

Level 2 English

Independent Study Skills Booklet

Reading exam

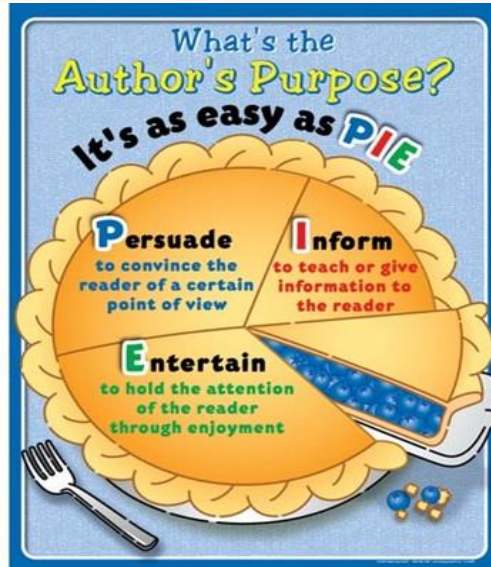
- Lasts one hour.
- You will be given two different texts, for example, an article, a letter, an advert, a webpage or a leaflet.
- Question types are multiple choice, fill in the gap, matching information and choosing evidence from the text.

Top Tips

- Read the questions carefully before reading the text
- Highlight key words in the questions and in the text
- Look for evidence in the text — don't guess
- Watch out for words like always, never, only (trick words!)
- Manage your time — don't spend too long on one question
- Practise with past papers!

Why do writers write?

There are three primary reasons why any document has been written.



Persuade: Written to try to convince the reader to agree with what the writer says or believes. This could be in order to sell something to the reader, get them to do something or change the way they think.

Inform: Written to pass on information about something to the reader. This could be information about a product or service, how to do something or give information to allow the reader to make an informed decision.

Entertain: Written to give the reader enjoyment or to get, and hold, their attention. This could be to draw the reader into a story, make the reader want to investigate more about a topic or to allow the reader to immerse themselves in a different situation.

All three can feed into each other or switch within the same document depending on the need of the text at a certain point within in.

Please complete the table below to show which category each text type falls into.

Text	Persuade (P)	Inform (I)	Entertain (E)
Fictional book			
A cake recipe			
Advert for a new car			
How to change engine oil			
Letter of complaint			
A magazine article			

Purpose of text

We have already identified why writers write. The three main reasons were to persuade, to inform or to entertain (PIE)

However, there are further branches that come from these three reasons. Knowing what they are and how to spot them, is a skill that is likely to be assessed in a reading exam.

What do we mean by 'the purpose of text'?

This is the reason why the text has been written.

When identifying the purpose of a text in an exam, your response must link back to the subject of the text.

What are some of the purposes of texts that you might be given in an exam?

- To explain
- To describe
- To instruct
- To persuade
- To argue
- To discuss
- To advise
- To entertain

To explain/to inform

- Includes a lot of facts (statements that can be proved to be true).
- Also uses statistics to back up information.
- Telling us something.

Examples:

- Leaflets
- Articles

To describe

- Uses a lot of adjectives (describing words).
- Trying to help you imagine something.

Example:

- Review about a product.

To instruct

- Tells you exactly what to do, usually step by step.
- They are instructions.
- Often use bullet points or number points to show each step.

Example:

- A recipe for making something.

To persuade

- Will use emotive language to help the reader feel something.
- They might use facts and statistics to make a point.
- They are trying to get the reader to do something, such as buy a product, donate money, and so on.

Example:

- Adverts

To argue

- Will have a certain opinion and will make that very clear.
- Often biased.
- They want the reader to agree with their opinion.
- Will use facts and statistics to back up their point.
- Will use forceful language to show how they feel.

Example:

- Letter about a school closing or a debate website.

To discuss

- These will give more than one opinion.
- They will look at both sides of an argument.
- They use evidence to reach a conclusion.

Example:

- Report about how much traffic is on the road.

To advise

- Will give you tips or ideas on how to do something.
- Usually write in a clear and calm way.
- Avoids using emotive language.
- Clear and direct.

Example:

- Webpage telling you how to save money.

To entertain

- Will be enjoyable to read.
- They can make the reader feel something.
- Use emotive language.

Example:

- Books

Task

Complete the table below to show the purpose of each text given below:

Example	Purpose
An advert for a new gym opening in your local town	
A leaflet telling you how to save money	
An online blog discussing fly tipping in your local area	
A magazine article about your celebrity crush	
The booklet that comes with flat-packed furniture	
A letter to complain about the service in a restaurant	
A holiday brochure	
A review about the latest action film	
A letter letting you what do to on your first day at a job	
A recipe for your Grandmother's mince pies	
A poster telling you why you should get your eyes tested	
An agenda for the end of year sales meeting at work	
A form to appeal the school place for your child	
An impartial review about a car	
The latest book released by your favourite author	
An article about the impact of a crime	

Types of text

We have already looked at why writers write, but now we are going to look into the types of text writers may use, and those you are likely to come across during a reading exam.

Knowing what they are, what features are used in them and why those features are used will be assessed within the exam. Having a wide range of knowledge about this text types can help you locate information quickly. It will also help with writing exams as you will be asked to write two different types of text.

An article: A piece of writing included with others in a newspaper, magazine, or other print or online publication. Uses features such as images, captions, columns, headline, subheadings and paragraphs.

theWatchdog
The Student Voice of Bellevue College

May 1, 2018 thewatchdogonline.com VOLUME 12 ISSUE 18

Meet BC's new provost

Isabella Paxton
Editor in Chief

The president of Bellevue College is Jerry Weber. Although his exact job description might be a little bit blurry to the average student, many students at least know who he is and have a general idea of what he has done. However, a provost is a far more nuanced role involved in the framework of colleges around the world. Bellevue College has recently settled the three-month search for a new provost, which began in late January.

"After conducting a rigorous search that included open campus conversations with each finalist, Dr. Jones' executive experience in both instruction and student affairs, as well as her collaborative approach in working with faculty, staff and students, made her an excellent choice for this new position. We're very excited to have her join our community and apply her considerable knowledge-base to the college's initiatives," said Dr. Weber.

Although Dr. Jones will be the first provost in Bellevue College history, her role has a specific set of rules to follow. In Bellevue College's official press release, it states that "The position [of provost] reports to the president and will be responsible for academic and student affairs, the largest areas of the college. The Provost will collaborate with faculty, staff, students, members of the president's cabinet and external stakeholders to provide leadership, policy direction and management."

