

English Level 1

Section D

Understanding and writing texts

D4 Choosing the right style for your audience and purpose

1 Writing a report

2 Writing a leaflet

Acknowledgements

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English Level 1

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Section D: Understanding and writing texts

D4: Choosing the right style for your audience and purpose

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 3.5 Ensure written work includes generally accurate punctuation and spelling and that meaning is clear	2 Writing a report 3 Writing a leaflet

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**.

D4 Choosing the right style for your audience and purpose

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

- write in a way that takes your purpose and audience into account
- use suitable language and structure when writing a report and a leaflet.

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

1 Writing a report

Learn the skill

In business, or in your place of learning, you may be asked to write a report.

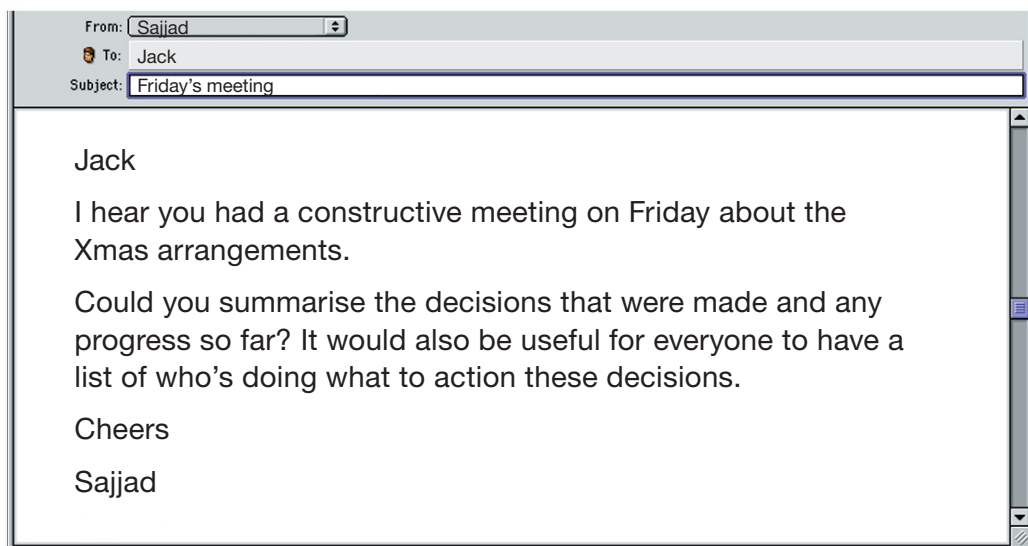
The key skills you need are to:

- follow the right format and structure
- write in clear, factual and formal language
- use correct spelling, punctuation and grammar.

A report is a document which gives an accurate, factual record about something, e.g. a report on the results of a survey or an investigation.

What kind reports do you need to write in your work/ studies?

Learn from other writers



- 1 Read the email from Jack's boss, which asks him for a report. Discuss with a partner what the **purpose** of the report is. Choose from these possibilities:
 - to record information for other people to refer to
 - to research a problem and draw conclusions about it
 - to make recommendations about a course of action.
- 2 Now read Jack's report on page 39. Has he written it with this purpose in mind? Find evidence in the report that supports your answer.
- 3 Copy and complete this table in pairs. It describes common features of reports.

FEATURES OF A REPORT	EXAMPLES IN JACK'S REPORT
It is organised in sections and subsections	
It includes headings, numbered lists and / or bullet points	
The writing is clear	Straightforward statements, e.g. 'This report summarises ...'
The writing is factual	
The writing is formal	

- 4 Jack has organised and written his report in sections. Match each section with its correct description.

