

# English Level 2

## Section D

### Understanding and writing texts

#### **D4** Varying texts for different purposes

- 1** Making the best choices of style
- 2** Writing persuasive texts

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# English Level 2

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## Section D: Understanding and writing texts

### D4: Varying texts 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>3.6</b> Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning	<b>1</b> Making the best choices of style <b>2</b> Writing persuasive texts

#### 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**.

# D4 Varying texts for different purposes

By the end of this section you will have adapted styles of writing to suit:

- ➡ who you are writing for (your audience) and the relationship you may have with them
- ➡ why you are writing (your purpose) and the relationship you would like to build.

You will also sharpen your editing skills so that your meaning is clear for your readers.

## 1 Making the best choices of style

When you write a text it is important that your choice of words, use of sentences and level of formality all suit the audience and purpose you are writing for.

### Learn the skill

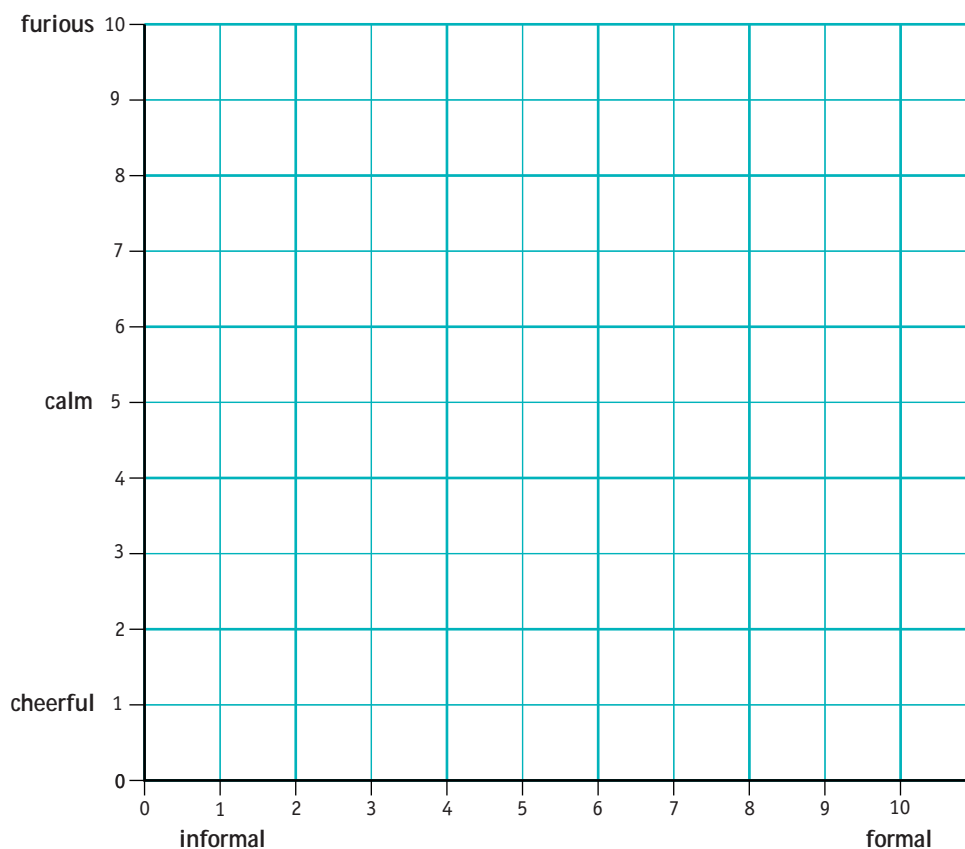


Up until now neighbours Katie and Ben have always had a very good friendship but last night Ben parked his car in front of Katie's driveway and forgot to move it before he caught the train to work. Katie hasn't been able to get her car out of the driveway all day and is furious. Katie is working on an email she wants to send to Ben complaining about his thoughtless parking.

Discuss what Katie should say.

1 Read three different emails she has drafted on page 54, each written in a different style. Then answer these questions to help Katie get the style right.

a) Where would you place each of the emails on the graph below?



b) Think about Ben's reaction to reading each of the emails. Katie wants to stay friends with Ben after the parking problem is sorted out. Which email is most likely to make sure she and Ben keep their good relationship? Why?

