

English Level 1

Teacher's Notes

Section D

Understanding and writing texts

D3 Writing for different purposes

1 Understanding formal and informal language

2 Writing a letter of application

3 Writing a letter of complaint

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

Where to find the final specification, assessment and resource material

Visit our website 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**.

D3 Writing for different purposes

(Learner materials: Level 1, Section D3, pages 23–36)

Skill Standard	Coverage and Range	Learner Unit
L1.3 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	In a range of documents on paper and on screen:	
	L1.3.3 Use language, format and structure suitable for purpose and audience	1 Understanding formal and informal language
	L1.3.3 Use language, format and structure suitable for purpose and audience	2 Writing a letter of application
	L1.3.5 Ensure written work includes accurate grammar, punctuation and spelling and that meaning is clear	3 Writing a letter of complaint

Approaches to teaching

Unit 1 is a short two-page unit which helps learners to recognise and make appropriate choices about the use of informal and formal writing style, and understand how those choices are influenced by the purpose and audience for the piece of writing.

Units 2 and 3 are the main units in this download. Each begins with a brief active explanation of the writing skills being taught. Then learners study a model text to see how these writing skills have informed the writing of a specific text. 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. The initial work in gathering content and organising ideas and information is designed to give learners further practice in the speaking and listening skills covered in section C. As far as possible the task provides a real-world learning context and requires the kind of simple research skills needed in employment.

Learners are asked to draft their text independently and reminded of specific sentence and word level skills they should employ in their writing. After they have produced their first draft, learners work in pairs to read, comment on and suggest improvements to their writing.

Following on from this, learners examine and discuss a sample of writing 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.

1 *Understanding formal and informal language*

In this section formality and informality are not explained and explored as academic concepts but as functional tools in writing in an appropriate manner. That is why they are linked from the outset with the purpose and audience of the writing. Learners should realise when it is appropriate to use informal language (e.g. emailing, text messaging) and when more formal language is needed (e.g. when writing business letters). In order to do this, they first need to understand (a) the difference between the two kinds of language, and (b) that there is a scale or continuum from very formal at one end to very informal at the other.

Read the texts through with learners and, if necessary, get one or two to begin filling in the table in class before learners complete it in pairs. Ensure that they work out the context (purpose and audience) for each text first. After they have completed the table, get learners to share their answers and explain how the level of formality suits the purpose/audience of the text in each case. As an extension activity for high achievers, you could ask learners to rank the texts in a continuum of formality/informality.

Try the Skill

Answers

1 and 2

Text	Purpose	Audience	Formal/informal + evidence (examples)
A	information (available job)	someone who is looking for a job	formal – seeking, candidate, large numbers
B	thank you email	friend	informal – thanx, info, go 4 it
C	instruction booking a marquee	Conference and Events Manager	formal – I would like, as outlined
D	instruction email	business colleague	informal – just, put an ad in
E	information (notice)	delegates to a conference	formal – delegates are requested, valuables

3 a) D, b) C

4 e.g. 'Please refrain from bringing / do not bring food and drink into the conference room at any time.'

2 Writing a letter of application

Occasions for writing letters nowadays are few and far between, but one important exception is applying for a job (or its variant, looking for a position that has not been advertised). Discuss with learners how important it is to present a good impression from a letter of application.

Read the job advert with learners. Pairs explore what makes an effective letter by sorting the possible features of a letter of application into groups. They then read Mark's letter and identify where the writer has included the essential and useful features. The remaining activities get learners to see how Mark has written his letter so that it highlights the right skills and experience; also how he has improved on earlier drafts and used the correct level of formality.

You may need to remind learners about the essential structural and format features of a formal letter.

Answers

1 a) *essential* – Give my name and contact details, State the title of the job I'm applying for, I should give my relevant skills and experience; *helpful* – Keep the letter short, Include the names and

contact details of two people who know my skills and qualities, I must explain why I am interested; *not helpful* – Make the letter long so I can tell them all about myself, I'll save my skills and experience for the interview; *unnecessary* – Tell them about my hobbies, Tell them how old I am

3 a) social skills, number skills, teamwork, willingness to learn; b) enjoyed contact with customers at travel agent's; worked in kitchens, doing Maths at GCSE, likes to work in a team, looks forward to being trained

As the advert is for a sports shop, he also mentions his interest in sport. I also enjoy all sports and regularly play football for the school.]