The new staff member, Dr. Kristen Jones, earned her Doctorate of Education in Community College Leadership from Oregon State University and, before joining Bellevue College, worked in three different community colleges "including a mid-sized college in Oregon, a rural institution in Montana, and an urban college that is part of a three-college District in Seattle, Washington," according

to her biography. In the various colleges that Jones has worked at previously, she has come up with different plans to both reorganize faculty members and increase productivity. At North Seattle College, where she was the Vice President of Instruction, Jones managed to lower the instructional budget by \$2 million.

"Dr. Jones brings substantive expertise to the role," said Dr. Weber. "She has held executive leadership positions for both large and small community colleges, and her collaborative approach has resulted in significant, successful initiatives in both instruction and student affairs."

Jones herself is quite excited to begin taking on the role as provost for Bellevue College. Her decision to apply for the position extended from the reputation that Bellevue College has as one of the best, and most affordable, schools in the state. When asked what she was most excited about was "Can I say 'everything'? But if I have to choose one thing, it's the chance to work with this campus community. As part of my interview, I presented at an open forum and then answered questions from faculty, staff and students. The room was packed, and I understood why this college has a great reputation – it's because people really care about the students who come here. They want every student to have the best possible chance to succeed. Their commitment to that mission is something I share."

As far as Jones' goals go when mentioning her new position, her main approach begins with working with the people who are already at Bellevue College and know how the ropes work. "My approach is very collaborative. I'm excited to meet with faculty, staff and students to get a better understanding of what we're doing well, and what the needs are. I'll also dig in to what kinds of initiatives are already underway to support student success, and identify where my experience could be an asset. I think it's important to



Dr. Provost, Dr. Kristen Jones

Photograph provided by Nicole Buehler

Listen to as many stakeholders as possible, especially in the first few months, to ensure that my goals match the needs of the college. So don't be surprised if you see me in the cafeteria asking students about their experience (I also hear the French fries are great)."

A report: A specific form of writing, written concisely and clearly and typically organised around identifying and examining issues, events, or findings from a research investigation. Reports often involve investigating and analysing a problem and coming up with a solution. Uses features such as headings, subheadings, bullet or numbered lists.

EXAMPLE LTD

Objectives	What are the main factors driving your sales? Who are your most profitable customers? How should you segment your customers? How can I see key insights more easily?
Available data	Subscription sales with date Basic customer demographics

COHORT ANALYSIS

Divides the customer base into segments based on when they started their subscription with the company

Survival analysis how long does an average customer stay subscribed? Are there demographic factors which significantly alter survival rates? Does the method of acquisition significantly alter survival rates?

Customer Lifetime Value how much is particular customer likely to be worth over their lifetime and therefore how much should the company be spending on acquiring them

CUSTOMER SEGMENTATION

Divides the customer base into segments based on demographics or customer behaviour

Look through the demographic data and establish clusters which usefully relate to the purchase of particular products. This will enable better targeting of offers and promotions to those customers most likely to take advantage of them.

UNDERSTANDING SALES

Looks at the factors driving the top sales line


Cohort analysis will help with the understanding of where sales will fall. Any seasonal patterns can be established, as whether there is an underlying growth rate in the business. If the business runs offer or promotions then these will need to be taken into account.

VISUALISING KEY INSIGHTS

Depending on which KPIs the company needs to see, a dashboard can be created either in Excel or Tableau.

An advert: A form of public communication, often paid, that promotes a product, service, brand, or event, aiming to persuade an audience to take a specific action, such as making a purchase. (This could also take the form of a job advertisement. See below). Features used may include a heading, bullet point list, subheadings and links.

International Recruitment Internship at Studentjob


[APPLY NOW!](#)

[Topjob](#) | [Nationwide](#) | [Human Resource Jobs](#) | [Recruiter](#) | [Internships](#) | [Placements](#) | [University](#)

Are you looking for International Business Work Experience to massively enhance your CV? We are currently searching for a student to join our dynamic UK team as a Recruitment Intern at the StudentJob Head Office in Amsterdam, starting June/July for a period of 6 months! During your internship you will get extensive training and a competitive international salary.

Job description

StudentJob is an international company having been successfully launched in many European countries including Germany, Spain, Austria, Sweden, France and The Netherlands and of course the UK. Your role will be crucial in ensuring StudentJob UK's continued success. It is essential you enjoy interacting with people because you will be responsible for the recruitment and selection of new employees. Of course, extensive training and support is provided to help ensure you reach your full potential.

Your tasks:

- › You are responsible for the recruitment process from the time candidates apply, to the time you propose them to the clients
- › Maintain contact with both clients and candidates, via phone and email
- › Screen candidates' CVs and cover letters
- › Conduct phone and Skype interviews with applicants

What's in it for me?

- › An innovative, friendly, and young office - it is hard work, but there is always time and space for relaxing and socializing!
- › Creative freedom, independent management of projects & acquisition of various recruitment techniques
- › A challenging, varied and independent placement surrounded by dynamic, international colleagues
- › A competitive European placement salary (€550,- p.m.) & reimbursement of travel expenses (max. €200,- p.m.)
- › Possibility of an Erasmus grant
- › International work experience- this is highly sought after and valued by employers, setting you aside from other candidates when applying for future positions
- › Bonus system to earn extra days off
- › Free lunch, snacks and all the coffee you can drink (and free beer on Friday afternoons)
- › Ping-Pong tournaments, boat trips and much more!

Job Requirements:

- › English is your native language/fluency in English both written and oral
- › Enthusiasm and interest in recruitment
- › Proactive individual, creative and goal-oriented thinking
- › Must be a student currently enrolled at a university or business school
- › Available for 6 months

Starting date: June/July 2017

A blog: A regularly updated website or web page, typically one run by an individual or small group, that is written in an informal or conversational style. Features used maybe bright colours, unusual fonts, headings, subheadings, pictures and captions



MyBlog

SIGN IN
username password

CREATE YOUR OWN BLOG
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► HOME

◀ SUPPORT

◀ ABOUT

◀ HELP

NEW OLD

20.06.14
Theme pa..

12.06.14
Great da..

10.06.14
Another ..

02.06.14
A hero i..

June

May

April

March

February

January

2014

2013

2012

Theme park trip

Posted by Lara on 20 June, 2014 at 18:25

Yesterday was fantastic! We went on our end-of-year trip to the theme park. I had to get up so early though as the coach picked us up from school at 8 a.m.!!! Not funny!!