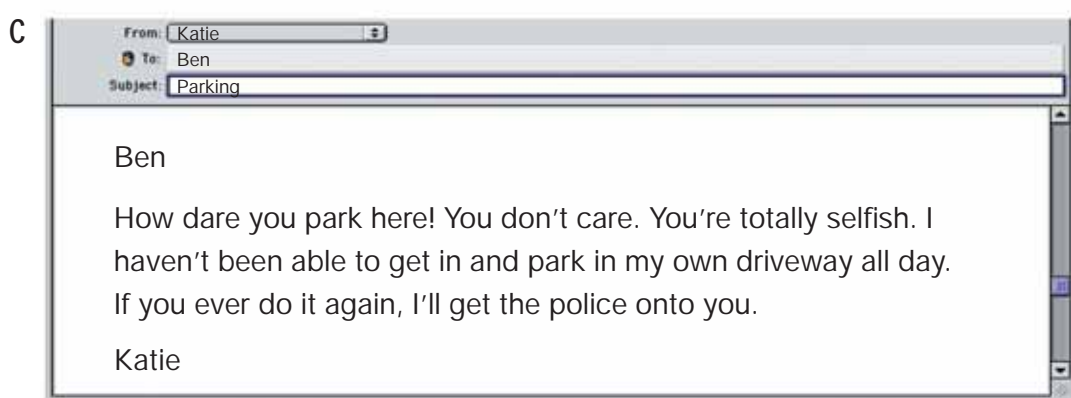
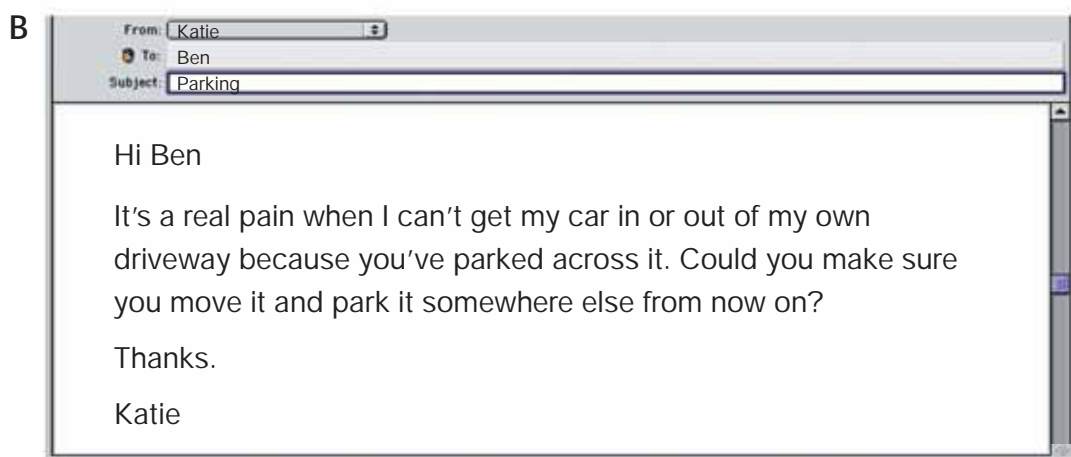
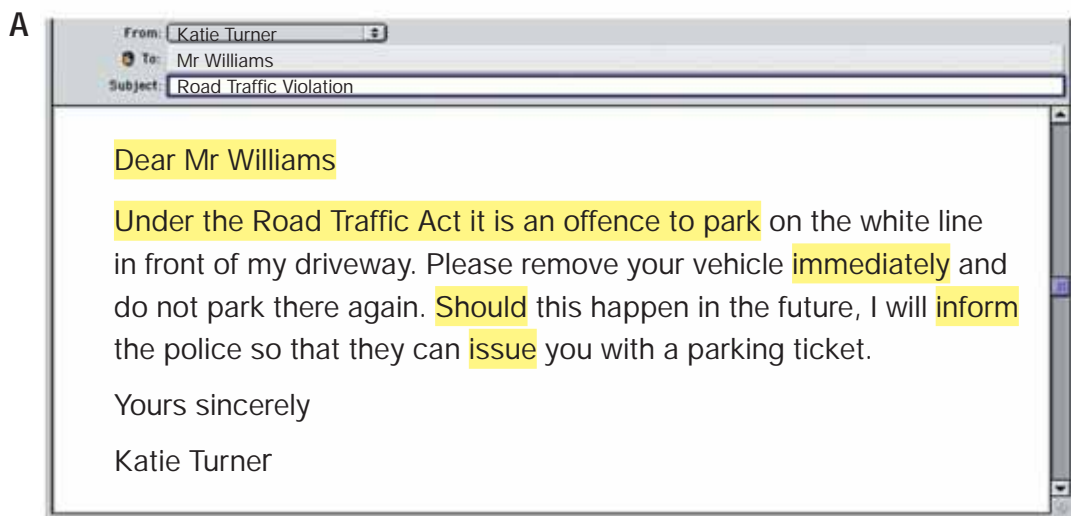
2 Read Katie's email C. Pick out words and phrases that make it sound so informal and angry that she may not achieve her purpose of telling Ben about his behaviour and not spoiling their relationship.

