

English Level 1

Section D

Understanding and writing texts

D2 Presenting information in a logical order

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Pilot material only – see introduction before use

English Level 1

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Section D: Understanding and writing texts

D2: Presenting information in a logical order

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 1.

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 to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience	In more than one type of text	
	3.1 Write clearly and coherently, including an appropriate level of detail 3.2 Present information in a logical sequence 3.5 Ensure written work includes generally accurate punctuation and spelling and that meaning is clear	1 Present information in a logical order in letters 2 Present information in a logical order in reports
	3.4 Use correct grammar, including correct and consistent use of tense	3 Making sure that the subject and verb agree 4 Using subject and verb agreement accurately

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**.

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D2 Presenting information in a logical order

By the end of this section you will have **developed your skills for presenting information in a logical order**. You should be confident about planning and writing **a letter giving information** and **an accident report**.

You will also improve your technical writing skills and learn how to:



use subject and verb agreement correctly



use the right verb tense to make your meaning clear

1 Present information in a logical order in letters

Learn the skill

When you need to give a lot of information in a letter or an email, it is important to organise it clearly.

You need to be able to:

- plan what you are going to write
- include all the relevant information
- think about the best order for giving the readers the information
- give the information in a logical order, e.g. *begin with an introduction and end with a conclusion*
- make sure the points follow each other logically, e.g. *make a statement, then give the reason for it.*

Learn from other writers

Read the letter on page 11. Then answer the questions below to find out how the writer organised the information to make it clear.

- 1 The first sentence tells the reader what the letter is about. How does this help the reader? Why do you think business letters often start this way?
- 2 The letter has three main paragraphs, B, C and D.

a) What is the topic in each main paragraph?

If you need help, choose topics from the list below:

contact names and addresses of staff

reminder about an induction session

information about prices

rules and regulations

details about extra services and facilities

information about membership

b) Write the topics in the order they appear in the letter.

Paragraph	Topic
A	
B	
C	

c) Why do you think the writer put the topics in this order? Is it a logical order?

- 3 The final paragraph of the letter is a conclusion. A conclusion is an effective ending for a business letter. It ends the letter by:

■ repeating or summing up the main point of the letter
Once again, I am very sorry you did not receive your joining instructions.

■ assuring the reader that you are giving their needs your attention
If you need any more information, please let me know.

■ stating what action is going to happen next
I will send you a new membership card next week.

■ asking the reader to do something
Could you please send us confirmation of your address?

a) Does the letter on page 11 end in any of the ways listed above?

b) Why do you think the writer chose to end the letter like this?

Mr Kevin Apperley
16 Gloucester Road
Leicester
L18 2BX

Put the name and address of the person you are writing to here.



16 July 2008

Dear Mr Apperley

- A** I would like to take this opportunity to welcome you to Golden Park Gym. You have taken an excellent step towards improving your health and fitness.
- B** I can confirm that your membership started on 15 July 2008 and will be due for renewal on 15 July 2009. Your membership number is GPG00846KA. Please quote this in all correspondence.
- C** Can I recommend that you book an induction session with one of our personal trainers as soon as possible? We would suggest for health and safety reasons that you do not use the gym equipment until you have had this session. Any of our highly experienced trainers will be able to put together a fitness programme to match your needs.
- D** Can I also remind you that Golden Park Gym is not just a gym? We offer a range of healthy snacks in our café. We also offer the services of a masseur and other complementary therapists.
- E** Once again, I hope that you enjoy your membership with us. If you have any queries, please do not hesitate to contact me.

Put each main point in a separate paragraph here.

Yours sincerely

Nasreen Qadri

Put Yours sincerely and your own name here.

Nasreen Qadri
Manager

4 The writer planned the letter carefully to make sure that it followed a logical order. Which of these plans do you think she wrote – A, B or C?

A

- Membership no. + information
- Introduction - welcome
- Induction session - reminder
- Extra services - café, masseur
- Conclusion - contact me
- Rules and regulations

B

- Introduction - welcome
- Extra services - café, masseur
- Induction session - reminder
- Membership no. + information
- Conclusion - contact me

C

- Introduction - welcome
- Induction session - reminder
- Extra services - café, masseur
- Membership no. + information
- Conclusion - contact me



5 The writer made sure that in each paragraph of the letter the points follow each other logically. Read what she was thinking when she wrote the paragraph about an induction session:

This sentence comes next because it gives a reason for the 1st sentence

Can I recommend that you book an induction session with one of our personal trainers as soon as possible. We would suggest for health and safety reasons that you do not use the gym equipment until you have had this session. Any of our highly experienced trainers will be able to put together a fitness programme to match your needs.

