

# English Level 2

## Teacher's Notes

### Section D

## Understanding and writing texts

### **D2 Presenting information and ideas logically and persuasively**

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# English Level 2

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## Section D: Understanding and writing texts

### D2: Presenting information and ideas logically and persuasively

#### 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>3.1</b> Present information/ideas concisely, logically, and persuasively	<b>1</b> Planning and writing a letter of application <b>2</b> Planning and writing an essay
	<b>3.6</b> Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning	<b>3</b> Using correct verb tenses <b>4</b> Using subject and verb agreement accurately
	<b>3.6</b> Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning	<b>5</b> Proofreading

#### 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**.

# Presenting information and ideas logically and persuasively

(Learner materials: Level 2, Section D2, pages 14–30)

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>	
	L2.3.1 present information/ideas concisely logically and persuasively	1 Planning and writing a letter of application
		2 Planning and writing an essay
	L2.3.6 Ensure written work has accurate spelling, punctuation and grammar and that meaning is clear Sentences should show correct use of tense and subject/verb agreement including the correct use of agreements regarding pronouns and collective nouns	3 Using correct verb tenses
		4 Using subject and verb agreement accurately
L2.3.6 Ensure written work has accurate spelling, punctuation and grammar and that meaning is clear	5 Proofreading	

## Approaches to teaching

Units 1 and 2 are the main units and begin 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 is also designed to provide learners with further practise in their reading skills, especially L2.2.1 Select and use different types of texts to obtain relevant information and L2.2.5 Read and actively respond to different texts (for example, reply to each point in a letter of complaint).

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 practise 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 use 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 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.

Activities where learners examine the model text and develop their writing skills are also opportunities for them to have further practise in developing the speaking and listening skills learned in section C. In this unit learners have the opportunity to practise L2.1.3, L2.1.5 and L2.1.6.

The accompanying support units (units 3–5) which cover writing verbs in their correct form, subject-verb agreement and proofreading have been selected as underpinning skills needed for the task of writing a letter of application where mastery of changes in tense and accuracy in writing are vital. Subject-verb agreement is often a challenge for learners where the nature of a text demands writing complex sentences, as the subject and verb may be distanced by the inclusion of a relative clause. Similarly, when writing these kinds of texts, learners encounter more situations where they find judging whether the subject of a verb is singular or plural more challenging.

## 1 Presenting information logically and persuasively in formal letters

In this unit learners become familiar with the layout and features of a letter of application. Learners need to recognise that the skills they develop while learning to write the letter are those they need to build on to write the more complex text: an essay in unit 2.

### Answers

#### Learn from other writers

- 1 Zoe highlighted key words and phrases she needs to respond to in her letter of application.
- 2 D, B, C, F, E, G, and A
- 3 a) new challenge ..., environment I find extremely stimulating and enjoyable; b) valuable experience, confident, wide variety, I have a lot to offer...; c) warm, lively personality..., good team member... very reliable and hard working, get on well, confident, polite; d) would welcome the opportunity... look forward to hearing from you.
- 4 In the letter she doesn't use abbreviations, slang or casual phrases, e.g. loads, the stuff, skive, ok, diss, stupid questions. This type of letter needs more sophisticated vocabulary, full sentences, grammatically correct structures, standard English etc.
- 5 a) Point out the need to have the applicant's address, the date of writing, the name and business address of the person dealing with the application. Also that there is no need for commas in business address; b) Dear Ms Khan and Yours sincerely

#### Try the skill

- 1 a) Visit the Thorpe Park website for more specific information giving ideas of what roles may be available, e.g. catering, maintenance etc. – this will develop learners' skills in L2.2.1 and L2.2.2; b) The main focus is on personal skills – enthusiasm and friendliness, excellent customer service and maintaining high standards, working in a team.

#### Plan your writing

- 1 Where possible encourage learners to see that their current course suits them for one of the possible occupations.

#### Improve your writing

- 1 a) He needs to put in the Thorpe Park business address.

He focuses on what he will get out of the job but needs to focus on what he can offer – this is audience awareness.

It is also too informal e.g. 'cos I'd we have a good laugh'. The vocabulary needs to be more sophisticated.

He needs to deal with errors with verb agreement issues e.g. 'I gets', 'encloses'.

The opening and closure of the letter are not in agreement – i.e. Dear Sir – Yours faithfully, and Dear (named) – Yours sincerely.

## 2 Presenting information logically and persuasively in an essay

In this unit learners build on their skills to write a more complex text which has a carefully structured discussion or argument. For higher achieving learners this is an opportunity to introduce some rhetorical devices such as rhetorical questions, rule of three, repetition etc. to make their text more persuasive. Within the unit the focus is on using emotive vocabulary and persuasive descriptions.

### Answers

#### Learn from other writers

- 1 Introduction A; Points for EGH; Points against BFD; Conclusion C
- 2 1 giving more detail; 2 explaining how and why; 3 proving; 4 explaining how and why and proving; 5 explaining how and why + more detail; 6 explaining how and why and giving more detail; 7 proving; 8 comparing and explaining how or why, proving, comparing and giving more detail
- 3 on the one hand... on the other (balancing), which (explaining), in addition (adding strength to argument), However (contrasting point), Another concern (adding to argument), A further... (adding to argument), In conclusion (signalling end of discussion)
- 4 a) Examples: fun programmes, highly educational, over-tired, deprived, serious problems, terrible effect, harmful, long-term damage, real worry etc.
- 5 Formal English avoids abbreviations, slang or casual phrases. Uses Standard English, formal vocabulary.
- 6 Application letter – personal – uses I and you; Essay – impersonal – avoids I and you.

This point may need further modelling to help learners be able to form their essay sentences in the right style.

#### Try the skill

After planning their essay learners may need further support in constructing topic sentence paragraphs.

#### Improve your writing

Naledi needs to improve her use of tense, e.g. in the first sentence she uses 'were' rather than 'are'. She also makes a mistake with subject-verb agreement – she uses 'people watches' rather than 'watch'.

Her third sentence is too long and confusing.

The first verb of this sentence should be 'having' not 'have'.

The paragraph is not well organised.

The first sentence introduces a main point but the last sentence is not really linked to it and should be part of a separate paragraph.

More discussion of the first point is needed.

### 3 Using correct verb tenses

#### Answers

- 1 a and b) was = past tense – sentence is telling readers what used to happen; will offer = future – the word 'soon' indicates tense change is needed; sent = past tense – introduced by indicator 'In the past'; will take place = future because the indicator 'in the future' is used; will allow = future as still talking about same topic, i.e what these new qualifications will mean.
- 2 Suggested report: Yesterday, MacDonalds won approval to offer Level 3 courses. This meant students could train in management. Similarly Flybe and Network Rail announced they were developing Level 3 courses. Some universities were worried that the courses were not demanding enough. However the course was designed to make sure that employees had the necessary skills for the world of work rather than going to university.

- 3 A will be – 'in the future'; B were and did not prepare – In the past; C will try out – From next month; D will offer (Similarly from next month); E cover

### 4 Using subject and verb agreement accurately

#### Answers

- 1 are, was, set/started.
- 2 line 3 wants; line 6 is going; line 7 feel; line 8 have; line 10 is; line 14 make; line 13 is; line 17 are
- 3 A, C, D

### 5 Proofreading

#### Answers

- 1 Suggested changes:  
Sounds too formal to appeal to youngsters but would be better with parents.  
Not very persuasive.  
Errors that learners should spot need correcting are:  
line 1 off; line 2 wood; line 5 wants, line 9 matuer;  
line 11 intrested; line 13 aswell; line 14 is; line 18 acordance.