Can you believe that Dan nearly missed the coach? Typical! He was running down the street shouting and luckily Mr Andrews, the teacher, saw him and stopped the coach. The journey was awful – there was an accident on the motorway so we were in a traffic jam for ages, so we got to the park really late and there were already huge queues for all the rides. :(

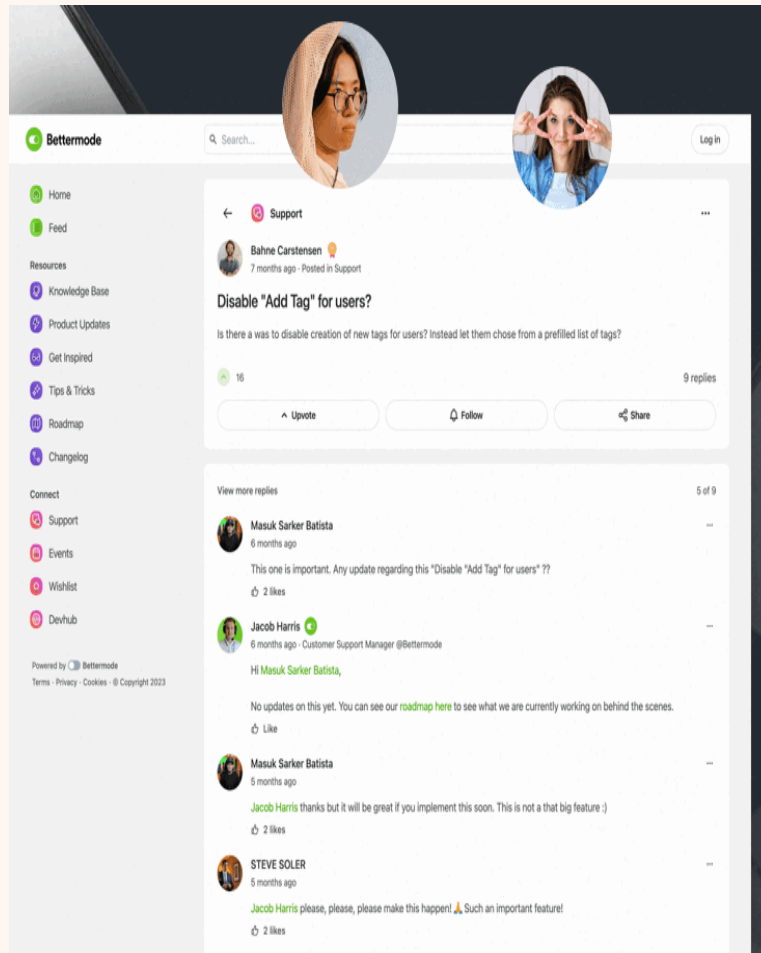
The rides were brilliant! I went on the Abyss and Xtreme which is totally crazy! It goes so fast and I felt really dizzy when it stopped. And guess what? Luisa Martin was sick all over herself! Disgusting!!

After lunch we went on the water rides – my favourite! We got so wet and it started raining too! They took a photo of us on the ride and I had my eyes closed and was screaming with my mouth wide open. Such an embarrassing photo and then Kiara bought it and showed everyone ... how embarrassing! Anyway, I took loads of photos too – check these out ...




It was a really good day ... so much fun ... can't wait to go again!!

A forum: An online forum, also known as a message board or discussion board, is a dedicated online space where people can engage in discussions by posting messages and replies, often organised around specific topics or interests. Likely to use features such as headings, bold type, subheadings, links and text boxes.



A letter: Letters serve as a form of non-fictional, written communication, typically used to share information, express thoughts, or maintain relationships. Letters are likely to use paragraphs, addresses, salutations and dates.

Seema Begum
17 Kings Ave
Manchester
M2 4NZ

21st January 2020

Ms. Shirley Jackson
Office Manager
Richardson & Co.
Manchester
M1 3AE

Dear Ms. Jackson

As a longtime fan of Richardson's company culture and products, I was excited to see the opening for an administrative assistant. With my lengthy experience as an administrative assistant with Royal Oak, I know I can use my skill set and knowledge to become a valuable member of the Richardson team.

In my current position with Royal Oak, I've had many responsibilities and achievements that would serve me well in a role at Richardson. Royal Oak has a similar business structure and product lineup to those at Richardson, so I believe I would make a smooth and quick transition. On top of that, my invoice management and directory maintenance were leading performance boosters, and I'm sure that I could achieve similar results at Richardson, such as:

- Saving £3,000 a year in office supplies after negotiating a new deal with the current supplier.
- Increasing sales by 7% after implementing an automatic follow-up approach using a CRM program.

Obtaining the administrative assistant position at Richardson would be my dream come true. I've long been a fan and personal user of several of your products. In fact, Richardson's unique company culture is what prompted me to seek more challenging work. Though I love being in charge of a company's multifaceted office support, there is no other office that would make me as happy to work for.

Yours Faithfully,
Seema Begum
Seema Begum

A narrative: A story or a description of a series of events. Likely to use features such as paragraphs, title or heading and chronological ordering.

Jimmy the Bat

One dark night, a bat named Jimmy was sleeping on a branch in the forest. He was hanging the wrong way up. The forest was dark and the animals were asleep, except the birds. Moon was as bright as a roaring hot fire. There were stars in the sky too.

Suddenly, Jimmy fell into a bird's nest. When he saw the baby birds, he got up and began teaching them how to hang upside down.

When the mother bird came back to the nest, she couldn't find her babies anywhere. She heard a quiet noise. On investigating, she found her babies hanging upside down under the nest along with Jimmy.

The mother bird asked Jimmy the Bat, "What are you doing on my nest?" He answered her saying, "I am teaching your baby birds how to hang upside down." The mother bird replied, "Hanging upside down is very dangerous, especially for baby birds. What were you thinking?"


After that, the birds taught Jimmy the Bat how to sing a sweet melody. Jimmy the Bat then saw his friends and taught them how to sing too.

Finally, Jimmy asked the birds to play hide and seek with his bat friends. They all loved each other's company and they played and sang together every afternoon.