I'm putting this sentence first because it's the main message that I want to get across

This sentence comes last because it is extra information that I want to get across

Work in pairs. Read the three sentences about the Golden Park Gym in paragraph C of the letter on page 11. Discuss why you think the writer put the sentences in that order. Note down your reasons.

 **Try the skill**

Golden Park Gym is planning to expand its premises and its facilities. This will involve a lot of building work and will have an effect on opening times and access.

You are going to use what you have learned to write a letter to all members. Your letter should tell members about:

- the new facilities
- the new arrangements for gym users during the building programme.

Plan your writing

Work in pairs or threes.

- 1 Spend a few minutes listing things that your reader needs to know, e.g. *a new sauna, enlarged changing rooms, arrangements for car parking*. The list can be in any order.
- 2 Now read through the list together. Cross out any things that are repeated or are not relevant for a short letter.
- 3 Spend 5 minutes discussing a logical order for your list. (NB there may be more than one order that is logical.)
- 4 Think about your introduction and conclusion. What information do readers need to find in the first paragraph of the letter? What's the best way to end your letter?
- 5 Now draw up a bullet point list of the information you are going to include. Follow the order that you have agreed.

Draft your writing

- 1 Once you have done all your planning you are ready to write a first draft of your letter. Write this on your own. As you write, remember to:
 - organise your letter so that each paragraph covers a different point in your list
 - begin with an introduction, and end with a conclusion
 - make sure the first sentence of each paragraph contains the most important point. Add the less important points in the following sentences.
- 2 When you have finished writing your first draft, work in pairs and read each other's letters.
 - Tick where they have covered a point in the bullet point list.
 - Tick where the order of paragraphs is logical.
 - Tick where the points made in any paragraph follow each other in a logical order
 - Underline any paragraph where the order is unclear.

Now discuss your comments with your partner.

Improve your writing

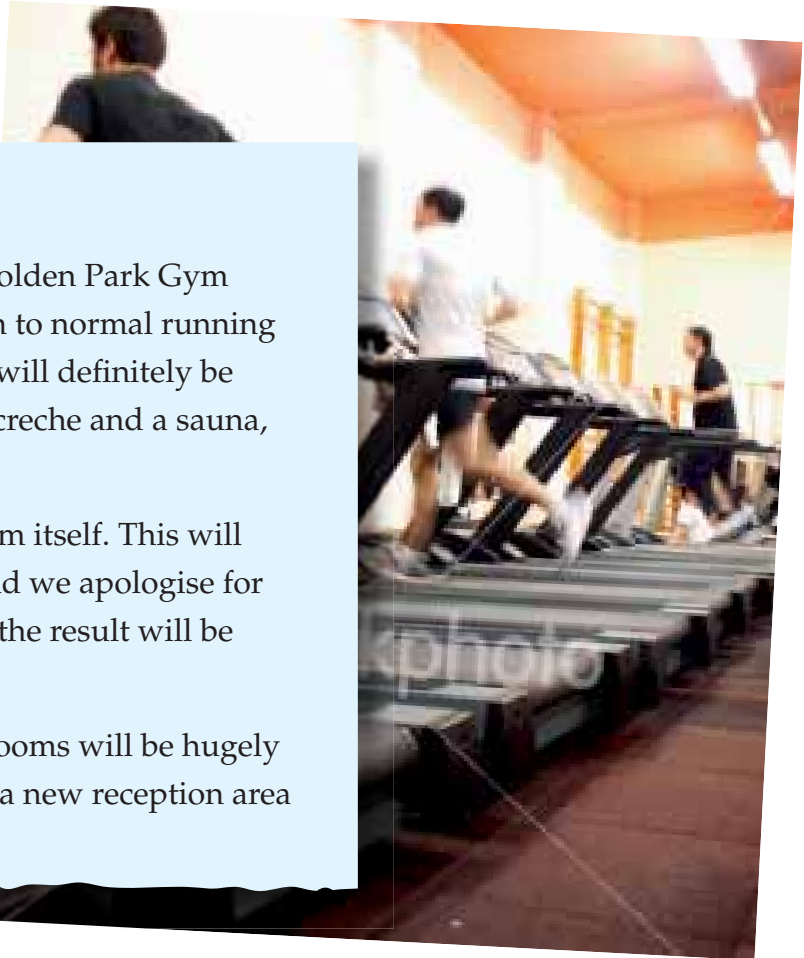
- 1 Work in a group. Look at the first draft of another letter Nasreen has written. Discuss how she can improve it.

