

# English Level 1

## Section D

### Understanding and writing texts

#### **D3** Writing for different purposes

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# English Level 1

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## Section D: Understanding and writing texts

### D3: Writing for different purposes

#### 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>3.3</b> Use language, format and structure suitable for purpose and audience	<b>1</b> Understand formal and informal language
	<b>3.3</b> Use language, format and structure suitable for purpose and audience <b>3.5</b> Ensure written work includes generally accurate punctuation and spelling and that meaning is clear	<b>2</b> Writing a letter of application <b>3</b> Writing a letter of complaint

#### 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

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# D3 Writing for different purposes

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

- ➡ know when to use formal or informal language
- ➡ write in a way that takes your purpose and audience into account
- ➡ use suitable language and structure when applying for a job or writing a letter of complaint.

You will also proofread your writing for accurate spelling, punctuation and grammar so that your meaning is clear.

## 1 Understanding formal and informal language

### Learn the skill

When you write, you need to ask yourself these questions:

- Why are you writing? What is your aim? (This is **YOUR PURPOSE**.)
- Who are you writing for? Who is going to read it? (This is **YOUR AUDIENCE**.)

If your purpose is serious, and you don't know the reader very well, you need to write in **formal** English, e.g. *when writing business letters*.

If your purpose is not serious, and you know the reader well, you usually write in **informal** English, e.g. *when texting or emailing friends*.

In formal texts you should:

- use proper names, not slang: *great* not *cool*; *the police* not *the fuzz*
- write in complete words: *going to* not *gonna*
- not use abbreviations: *could have* not *could've*; *because* not *cos*.

### Try the skill

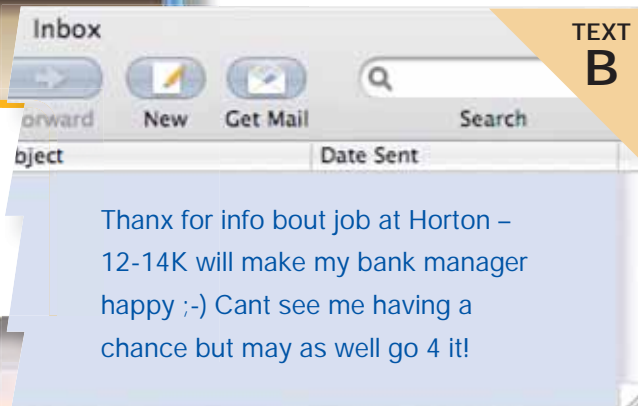
- 1 Read the texts on page 24. Work in pairs. Discuss what the purpose and audience is of each one. Then complete the table below.

Text	Purpose	Audience
A	information about a job	someone who is looking for a job
B		
C		
D		
E		



TEXT  
A

We are seeking a **Conference and Events** assistant to work closely with the C&E Manager of this extremely busy department. The right candidate will need to be comfortable working with large numbers of both delegates and staff.