A set of instructions: A list of steps or guidelines that tell someone how to complete a specific task, often presented in a clear and concise manner. Features used are likely to be bullet or numbered list, heading, subheadings and images.


Recipe Testers

Task 1 – Lisa is planning on making pitta bread pizzas for dinner, but the recipe she found is in the wrong order. Sort the instructions out for her by writing the letters in the correct order.



- A. Place one pitta bread onto an oven tray and spread a thin layer of tomato pizza sauce on top.
- B. Grate your cheese and set aside.
- C. Put your pitta pizza in the oven for 10 - 15 minutes or until the cheese is melted.
- D. Prepare your toppings — for example, slice your onions, chop your peppers etc. depending on what you like on your pizza.
- E. Add your toppings to the pitta bread.
- F. Gather your ingredients and equipment and make sure your workspace is ready to cook.
- G. Preheat your oven to 180°C.
- H. Cover your pitta bread with a layer of cheese.
- I. Serve and enjoy.

Correct order:



Some of these types of text may form part of the content in others. For example, you might find a set of instructions within an article or blog, or you might find that a narrative is used in part a report.

Formal and informal language

During a reading exam, you will be given at least 2 documents to read. They are most likely to vary in their formality and thus you will be assessed on your ability to identify which is formal and which is informal.

In writing exams, you will probably be asked to produce one formal and one informal piece of writing.

Knowing the difference between formal and informal is vital for both elements.

What is formal?

Done in accordance with convention or etiquette; suitable for or constituting an official or important occasion.

What is informal?

Denoting the grammatical structures, vocabulary, and idiom suitable for everyday language and conversation, rather than official or formal contexts.

Formal vs. informal

Knowing the difference between formal and informal will be important for both reading and writing assessments.

You are likely to be asked to read and write one of each during assessments. Identifying each and showing you know the difference between the two is vital.

Contractions

In English grammar, a contraction is a shortened form of a word or phrase, typically indicated by an apostrophe, formed by combining two words or omitting letters.

Formal texts should not use contractions.

Slang

A type of language consisting of words and phrases that are regarded as very informal, are more common in speech than writing, and are typically restricted to a particular context or group of people.

Formal texts should not use slang.

Task

Complete the table below

Formal	Informal
Police officer	
Cigarette	
	Kip
	Loo
Cup of tea	
	Quid
Children	
	Shattered
	It is hammering it down
A sandwich	

Tone of voice

Tone in writing is the attitude your words convey. It reveals the author's feelings about a subject or topic to the reader. Like tone of voice, tone in writing gives much more context beyond words. In writing, tone can be delivered in different grammatical ways, including word choice, punctuation, and sentence structure.

During in-person communication, verbal, audial, and visual cues convey your feelings about what you're saying. For example, your facial expressions, vocal pitch, and body language can communicate information about your attitude toward a topic. Different tones in writing achieve a similar goal: to illustrate an emotional perspective through words.

Being able to identify the tone used by the writer is likely to be assessed in your reading exams, so this is something you need to know.

Also knowing the different kinds of tone of voice, will help you when completing your writing exams as tone of voice can help you convey meaning through your own writing, this is something you will be assessed on in your writing exam.

The tone of voice used in a text may change. This could be a change in the point that the writer is making, the situation they are writing about or convince the reader of something.

Recognising when the tone changes is important when reading text as this could change the meaning of the text, or in your own writing.

Common types of tone

Formal

A formal writing tone is common in academic or professional contexts. This tone focuses on being thorough and direct, yet respectful. It uses complete words, rather than contractions, and emphasises facts and grammatical correctness:

- 'The committee will not vote on the matter.'
- 'To whom it may concern,'

Informal

An informal tone is the opposite of a formal tone. Informal tone in writing is conversational and expressive, similar to how you'd speak to a friend. It uses contractions, colloquial phrases, and more emotion than formal writing. Its sentence structure can be shorter and feature a choppy rhythm, or it can be long and chatty:

- 'Nah — I've got tons of time to do my chores.'
- 'Hey, what's up?'

Optimistic

Writing in an optimistic tone can convey a sense of hope and a positive outlook for the future. It uses uplifting language to express satisfaction and aspiration:

- 'I look forward to working with you on this project. There are great things ahead!'
- 'David offered a reassuring smile that made me realise everything would be fine.'

Worried

A worried tone can make your reader apprehensive or uneasy. It communicates feelings of anxiousness about something unknown:

- 'I'm extremely concerned that we won't finish before the deadline.'
- 'I apprehensively reached for the doorknob, nervously shaking as I held my breath.'

Friendly

A friendly tone is warm. Nonthreatening, and can elicit trust. Depending on your writing, this tone can also have a mix of formal or informal tones. Generally, it's light-hearted and kind.

Exclamation points can convey warmth or enthusiasm.

- 'If you ever need help with the new software, don't hesitate to swing by my desk — I'm more than happy to assist!'
- 'Esther gave me a cheerful thumbs-up from behind the curtain.'

Curious

A curious tone in your writing tells the reader that there are compelling details that you still want to uncover. Use this tone creatively to keep your reader intrigued about learning more:

- 'I was wondering, how does our team plan to tackle the new project deadline with the current workload?'
- 'Tillie had a list of questions in her brain, hungry to uncover the truth.'

Assertive

An assertive tone exudes confidence and authority. It can also be insistent and straightforward. This tone can help you persuade your audience about a topic:

- 'I firmly believe that adopting a more streamlined process will significantly improve our team's efficiency and output.'
- 'I need this task to be completed by the end of the day, no exceptions.'

Encouraging

An encouraging tone is supportive and understanding. It gives readers reassurance to overcome their fears and take action:

- 'I know you have the skills to tackle this project successfully — keep pushing forward!'
- 'You've got this — every challenge you've faced so far has only made you stronger, and I believe in you completely.'

Surprised

When writing with a surprised tone, you capture how something is unexpected. This tone can elicit different types of astonishment, such as joy or shock:

- 'I can't believe we finished the project ahead of schedule.'
- 'The news completely took me aback; I never expected something like that to happen!'

Cooperative

A cooperative tone is typical in the workplace. Your word choice — often evoking positivity and collaboration — and use of the pronoun ‘we’ can invite mutual participation towards a shared goal:

- ‘I’m sure we can tackle this challenge efficiently with our combined efforts.’
- ‘I’d love to hear your thoughts about it.’

