

# English Level 1

## Section D

### Understanding and writing texts

#### D1 Writing clearly

1 Writing detailed information	2
2 Using sentences	7

We are grateful to the following for permission to reproduce copyright material:

United Kingdom Parliament for the text and photograph from *Directions to Parliament* published on [www.parliament.uk](http://www.parliament.uk) © Parliamentary copyright.

Although we have tried to trace and contact copyright holders before publication, in some cases this has not been possible. Permission is still being sought and we would appreciate any information that would enable us to contact those who we have been unable to contact. We will be pleased to rectify any errors or omissions at the earliest opportunity.

# English Level 1

Geoff Barton, Clare Constant, Kim Richardson, Keith Washington

## Section D: Understanding and writing texts

### D1: Writing clearly

#### Use these free pilot resources to help build your learners' skill base

We are delighted to continue to make available our free pilot learner resources and teacher notes, to help teach the skills learners need to pass Edexcel FS English, Level 1.

#### But use the accredited exam material and other resources to prepare them for the real assessment

We developed these materials for the pilot assessment and standards and have now matched them to the final specification in the table below. They'll be a useful interim measure to get you started but the assessment guidance should no longer be used and you should make sure you use the accredited assessments to prepare your learners for the actual assessment.

#### New resources available for further support

We're also making available new learner and teacher resources that are completely matched to the final specification and assessment – and also providing access to banks of the actual live papers as these become available. We recommend that you switch to using these as they become available.

#### Coverage of accredited specification and standards

The table below shows the match of the accredited specification to the unit of pilot resources. This table supersedes the pilot table within the teacher notes.

Skills Standard	Coverage and Range	Learner Unit
<b>3 Writing</b> Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience	In more than one type of text	
	<b>3.1</b> Write clearly and coherently, including an appropriate level of detail <b>3.2</b> Present information in a logical sequence	<b>1</b> Writing clear and detailed information
	<b>3.4</b> Use correct grammar, including correct and consistent use of tense <b>3.5</b> Ensure written work includes generally accurate punctuation and spelling and that meaning is clear	<b>2</b> Using sentences to make your meaning clear (simple and compound sentences; common spelling errors; proofreading and revising)

#### Where to find the final specification, assessment and resource material

Visit our website [www.edexcel.com/fs](http://www.edexcel.com/fs) then:

- **for the specification and assessments:** under **Subjects**, click on **English (Levels 1–2)**
- **for information about resources:** under **Support**, click on **Published resources**.

Published by Pearson Education, Edinburgh Gate, Harlow CM20 2JE. First published 2008. © Pearson Education 2008. Typeset by Oxford Designers and Illustrators, Oxford

This material was developed for use with Edexcel pilot and development centres and is available for continued use with development centres. To become a development centre you need to offer Edexcel Functional Skills. The material may be used only within the Edexcel development centre that has retrieved it. It may be desk printed and/or photocopied for use by learners within that institution.

All rights are otherwise reserved and no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanic, photocopying, recording or otherwise without either the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency Ltd, Saffron House, 6–10 Kirby Street, London EC1N 8TS.

# D1 Writing clearly

By the end of this section you should be able to:

- express information clearly and with the right amount of detail
- plan and write a set of directions which are clear and easy to follow
- use simple connectives to show how your ideas link together
- use simple and compound sentences to make your meaning clear.

