

# English Level 2

## Teacher's Notes

### Section D

## Understanding and writing texts

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# English Level 2

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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 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>3.3</b> Use a range of writing styles for different purposes	<b>1</b> Presenting information clearly in a report <b>2</b> Presenting a convincing argument
	<b>3.5</b> Punctuate written text using commas, apostrophes and inverted commas accurately <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 commas <b>4</b> Using apostrophes <b>5</b> Using inverted commas <b>6</b> Improving your spelling

#### 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**.

# D3 Writing for different purposes

(Learner materials: Level 2, Section D3, pages 31–51)

Skill Standard	Coverage and Range	Learner Unit
L2.3 Write documents, including extended writing pieces, communicating information, ideas and opinions effectively and persuasively	In a range of documents on paper and on screen:	
	L2.3.3 Use a range of different styles of writing for different purposes (N.B. Also covers L2.3.1: present information/ ideas concisely, logically and persuasively)	1 Presenting information clearly in a report
		2 Presenting a convincing argument
	L2.3.5 Punctuate accurately using commas, apostrophes and inverted commas	3 Using commas
	L2.3.6 Ensure written work has accurate grammar, punctuation and spelling and that meaning is clear	4 Using apostrophes
		5 Proofreading
		6 Improving your spelling

## 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 practice in their reading skills, especially:

L1.2.1 identify the main points and ideas and how they are presented in different texts

L1.2.1 understand texts in detail.

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.

The accompanying support units (units 3–6) have been selected as underpinning skills and cover using commas, apostrophes, inverted commas and spelling. These are needed for both the task of writing a report and a letter of complaint where accuracy in grammar, punctuation and spelling is essential.

### 1 Presenting information clearly in a report

In this unit learners become familiar with the features of a report and the process of researching information for it. They also draft their own report which will include recommendations based on the evidence they have gathered.

Revising skills taught in earlier units, learners use methods of presenting information clearly, e.g. using headings and numbering and bullets for listing points to help readers navigate the report easily.

#### Learn the skill

When introducing the topic and explaining how this kind of report differs from other non-fiction texts, e.g. *a newspaper report*, *school/college report*, the concept of 'recommendations' may need to be explained more fully with examples.

## Answers

### Learn from other writers

- 1 **The introduction:** What the report is about; Why the report is being written.  
**The main part of the report:** Facts and figures and evidence about the present situation; Reasons for the problem; Discussion about what the evidence means.  
**Conclusion:** Suggestions about how the problem may be solved.
- 2 a) **Recommendation 1** was made because of over-ordering, unpopular food choices being prepared; **Recommendation 2** was made because of unpopular food choices; **Recommendation 3** was made because of over-ordering, employees going out to lunch on Fridays and number of employees on site not being known; **Recommendation 4** was made because of the Friday disposal of leftovers and over-ordering.
- b) **Suggested recommendation:** An investigation into the quality of meat used in meat pies and the creamy sauces for pasta dishes should be carried out as these dishes are chosen and paid for but often left as scraps.
- 3 Before learners attempt this question they will need reminding of the features of formal standard English, i.e. no slang, no abbreviations, no fillers, register of words chosen etc.
- a) Kitchen workers told us that 'large amounts of toast are made each morning because it is a popular snack mid morning, but a large amount remains uneaten and has to be disposed of.'
- b) e.g. Staff should be asked to order their toast by email before 10.00 each morning.
- 4 A 3, B 1, C 4, D 2

### Try the skill

#### Plan your writing

Encourage learners to think carefully about the outcome they are looking for when they set the questions. For example, finding out what attitudes people have towards breakfast affect their behaviour so they may need to ask if they think it's important to eat breakfast. Similarly, if they are going to check the viability of offering breakfasts in the canteen, they will need to find out if people would be prepared to use the canteen, how much they are willing to pay for breakfast, what types of food and drink should be on offer etc.

#### Draft your writing

Depending on the needs of your learners, it may be useful to teach or revise some of the underpinning

skills listed in the advice box. See below for references to specific units which develop some of these skills:

- Use commas to make the meaning of your sentences clear. (See download D3, Using commas, pages 42–44)
- Use speech marks to begin and end any words people spoke to you which you want to include in the report. (See download D3, Using inverted commas, pages 47–48)
- Use apostrophes to show ownership or that letters are missing in words. (See download D3, Using apostrophes, pages 45–46)
- Use connectives that help you explain your thoughts or give reasons for your recommendations, e.g. because, since, so etc. (See download D1, Unit 3, Using a range of connectives, pages 9–10).

## Answers

- 1 a) Olla could improve his report by:
- 1) being much more thorough and including all the information he gathered;
  - 2) choosing a heading which reflects what the whole body of evidence will be about;
  - 3) setting out his facts in a more easily read format, e.g. using heading and bullets;
  - 4) making sure his conclusions based on the evidence are sensible – 'nothing' is not the best breakfast to eat.
  - 5) He has also written it's as its'.
  - 6) He has left out a speech mark in line 15.

### Additional task

Ask learners to consider:

- how reports can help them make decisions, e.g. about which product to buy etc.
- when they would use a report to make suggestions about how something might be improved, e.g. when making decisions connected with their course, place of work or interests.

## 2 Presenting a convincing argument

In this unit learners study a letter of complaint requesting a refund on a faulty watch. Learners focus is on how to present an argument to convince the supplier to accept the complaint and refund the money, using appropriate register and tone. This unit also provides an opportunity to ensure learners are familiar with the conventions of writing a formal business letter.

