letter template on the next sheet.) In your letter, you could include details about:

- why you are looking for a job
- why you think you are a suitable applicant.

Remember to set out your letter correctly. Write in sentences and use Standard English.

Your name  
1 Any Street  
Anytown  
ANY1 3FX

Mrs Burton  
Burton's Café  
Anytown  
A11 4PT

31 February 2017

Dear Mrs Burton,

I have seen your advertisement for someone to work Saturdays and I should like to apply.

My name is \_\_\_\_\_ and I am \_\_\_\_\_ years old.

I live \_\_\_\_\_

\_\_\_\_\_

I am very interested in the job because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I am very good at \_\_\_\_\_

\_\_\_\_\_

I think I am suitable for the job because \_\_\_\_\_

\_\_\_\_\_ .

I hope you will give me an interview and I look forward to hearing from you.

Yours sincerely,

[your name]



## Task 8

Your school wants to promote healthy eating to its students. Produce a leaflet.

<p>Add a big heading here</p>	<p>Add an image here</p>
<p>Add information here</p>	<p>Add a subheading here</p>
<p>Add an image here</p>	<p>Add information here</p>

**Task 9**

Produce a guide to advise people of your own age how to play a particular game or sport.

**Information about the game****How to play the game****What equipment you need****Rules****How the game is won**

## Task 10

Write an article for a school magazine entitled 'Keep Our School Tidy!'

**Which areas around the school have problems with litter?**

**What types of litter have been seen around school?**

**What needs to be done about it?**

**What should everyone do with their litter?**

**Task 11**

Produce the script for a television (or radio) advertisement for a new mobile phone or product of your choice. Use the sample plan below to develop your idea.

New to a shop near you or available online!
A brand new [add type of product] _____ _____
This new product has everything you need. It has:
• _____
• _____
• _____
• _____
Available in [colours/sizes/styles] _____ _____ _____ _____
Only [price] _____
Get your _____ now!

## Task 12

Write a report for a newspaper based on *one* of the picture prompts:



**What happened**

**When it happened**

**What a witness said**

**Name of witness:**

**What was done about the problem?**

**What did the police have to say about it?**

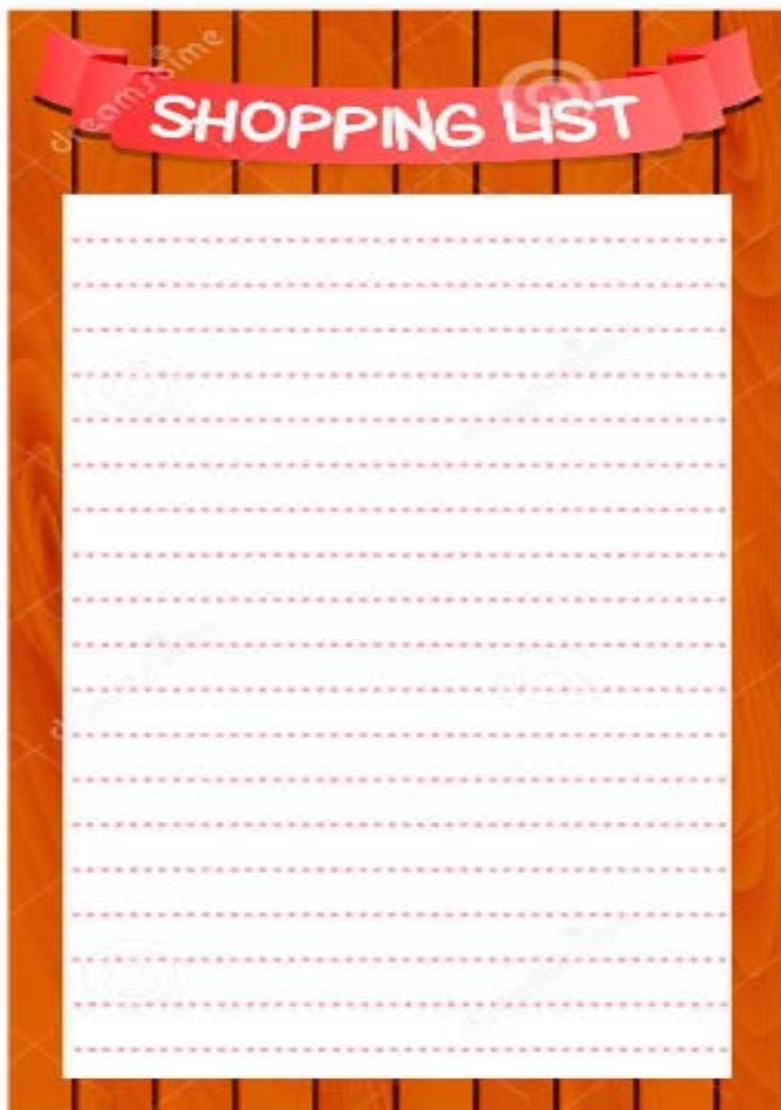
**Additional task 1: Directions**

Your friend who is staying with you wants to go and buy a magazine. Give directions from where you live to the nearest shop. (Remember to check your writing for capital letters and full stops.)

**Directions to shop**

## Additional task 2: Shopping list

The fridge is empty and you need to go to the supermarket to buy some food.  
Write a shopping list. Include 15 items.

A shopping list template. At the top, there is a red banner with the words "SHOPPING LIST" in white, bold, capital letters. Below the banner is a large white rectangular area with horizontal lines for writing. The background of the entire template is a dark orange color with vertical lines, resembling a wooden surface. There are also some faint, stylized illustrations of food items like a tomato, a carrot, and a leafy green vegetable scattered in the background.

**Additional task 3: Cookery class**

You want to learn how to cook. You find a class to join.

Fill in the form. Use capital letters and full stops where you need to.

Learn to cook classes	
Full name	
House/flat number	
Street name	
Town	
Postcode	
Phone number	
<i>Please write two or three sentences to tell us what kind of food you want to cook.</i>	



## Additional task 4: Menu

As part of your school homework you have been asked to plan a menu.

**Plan your menu for the week.** Think of something different for each day. Some have been done for you.

### *this week's menu*

Day	Breakfast	Lunch	Dinner
M	Egg	Beans on toast	
T			
W	Yoghurt		
T	Banana		
F			
S			Having dinner out at restaurant
S		Sunday roast	

**Additional task 5: Litter**

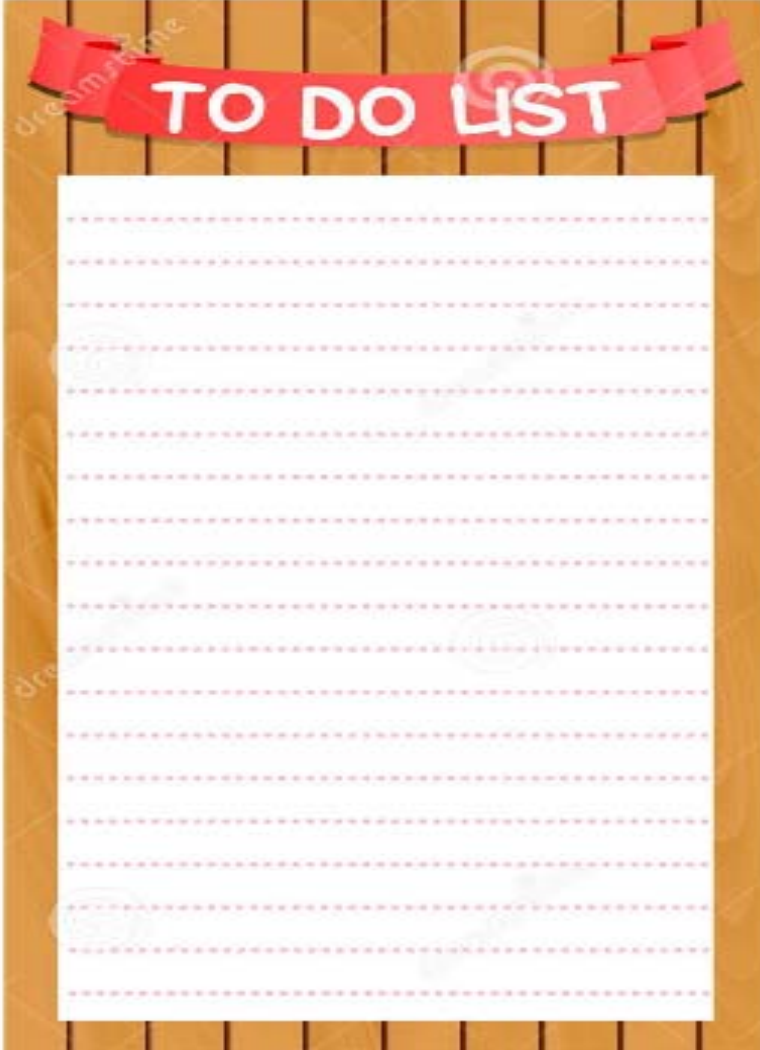
Write a letter to the local newspaper complaining about the amount of litter in your area. In your letter, you could include information about:

- the problems with litter in your area
- what you want people to do about the litter problem.

Litter	
<b>The problem:</b>	<b>Where the problem is:</b>
<b>What should be done:</b>	<b>Other notes:</b>

## Additional task 6: Things to do

You have a lot to do this week! Write a list of six things that you must do.



## Additional task 7: Certificate

You have been asked to help write some certificates. Complete a certificate for your friend who has done really well.

**Appreciation**

Well Done!

This certificate is awarded to:

Name: \_\_\_\_\_

Awarded for: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Additional task 8: Happy birthday!

It is your friend's birthday.

Send your friend a birthday card.

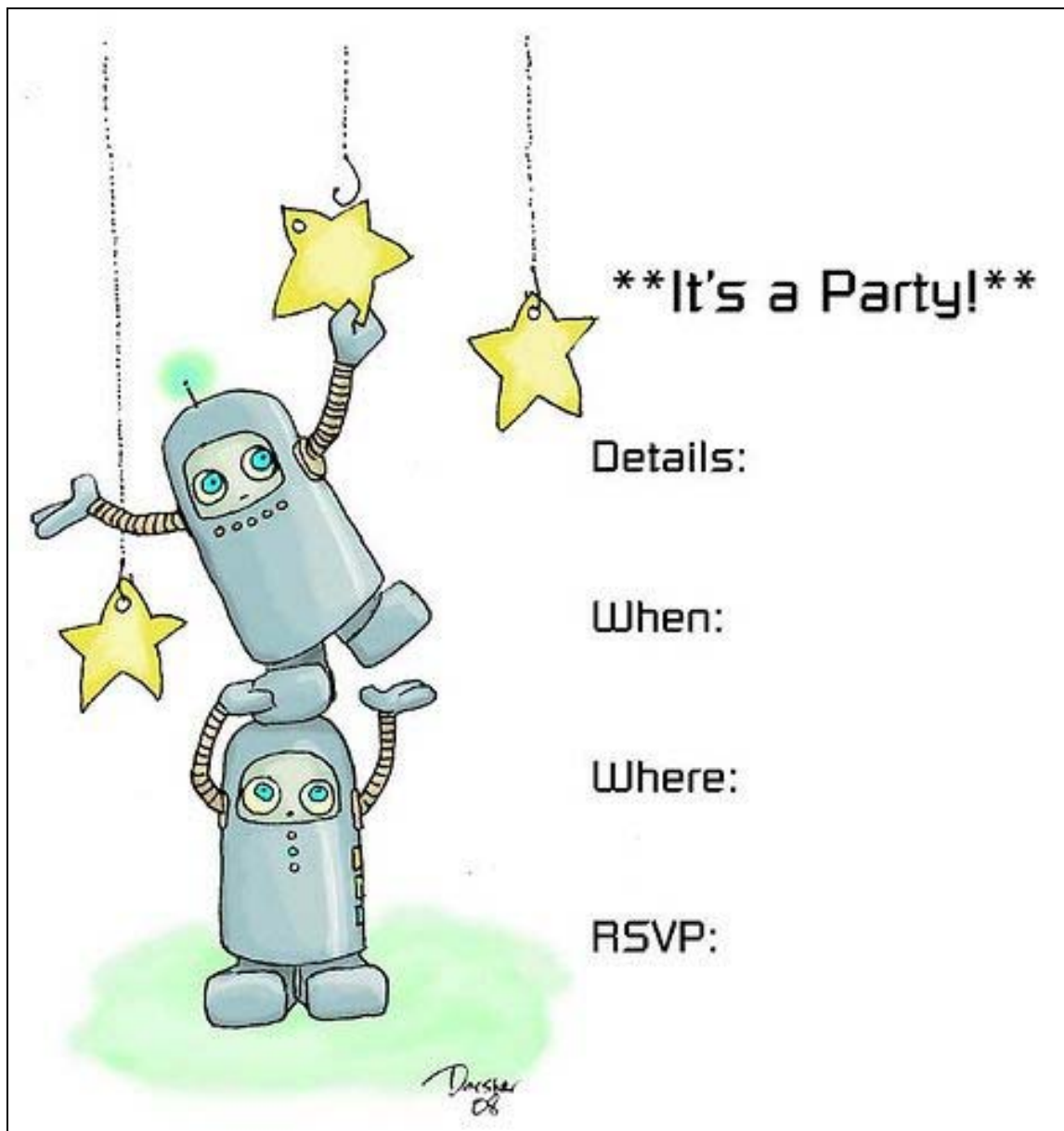
Write your message inside the card.