3 Does using shorter sentences (e.g. email C) or longer sentences (e.g. in email A) help make Katie sound

a) more or less angry?

b) more or less formal?

- 4 The highlighted words and phrases in email A make it sound very formal. Re-draft the email to make it less formal, but not as informal as email B, and still carry the same message. Include some of the suggested words and phrases in the word bank below



### Word bank

Dear Ben                      Hi Ben                      you should not have parked...  
 it is against the law to park ...                      it was annoying that you parked...  
 straight away                      as soon as you can                      asap                      if you do it again, ...  
 I'm afraid if you park there again, ...                      report you to ...                      tell  
 give                      issue                      supply                      hand

 Try the skill

- 1 You are making some toast and jam but just as you open the new jar and are spreading the jam on the toast you notice there is a dead fly in it. You are going to write an email for each of these situations:
  - A Your Granny made the jam. You want to tell her that you found the fly in it and get her to throw away the whole batch of jam and warn anyone else she's given a jar to. You have a good relationship with Granny and do not want to spoil it.
  - B This was a luxury jar of 'Deli Jam' and you are writing to Customer Services to complain. You are very concerned about their hygiene – how could a fly have ended up in your jam? Ask for an explanation, and for compensation.
- 2 Plan each of your emails using the chart below to help you think carefully about the different way you need to write each one:

Who is the email for?	<i>Granny</i>	<i>Customer services at Deli Jam</i>
What is your relationship with them?		
What is your purpose?	<i>I want to sort out the problem but keep the good relationship</i>	
How formal should you be? [Look back at the graph on page 53 and decide where your email would fit on it]		
How angry should you sound? [Look back at the graph on page 53 and decide where you would want to be on it]		
Make a list of words and phrases that suit the level of formality and anger that you are trying to get across	<i>worried</i>	<i>disgusted</i>

- 3 Draft your emails. Then use the checklist on page 56 to help you check what you have written and improve it before writing your final version of each email.

## Sharpen your drafting skills

Whenever you are working on a text, you need to stop after you have written your first draft to make sure it will achieve its purpose and suit its audience.

It is also a good time to check that your text really says what you mean and that your spelling, punctuation and grammar are correct – and are not letting you down.

### Checklist for proofreading

**Form** – Have you followed the rules for writing this kind of text? E.g. setting out the addresses correctly in a business letter and using the right form of address and closure, i.e. *Dear Sir/Madam – Yours faithfully; Dear Mr/Ms Smith – Yours sincerely.*

**Content** – Have you included everything your reader needs to know?

**Organisation** – Have you placed your points in the best order so readers can follow your thinking? Has the text got a clear introduction and effective ending?

**Style** – What sort of vocabulary suits this audience and purpose, i.e. should you use *standard* or *non standard, formal* or *informal English*?

Check that you have kept to the right style in each sentence and not suddenly changed it, e.g. from formal to informal.

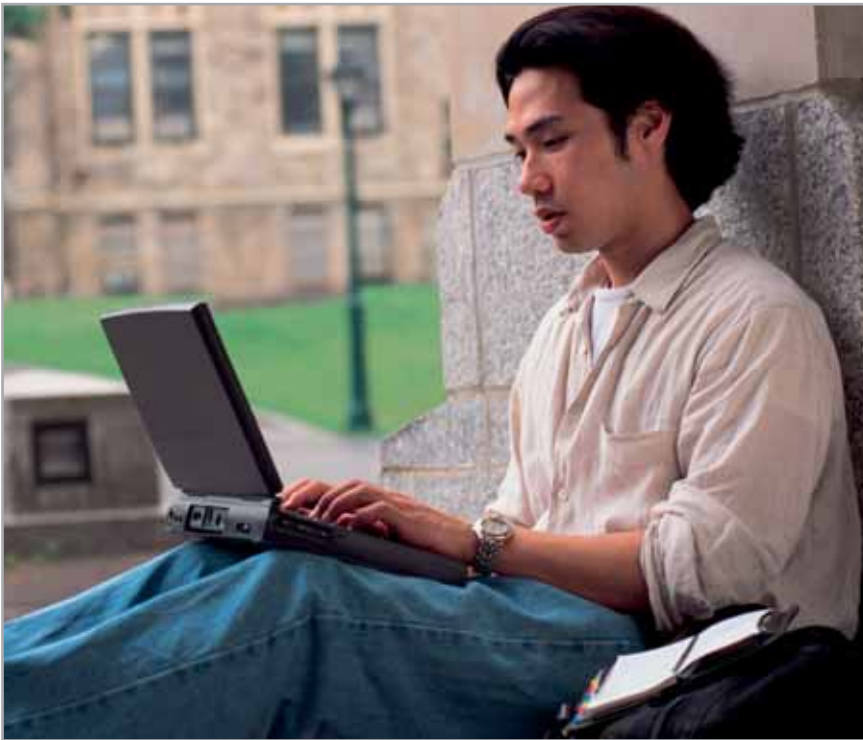
Make sure you have used the best words to express yourself and not kept repeating the same ones.

