

# English Level 1

## Teacher's Notes

### Section D

## Understanding and writing texts

### **D2 Presenting information in a logical order**

<b>1 Present information in a logical order in letters</b>	3
<b>2 Present information in a logical order in reports</b>	4
<b>3 Making sure that the subject and verb agree</b>	4
<b>4 Using the right tense</b>	5

# English Level 1

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## Section D: Understanding and writing texts

### D2: Presenting information in a logical order

#### 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>3.5</b> Ensure written work includes generally accurate punctuation and spelling and that meaning is clear	<b>1</b> Present information in a logical order in letters <b>2</b> Present information in a logical order in reports
	<b>3.4</b> Use correct grammar, including correct and consistent use of tense	<b>3</b> Making sure that the subject and verb agree <b>4</b> Using subject and verb agreement accurately

#### 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**.

# D2 Presenting information in a logical order

(Learner materials: Level 1, Section D2, pages 9–22)

Skill Standard	Coverage and Range	Learner Unit
<b>L1.3</b> Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	<b>In a range of documents on paper and on screen:</b>	
	<b>L1.3.2</b> Present information in a logical sequence. <b>L1.3.1</b> Write clearly and coherently including an appropriate level of detail. <b>L1.3.5</b> Proofread and revise writing for accuracy of grammar, punctuation and spelling, and to ensure that meaning is clear.	<b>1</b> Present information in a logical order in letters
		<b>2</b> Present information in a logical order in reports
	<b>L1.3.4</b> Use correct grammar including subject-verb agreement and correct and consistent use of tense.	<b>3</b> Making sure that the subject and verb agree
		<b>4</b> Using subject and verb agreement accurately

## Approaches to teaching

The first two units are the main units and begin with a brief, active explanation of the writing skills being taught.

First learners study a model text to see how these writing skills have informed the writing of a specific text. In both units the focus is on writing with a logical and clear order in mind. Learners are also reminded of the importance of writing clearly and including relevant information (especially in the accident report, where including only relevant information is essential).

Learners are then set a writing task which will require them to use the new skills and what they have learned from examining the model text. As far as possible the task provides a real-world learning context and requires the kind of simple research skills needed in study or employment.

Following on from this, learners examine and discuss a sample of writing provided and are asked to suggest improvements that could be made to it. This text has been deliberately designed to show the kind of problems learners need to avoid in their own writing and to elicit the kind of proofreading skills which may be tested in the Functional Skills Assessment. Learners are then asked to check their own work for similar areas needing improvement and to implement what they have learned while writing their final draft and proofreading it.

Activities where learners examine the model text and develop their writing skills are also opportunities for them to have further practice in developing the speaking and listening skills learned in section C.

The accompanying units (units 3 and 4) support subject-verb agreement and writing verbs in their correct form as underpinning skills needed for the task of writing a letter, giving information, and accident reports where mastery of changes in tense and accuracy in writing are vital.

### *1 Present information in a logical order in letters*

The skills delivered in this unit include ordering material logically and clearly within the overall structure of a business letter, as well as linking sentences in a logical order within individual paragraphs. Read the exemplar letter through first before learners attempt the questions. Ensure that they understand the term 'paragraph'.

## Answers

### Learn from other writers

- 1 It highlights immediately what the purpose of the letter is. Business letters often start like this so that the reader can quickly see what the letter is about and what necessary action needs to be taken.
- 2 a) and b)  
A information about membership  
B reminder about an induction session  
C details about extra services and facilities  
c) It is a logical order – most important information first.
- 3 a) The conclusion repeats or sums up the main point of the letter, and assures the reader that their needs are being attended to.  
b) It makes the reader feel looked after and welcomed.
- 4 C
- 5 The first sentence sums up the main point she wants to make. The next two sentences give two examples of the extra services the gym offers. ('We also' in sentence 3 shows that this is a second example.)

### Improve your writing

- 1 Suggested points: The letter should begin by explaining what the expansion is, rather than its impact on the running of the gym. The disruption is repeated in another paragraph. The suggested best order is:  
(a) What expansion is planned.  
(b) The benefits.  
(c) The disruption.  
(d) Apologies and end on positive note.

### Additional task

Ask whether any learners have a letter that they have to write, either to a business or on behalf of a business. Get them to draft the letter in their own time, then work with pairs or groups to check that the sequence of information is logical and clear. Other learners could look out a recent business letter that they have either received or written and check it for logical sequence. How could they improve it?

## 2 Present information in a logical order in accident reports

The skills delivered in this unit include ordering material logically and clearly within an accident report, as well as ensuring that the substance of the report is relevant information (a common error in accident report writing).

To help learners decide what is relevant, use the terms fact and opinion, and help them distinguish between the two. Accident reports are essentially factual, and include only the key facts, answering the questions who, what, when, and where. Read the exemplar report through first before learners attempt the questions. Ensure that learners understand the term 'chronological order' if you are using it instead of 'time order'; give examples if necessary. You could compare the order with that taken in the letter in unit 1, which was ordered by importance of the information.

## Answers

### Learn from other writers

- 1 The date
- 2 The important details are immediately available to the reader, so they don't have to read through the whole report to find them
- 3 The three bits of information are: who was hurt, what happened, and what action was taken. Where possible, provide copies of the letter for learners to mark where the extra detail is for these points.
- 4 a) time order
- 5 a) The events are described in time order in the report, but out of time order in the oral description;  
b) Some personal opinion and irrelevant details included in the oral description, while the report keeps to the essential facts
- 6 The name shows who has taken responsibility for writing the report
- 7 Everyone involved closely in the incident and the action taken afterwards has been named
- 8 Date of incident  
Summary of incident – who and what  
Description of incident – where and how it happened, and what injury occurred  
Treatment administered and any action taken  
Name of report writer

### Improve your writing

- 1 He needs to: put the date and summarise the incident (including Samira's name) first; also delete the personal opinion about water.

### Additional task

If any learners work in an environment where an accident record book is kept, get them to read through some recent entries and check how clear the sequence of information is. Could they improve any? Your own teaching institution may provide examples.

### 3 Making sure that the subject and verb agree

Ensure that learners understand what the terms subject and verb mean; give plenty of examples. Subject-verb disagreement is very common in conversation and in some dialects, e.g. 'You was late.' Emphasise the fact that such 'ungrammatical' English is less acceptable when writing in formal situations, even though in conversation and informal writing (texting etc.) it is more acceptable. Learners with English as an additional language may need more support in this unit.

#### Answers

##### Try the skill

1 a) were; b) have; c) was; d) have; are, is

2 Personal Trainer for New Gym Required

based in Leicester

Golden Park Gym is seeking a personal trainer for its expanded gym (opening March). Does this description match you?

- You have at least two years' experience.
- You are enthusiastic and energetic, with a good attitude to your work.
- You enjoy working as part of a team.

The salary range is between £16 000 and £21 000 per annum, depending on experience. A good benefits package is available.

For more information, email [info@goldenparkgym.co.uk](mailto:info@goldenparkgym.co.uk)

### 4 Using the right tense

Ensure that learners understand what the terms tense and verb mean; give plenty of examples. Inconsistent and inaccurate use of tenses is very common in conversation and in some dialects, especially for learners with English as an additional language. Emphasise the fact that such 'ungrammatical' English is less acceptable when writing in formal situations, even though in conversation and informal writing (texting etc.) it is more acceptable.

#### Answers

- 1 got, made, tidied, did, went, bought, drove, had, met, spent, went, cooked, slumped
- 2 1a; 2a; 3a get (present), remains (present), will need (future); 3b He is moving from referring to the present to referring to the future; 4c