Task

In the table below, there are 10 phrases. You need to identify the tone in which each is written.

Phrase	Tone
‘This really doesn’t seem like a good idea.’	
‘I regret to inform you.’	
‘I was great to meet you, hope to see you again soon.’	
‘I really think we need to try a different approach.’	
‘Oh my goodness!’	
‘Just try your best, you can’t ask anymore of yourself.’	
‘If we work as a team, we will get through this.’	
‘Yeah, I’ll see you there about 4:30ish!’	
‘I hope we can find a way forward.’	
‘How on earth does that work?’	

Fact, Opinion, and Bias

You are likely to be assessed on your ability to identify facts, opinions and bias within a range of different text. However, you will also need to explain why they are used. In order to do this, you must first identify what all 3 mean and how they are linked.

Fact

A thing that is known or proved to be true.

Why is it used in text?

When writers include facts, they show the reader their knowledge of the topic. It is particularly effective for writers to use facts when making an argument, as facts can help prove the main points to their readers:

- Your heart pumps blood through your body.
- The leaves of growing plants are usually green.
- Some people keep dogs as pets.
- One litre of water weighs 1 kilogram on Earth.
- There are 50 states in the United States.

Opinion

An opinion is a view or judgement formed or made about something or someone that isn't necessarily based on something that is factual. An opinion is a personal judgement, thought, or belief.

Why is it used in text?

Opinions play a vital role in conveying the perspectives, beliefs, and thoughts of the author. Opinions are personal viewpoints, and they can greatly influence how information is perceived:

- Chocolate ice cream is the best flavour.
- The movie 'Forrest Gump' is a masterpiece.
- Cricket is more enjoyable than football.
- Green is a calming colour.
- Jazz music is timeless.

Bias

Bias is a disproportionate weight in favour of or against an idea or thing, usually in a way that is inaccurate, closed-minded, prejudicial, or unfair. Biases can be innate or learned. People may develop biases for or against an individual, a group, or a belief.

Why is it used in text?

Bias often comes with emotional attachment to the issue or topic at hand. It can be used to try to convince you to buy something or think in the same way as others. Bias phrases are likely to use emotive language, superlatives, or hyperbole.

You have to consider who it is coming from:

- Aston Villa are the biggest club in the West Midlands.
- Britain has the strongest Air Force in the world. (RAF pilot)
- Cadbury is still the best-tasting chocolate. (Cadbury sales representative)
- The United States is the best country in the world. (Donald Trump)

How do they link?

All three are persuasive techniques. They are used to make a point and convince people to think the way the writer does and, in the case of facts, prove them to be true.

An opinion is what someone who is not an expert in that field thinks. If they are an expert, it can be classed as an authoritative quote.

Any opinion can become bias, based on who is saying it. If something is being paid to say something is better than something else, or has an interest in the topic, they most likely are biased.

TASK

Identify whether each of the quotes below are fact, opinion, or bias.

	Fact, opinion, or bias?
Halifax is the most amazing place to live.	
Diamonds are the most beautiful objects in the world.	
Diamonds are made from carbon.	
I think the mirror is a boring newspaper.	
McDonalds is a fast-food restaurant.	
The Mirror is the best newspaper on sale today.	
I think Oppenheimer was a long film.	
The Mirror is a tabloid newspaper.	
I think diamonds are expensive.	
McDonalds is the unhealthiest place that ever existed.	
Oppenheimer is the best film ever made.	
Halifax is in Yorkshire.	
The film Oppenheimer won the best film Oscar in 2024.	
I think Halifax is a beautiful town.	
I think McDonalds serves delicious milkshakes.	

Point of view and line of argument

Being able to identify the point of view of the writer, and then the arguments they make to support that point of view, are likely to be assessed in reading exams.

Knowing what these are and how they are presented within text, is an important skill to master.

This knowledge will also be useful when creating writing of your own.

What is point of view?

A particular attitude or way of considering a matter.

Someone's point of view is effectively their opinion. This means that their point of view may not have any weight behind it. If the person who is giving the opinion is an expert in the topic that is being discussed, this makes it an authoritative quote.

How to spot point of view

A point of view is the opinion of someone or a group of people. The writer may be giving the opinion of themselves, others, or even what they think you, as the reader, should think. Words such as 'think', 'believe', or 'in my opinion' will probably be used.

Points of view are likely to use pronouns before the point of view is given to show who the point of view belongs to.

Line of argument

The reasoning used to support a particular idea or view.

The line of argument is the reasons given by someone to try to convince others to support the opinion they have. These could be facts, statistics, or their own past experiences.

How to spot lines or argument

To validate a point of view, it will usually be supported by a line of argument. This is used to try to prove the point they are making or the opinion they have. This could be an example of something that could happen or has happened. It could be facts or opinions that are in favour of the point of view they are making. It could be in the form of a referral to personal experience to support their point of view or a quote from an expert in the area that is being discussed.

Task

Rearrange the text boxes below into points of view and the lines of argument to go with them.

Point of view 1 with lines of argument

below

Point of view 2 with lines of argument

below

Tides come in and go out once a day, why not use that energy?

Renewable energy is the only way to save the planet.

They cause 5% of accidents on the road per year.

I once had one kick my car, even though I slowed down and left plenty of space.

Owners don't pay road tax.

Horses should not be ridden on the road.

Wind farms only supply 0.5% of electricity in the UK.

The RSPCA say that they are put under stress when taken out of fields.

I use solar panels on my garden shed to power it. They have never let me down.

Scientists have said that fossil fuels will run out in the next 15 years.

Organisational markers

Organisation markers, sometimes referred to as layout features, relate to how the document is organised, any words used within these markers themselves do not matter. It is important to be able to identify these markers and give examples of each. However, you must also be able to identify why these markers have been used in relation to the text. An acronym that may help you remember these organisational markers is SPLITTING CHEAPS:

Subheadings

- 'Mini titles' to break up text.
- Indicates what the next section of text is about.

Paragraphs

- Small section of writing about one aspect of an overall topic.
- Used to make reading easier and introduces a new section linked to the main topic.

List: Bullet points

- Used to create a list.
- Extracts important information from the text, making them easier to identify.

Image/picture

- Visual aid that links to the story.
- Makes the text more appealing and helps develop greater understanding of the text.