Dear Member

Our exciting expansion of Golden Park Gym will involve some disruption to normal running of the gym. But the benefits will definitely be worth it! We are planning a creche and a sauna, amongst other things.

We are also enlarging the gym itself. This will all mean some disruption and we apologise for this. But we assure you that the result will be worthwhile.

For example, the changing rooms will be hugely improved, and there will be a new reception area with widescreen TV.



- 2 Now check the first draft of the letter you wrote. Mark any places where you need to make changes.
- 3 As you write **the final version** of your letter, make the changes. Don't forget to proofread it carefully. That means checking:
 - your *spelling*. Be careful about words that sound the same, e.g. their and there. Watch out for plurals: ladys **X** ladies **✓**
 - your *punctuation*. Remember to begin each sentence with a capital letter and end it with a full stop, a question mark or an exclamation mark.
 - your *grammar*. Check that the subject of each sentence agrees with the verb, e.g. When the work starts **✓** When the work start **X** (See pages 19–20). Check you have used the right tense, e.g. We plan to stay open **✓** We planned to stay open **X** (See pages 21–22)

2 Present information in a logical order in accident reports

Learn the skill



By law, all accidents at work must be recorded, either in an accident book or on an accident report form. Sometimes the supervisor records the accident. Sometimes the witness and the injured person record the accident.

When you write an accident report, it is important to organise the information clearly. You need to be able to:

- plan what you are going to write
- give the information clearly and in time order
- make sure you only include relevant details.

Learn from other writers

The supervisor of the building work at the Golden Park Gym has recorded an accident. Read the report about the accident below.

- 1 What information does an accident report begin with?

ACCIDENT REPORT

8 August 2008

- A** Keith Hallett, builder, cut his hand on a circular saw and was taken to casualty.
- B** The accident happened at 10.00 am while he was working at the far end of the new changing rooms. Keith said he looked up when there was a loud noise, and the saw cut into his hand. It cut it deeply between his thumb and first finger.
- C** Because of the rapid bleeding, Waseem Mohammed quickly bandaged the injury with a clean rag and Keith kept his arm raised. Lee phoned reception. Simone Arroyo took him to casualty straight away in her car.
- Justin Lake, Supervisor



- 2 The main part of the report begins with a summary of the accident (paragraph A). Why do you think this is useful?
- 3 All the information in this summary is given in more detail later. List three pieces of information about the accident in the summary. Then find where in the report more detail is given.
- 4 The writer gives the information about what happened in a clear and logical order.
 - a) Which order has the writer followed?
 - A place order
 - B most important points first
 - C easiest thing to say first
 - D time order
 - b) Look through the description of the accident. Make a timeline like the one below to show what happened. Does the description in the report follow the order on your timeline?



- 5 Simone took Keith to casualty in her car. This is how she described what happened to a friend later that day.

This guy at work – Keith – had an accident. I had to take him to casualty straight away in my car. I was in reception, and my colleague Waseem phoned me. It was a good thing Waseem was with Keith at the time. He had already bandaged the injury with a rag because of the bleeding. You've never seen anything like it – made my stomach turn. Keith kept his arm up, and that helped. Lucky that Waseem is ace at first aid.

Work in pairs. In what ways is the description of the accident in the report on page 15 (paragraph C) different to Simone's description above? Discuss:

- the order in which the information is given
 - the details that are included.
- 6 Why is it important for the writer of the report to give his or her name at the end?
 - 7 What other people are named in the report, and why?

- 8 The writer has organised his report in a logical way. Each paragraph gives a different piece of information.

Work in pairs. Imagine you have to design a form for an accident report. Decide what headings to use in the form. Choose from the headings below. Then put them in a logical order.

(Hint: try putting the headings in Justin Lake's report.)

Name of report writer

Who or what was to blame?

Treatment administered and any action taken

Summary of incident – who and what

Description of incident – where and how it happened, and what injury occurred

How future incidents can be avoided

Date of incident

Try the skill

On the first day after the Golden Park gym opened, a new member injured himself on one of the fitness machines. You are going to write a report about the accident.