**Grammar** – Make sure each sentence makes good sense and that the verbs are in the right tense (see D2 pages 25–26).

**Punctuation** – Check every sentence has the punctuation that will make its meaning clear to your readers, e.g. *commas to separate chunks of meaning to make it clearer, apostrophes showing ownership etc.* (see D3 pages 42–44 and 45–46).

**Spelling** – If a word looks wrong then think about whether it is spelled right – sound it out, think about what parts it is made from, e.g. *sub +stance* or *subtance*.

Take special care with words that have more than one meaning but sound the same, e.g. *to/too/two*.



- Use the checklist on page 56 to help you remember what sort of things you need to look out for.
- Read the text through once slowly and carefully – as if it is being read aloud.
- Jot down any changes you need to make as you spot them.
- Then re-read the whole text again backwards – notice what you have really put!
- Know what your usual mistakes are and look out for them, e.g. *I usually write do'nt and it should be don't.*



## 2 Writing persuasive texts

### Learn the skill

Many businesses and organisations need to persuade people to do something, e.g. try out a new product or service, change their behaviour (e.g. recycle more) or become aware of an issue.

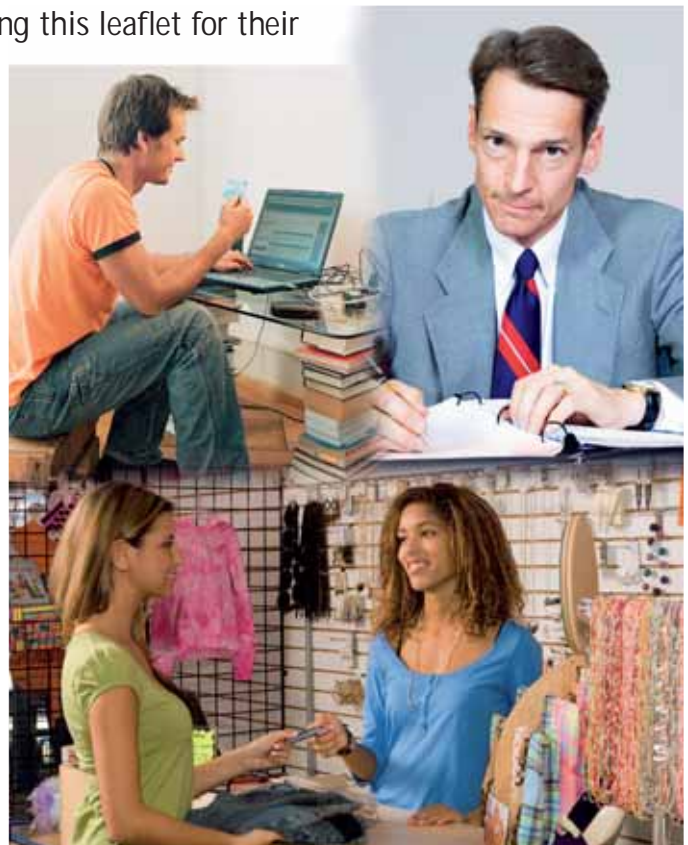
### Learn from other writers

The writer of the leaflet on page 59 has:

- made sure the reader knows what the product is and how it works
- given the reader reasons to want to use that product.

Find out how this was done as you answer the questions below.

- 1 Read the leaflet opposite carefully. Decide which statement **best** describes the audience for the leaflet. Give reasons for your answers.
  - A New clients who already shop happily online with credit or debit cards.
  - B New clients who are wary of shopping online with a credit or debit card linked to their bank account.
  - C Well-established clients who usually use a credit or debit card but want an alternative.
  - D Old clients who do not have a credit card, debit card or even bank account but want to shop online.
- 2 Now decide what 3V's **main purpose** is in writing this leaflet for their audience.
  - A 3V want to build a very serious, formal relationship with this audience so that they will feel that using their service is a sensible decision.
  - B 3V want to make their audience believe that it's really cool to have a 3V card and they need one to be popular.
  - C 3V want to show their audience that they understand their needs and worries and they want them to feel that they can trust them to help them spend their money online safely.
  - D 3V want to make sure that everyone can use internet and mail order shopping and especially people who don't have bank accounts, credit cards etc.