Title/heading

- Text at the top of a piece of writing.
- Used to draw the attention of the reader and give an idea of what the text is about.

Text box

- A text box is a space you can add to your document to type into directly, then move around your document.
- Text boxes can be useful for drawing attention to specific text.

Information table

- Presents lots of information in the same area.
- Allows the reader to see information at a glance or compare figures.

Numbered list

- Used to create a sequential list.
- Extracts important information from the text and suggests items/instructions should be carried out in a particular order.

Graph

- Presents numerical data.
- Allows the reader to see lots of information, normally numbers, in a picture form, helping to draw attention and compare figures.

Caption

- Text that appears below an image.
- Explain more about the image used.

Heading

- A title at the head of a page or section of a book.
- Informs the reader what information is on the page or next section.

Headline

- A headline is the title of a newspaper story, printed in large letters at the top of the story, especially on the front page.
- Informs the reader what the newspaper story is about.

Email header

- Shows who sent an email, when it was sent, who it was sent to, and the subject of the email.
- Gives information about the email and is evidence of communication.

Addresses

- Shows where someone lives or an organisation is based.
- Recipient's name, house number or name, street name, town or city, post code.
- Provides information about someone and to ensure the post service can deliver letters, parcels, or packages.

Page numbers

- Shows sequence of pages of a book or other document. The number itself may appear in various places on the page.

- Lets the reader follow specific of sequential order to allow the reader to follow along easier and to help locate information quickly.

Footnotes:

- Notes that appear at the bottom of a page to provide additional information or references to sources. Can be a number or a symbol.
- Footnotes allow readers to quickly find additional information without having to leave the page.

Strapline

- A subsidiary heading or caption.
- Gives the reader more information about the topic before the main text starts.

Remember, when you are asked to describe the effect an organisational marker has on the reader or why it has been linked, you must link it to the text you have read an example of the feature.

Feature: Subheading

Example: Solo career

Reason used: Informs the reader that the next section is about Freddie Mercury's solo career.

Feature: Numbered list

Example:

1. Preheat oven to 200C.
2. Crack eggs into flour and whisk to a paste.
3. Add milk slowly and continue to whisk.

Reason used: Shows the steps needed to make Yorkshire puddings.

Task

On the following page, there is a source document from a current Highfield paper.

Your task is to identify five textual features in the document, give an example of each and why these features (sometimes known as 'the impact on the reader') have been used in relation to the text.

Feature	Example	Why used

HIGHFIELD HEALTH CENTRE: Music Therapy

Music has the power to move almost anyone emotionally. Most people can tell you their favourite song, usually one that cheers them up or calms them down. A piece of music can bring back memories or even spark new ones. Music therapy makes use of this common experience to help a range of people with emotional or physical difficulties.

WHAT IS MUSIC THERAPY?

It is a complementary therapy used by trained therapists to help people overcome physical, emotional, social and intellectual problems in a safe and relaxed environment. It may involve listening to or playing music, singing or writing a song. No previous musical experience is required. If the therapist wants you to play an instrument, it will usually be a percussion instrument. You may wish to simply sit back and listen, or you can get up and move to the rhythm, or dance. Its aim is to improve the patients' well-being by helping them to express their feelings while reducing anxiety and encouraging relaxation.

WHO CAN BENEFIT?

Music therapy can help children, teenagers, adults and the elderly. The main benefits are that:

- children can improve their language skills while developing creativity and play
- people with learning difficulties can develop communication skills and coordination
- people with brain injuries or neurological conditions can regain skills that have been lost
- those with autism learn to express themselves through music, reducing the frustration felt at not being able to use words
- the elderly, especially those with dementia, can feel less isolated through interaction with others and can regain memories previously forgotten
- people with mental health problems can learn how to cope with difficult situations and reduce stress



“Music promotes growth and healing”

WHERE DOES MUSIC THERAPY TAKE PLACE?

A music therapist can work with an individual or a group of people. The therapy can take place in several settings, such as schools, care homes or hospitals.

ARE THERE ANY DRAWBACKS?

While some people may experience anxiety when listening to certain types of music, stemming from bad memories or overstimulation, this can be easily avoided. Music therapy is not a cure, but it can help. Depending on the issues being addressed, it may slow down memory deterioration and improve the ability to cope by raising self-esteem and releasing emotion. However, it should not replace existing treatments or medication without a doctor's agreement.

For more information, speak to your doctor or to our music therapist

GLOSSARY

Complementary	used in addition to/working alongside
Dementia	a condition that affects how the brain works, particularly the ability to remember, think and reason
Percussion	any instrument that is played by being struck, beaten or scraped

Textual devices

Textual devices relate specifically to the words used in the text. It is important to be able to identify these devices and give examples of each. However, you must also be able to identify why these devices have been used in relation to the text. An acronym that may help you remember these textual devices is I HAD FORRESTS.

Idiom

- A phrase or a fixed expression that has a figurative meaning that is different from the literal meaning.
- Sometimes, an idiom is used as a short way of expressing a more complicated idea.
- Common idioms:
 - Hit the hay = Go to bed
 - Tie the knot = To get married
 - Eat crow = To have to admit that you made a mistake
 - Bent out of shape = To feel upset or annoyed about something
 - Pie in the sky = Something you hope will happen, but is very likely
 - A bad egg = Someone who behaves in a dishonest way
 - Buy a lemon = To buy something that doesn't work well
 - A drop in the bucket = A very small or unimportant amount

Hyperbole

- An extreme exaggerated word or phrase used to make a point.
- Attracts the attention of the reader or used to make a point.
- Hyperbole examples about everyday life:
 - My morning coffee is a lifesaver.
 - I could sleep for a decade.
 - It's a jungle out there.
 - We've walked a million miles.
 - I'm starving to death.
 - It's freezing cold outside.
 - It took forever to get home.
 - He's older than the hills.

Alliteration

- When the words start with the same letter or sound. They may be consecutive words or appear in the same sentence.
- Used to attract the attention of the reader.
- Examples:
 - Krispy Kreme
 - Dunkin' Donuts
 - PayPal
 - Coca-Cola

Direct address/imperative

- A statement that is directed at the reader or says what should or needs to be done.
- Informs the reader of something they should or must do.

Fact

- A statement that is known or proved to be true.
- Given to prove a point or to show the text is correct in writing.