C main body

4 gives the purpose of the report and says who it is being prepared for

A title

3 tells you who wrote the report, and when it was written

5 gives a very short, clear description of what the report is about

1 contains detailed facts and findings

E signature/date

D conclusion

B introduction

2 draws out the main points of the report

title of report

Report on Christmas arrangements

introduction – purpose of report and who it is being prepared for

This report summarises the plans for Christmas at V G Services and progress to date. It was requested by Sajjad Hussain following the office meeting on 3 October 2008.

section on the office party, organised clearly into different parts

The office party

1. **Date** Two possible dates were suggested at the meeting, Friday 20 December and Saturday 21 December. After contacting all employees, 20 December is the preferred date.
2. **Numbers** Taylor Francis offered to check whether employees wish to bring partners. Almost all do, which means a maximum of 45 people for the party.
3. **Venue** Zara Smith is investigating a suitable venue. She is looking for:
 - a reasonably priced meal
 - space for a band/dancing
 - a location that is central and accessible.

section on cards and gifts, organised clearly into different parts

Cards and gifts

1. A decision was made to replace cards with messages on a central message board, and to give money to charity instead. Jackie Boon agreed to make people aware of this, and to organise the central message board. Rosh Patel agreed to collect donations.
2. Taylor Francis offered to identify possible gifts for staff. He also agreed to distribute them at the party on 20 December:
 - senior management will get blue/gold packages
 - supervisors will get red/green packages
 - all other staff will get yellow/orange packages.

conclusion of report – in this case what action is being taken

Action

Jackie Boon, Taylor Francis and Rosh Patel have begun to action the above. Zara Smith will report on a venue for the Christmas meal at the next office meeting on 17 October. At the same meeting final decisions about staff gifts will also be made.

name of author of report, plus date

Jack Boon
4.10.08



Try the skill

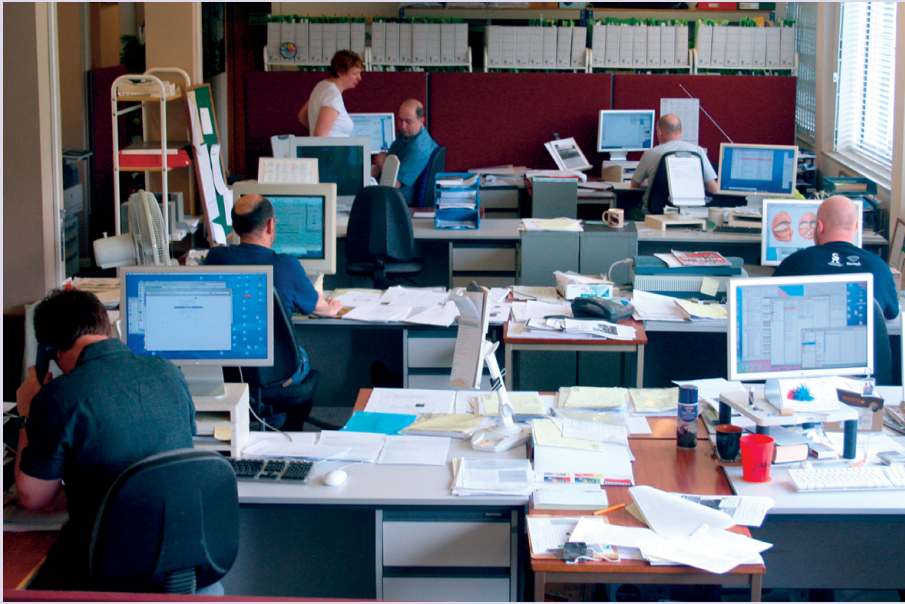
You are going to use what you have learned to write a report for the task below.

The task

Your manager has asked you to write a short report on the state of the working environment at your place of learning/work.

Your task is to give a factual description of the conditions and make two or three suggestions for improving it.

Your report is needed at the next management meeting.



You should:

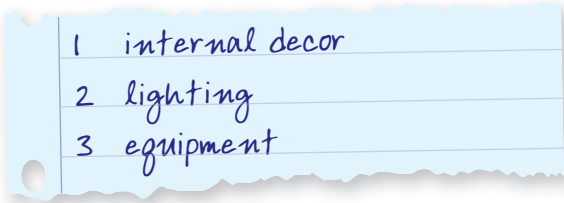
- write with your audience and purpose in mind
- use formal English
- use the format and structure of a report
- make your meaning clear.