**Spend cash online**  
**It's easy with**  
**3V**



Introducing 3V VISA Prepaid Vouchers – which allow you to buy online without using a credit or debit card or having a bank account. You can then use them anywhere that accepts VISA on the web, over the phone or for mail order. They're simple and safe to use and as easy to buy as a mobile phone top-up.

Register now at [www.3vcash.com](http://www.3vcash.com)

And follow the 3 easy steps shown on the reverse of this leaflet to start shopping with 3V

**3V**  
In partnership with  
**VISA**

Register now at [www.3vcash.com](http://www.3vcash.com)

While you're online, check out the 'Where to buy 3V Vouchers' section to find your nearest shop selling 3V Vouchers.

**3 easy steps to start shopping**

**1 Buy a 3V Voucher**  
To buy your 3V Voucher, simply take your 3V Customer Cards to participating shops that display the Payzone Logo

- Buy any amount of credit from £20 to £200
- You will be given a 3V Voucher with a unique 16-digit VISA number

**2 Get your security details**  
As soon as you have bought your 3V Voucher, you will receive the 3-digit security code (CVV2 Number) and expiry date for that Voucher. These details will be sent to you via SMS or email immediately. Or you can call us to get them on 0870 735 2933. The choice is yours when you register.

**3 The best part – the shopping**

- With 3V you can shop safely online, by phone or by mail order, anywhere that accepts VISA
- Simply choose VISA as your method of payment
- Enter the 16-digit number from your 3V Voucher and the security code and expiry date that you received separately

And that's it!  
So what are you waiting for?

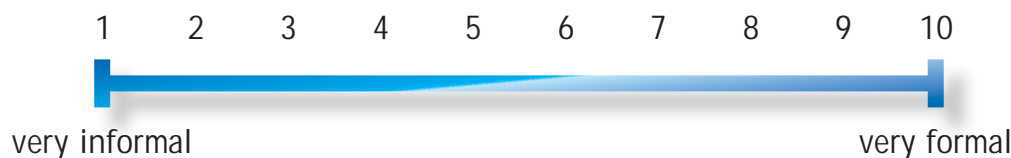
Register now at [www.3vcash.com](http://www.3vcash.com)

- 3** Find the different persuasive words and phrases the writer used to make the card sound:
- a) easy to use
  - b) safe to use
  - c) like something to start using straight away.



- 3 Think carefully about your audience and purpose. Is it better to use standard English or non-standard English? Why?

Use the line below to help you work out what kind of style will suit them.



- 4 Make a list of persuasive words and phrases you can use in your writing, e.g. *You could change a child's life...it's easy/fun*

## Draft your writing

- Prepare to write by making sure that you remember how to:
  - use features such as headings and subheadings, numbering and bullet points
  - use connectives to help argue points and persuade readers (see download D2 pages 21–22)
  - proofread a text carefully to spot errors in style, punctuation, spelling etc.
- When you have finished your first draft, work alone and use the checklist on page 56 to help you mark on your text anything you can see that needs changing.
- Then, work in pairs to read each other's leaflets and, using a different coloured pen, do the following.
  - Is this the right style to suit the audience and purpose? Circle any words or phrases that are too formal or too casual.
  - Put a star by any persuasive words or phrases that work well.
  - Underline any effective reasons given for joining in the walk.
  - Tick any places where your partner has successfully overcome a reason the reader might have for not joining in.
  - Put a cross for anything that would put readers off taking part in the activity.

## Improve your writing

- 1 Keysha is writing her leaflet. Read this part of her first draft below. Then make a list of things she could do to improve her leaflet.

### **What you doing on 25 June?**

#### **Something that's as cool as this...**

Go too the Jubilee Park at 5.30 with your friends and you could make a real difference to childrens lives. Grab one of the yellow ribbons and take of for a 1km 3 legged race. It will be hilarious. And the fastest pair win an £50 amazon voucher.

Oh, and you'll need to get sponsored, so make sure you collect one of them forms from reception and then get all your friends and family to fill it in and pledge loads off money if you finish the race.

**I know it's a bit of an effort – but it's worth it. See you there!**

*Keysha*

- 2 Check your first draft again. Have you made any of the same mistakes that Keysha has? Mark in any more changes you need to make to your text.
- 3 Make all the changes you need as you write a final draft of your report. Then don't forget to proofread it carefully to spot and correct any spelling, punctuation and grammar errors.