

English Level 2

Teacher's Notes

Section D

Understanding and writing texts

D4 Varying texts for different purposes

1 Making the best choices of style

2 Writing persuasive texts

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
3 Writing Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	In a range of text types	
	3.3 Use a range of writing styles for different purposes 3.6 Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning	1 Making the best choices of style 2 Writing persuasive texts

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 Varying texts for different purposes

(Learner materials: Level 2, Section D4, pages 52–62)

Skill Standard	Coverage and Range	Learner Unit
Write documents, including extended writing pieces, communicating information, ideas and opinions effectively and persuasively	In a range of documents on paper and on screen:	
	<p>L2.3.3 use a range of different styles of writing for different purposes</p> <p>L2.3.6 Ensure written work has accurate grammar, punctuation and spelling and that meaning is clear</p>	<p>1 Making the best choices of style</p> <p>2 Writing persuasive texts</p>

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 is also designed to provide learners with further practise 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 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 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 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.

1 Making the best choices of style

In this unit learners look at what word and sentence choices they need to make to create the right kind of style to suit different audiences and purposes.

Learn the skill

Learners examine three different versions of an email written to complain about a neighbour's inconsiderate parking. By focusing on the differences in vocabulary and sentence structure, students learn the skills required to adapt their tone and level of formality to suit the audience and purpose.

Answers

1 a) Suggested positioning

Learners' graphs should reflect the fact that: A is very formal and middle-level angry (about 8); B is middle level of formality and least angry (about 6); C is least formal and most angry.

b) B Because it is does not sound too angry but gets the point across while being written in a friendly, fairly informal style.

You may also want to discuss with the learners which of the emails they think Katie should send or other ways of approaching the email.

2 How dare you! You don't care. You're totally selfish and ... I'll get the police onto you.

3 a) Shorter sentences tend to sound more angry and less formal; b) Longer sentences tend to sound less angry and more formal.

4 Various choices are possible, but best choices to make it less formal but still carry the same message are: Dear Ben, it is against the law to park ... straight away ... I'm afraid if you park here again,... tell, give

You may also want to discuss whether it is at all appropriate to include any kind of threat at

this stage if Katie's main aim is to keep a good atmosphere with her neighbour.

Try the skill

Learners are given a scenario where two emails with very different audiences and slightly different purposes are required. In the planning stage emphasise the importance of thinking about the different relationships the writer has with their audience and what outcome they want. A drafting checklist is provided to help them progress towards independent drafting skills building on experience in previous units. This time the pairs checking each other's drafts can serve as a check on how thorough the self-checking has been.

Additional task

Ask learners to consider how they could use the skills they have learned to handle situations such as when a friend has borrowed a DVD they have out on loan and they return to the shop to hire another one but the friend has not returned it and there is a charge outstanding.

Encourage them to come up with their own scenarios from experience. They should also consider how to complain in the workplace where maintaining good, ongoing relationships is also important.

2 Writing persuasive texts

In this unit learners draw on the skills developed in choosing and creating the right style and tone in order to write a persuasive leaflet.

1 B

2 C

3 a) It's easy with 3V... They're simple to use... as easy to buy as a mobile phone top-up. ...simply take... simply choose; b) you can shop safely online, by phone or by mail order, anywhere that accepts VISA; c) So what are you waiting for?

4 a) standard; b) informal – works well because the audience are worriers, who use mobile phones and don't have bank cards or don't want to use it – so it creates a friendly, reassuring feel; c) informal – and between 0 and 5 on the line.

Try the skill

Learners write a leaflet advertising a charity walk. A slightly informal leaflet written in standard English (but with some abbreviations allowed as long as they are punctuated correctly to help it sound slightly informal), and with strongly persuasive language.

Additional task

Discuss how these skills can help when selling items on eBay, advertising a small business etc.