## 1 Writing detailed information

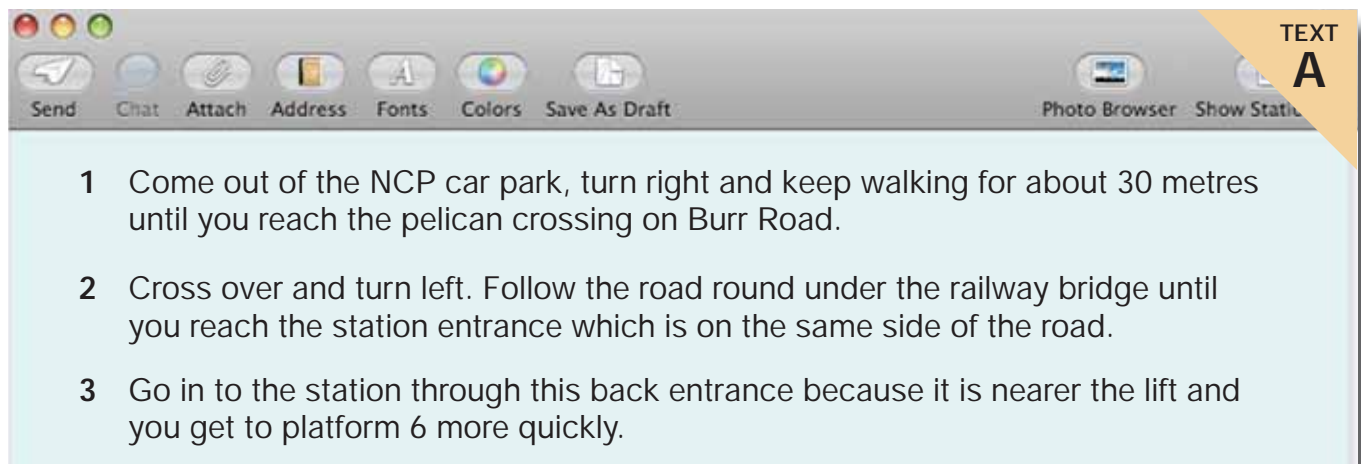
### Learn the skill

The key to giving information clearly and in enough detail for your reader is to **plan carefully**. Before starting to write you need to work out:

- who you are writing for, e.g. *people needing directions*
- what your reader needs to know, e.g. *how to get to your local station*
- what details you need to include, e.g. *where the pedestrian crossing is*
- the best order in which to give the information, e.g. *the order to be followed*
- how to present the information clearly, e.g. *using headings and numbering*
- what kind of sentences to use to express your ideas clearly, e.g. *using commands starting with verbs for instructions*.

### Learn what other writers do

- 1 Read Text A below. How has the writer made sure the directions:
  - a) are clear and easy to follow?
  - b) give readers all the details they need to make a successful journey?



The screenshot shows an email client window with a toolbar at the top containing icons for Send, Chat, Attach, Address, Fonts, Colors, Save As Draft, Photo Browser, and Show Status. The main content area displays a list of three numbered directions. A yellow tab in the top right corner of the window is labeled 'TEXT A'.

**TEXT A**

- 1 Come out of the NCP car park, turn right and keep walking for about 30 metres until you reach the pelican crossing on Burr Road.
- 2 Cross over and turn left. Follow the road round under the railway bridge until you reach the station entrance which is on the same side of the road.
- 3 Go in to the station through this back entrance because it is nearer the lift and you get to platform 6 more quickly.

- 2 The directions on page 4 explain how to get to the Houses of Parliament. The writer of these directions included enough details for someone who was not local to reach the Houses of Parliament using different types of transport. Search these directions and answer the questions that follow.
- a) Which of the pieces of information below are in the title? Which are in the first paragraph?
- 1 where these are directions to
  - 2 where the place is
  - 3 whether visitors can reach the place using public transport
  - 4 if it is easy for wheelchair users to visit
- b) Why does the writer give the reader these pieces of information first?
- c) Read through the directions carefully and make a list of the groups of people who would find them useful, e.g. *people who want to arrive by ...*
- d) How has the writer set out the information on the page to make it easy for each of these groups of people to find out what they need? E.g. *Information is grouped under ...*
- e) Find **two** examples where the writer included tips to help visitors avoid problems.
- f) Which sort of transport do you think the writer thinks it is best to use? How can you tell?
- g) Has the writer used:
- A lots of slang?
  - B abbreviations?
  - C full words?
  - D standard English?