Plan your writing

Work in groups of three or four.

- 1 Spend 10 minutes discussing the working environment at your place of learning/work and what needs to be improved, e.g. *litter/ graffiti, decoration of the work area, canteen and corridors, lighting, equipment etc.*
- 2 Choose the three most important topics and write a list, e.g.:

This will be the *plan* of the *main body* of your report.

- 
- 1 internal decor
 - 2 lighting
 - 3 equipment

Draft your writing

- 1 Write the first draft of your report on your own. As you write, remember to:
 - begin with a title and short introduction
 - follow the plan above for the main body of the report
 - end with at least two suggestions for improving the working environment
 - write in clear, factual and formal English.
- 2 When you have finished writing your first draft, work in pairs and read each other's reports. Check the writing against the bullet point list above.
 - a) Tick the parts that work well.
 - b) Circle the parts that need improving.
- 3 Discuss your comments with your partner.
- 4 Now make changes to your own report.

Improve your writing

A report is a formal text, so your spelling, grammar and punctuation all need to be very accurate. That means **proofreading** your report carefully before you write the final version.

- 1 Work in pairs. Look through the extract from Louis' draft report below. Then try the tasks that follow to help you spot the mistakes.

The environment at Balbernie College

This report outlines the state of the working environment at Balbernie College and makes some suggestions for improvements. It was commissioned by the governors on 6 June 2008.

1 Internal decoration

Reception hall and teaching blocks The new reception hall is in excellent condition but there are several large boxes blocking the fire exit. The decoration in A and B blocks is quite new, but is already showing signs of wear and tear, especially in B block. C block most in need of redecoration. The walls are dirty and the paint is peeling off in places. Lino on the floor is torn and stained. Two of the windows are broken. The cloakroom area for women is also in very poor decorative condition.

Action redecorate Block C over the summer as a priority.

Grammar

Make sure that each sentence has a main verb (action word).
(Hint: Does the sentence make sense if you read it on its own?)
e.g.:

- Listing the most important issues. ✗
 - I am listing the most important issues. ✓
- a) Find one sentence in the draft report that needs a main verb.
Write down the verb.

Spelling

When spelling plurals (more than one of a thing) follow the rules in the box.

- b) Find three plurals that are misspelled in the draft report.
What is the correct spelling?

Spelling rule – plurals

Add -s to make the plural of a word,
e.g. *house* → *houses*, *room* → *rooms*

There are some exceptions:

- words ending in -ss, -sh, -ch, -x: add -es,
e.g. *glasses*, *bushes*
- words ending in consonant +y: change -y to -ies,
e.g. *lady* → *ladies*
- words ending in -f: you usually change -f to -ves,
e.g. *leaf* → *leaves*
- some words have special plurals,
e.g. *child* → *children*, *man* → *men*

Punctuation

Remember to begin each sentence with a capital letter. End it with a full stop, a question mark or an exclamation mark.

- c) Find two sentences with incorrect punctuation in the draft report. Improve the punctuation.
- 2 Work in pairs. **Proofread** each other's reports. Then share your comments.
 - 3 Now write up the **final version** of your report, making any changes you discussed.

2 Writing a leaflet

Learn the skill

Leaflets are often used to present information or advice, or to persuade people to buy a product or service.

When you write a leaflet

- take the audience and purpose of the leaflet into account
- include important information, and organise it clearly
- choose a layout that makes the information attractive and easy to read
- use language that is easy to understand and attracts the readers' attention.

Remember, when you write a leaflet less is more!

Learn from other writers

The governors of Balbernie College have received a leaflet from A1 Decorators.

Look quickly though their leaflet on page 45. a) Who is the leaflet for? b) What is its purpose? c) Is A1 a good company for the College to contact?