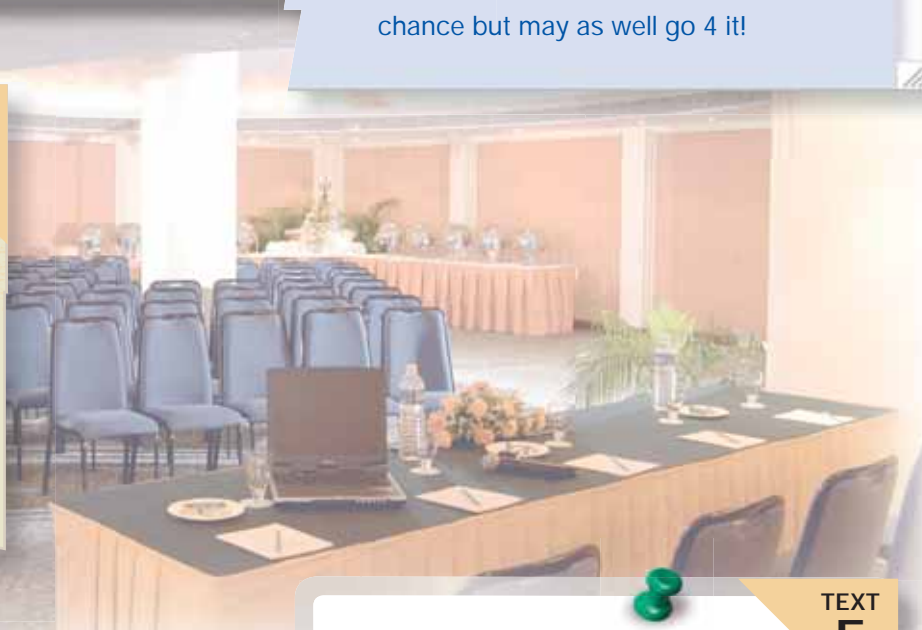


TEXT  
B

Thanx for info bout job at Horton - 12-14K will make my bank manager happy ;-) Cant see me having a chance but may as well go 4 it!

TEXT  
C

I would like to choose option 2, as outlined in your conference and events brochure – a marquee for 150 guests, with space for a band and dancing after dinner, for the afternoon and evening of the 24 May.



TEXT  
E

**Delegates are requested not to leave valuables in the room. Any valuables can be left in the safe at reception.**

TEXT  
D

Just put an ad in for the C&E assistant.  
Can you keep 30 May free for interviews?

- 2 Discuss whether each text is formal or informal. Write down two or three words or phrases in each text to support your view.
- 3 Read texts C and D again. Decide which of these two sentences belongs to each text.
  - a) Let me know if the date's no good asap.
  - b) Could you please let me know immediately if this date is not possible?
- 4 Add a sentence to text E, asking delegates not to eat and drink while they are in the conference room.

## 2 Writing a letter of application

### Learn the skill

If you want a job with a company, you need to write a letter if:

- the job advert says 'Apply in writing'
- you want to ask whether they have any job vacancies.

You need to be able to make a good impression by:

- following the right format and structure
- using formal language, with correct spelling, punctuation and grammar.

### Learn from other writers

Read Mark's letter on page 26. Answer the questions to find out how he has made a good impression when applying for this job.

**ACTION SPORTS**

Trainee sales assistant required to work in busy sports shop. Applicants must have good social and number skills, work as part of a team and be willing to learn.

Apply in writing to John Pycroft

1 Mark's purpose is to get the job in the advert above.

In pairs, sort his thoughts into four groups:

- Things that are **essential** for achieving his purpose
- Things that are **helpful**
- Things that are **not helpful**
- Things that are **unnecessary**.

Keep the letter short.

Tell them how old I am.

Make the letter long so I can tell them all about myself.

State the title of the job I'm applying for.

Give my name and contact details.

Tell them about my hobbies.

I should give my relevant skills and experience.

I include the names and contact details of two people who know my skills and qualities.

I must explain why I am interested.

I'll save my skills and experience for the interview.

2 Now read the letter on page 26. What did Mark do to help him achieve his purpose? Refer to the list above.

45 Quedgely Road  
Leeds  
LS17 1HF

John Pycroft  
Action Sports  
27 High Street  
Leeds  
LS1 3PX

16 August 2008

Dear Mr Pycroft

- A** I am writing to apply for the position of trainee sales assistant which was advertised in the 'Leeds Courier' on 14 August.
- B** I have just completed Year 11 at Central High School. I am hoping to pass Maths, English, ICT and art GCSEs and a GNVQ foundation course. I would like to start work in a shop, especially where I am given training.
- C** At school I completed a week's work experience at a travel agent's, where I enjoyed contact with customers. I have also had a part-time job in the kitchens at the Old Ram Inn. The work experience and the job have both helped me develop my social skills. I am a good worker and get on well with other people in the team. I also enjoy all sports and regularly play football for the school.
- D** Please contact the following for references:

Nabil Habib  
Headteacher  
Central High School  
Leeds  
LS3 6FD  
0113 9847652

Gordon Powers  
Tracks and Trails  
71 Long Street  
Leeds  
LS2 8RG

Yours sincerely

Mark Burden



To remind yourself of how to organise information clearly in a letter, see D2 page 11.