- 1 Work in pairs or threes. Spend a few minutes deciding what information needs to go in an accident report, e.g. *who was involved, and what, where when and how it happened.*
- 2 Winston Richards was on duty when the accident happened. This is part of a phone call he made to his friend later that day. Decide which information needs to go in your report.

Hey, something happened almost straight away – I know it was 10 am because I'd just started my morning shift! I had to give someone first aid. This guy was really going for it – Colin Grey, I think his name was. He was on the cross trainer – lots of people can't cope with them, don't know why. Anyway, the arms of the trainer knocked him on the head. He said he'd got dizzy and fell off, and that's when he got this huge bump on the head. Actually, I don't think he was looking what he was doing. Looked like he'd had a really late night!...

Plan your writing

- 1 Make a list of points for the report. The list can be in any order. Then spend five minutes discussing a logical order for the points.
- 2 Now draw up a bullet point list of the points. Write them in the order that you have agreed.

Draft your writing

- 1 Once you have done all your planning, you are ready to write a first draft of your report. Write this on your own. As you write, remember to:
 - organise your report so that each part covers a different point in your list
 - include a summary of the accident, and the names of any people involved
 - describe the accident in chronological order (time order)
 - write in a clear, factual way. Only include relevant details.
- 2 When you have finished writing your first draft, work in pairs and read each other's reports. Then discuss your comments.
 - Tick where they have covered a point in the bullet point list.
 - Tick where the order of information is logical or sensible.
 - Tick where the points made are clear and relevant.
 - Underline any parts where the order is unclear.

Improve your writing

- 1 Work in a small group. Here is part of another accident report that Winston wrote. How could he improve it?

I had to attend to someone because she felt faint – in fact she was nearly fainting when I happened to walk past the weights area. Samira Khan was her name. People don't drink enough water and that can make you faint. Anyway, I got her to sit on a chair with her head between her knees and gave her some water and she was alright in a few minutes. It was just this week – Monday.

- 2 Now improve the first draft of your report. Mark any places where you need to make changes.
- 3 Make the changes as you write the final version of your report. Don't forget to proofread it carefully. Check:
 - your *spelling*. Be careful about the endings of your verbs (action words). Sometimes you double the last letter before the ending, e.g. *stop* → *stopped*. Sometimes you do not double the last letter, e.g. *fail* → *failed*
 - your *punctuation*. Remember to use an apostrophe to show that something belongs to someone, e.g. *Colin's head*.
 - your *grammar*. Check you have used the right tense, e.g. *He felt faint*. ✓ *He feels faint*. ✗ Check that the subject of each sentence agrees with the verb: *It was 10 a.m.* ✓ *It were 10.00 a.m.* ✗

Tip

Spelling the ends of verbs

You add -ing or -ed to make different parts of the verb, e.g. form → forming, formed.

Exceptions:

- short verbs ending in vowel + consonant: you double the consonant, e.g. drop → dropped
- longer verbs ending in vowel + consonant: you double the consonant if the emphasis is on the final syllable, e.g. prefer → preferred
- verbs ending in -e: you drop the -e, e.g. decide → deciding.

3 Making sure that the subject and verb agree

Learn the skill

For a sentence to be correct, the form of the verb must be right for the subject of the sentence:

Mike and Winston goes to the gym. ✗

Mike and Winston go to the gym. ✓

Mike and Winston are the subject of the sentence

the form of the verb is 'go'

Another way of saying this is that the subject and the verb of every sentence must **agree**. This will help make your meaning clear.

Try the skill

1 Many mistakes happen with the verbs 'be' and 'have'. Read the correct forms.

Subject	Verb	Subject	Verb Be (present)	Verb Be (past)
I	have	I	am	was
He/she/it	has	he/she/it	is	was
We	have	we	are	were
You	have	you	are	were
They	have	they	are	were

Look at the extracts from different emails and memos from staff at the Golden Park Gym. Choose the right form of the verb to complete each extract. Remember the verb must agree with the subject.

- We was/were planning to buy three new rowing machines.
- The morning shift starts at 9 a.m. so you have/has to be in the building by 8.45.
- Remember to tidy the changing room. It were/was left in a mess yesterday.
- If members have/has problems parking, additional parking spaces is/are available at the Green Street car park. It are/is opposite the entrance to the gym.

- 2 Work in pairs. Read this job advertisement. It contains five mistakes in subject-verb agreement. Find the mistakes. Then write out a correct version of the advert.

PERSONAL TRAINER FOR NEW GYM REQUIRED

based in Leicester

Golden Park Gym is seeking a personal trainer for their expanded gym (opening March). Do this description match you?