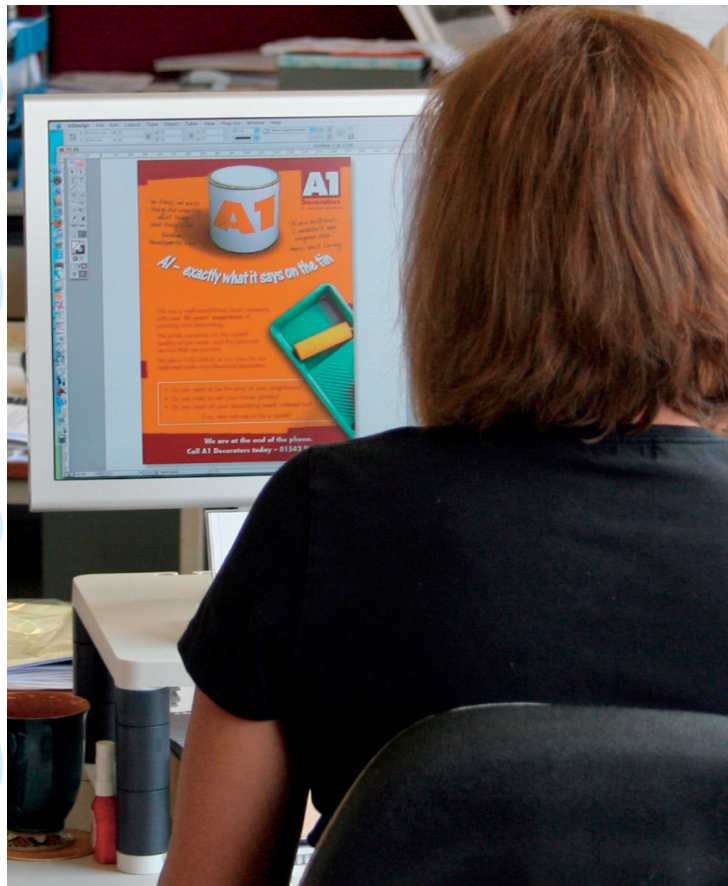
- 1 Which of the following ideas has the writer used to make her leaflet effective? Find evidence in the A1 leaflet to support your answer.

I should emphasise the things A1 does well.

It's really advertising, so I need catchy, clever language.

Don't write too much so it is easy to read.

As I don't know the readers, the language needs to be quite formal.



It needs lots of technical information about paints and wallpapers.

Short paragraphs and bullet points will help to break up the text.

Underlining or using bold will make important words stand out.

I need to put in lots of detail about the company and what we do.

2 Vital information in any advertising leaflet includes:

- the name of the firm
- what they do
- how they can make the reader's life better
- how to contact them.

Find where each of these pieces of information are included in the A1 leaflet.

3 Copy and complete this table in pairs. It describes common features of structure and presentation in leaflets.

Features of leaflets	Examples in A1 leaflet
short paragraphs, headings and bullet points for breaking up text	
bold , <u>underlining</u> , and CAPITALS for highlighting key words	
different font sizes and styles for attracting attention	

4 The language in an advertising leaflet needs to catch the reader's attention.

a) Match up the different ways of doing this (left) with some examples (right).

1 powerful and memorable words, e.g. *amazing, exciting, out of the ordinary*

2 questions, e.g. *Can you be without it? So what are you waiting for?*

3 commands, e.g. *Buy it!, Phone this number*

4 short, snappy sentences, e.g. *It's the best*

Relax by the pool.

We're at your service.

incredible

Are you happy with your insurance?

exceptional

Take yourself seriously.

Do you need a break?

b) Find another example of each way of catching the reader's attention in the A1 leaflet.

clear title, so readers know immediately what the leaflet is about

logo and slogan to catch the reader's attention

testimonials – provide proof of satisfied customers

"No fuss, no mess - they did exactly what they said they'd do."
 Beulah,
 Handsworth End



A1
Decorators
A1 - exactly what it says on the tin

"A1 are brilliant. I wouldn't use anyone else."
 Mark, West Cerny

A1 - exactly what it says on the tin

Bold and CAPITAL letters used to highlight key words

We are a well-established local company, with over **40 years' experience** of painting and decorating.

key information about what the company is and what they do

We pride ourselves on the superb quality of our work, and the personal service that we provide.