- 3 Read the job advert on page 25 again.
- Make a list of the qualities and skills that Active Sports are looking for, e.g. good social skills, good number skills.
  - Look through Mark's letter. Underline the parts where he shows he has the qualities and skills for the job.
- 4 Mark's first draft began like this:

I was reading the local paper the other day and your ad stuck out. Selling stuff has always been my kind of thing.

In pairs, compare this with his final version (paragraph A). List the changes that Mark made. Explain why he made each one.

- 5 The greeting (the way you begin) and the ending of a letter are also important. Look at the chart below.

Greetings	Endings
Dear Sir or Madam	Yours faithfully
Hi John	See ya
Dear John Pycroft	Best wishes
Dear Mr Pycroft	Yours sincerely
Dear John	Cheers

- Which greeting and ending have Mark used?
  - Which of the other greetings and endings are formal? Which are informal?
- 6 Read paragraph C. Find three words or phrases that show Mark is writing in formal English.

### Try the skill

You are going to use what you have learned to write a letter applying for the job at the Horton Hotel.

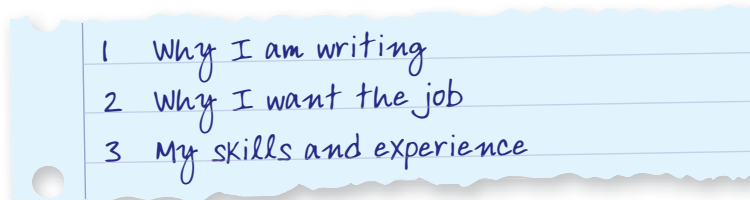
**HORTON *H* HOTEL.**

We are seeking a Conference and Events assistant to work closely with the the C&E Manager of this extremely busy department. The right candidate will need to be comfortable working with large numbers of both delegates and staff. Good communication and administrative skills are essential and the ability to work under pressure in a team.

## Plan your writing

Work in pairs or threes.

- 1 Spend a few minutes listing things that your reader needs to know, e.g. *where you found the advert, your skills and experience.*
- 2 Now read through your list together. Turn it into a numbered list of three or four paragraphs, e.g.:



This will be the *plan* that you can follow when you start writing.

### Remember

When ending a formal letter, use:

*Yours sincerely* when you know the person's name, e.g.

*Dear Ms Carlson*   *Yours sincerely*  
Samira Khan

*Yours faithfully* when you don't know the name of the person you are writing to, e.g.

*Dear Sir(s)*   *Yours faithfully*  
Frank Archer

## Draft your writing

- 1 Write the first draft of your letter on your own. As you write, remember to:
  - follow the plan that you outlined above
  - follow the format of a formal letter
  - write in formal English.
- 2 When you have finished writing your first draft, work in pairs and read each other's letters.
  - Tick information that is relevant for the job.
  - Put a line through any information that is not relevant.

Has your partner:

- set out the letter using a suitable format
  - used the correct greeting and ending for the letter
  - used formal English all the way through the letter
  - made his or her meaning clear?
- 3 Circle any part where you feel the letter can be improved.
  - 4 Discuss your comments with your partner.
  - 5 Now make changes to your letter.



## Improve your writing

If you are writing a formal text, your spelling, grammar and punctuation all need to be very accurate. That means you must check your writing carefully before you write the final version of your letter.

The process of checking is called **proofreading**.

- 1 Work in pairs. Look through this draft letter of application for the job at the Horton Hotel. Then try the tasks that follow to help you spot the mistakes.



I am applying for the post of Conference and Events Assistant I found the advertisement on caterer.com website.

I have always wanted to work in catering. My dad is a chef and my mother manage a local restaurant so catering is in the family.

I studied food technology at GSCE and I am hoping to get a good grade later this summer. I am also taking a city & Guilds secretarial course at robins wood college. i love working as part of a team and I am very organised. My friends are always getting me to organise there parties for them. My neighbours has also asked me to plan a retirement party this July.

Here are the details of to referees.

