

English Level 1

Teacher's Notes

Section D

Understanding and writing texts

D4 Choosing the right style for your audience and purpose

1 Writing a report

2 Writing a leaflet

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

(Learner materials: Level 1, Section D4, pages 37–48)

| 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 Writing a report |
| | L1.3.5 Ensure written work includes accurate grammar, punctuation and spelling and that meaning is clear | 2 Writing a leaflet |

Approaches to teaching

Each unit 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. This work also provides learners with further practice in their reading skills, especially L1.2.1 identify the main points and ideas and how they are presented in different texts

Learners are then set a writing task that requires 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 provided in the text book 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 that 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 Writing a report

In this unit learners look at skills for writing a short information-giving report, and focus on appropriate format and structure and skills for writing a clear factual account using formal English.

Begin by discussing with the group what different kinds of report there are and what reports they need to write. Reports can inform, explain or even persuade – all these different purposes should come out in the discussion. A report that ends with recommendations for a course of action may do all three things. However, some reports are simply factual descriptions of a situation, giving readers the information from which they can make their own decisions or take action. Jack's report given here is an example of a purely information-giving report.

Longer reports may contain contents, summaries and appendices such as data or a bibliography; at Level 1, however, a report is a much simpler and briefer document.

Learn from other writers

You may need to remind learners about the sliding scale of formality/informality (see the teacher notes for download D3, Unit 1, page 3).

Read the email together and discuss the purpose of the report (for information) before reading the actual report to confirm whether Jack has written to purpose.

Learners may ask why the author of the report has referred to himself in the third person; point out that such objectivity suits the formal and factual nature of reports, and that writers should avoid using 'I' and 'we' references.

Answers

- 1 to record information for other people to refer to
- 2 Suggested examples: Refers to facts that were decided in the last meeting; gives a clear factual update on progress so far, no recommendations are given.
- 3 When exploring the different features of reports, discuss the purpose of each feature. For example, dividing the report into sections and subsections suits its factual nature and makes it easier for readers to select the bit that is relevant to them.

Suggested examples

| Report feature | Examples in Jack's report |
|--|--|
| Report is organised in sections and subsections | The office party (section) is divided into subsections 1, 2, 3. |
| It includes bullet points, headings and numbered lists | Bullet points in section 1 (The office party), sub-section 2 (the venue) |
| The writing is clear | Straightforward statements, e.g. 'This report summarises ...' |
| The writing is factual | 'senior management will get blue/gold packages' |
| The writing is formal | 'a location that is central and accessible' |

4 A5, B4, C1, D2, E3

Additional task

The email from Sajjad, who commissioned the report, provides an opportunity to explore the correct format and language to use in email communication.

Ask learners how Sajjad's email differs from a letter with the same purpose. When writing emails learners should follow the guidelines for writing letters, with these exceptions:

- contact details (to and from) and date are dealt with in the fields provided
- the form of address is often just the person's name (e.g. *Jack*)
- the sign-off is also often just the person's name or a less formal equivalent of Yours sincerely (e.g. *Kind regards/Best regards, Regards, Cheers, Sajjad*)
- slightly more informality is allowable in business emails than in business letters (e.g. *Xmas, Cheers*).

Try the skill

Read the task together. Remind learners of the key features of a report before they plan their own in groups of three or four.

Emphasise the importance of planning the report, each section supplying details about one of the key aspects of the college environment that they want to describe. Learners then complete the report on their own and peer-review each other's reports, 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. The spelling of everyday words should be accurate, including those from work, study and everyday life. In a formal report 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 makes the report more effective) rather than applying to abstract standards of 'correctness'.

An extract from a learner's first draft is provided in order to practise proofreading skills. They should read the spelling advice box carefully before tackling question 1b.

Learners then proofread each other's reports and write up the final version of their own, taking into account their partner's comments.

Answers

- 1 a) C block [is] most in need of redecoration.
b) boxs [boxes]; windowes [windows]; womans [women]
c) This report outlines the state of the environment at Balbernie College and makes some recommendations for improvements[.]
[T]he decoration in A and B blocks is quite new, but already showing signs of wear and tear, especially in B block.

2 Writing a leaflet

In this unit learners look at skills for writing a leaflet, focusing on appropriate format, structure and language. Bring a selection of different leaflets into the classroom to act as stimulus material and to illustrate examples of different types of leaflets and the effective use of format and structure and language. Although the exemplar leaflet in this section has a persuasive purpose (i.e. advertising), emphasise that leaflets perform all sorts of purposes. (Learners will be asked to write an advice leaflet.)