No job is **TOO LARGE** or **TOO SMALL** for our dedicated team of professional decorators.

bullet points to break up text

- Do you want to be the envy of your neighbours?
- Do you want to sell your house quickly?
- Do you want all your decorating needs catered for?

If so, why not ask us for a quote?

contact information

We are at the end of the phone.
Call A1 Decorators today - 01542 985467



Try the skill

You are going to use what you have learned to write a leaflet of your own. Read the memo below.

MEMO

To: All staff

From: Governing body, Balbernie College

Date: 7 April 2008

Subject: Leaflet competition

We are holding a competition for the best-written leaflet encouraging students to speak out against bullying. £50 prize for the winning leaflet. The leaflet (one-sided A5) should cover the following areas:

- what bullying is
- what to do if you are bullied
- what to do to help someone who is bullied.

Closing date for submissions is 17 June.

Your leaflet should:

- take the audience and purpose into account
- include only important information, and organise it clearly
- use a layout that makes the information attractive and easy to read
- use language that attracts the reader's attention and is easy to understand
- use correct grammar, spelling and punctuation.

Plan your writing

Work in groups of three or four.

- 1 Spend 10 minutes discussing your ideas and making notes, e.g. *bullying doesn't have to be physical, list the people you can tell.*
- 2 List the headings you are going to use. Put them in the order that you want them in the final leaflet, (e.g. see right).

This will be the *plan* for the main part of your leaflet.

What is bullying?
How can I stop people bullying me?
How can others help?
What can I do to help someone who is being bullied?

Draft your writing

- 1 Work in pairs. Think about the audience and purpose of the leaflet. Discuss how it will affect the language that you use.
- 2 Write the first draft of your leaflet on your own. As you write, remember to:
 - begin with a catchy title
 - follow the plan you made for the main body of the leaflet
 - use short paragraphs, headings and bullet points to break up the text
 - use underlining, **bold** and CAPITALS to highlight key words or phrases
 - choose powerful, memorable words to catch the reader's attention
 - end with a phrase or slogan to emphasise the message in a memorable way.
- 3 When you have finished writing your first draft, work in pairs and read each other's leaflets. Check the writing against the bullet point list above.
 - a) Tick the parts that work well.
 - b) Circle the parts that need improving.
- 4 Discuss your comments with your partner.
- 5 Now make changes to your own leaflet.

Improve your writing

The main way you can improve your writing is to **proofread** it. This means checking your spelling, grammar and punctuation. All need to be very accurate. In a leaflet, though, sometimes you can use short phrases instead of full sentences for effect, e.g. *Half-price offer!*

- 1 Work in pairs. Look through the extract from Jez's draft leaflet below. Then try the tasks that follow to help you spot the mistakes.

How can I stop people bullying me?

You MUST TELL someone, you can Trust:

- your Mum Dad or Grandparents
- a freind
- a teacher carer or youth worker.

A dairy of what is happening to you.

TELL TELL TELL!

Rememmer – you dont have to be a victim.

- 1 Check the **grammar**. Every sentence must make sense.

In the extract, spot the sentence that is missing a main verb. What should it be?

- 2 Check the **spelling**. Use a dictionary if you are unsure.

a) In the extract there are three spelling mistakes. Write out the correct spellings.

b) The words 'MUST TELL' etc. are given capital letters to make them stand out. This is okay in a leaflet. But which word is wrongly given a capital letter?

- 3 Check the **punctuation**. In the extract find where:

a) three commas have been missed out

b) a comma has been added by mistake

c) an apostrophe has been missed out.

- 4 Working in pairs, **proofread** each other's leaflets for spelling, grammar and punctuation. Does the language catch your attention? Is the meaning clear?

Then share your comments.

Now write up the **final version** of your leaflet, making any changes you discussed.