## Grammar

### Writing sentences

Each sentence should make one point. Don't let your sentences run on and on.

*He arrived at 8 the party was due to start at 8.30 ✗*

*He arrived at 8. The party was due to start at 8.30. ✓*

Don't forget sentences must start with a capital letter and end with a full stop.

- a) Find a long sentence that needs breaking into two separate sentences.

Make sure the verb is written correctly for the number of people doing the action (i.e. the subject and verb agree).

E.g. *The work were very interesting.* ✗

*The work was very interesting.* ✓

(Also see D2, pages 19–20.)

b) Find two examples where the subject and verb don't agree.

## Punctuation

### Capital letters

Use a capital letter to begin every sentence, e.g. *The work was very interesting. I learned a lot.*

Also use capitals for:

- people's names and job titles, e.g. *Samira Khan, Deputy Manager*
- qualifications, *Diploma in Translating*
- places, *City College in Brighton*
- places, *Horton Hotel*

c) Find five letters that need to be capitals.

## Spelling

- Some words sound the same but are spelt differently when they mean different things, e.g.

to/too/two

their/there/they're

As you check the spelling, ask yourself – *Is this the right spelling for the meaning of the word in this sentence?*

d) Find two examples where the writer has confused these words.

- 2 Correct the mistakes in the draft letter.
- 3 Work in pairs. **Proofread** each other's letters of application. Then share your comments.
- 4 Now write up the **final version** of your letter, making any changes you discussed. If you have followed all the steps so far, this letter will create a good impression because:
  - it takes the audience and purpose into account
  - it is written in formal English
  - it follows the format and structure of a letter
  - it expresses clearly what you mean
  - it has accurate spelling, punctuation and grammar.

# 3 Writing a letter of complaint

## Learn the skill

If you want to write a letter to complain about someone or something, you need to:

- follow the format and structure of a letter
- use formal language
- use accurate spelling, punctuation and grammar.

## Learn from other writers

Read Simone's letter of complaint on page 33. Answer the questions below to find out how she made sure her letter was right for the purpose and audience.

- 1 Simone asked two people in her class for advice about how to make the letter effective. Discuss with a partner which bits of advice she followed from each person. Explain why they are good rules to follow.

### Rashid

- A Begin by stating the purpose of your letter.
- B Your feelings are more important than the detail of what happened.
- C Write short, clear sentences. Begin a new paragraph for each point.
- D End by saying how disgusted you are.



### Sara

- A Describe what went wrong, then say why you are writing.
- B Focus on the facts (dates and events), not on your feelings.
- C Long, detailed sentences will impress the company.
- D End the letter by saying what you want the company to do.



- 2 Simone's first draft ended like this:

*We are all really fed up. The holiday cost us an arm and a leg and we want that dosh back right now, plus a grand for the insult.*



Which words or phrases are too **informal**? Write down the **formal** words and phrases that she used instead in her final draft.

3 It is important to follow the correct **format** when writing formal letters.

a) Look at the layout of Simone's letter below. Work in pairs and draw up some rules to explain where to put these features of a letter:

- the writer's contact details
- the company's name and address
- the date
- the greeting and ending
- the writer's name and signature.

b) Why has the writer ended the letter with 'Yours faithfully'? If you need help, look back at page 27.

86 Weir Street  
Wissely  
OHN 0ZY  
12 August 2008

FABHOLS  
274 High Street  
Bellmont  
BR16 7NX

Dear Sir or Madam

I wish to complain about the holiday I took with your company. We booked a week's holiday at the Top Vista Hotel in Blanes from 2-9 August 2007. When we arrived at 10pm on Saturday 2 August, we discovered that the hotel was full and that their computer was down. The reception staff said that they had no record of our booking. My husband and our four children ended up spending the night crammed into one room, sleeping in a row of three bunk beds pushed together.

The following morning the computer was working and our booking was confirmed, but there were no other rooms available. The other local hotels were also full. Your representative said there was nothing she could do, and there were no flights home until the next Saturday. We had no choice but to stay there for the rest of the week.