Hand out or show a selection of leaflets. For each

leaflet ask – Who is it for? What is it for? Then ask each group to come up with a list of points to answer the question *What makes a good leaflet?*

Learn from other writers

Answers

Ask learners to look quickly through the leaflet. Most leaflets are only glanced at quickly so for a leaflet to be effective it's important that it's immediately clear who it is for and what it is about.

a) People who need a decorator; b) persuade someone to use a service, in this case painting and decorating; c) There may be some discussion about whether this company is suitable for the college to use. The leaflet emphasises decoration of people's houses rather for work for companies and larger organisations, but they say 'No job too large' so it may be worth the college contacting them.

1 Read the A1 Decorators leaflet together in class, then get pairs to discuss which ideas about layout and language the writer has used to make the leaflet effective. You may need to refer to earlier discussions of formality to stress that quite formal language may be used even in advertising leaflets. As for other texts, the level of formality depends on its purpose and audience.

I should emphasise the things A1 does well.

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.

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

Underlining or using bold will make important words stand out.

2 Emphasise the importance of including essential information in an advertising leaflet that tells the reader the name of the company, what they do and how to contact them – it is easy to leave out contact details, for example.

the name of the firm – A1 Decorators
what they do - painting and decorating
how they can make the reader's life better – e.g. all your decorating needs catered for
how to contact them – 01542 985467

3 This activity focuses on structure and presentation of a leaflet. When exploring how to write leaflets, ensure that design issues are limited to structure and layout, and highlighting key words or phrases through bold, underlining etc. Design input beyond this level will not be tested.

Devices to break up text, e.g. bullet point list

Devices to highlight important words, e.g. **40 years' experience** (bold), and capitals, TOO LARGE

Devices to attract attention, e.g. the use of different font sizes

Additional tasks

- Discuss the layout and design of the leaflet with the learners, e.g. the use of the visual image to reinforce messages, the amount of white space etc.
- Discuss why the writer has included testimonials from its satisfied clients.
- Ask learners to suggest any improvements they would make so that the leaflet has a stronger appeal for businesses and larger organisations such as colleges and schools.

4 This activity focuses on the nature of persuasive language; aspects of this will be relevant for many other kinds of leaflet, as all leaflets have to catch the reader's attention. Also draw attention to the writer's use of personal pronouns 'you', 'we'. This is common in leaflets as a device to make the leaflet sound more personal and speak directly to the reader.

a) and b) **powerful and memorable words**, e.g.

incredible, exceptional; (A1) e.g. *superb; dedicated questions*, e.g. Are you happy with your insurance? Do you need a break?; (A1) e.g. *Do you want to be the envy of your neighbours? So why not ask us for a quote?*

commands, e.g. *Relax by the pool, Take yourself seriously*; (A1) *Call A1 Decorators today.*

short, snappy sentences e.g. *We're at your service*; (A1) *We're at the end of the phone.*

Try the skill

Read the memo together and ensure learners understand the scenario. Remind them of the key features of a leaflet before they plan their own in threes or fours.

Emphasise the importance of planning the leaflet, so that each section gives a key piece of information/ advice. Learners then complete the leaflet on their own and peer-review each other's leaflets, assessing them against a checklist of features and making suggestions for improvement.

Additional task

The memo from the governors that triggers the report provides an opportunity to explore the correct format and language to use in memos. Memos are used in business to write to other people in the same company. They are more formal than a message, and may be kept on file. They should be written clearly and without mistakes. As with all writing, the writer should think about the purpose and audience of the memo when writing it. When writing memos learners should follow the guidelines for writing business letters (e.g. keep sentences short and clear and language formal), with these exceptions:

- Contact details (to and from) and date are dealt with in the fields provided. 'Memo' or

'Memorandum' is usually also given at the top of the form.

- A subject line is given, telling the reader what the memo is about.
- There is no need to address the recipient(s) or sign off, as these details are given at the top of the memo.

Improve your writing

In this section 'proofreading' again focuses on improving spelling, punctuation and grammar. The spelling of everyday words should be accurate, including those from work, study and everyday life. In a leaflet, ideally there should be no errors. Even though some non-grammatical sentences are acceptable (even desirable) in some leaflets, emphasise that they have a special status and that attention still needs to be paid to grammar and punctuation. Stress the functional reason for correct English (it conveys your meaning clearly and quickly, and creates a professional impression) rather than applying to abstract standards of 'correctness'.

An extract from a learner's first draft is provided in order to practise proofreading skills.

Learners then proofread each other's leaflets and write up the final version of their own, taking into account their partner's comments.

Answers

- 1 [Keep] a diary of what is happening to you.
- 1 a) freind [friend], dairy [diary], rememmbber ([remember]; b) Trust [trust]
- 2 a) TELL TELL TELL [TELL, TELL, TELL]; your Mum Dad and Grandparents [your Mum, Dad and Grandparents] b) You MUST TELL[,] someone ...
c) dont [don't]