## ABOUT PARLIAMENT

### Directions to Parliament

**Parliament is located in Westminster, in the centre of London. All major forms of public transport, many of which are wheelchair accessible, serve it.**

#### Rail and Underground

Visitors travelling on the London Underground can use the District, Circle or Jubilee lines to get to Westminster station, which is fully wheelchair accessible. Victoria, Charing Cross and Waterloo mainline stations are about 20 minutes away by foot and have connecting buses.

#### Buses

Buses stop near Parliament Square in Victoria Street (opposite the Houses of Parliament) and further up towards Trafalgar Square, in Whitehall. All buses in London are now wheelchair accessible.

#### Walking

If you're travelling by foot, Westminster and Waterloo bridges are wheelchair accessible, as are the Golden Jubilee pedestrian bridges (the old Hungerford Bridge), which connect the South Bank with Victoria Embankment.

#### Bicycles

Members of the public cannot bring bicycles into the parliamentary estate. There are public bicycle racks a short distance away outside 7 Millbank.

#### Parking, picking up, dropping off

There is a commercial car park near Victoria Tower, with advance booking for disabled bays. There are disabled parking spaces nearby in Great Peter Street, Smith Square, and by Methodist Central Hall on Matthew Parker Street. Coming by car is not recommended as parking is expensive and severely limited, and you will often be subject to the congestion charge.

There is no designated area to drop or pick someone up from Parliament. If you need to do this, motorists can stop briefly just before the entrance to Victoria Gardens, towards Millbank. However, please be aware that for security reasons the police will quickly move you on.



 Try the skill

### Plan your writing

You are going to use what you have learned to write a set of directions for a web page. Tell visitors how to travel from a neighbouring town to reach one of these places in your local area: police station, hospital, sports centre, tourist attraction or your workplace.

- 1 Work in groups. Choose what directions you are going to give, e.g. *from Bicester to the Oxford Ice Rink.*
  - a) Spend three minutes brainstorming a list of things your audience needs to know to be able to reach this place, e.g. *different types of transport they can use, parking.*
  - b) What heading will your web page have?
  - c) What is the most important information for readers to find in your first paragraph?
  - d) Now spend a few minutes coming up with a list of ways to research and find all the information you need to include in your directions, e.g. *find a map showing car parks ... phone and ask ... use the web to search for...*
  - e) Spend five minutes planning in what order you will write about the information you find. Work out different headings for grouping the information, e.g. *Buses.*
  
- 2 As you carry out your research, plan your directions using a chart like the one below.

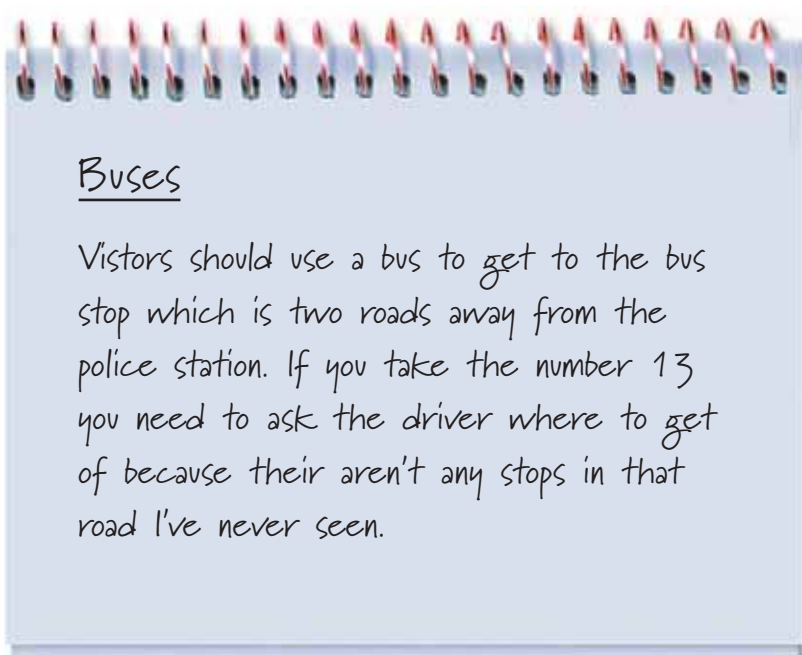
<b>What kind of text am I writing?</b> <i>Directions on a web page using headings &amp; subheadings</i>	
<b>Who is my audience?</b> <i>Adults with cars, bicycles, motorbikes, using public transport.</i>	<b>What is my purpose?</b> <i>To give readers detailed directions so they can travel from outside the town and reach ...</i>
<b>Heading</b>	<b>Details to include</b>
<i>Rail</i>	