To make matters worse, on the Wednesday the shower got blocked and flooded. All our suitcases storing our clothes were soaked.

This has been a terrible experience for all of us. We demand a full refund for the 'holiday' and £1000 compensation.

Yours faithfully

*Simone Richards*

Simone Richards

**Try the skill**

Dear Ms Tolley

*Only seating for 100 people*

I would like to book Option 2, as outlined in your brochure – one marquee to seat 150 guests, with space for a band and dancing after dinner, for the afternoon and evening of 24 May.

*Not enough food for 150 people. Some guests had nothing to eat.*

I understand that you offer catering services; please let me know how much a buffet meal for 150 people would cost.

*Band booked for 8.00 pm. Didn't arrive until 10 pm.*

I enclose a cheque for £300 in payment of the deposit.

*Won't pay the balance. Want deposit back.*

Yours sincerely

*Ewan McQuire*



The wedding reception on 24 May went horribly wrong. You are going to use what you have learned to write a letter of complaint to the Conference and Events Manager at the Horton Hotel.

**Plan your writing**

- 1 Work in pairs. Look at the notes on the letter. List three things that went wrong, e.g. *the marquee only had seating for 100 guests.*
- 2 Now plan the paragraphs for your letter using a chart like the one below.

Paragraphs	Purpose	What I want to say:
1	<i>Why I am writing</i>	
2	<i>Explain what happened (1<sup>st</sup> point)</i>	
3	<i>Explain what happened (2<sup>nd</sup> point)</i>	
4	<i>Explain what happened (3<sup>rd</sup> point)</i>	
5	<i>Say what action you want</i>	

This will be the *plan* that you will follow when you start writing.

## Draft your writing

- 1 Write the first draft of your letter on your own. As you write, remember to:
  - follow the plan that you made on page 34
  - follow the format for a formal letter
  - write in formal English.
- 2 When you have finished writing your first draft, work in pairs and read each other's letters.
  - Tick where your partner has covered a point in the chart above.
  - Underline any part where you feel the letter can be improved.

Now discuss your comments with your partner.

- 3 Make any changes to your letter.

## Improve your writing

Remember that your spelling, punctuation and grammar all need to be very accurate. That means carefully **proofreading** your letter before you write the final version.

- 1 Work in pairs. Read an extract from another complaint to the Horton Hotel. Then answer the questions that follow to help you spot the mistakes.

The music suddenly stopped at 9.30 pm so I asked the DJ what is happening. He say the sound system was broken and he could'nt repair it. The DJ was also very rude and unhelpful. Your companys poor service is just not exceptable. If I pay good money for a service I expect it to be of a high quality. I would like a full refund compensation and an apology from the DJ.

## Grammar

The verbs (action or being words) in a sentence need to refer to the correct time when things happened – the past, the present and or the future.

E.g.:

*I send the letter a week ago.* ✗

*I sent the letter a week ago.* ✓

(Also see D2 pages 19–20.)

- a) Find two examples where the verb isn't correct for the time it refers to.

## Punctuation

### Apostrophes

- Use an **apostrophe** (') to show possession (e.g. *the man's behaviour*).
- An apostrophe also shows that a letter or letters have been missed out (e.g. *I'm [I am], isn't [is not]*).

### Using commas

Use a comma to separate:

- items in a list, e.g. *I ordered photocopy paper, 500 envelopes, 5 files and a stapler.*
- whole parts of a sentence, e.g. *When I opened the box, the stapler was missing.*

- b) Find two places where apostrophes are used incorrectly.  
c) Find two missing commas.

## Spelling

### Confusing words

Some words sound similar but are spelled differently, e.g.

*accept* (allow or receive)

*except* (other than or apart from)

To check if the spelling is right, ask yourself 'Which word makes sense in this sentence?'

- d) Find one example where the writer has confused these words.

- 2 Now correct the mistakes in the draft.
- 3 Work in pairs and **proofread** each other's letters of complaint. Then share your comments.
- 4 Write up the **final version** of your letter to include any changes. If you have followed all the steps so far, it will be an effective letter of complaint.