Opinion

- (Likely to be in quotation marks, which is a feature too.)
- A view or judgement formed about something, not necessarily based on fact or knowledge but is what someone thinks.
- Gives the reader the point of view of the person who has writing the text.

Onomatopoeia

- A word that mimics the sound of an object or action the word refers to.
- Used to describe sounds and get a noise across to the reader to make a point.
- Examples:
 - Boom!
 - Splat!
 - Crash!
 - Bang!
 - Wow!
 - Zap!
 - Pow!
 - Pop!

- Smash!
- Haha!
- Wham!
- Poof!

Rhetorical question

- A question that you ask without expecting an answer. The question might be one that does not have an answer. It might also be one that has an obvious answer.
- Makes the reader think about the topic and put themselves in the same position. Also, may be asked to make a point, to persuade, or for literary effect.
- Example: Can you imagine life without ice cream?

Repetition

- A word or a phrase that is used a number of times.
- Used to show what has been repeated is important.

Emotive language

- Words or phrases used to make the reader feel emotions.
- Used to make the reader feel something about the subject covered.

Statistic

- A fact in numerical form. Most likely a fraction or percentage.
- Used to prove something is true by using numbers.
- Example: 93% of users have made buying decisions based upon an online review.

Triples (rule of three)

- Three words used to describe the same thing.
- Used to make a point and show something is important.
- Examples:
 - Catch it. Bin it. Kill it.
 - Ready, steady, go!
 - Stop, look, listen.

Simile

- Two things linked or compared by a common factor. Normally uses 'like' or 'as'.
- Used to create better understanding of one thing by stating that it is like another.
- Examples:
 - He is as slow as a tortoise.
 - As cool as a cucumber.

Important: Remember, when you are asked to describe the effect a language feature has on the reader or why it has been used, you must link it to the text you have read and an example of the feature.

For example, you have read an article about the latest lawnmower, and it says, 'Is the petrol mower better than an electric one?'

A suitable response would be:

Feature: Rhetorical question

Example: 'Is the petrol mower better than an electric one?'

Reason used: Makes the reader think about which is better, a petrol or electric lawnmower.

Important: It is also important to realise the statement can use more than one textual device.

For example: 'Snap, crackle, and pop' are sounds, so they are onomatopoeia. However, as there are three sounds, it is also an example of the rule of three.

For example: Following a spell of hot weather in the UK (if only), a newspaper may write an article with the headline: '**Baking, Boiling, and Blistering**'. Here, there are three words linked to heat, so the rule of three is used. All three words start with the letter 'B', so alliteration is also used. The words themselves are an overexaggeration of how hot it was, so hyperbole is also being used. As the phrase was used at the top of the article, this is also an example of an organisational marker. The fact that all three words are also in red, a colour linked to heat, means this is also an example of a textual feature.

Task

On the following page, there is a source document from a current Highfield mock paper.

Your task is to identify five textual features in the document, give an example of each and why these features (sometimes known as 'the impact on the reader') have been used in relation to the text.

Feature	Example	Why used

Highfield Helping Hounds Charity

Therapy dogs required



**Does your dog have what it takes to provide emotional support to vulnerable people?
If you think they might, we want to hear from you!**

What is a therapy dog?

A therapy dog is different from an assistance dog¹. Therapy dogs provide comfort and emotional support for people in hospitals, children in special educational needs schools or the elderly in care homes.

How does it work?

Interaction with dogs can increase chemicals in the brain that bring happiness and reduce those that cause stress. Any pet owner can tell you that cuddling with a furry friend is very calming. HHH work with volunteers like you to provide much needed support for those in local care and health establishments who may be struggling. It's a very rewarding experience for both you and your dog!

How can you tell if your dog is suitable?

A therapy dog can be any breed or size but should be at least 1-year-old. The most important aspect is temperament. Your dog must:

- be calm
- be obedient
- not pull on the lead
- not jump up or paw people
- cope with being handled or hugged by strangers
- cope with sudden movements and noises
- tolerate strange settings, smells and equipment (such as wheelchairs or medical appliances)

¹An assistance dog is specially trained to help disabled people with daily tasks

Are you a suitable handler?

You've got to be able to handle and control your dog with confidence. If you snatch at the dog's lead or raise your voice to get its attention, you won't be deemed suitable. You should also be able to tell if your dog is getting stressed and when they need a break.

What will happen after you apply?

Your dog doesn't need any formal training to become a therapy dog, but you'll need to provide proof that your dog is up to date with vaccinations, worming and flea treatments. There's a small assessment to see if you and your dog are suitable for the role, but if your dog has the right temperament, it'll be no trouble. We'll guide you, the handler, through what to expect during therapy sessions and we'll accompany you on your first one.

What should you do next?

We're keen to increase the number of therapy dogs in our area. If you think your dog is suitable and would like to apply, we want to meet you both. Contact us by email at hkh@charity.co.uk or call in to our centre at 34 Town Road, Highfield (opposite the post office). We look forward to meeting you and your four-legged friend!



Two of our therapy dogs visiting Highfield Care Home and Highfield Hospital.

Textual features

Textual features relate to how words are presented within a text, what the words say are not necessarily relevant. It is important to be able to identify these features and give examples of each. However, you must also be able to identify why these features have been used in relation to the text. An acronym that may help you remember these organisational markers is CUBS FISHING.

Colour

- Words in a different colour to the rest of the text.
- Draws the reader's attention and may relate to the text to help with visualisation.

Underlining

- A line under a word or section of words.
- Used to highlight important information or to encourage the reader to remember something.

Bold

- Text that appears thicker than the rest.
- Used to draw attention to something that may be important or an imperative.

Size

- Different words or phrases are presented as **bigger** or smaller than the rest.
- Draws attention through size of text and may relate to the size of the object being described.

Font

- The style in which the text appears.
- Used to draw attention to parts of text or links to subject of text.

Italics

- *Slanted writing*, normally bottom left to top right.
- Used to draw the reader's attention by appearing different to the rest of the text.

Style

- The style (font) of the writing used.
- Used to draw attention to a particular word or phrase by showing it is different to the rest. Also, it could be used based on the topic. For example, ballet may have an elegant style of writing, but text about a boxer may have a harsh style of text.

Highlighted

- Text that is **surrounded by a different colour**.
- Used to make a word or phrase stand out to identify it is important for some reason. For example, an instruction.