## Draft your writing

- 1 Once you have done all your research you are ready to write a first draft of your directions. In your directions remember to:
  - punctuate place names, beginning each word in the name with a capital letter, e.g. *Manchester Road*.
  - spell these words correctly and know when to use them:  
*through/threw, under, pass, bicycle, journey, travel, travelling, of/off connecting.*
- 2 When you have finished writing your first draft, work in pairs and read each other's directions.
  - Tick sentences where information is clearly expressed.
  - Underline any parts that are unclear.
  - Put a question mark by any places where you think a reader would need more details.

## Improve your writing

- 1 Working in a group, look at the first draft Ellie has written below. How can she improve it?



- 2 Now check your first draft, marking any places where you need to improve it.
- 3 Make all the changes necessary as you write the final version of your directions. Don't forget to proofread it carefully to spot and correct any spelling, punctuation and grammar errors.

## 2 Using sentences

### Learn the skill: Simple sentences

A **simple sentence** is used to make one point and only ever has one verb. Use a simple sentence to make a point stand out. Your writing won't flow well if you use too many short sentences.

Before you write a sentence down, say it in your head. Check that it is correct.

Ask yourself:

*The film industry **is worried** about pirate DVDs.*

Check that it is correct. You can ask yourself these questions:

*The film industry **is worried** about pirate DVDs.*

Does the sentence make sense?

Is it clear who or what is doing the verb?

Has it got one complete verb?

If the answer to all your questions is 'Yes', write down your sentence. Make sure you begin it with a capital letter and end it with a full stop, question mark or exclamation mark.

### Try the skill: Writing simple sentences

1 Look at the thoughts below.

**A** it is illegal a copy of a film

**B** a new police task force has been set up to deal with the problem

**C** costs the film industry millions of pounds each year

**D** this stops new films from being made

**E** criminals make a lot of money from pirate DVDs

**a)** Which of these thoughts are complete sentences? Write them down with the correct punctuation.

**b)** Change and write down the other thoughts so that they become complete sentences.

2 Now think of, check and write down five sentences of your own, explaining whether it should be legal to make copies of films.



## Learn the skill: Compound sentences

### A compound sentence

- allows you to make two points. The connectives *and*, *or*, *but* are used to show how the points link to each other.
- has more than one verb.
- is useful when you want to explain your ideas more fully.

Use **and** when your sentence begins with one point and you want to add another point to strengthen your case, e.g.

*A new machine can spot digital cameras in cinemas **and** be used to stamp out illegal filming.*

Use **or** when your sentence begins with one point and you want to show that your next point is an alternative to it, e.g.

*The machine can work out where a film camera **or** digital camera is being used.*

Use **but** when your sentence begins with one point and you want to show this next point disagrees with your first, e.g.

*The new machine can't stop filming **but** it can make the film unusable.*

## Try the skill

- 1 Which connectives do you need to link each of these sentences?

I think film makers and musicians make far too much money \_\_\_\_\_ it still isn't right to steal their work by copying it. Most people don't think about it \_\_\_\_\_ if they do then copying doesn't seem like a big deal. We've all seen the adverts saying copying films is like stealing a handbag \_\_\_\_\_ you wouldn't steal that so don't steal a film. Really, I think most people don't even think about it \_\_\_\_\_ they just want a cheap copy of the film.

- 2 Write four sentences of your own. Explain whether copying music files should also be illegal. Show how your ideas link together by using the best connective from the box.

and or but because