- You has at least two years' experience
- You is enthusiastic and energetic, with a good attitude to your work
- You enjoy working as part of a team.

The salary range between £16000 and £21000 per annum, depending on experience. A good benefits package are available.

For more information, email info@goldenparkgym.co.uk



4 Using the right tense**Learn the skill**

If an action happened in the past, the verb is in the **past tense**, e.g. rested, ran, swam.

If an action is happening in the present, the verb is in the **present tense**, e.g. resting, running, swimming.

If an action will happen in the future, the verb is in the **future tense**, e.g. will rest, will run, will swim.

When you write it's important to use the same tense to refer to the same event or group of events, to make your meaning clear, e.g. *We all went to the shops and I bought a new pair of shoes.*

Many mistakes happen when a mixture of tenses is used:

We will go swimming then we go to meet my friends for coffee. ✗

We will go swimming then we will meet our friends for coffee. ✓

Try the skill

- 1** Marlene is telling her friend what she usually does on a Saturday. The words in bold are verbs in the present tense, because they describe what she does.

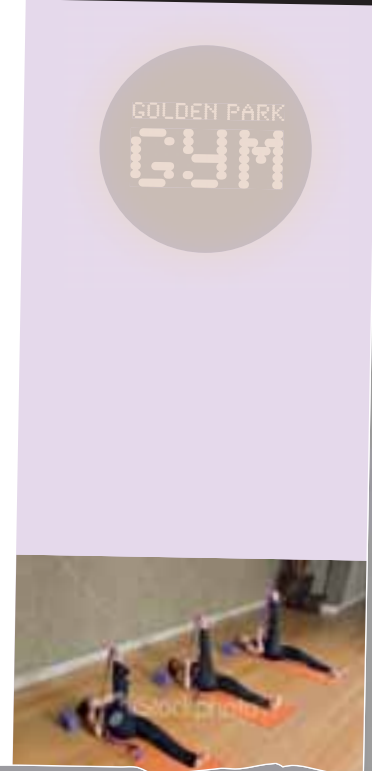
*I **get** up quite late - about 10 - and **make** myself some breakfast. Then I **tidy** up the flat and **do** a bit of cleaning (not too much!). I **go** to the shops and **buy** myself something nice to wear. I **drive** to the gym after lunch and **have** a good workout there. I **meet** my mates there and we **spend** at least an hour in the sauna afterwards. I **go** over to Andy's after that and he **cooks** me a big meal. After that we **slump** in front of the TV!*

This is what Marlene wrote in her diary at the end of the day. The missing words must be in the past tense, because they describe what she did. Fill in the missing words.

I _____ up quite late - about 10 - and _____ myself some breakfast. Then I _____ up the flat and _____ a bit of cleaning (not too much!). I _____ to the shops and _____ myself something nice to wear. I _____ to the gym after lunch and _____ a good workout there. I _____ my mates there and we _____ at least an hour in the sauna afterwards. I _____ over to Andy's after that and he _____ me a big meal. After that we _____ in front of the TV!

- 2 Read part of the annual report from the manager of Golden Park Gym. Then answer the questions below about the report.

- A** It has been an exciting time for Golden Park Gym this year. In January we finally got the go-ahead from the local council to expand our premises, and the £2 million project started in the following month.
- B** Despite a few setbacks, the building contractors keep to their schedule – and their budget – very closely. By the end of May we were able to open the new sauna and expanded gymnasium and therapy rooms. The extended car park was available soon afterwards.
- C** Now gym members **get** even more value for money. Their subscription **remains** unchanged for the moment, but we **will need** to increase it next year by approximately 20 per cent.
- D** The expansion allowed us to take on a new personal trainer, Craig, who starts in July. By August we were ready to take a holiday!



- 1 In paragraph A, is the manager talking about:
- the past
 - the present
 - the future?
- 2 In paragraph B, there is one verb in the wrong tense. Is it:
- keep
 - were able
 - was?
- 3 Two tenses are used in paragraph C.
- Look at the verbs in bold. Say what tense they are in.
 - Why do you think the manager has changed the tense of the verbs in this paragraph?
- 4 The manager has been inconsistent in his use of tense in paragraph D. The two underlined words should be:
- allows us and started
 - allowed us and starts
 - allowed us and started
- 5 Write two sentences to complete the report. They should be about Golden Park Gym's plans for the future. Make sure you use the future tense.