## Answers

### Learn from other writers

- 1 What is wrong with the watch B; How long he has owned the watch A;  
What he wants to happen now C; Why he chose to buy this watch A;  
What the supplier had promised about the watch B; How the watch has been used B.
- 3 Learners will benefit from revision of choosing and using appropriate connectives. For more support and activities, see Download D1, Unit 3, Using a range of connectives, pages 9–10.  
Alternatively, provide learners with a list/set of cards with useful connectives which learners can categorise into those they would use to introduce explanations, add additional points, or balance their points. Encourage learners to suggest other connectives they are familiar with that would fit the categories.  
They can then work in pairs to pick out and discuss how the writer's choice of connectives helps to show the logic of his argument.
- 4 polite, formal, serious

### Try the skill

#### Draft your writing

Before learners draft their letters, allow time to discuss the correct layout for a formal business letter, for example where to place sender and recipient's addresses, dates etc. correctly. This is critical as marks are easily lost in exams for mistakes.

Also discuss with learners when to use Sir/Madam and how to address the person they are writing to, and when to end with Yours faithfully or Yours sincerely.

Depending on the needs of your learners, then teach or revise the skills in the information panel.

- Back up your points with evidence and use quotation marks where necessary. (See download D3, Using inverted commas, pages 47–48)
- Use connectives that help you argue your points effectively (See download D1, Unit 3 Using a range of connectives, pages 9–10)
- Make sure you use commas to make your meaning clear in your sentences. (See download D3, Using commas, pages 42–44).

#### Improve your writing

- Ana's style is too informal and she is not writing in standard English; she is clearly angry and doesn't use any polite words or phrases and so comes across as rude.

- She has made errors with apostrophes by using the apostrophe to indicate where two words have been compressed rather than showing where letters are missing, e.g. *I do'nt* and *ca'nt*.
- Her phrasing is also somewhat repetitive e.g. overuse of 'I don't'.

### Additional tasks

Ask learners to suggest situations in which they may need/have needed to write formal business letters, letters of complaint. Discuss the impact of using the wrong register when composing such letters.

Discuss job opportunities, e.g. for customer service letter writers, and how and why companies choose the tone/register of language used in their letters when responding to customers.

## 3 Using commas

Learners have the opportunity to learn/revise the correct way to use commas for different purposes, e.g. separating items in a list, separating clauses, clarifying meaning etc.

## Answers

### Learn the skill

Ask learners to identify which uses of commas they already understand and use confidently (for these they can act as experts, sharing their insights with other learners who still need to acquire this skill) and those listed which they still need to develop (their challenges which they can ask 'experts' about).

## Answers

### Try the skill

1st sentence: A

2nd sentence: B B A A

3rd sentence C.

- 2 Ranleigh Health Club offers an extensive range of fitness equipment: treadmills, rowing machines, weights machines and free weights.
- 3 The gym area overlooks the tennis courts, so while you get yourself fit you can watch the game. If you like to swim, then we have a pool 25 metres long together with a sauna steam room and spa area for you to enjoy. However, we also offer a range of popular exercise classes which you can book including 'Dancersise', yoga, spinning, and step.
- 4 Beauty is not skin deep, we know. That's why we've created a wonderful spa system that will indulge your mind and body too. Step inside and explore a whole world of exotic beauty treatments, relaxing massages and the latest advanced therapies.

Then step outside feeling full of energy and uplifted, totally refreshed by your time spent with us.

Coming to our therapists, each of whom are highly qualified professionals, means you can be confident that you are being treated by an expert. Together, you can decide on a treatment programme that will really suit you. Imagine the pleasure of a one-off session which includes: restoring flagging energy levels, making tired-looking skin more youthful or ridding your body of tension. Alternatively, you might decide to book a series of weekly treatments, which will give you longer-lasting benefits. Whatever your choice, after your treatment you can take the luxury home with you by choosing from our designer range of skincare and beauty products.

#### 4 Using apostrophes

In this unit learners revise or learn how to use apostrophes to make their meaning clearer. It is useful to establish which uses they are already confident about and consistently applying and which they find more problematic and need to focus upon.

#### Answers

##### Try the skill

- 1 it's, everything's, I've, I'm, it's, can't, I'm, I've.
- 2 a) Cheryl's Café, Today's £4 specials; b) and **chips** with mushy **peas**, Deep fried **pizzas**, **Your** fish is our command!

#### 5 Using inverted commas

In this unit learners revise or learn how to use inverted commas to make their meaning clearer. It is worth establishing what use they already make of inverted commas that is accurate and which uses they need to develop further.

#### Answers

##### Try the skill

- 1 'Teen' 3; 'American Beauty' 2; 'Fight Club' 2; 'down-to-earth' 3; 'mope' 3; 'Creepy, funny, poignant, and stunningly imaginative' 1
- 2 All the sentences need to be rewritten so that the bracketed information is included using inverted commas.

#### 6 Improving your spelling

In this unit learners have the opportunity to consider the best way for them to improve their spelling. Since it is so easy for learners to see themselves as failures in this area, it is important to emphasise how much learners can already do in this area and to focus on the fact that, usually, they get most of the word right but just need to learn a small part of it.

#### Answers

##### Try the skill

- 1 complain, cinema, picture, terrible, there, appearing, projector, lens, there, laughing, couldn't, off, ticket, which.
- 2 It may be a good idea to produce a customised list of words that are more tailored to the subjects/needs of your learners.

As learners work through the list you may wish to remind them of the need to avoid running words together as in 'alot'.