5 a) Dear Mr Pycroft Yours sincerely;

b) **Greetings** **Endings** **Formal/informal**

Dear Sir or Madam Yours faithfully formal

Hi John See ya informal

Dear John Pycroft Best wishes formal

Dear Mr Pycroft Yours sincerely formal

Dear John Cheers informal

6 e.g. I enjoyed contact with customers, I have also had, have both helped me develop my social skills

Try the skill

Read the job advert together. Remind learners of the key features of a letter of application before they write their own in pairs or threes. Emphasise the importance of planning the letter, each section/paragraph supplying one or more of the key pieces of information they need to convey. Learners then peer-review each other's letters, assessing them against a checklist of features and making suggestions for improvement.

Improve your writing

Emphasise the importance of proofreading – the final 10% of the work can make 90% of the impact.

In this section 'proofreading' focuses on improving spelling, punctuation and grammar. Learners read the advice panels and then apply them to the text. The spelling of everyday words should be accurate, including those from work, study and everyday life. In a formal letter of application ideally there should be no errors. Above all the meaning must be clear, thus the attention that needs to be paid to grammar and punctuation. Emphasise this functional reason for correct English (it conveys your meaning and therefore is more likely to get you your job) rather than applying to abstract standards of 'correctness'.

Finally learners proofread their own letters and write up the final version.

Answers

Grammar

- 1 a) I am applying for the post of Conference and Events Assistant I found the advertisement on caterer.com website. [I am applying for the post of Conference and Events Assistant. I found the advertisement on caterer.com website.]
 b) ...my mother manage [manages] ...;
 my neighbours has [have] ...

Punctuation

- c) robins wood college [Robins Wood College]; city & Guilds (City & Guilds); i love working... [I love working ...]

Spelling

- d) there parties [their]; to referees [two]

3 Writing a letter of complaint

As the essential features of a letter of complaint are similar in many respects to those of a letter of application, this section is shorter than section 2, and acts also as a reinforcement of writing a formal letter.

Read Simone's letter together in class, then get pairs to discuss which bits of advice she followed from Rashid and Sara. The remaining activities allow learners to see how Simone adjusted the content, format and style of her letter to best effect.

Learn from other writers

Answers

- 1 Good advice – Rashid A, C, Sara B, D and E
 2 really fed up [a terrible experience]; we want that dosh back right now [We demand a full refund]; plus a grand for the insult [and £1000 compensation]
 3 a) the writer's contact details – top right
 the company's name and address – top left
 the date – under writer's contact details
 the greeting and ending – *Dear Sir/Madam* if you don't know who you are writing to [ending: Yours faithfully]; *Dear Mr/Ms/Mrs X* if you know who you are writing to [ending: Yours sincerely]
 the writer's name and signature – at the end, printed name beneath signature
 b) You use 'Your faithfully' when you do not have a named person to write to.

Try the skill

Read the original letter and the notes together. Explain the scenario to learners and remind them of the key features of a letter of complaint before they write their own in pairs or threes. Emphasise the importance of planning the letter, each section/paragraph supplying one or more of the key pieces of

information they need to convey. Learners then peer review each other's letters, assessing them against a checklist of features and making suggestions for improvement.

Improve your writing

In this section, again, 'proofreading' focuses on improving spelling, punctuation and grammar. Learners read the advice panels and then apply them to the text. Ask learners how errors in spelling, punctuation and grammar will effect their chances of getting what they want from a letter of complaint.

Finally learners proofread their own letters and write up the final version.

Answers

Grammar

- a) ... the DJ what is happening [was happening],
 He say [said]

Punctuation

- b) could'nt, [couldn't] companys [company's]
 c) If I pay good money for a service I ... [if I pay good money for a service, I ...]
 I would like a full refund compensation and an apology. [I would like a full refund, compensation and an apology.]

Spelling

- d) exceptable [acceptable], exspect [expect]