*Happy Birthday!*

## Additional task 9: Party!

You are having a party! Complete the party invitation.



## Additional task 10: A postcard home

You are on holiday. Send a postcard to your friend. You could include information about:

- where you are staying
- what the weather is like
- what the food is like.

		To:
		Address:
		.....
		.....
		.....

**Additional task 11: Swimming club**

You want to join a swimming club. You find a class to join.

**Fill in the form. Use capital letters and full stops where you need to.**

Swimming club	
Full name	
House/flat number	
Street name	
Town	
Postcode	
Phone number	
<p><i>Please write two or three sentences to tell us why you want to join the swimming club.</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	



## Additional task 12: Swimming – email to friend

You want to go swimming. You want your friend to go with you.

**Write an email to your friend.**

- Tell your friend when you want to go swimming.
- Tell your friend how you will get to the pool.

**Write two or three sentences. Use capital letters and full stops where you need to.**

Email to friend	
From	you@youremail.com
To	yourfriend@mailbox.biz
Subject	Let's go swimming
<p>Write your email here:</p>	

**Additional task 13: Shopping trip**

You want to plan a shopping trip. You want your friend to go with you.

**Write an email to your friend.**

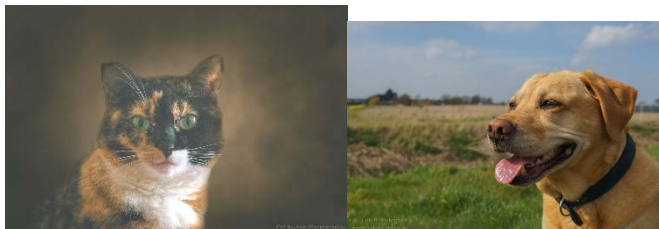
- Tell your friend when the shopping trip is.
- Tell your friend how you will get to the shops.

**Write two or three sentences. Use capital letters and full stops where you need to.**

Email to friend	
From	you@youremail.com
To	yourfriend@mailbox.biz
Subject	Shopping trip
<p>Write your email here:</p>	

## Additional task 14: Pets

Do you, or does someone you know, have a pet?



Pets	
Type of pet	
Name of pet	
Who it belongs to	
Why it is special	
Why you like it/other information/description	
<p>Using your notes above, write about the pet. Remember to write in sentences and use standard English.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	



## Additional task 16: Faulty

You have been saving money for a very long time to buy a special item of clothing online.

You bought the item, but the first time you wear it you discover it is faulty. The item could have a broken zip, buttons missing, the wrong size or a problem of your choice.

Write an email to the company to complain.

In your email, you should include information about:

- the item you bought
- what the problem is with it
- what you want them to do about it.

Remember to write in sentences and use Standard English.

Email to company	
From	you@youreemail.com
To	theshop@mailbox.biz
Subject	Complaint
<p>Write your email here:</p>	

## Further support

English Subject Advisor, Clare Haviland

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TeachingEnglish@pearson.com

Twitter: @PearsonTeachEng

<http://www.edexcel.com/Subjects/English/Pages/Default.aspx>

English forum look at and participate in:

[www.community.edexcel.com/english/default.aspx](http://www.community.edexcel.com/english/default.aspx)

[www.edexcel.com/learningforabetterfuture](http://www.edexcel.com/learningforabetterfuture)