

# English Level 2

## Teacher's Notes

### Section D

## Understanding and writing texts

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# English Level 2

Geoff Barton, Clare Constant, Kim Richardson, Keith Washington

## Section D: Understanding and writing texts

### D1: Presenting texts clearly

#### 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 2.

#### 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, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	In a range of text types	
	<b>3.2</b> Present information on complex subjects clearly and concisely <b>3.3</b> Use a range of writing styles for different purposes <b>3.6</b> Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning	<b>1</b> Presenting complex subjects clearly
	<b>3.4</b> Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively	<b>2</b> Writing complex sentences <b>3</b> Using a range of connectives
	<b>3.5</b> Punctuate written text using commas, apostrophes and inverted commas accurately	<b>4</b> Using inverted commas

#### 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**.

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# D1 Presenting texts clearly

(Learner materials: Level 2, Section D1, pages 1–13)

Skill Standard	Coverage and Range	Learner Unit
L2.3 Write documents communicating information, ideas and opinions effectively and persuasively.	<b>In a range of documents on paper and on screen:</b>	
	L2.3.2 Present information on complex subjects concisely and clearly. L2.3.3 Use a range of different styles of writing for different purposes. L2.3.6 Proofread and revise writing for accuracy and meaning.	1 Presenting complex subjects clearly
	L2.3.4 Use a range of sentence structures, including complex sentences.	2 Writing complex sentences 3 Using a range of connectives
	L2.3.5 Punctuate accurately using commas, apostrophes and inverted commas.	4 Using inverted commas

## Approaches to teaching

Each unit begins with a brief 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 is also designed to provide learners with further practice in their reading skills, especially: L1.2.3 Identify the purposes of texts and comment on how effectively meaning is conveyed.

Learners are 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 speaking and listening skills (covered in Section C). In this unit learners have the opportunity to practise L2.1.3, L2.1.5, L2.1.6.

Learners are asked to draft their text independently and reminded of specific sentence and word level skills that they should employ in their writing. The accompanying skills units cover writing complex sentences since this sentence structure is invaluable for explaining complex ideas clearly. After they have produced their first draft learners work in pairs to read, comment on and suggest improvements to their writing.

Learners also 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 demonstrate typical problems learners need to avoid in their own writing and to elicit

the kind of proofreading skills which may be tested in the final 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 Presenting complex subjects clearly

In this unit learners become familiar with the conventions of presentation of a magazine article, i.e. layout, headings and subheadings, paragraphs. In addition to covering L2.3.2, learners examine the article's logical structure, i.e. introduction, use of sections and conclusion.

While all learners should take personal responsibility for choosing a party or event to write about, gathering the relevant information and keeping to a deadline for completing this research, it may be useful to provide photocopies about a specific cultural celebration and other relevant information for absentees and those who have failed to meet the deadline so that at the following lesson, when learners are writing and drafting their text, time is not wasted by some learners.

Before learners write the first draft of their articles you could make sure that they know how to:

- write complex sentences (see page 7 of the learner material)
- use a variety of connectives (see page 9 of the learner material).

- include quotations in sentences, setting them out properly using inverted commas (see page 11 of the learner material).

Learners could also spend a minute finding connectives in the article they can use.

## Answers

- 1 Christmas party-goers (first words; work setting; situation for readers to empathise with – ‘geeky guy from accounts’, ‘boss’s intimidating partner’; describing feelings the reader has – ‘feeling incredibly shy’, ‘bring you out in a cold sweat’.
- 2 The first sentence states the dilemma; the second and third sentences promise the article will provide solutions.
- 3 b) It was sensible because information is in a logical order and grouped under headings.
- 4 a) Avoid getting drunk; b) ‘No regrets’ signals the end of the article because it ties in with the idea of looking back after event; c) It’s a good ending because it gets you thinking about when you’ll be looking back, whereas the first section was about arriving at the party. It also suggests that if you have followed all the advice then you will be happy afterwards.
- 5 a) All the sentences contain commands because the writer is giving instructions; b) The writer quotes advice from an expert explaining what great small talk is (as well as giving direct instructions); c) The writer sums up their joint advice rather than quoting all of it.
- 6 Bullets points are used to list points on the topic of body language.
- 11 Shahim’s text needs better paragraphing and use of headings, e.g. ‘Be prepared’ with one paragraph on food and a second on weather conditions; he also needs quotations from experts. Information is repeated in the second and third sentences, so these need condensing. Proofreading should focus on mistakes in spelling and grammar, e.g. *stsanding* and *your/you’re*.

## 2 Writing complex sentences

The emphasis in this learning should be upon how using this sentence structure facilitates clarity, particularly in showing how your ideas are linked. Learners are likely to need to be shown lots of further examples in order to understand how a complex sentence works and to see what effect is achieved by placing the subordinate clause in different places.

## Answers

- 1 a) A, B and F are main clauses and C, D and E are subordinate clauses; b) Complex sentences can be formed by combining A and C, B and D, F and E.

## 3 Using a range of connectives

This chart of connectives is intended to be a resource for learners to refer to while writing different text types.

## Answers

- 1 c) Formal letter of complaint: potentially all categories of connectives may be used; Explanation: most categories would be useful but one is less likely to require time connectives; Instructions: these are likely to require connectives for listing points and possibly showing time rather than the other categories.
- 2 Answers may vary as learners may choose different connectives, but they could choose: 1 because, 2 As a result/because of that, 3 or, 4 However, 5 but, 6 which, 7 so that.

## 4 Using inverted commas

As learners progress they should be shown how to integrate quotations into their sentence structures using phrases such as ‘shown by’ etc.

## Answers

- 1 a) ‘you may not feel ... great to see.’ ‘Taking time out for you ... to deal with stress’; b) Inverted commas should be inserted and there should be a capital letter to begin the first quotation.
- 3A Changes in lifestyle mean that even children no longer exercise as much as they once did. As stated in the Fitness Report, 2007: ‘many children spend hours playing on computer games and watching television after school and at weekends rather than going outside.’
- B Improving your level of fitness doesn’t have to mean buying expensive equipment or joining a club, as this quotation from Lifestyle website shows: ‘Simply walking or cycling all or part of the way to school, college or work is a good way to start.’
- C The NHS Direct website states: ‘studies have shown that being physically unfit is just as dangerous as smoking in terms of lowering life expectancy,’ showing there are long-term dangers to being lazy, so make sure you get fit this year.