Direction of text

- Text that is presented in a different way to the traditional direction of left to right.
- Used to draw the attention of the reader or to reiterate or show what a word means.

Remember: When you are asked to describe the effect a textual feature has on the reader or why it has been used, you must link it to the text you have read and an example of the feature.

Feature: Highlighted

Example: **Aston Villa**

Reason used: Highlight to draw the reader's attention to the topic that is highlighted, and claret writing with blue highlighting as Aston Villa play in claret and blue.

Feature: Underlined

Example: Don't forget to pick up the kids from school.

Reason used: Shows that it is important not to forget to pick the children up from school.

Task

On the following page, there is a source document from a past City and Guilds paper.

Your task is to identify five textual features in the document, give an example of each and why these features (sometimes known as 'the impact on the reader') have been used in relation to the text.

Feature	Example	Why used

Ring, Bang, Clatter - what a noisy office!

Daniel Kehoe – Office Manager

Noise in the office, including heating and ventilation systems, slamming doors or even people talking, is a common cause of stress and distraction. There are real costs in productivity loss. Perhaps the easiest thing to do is to minimise your reaction to it. Your emotional response can be even more distracting for you than the original sound.

Firstly, let's ask who are the people having problems. Is it just you or is it others as well? If you are the only person who is affected by loud telephone conversations in the background, you probably can't do much more than make a personal appeal to colleagues to keep the noise down. Can the noise even be controlled or is it from an external source such as dogs barking or aircraft noise? If noise is amplified by poor acoustics, often caused by hard floor surfaces, for instance, then simple steps can be taken to reduce the noise level.

It could be that everyone is aware of the noise level and has come to accept it as usual background noise. Do people tolerate the noise because they believe it can't be reduced in an open-plan office or are they just unaware that they are actually putting up with an unnecessary noise? Simple, easy to implement changes such as relocating printers which churn out documents all day can change noise levels dramatically.



Are more people affected by the noise but suffering silently? Some people don't speak up on issues because they don't want to be seen as nit-picking or unable to cope. It can mean that good employees simply vote with their feet and find work elsewhere.

Is the issue noisy people having personal conversations? Maybe they are unaware just how much noise they are making and that it actually disturbs other people. Noisy environments do not support concentration and can often interrupt the flow of creative ideas. Inspiration rarely comes from a noisy situation but is more likely to come from a tranquil work space.

The solution will require the cooperation of everybody, so hold an office meeting and put ways to minimise noise on the agenda.



Writing exam information

- You will 1 hour 20 minutes to complete the exam.
- There are two tasks for you to complete.
- There are 60 marks available.
- Dictionaries are not allowed.
- The pass mark is roughly 65% to 70%.
- 45% of the marks are available for evidence of accurate spelling, punctuation, and grammar.

Writing top tips

Focus on proof-reading: Get used to checking your work for errors: can you spot any patterns with common errors such as homophones, misspelling words in the question, commas and apostrophes? What strategies can you use to correct these?

Features of texts: Make sure you are confident on the main features and structures of the different kinds of assessed texts: articles, leaflets and reports need headings/sub-headings; letters must use both sets of addresses, a date and the right open/close; emails must have a recipient, a subject line and the right open/close.

Sentences: Unclear sentences lose the most marks, across many areas. You can practice writing clear, concise sentences: remember, you need simple and compound at L1 and then complex at L2. Make sure your sentences have one clear idea.

At L2 you must be persuasive, when required, to achieve full marks. To get these marks, you need an understanding of: emotive vocabulary, rhetorical questions, the rule of three, etc., as well as, as a stretch, using personal pronouns well (I, we, you), interesting, exciting or emotive adjectives, or having a well-reasoned and clear argument.

Read and understand the question: The task has to be understood: you need to know what you are looking for. Practise identifying the purpose/audience/register/ tone when reading and writing – for example, what is different between a takeaway promotion leaflet and a letter from your bank. If you aren't sure what kind of writing style to use, it is a good idea to use a similar register and tone as the source document.

Find relevant information, and key words to use in a response, using the source text: you can jot these down/highlight them.

Plan: You can't pass without planning, so practice this skill. A good format to aim for is: four-five short paragraphs (of 50-60 words each), with an introduction (why are you writing?), 3 paragraphs covering one main point each and a conclusion (what do you want to happen next?).

Manage your time: You should spend about 5-10 minutes reading and planning, 20 writing and 5-10 minutes proof-reading for each question. (Some find it helpful to proof-read at the end of every paragraph, or to proof-read the whole document once it's finished.)

Simplicity: It is so important to keep your writing simple and structured. A clear, concise text will generally score much higher than a longer, imprecise one.

Why are you writing? — Purpose of texts

There are many reasons why people write. It could be to-

- Entertain — to make the reader enjoy reading
- Persuade — to change a reader's opinion
- Advise — to help people decide what to do
- Analyse — to break down something to help people to understand it better
- Argue — to make the case for something
- Describe — to give details about a person, place, event or thing
- Explain — to make clear why or how something works
- Inform — to tell a reader about something
- Instruct — to tell a reader how to do something

You will need to tailor your language use and techniques depending on the text's purpose, much like tailoring clothes to specific people!

For example, if the purpose is to entertain, you could make it more amusing by:

- Including witty phrases — humour
- Using more visuals — photos, graphics or colour
- Drawing the reader in — rhetorical questions and imagery (using idioms, adjectives, metaphors and similes)

You will need to find out

1. Who your audience is
and
2. What the purpose of a given text is.

This should be made clear in the exam question.

For example: 'Write an email to an upcoming guest about things to do in the hotel.'

1. The upcoming guest would be the audience for this task.
2. The purpose of your text would be to inform.

Can you identify the purpose and potential audience of the following document?



Purpose:

Audience:

VICTORIA SPONGE RECIPE	
Ingredients	Method
8oz butter or margarine	Pre-heat oven to 180°C.
8oz caster sugar	Grease cake tins.
8oz self-raising flour	Cream the butter and sugar together in a mixing bowl, until fluffy.
4 eggs	Beat the eggs and add to the mixture.
Strawberry jam	Fold in the flour.
Double cream	Divide the mixture evenly between the two cake tins, spread with a spatula.
	Bake in the oven for 20-25 mins, until golden brown.
	Once cool, sandwich the two cakes together with jam and cream.
	Enjoy!

Purpose:

Audience:

What purpose do each of the following texts have?

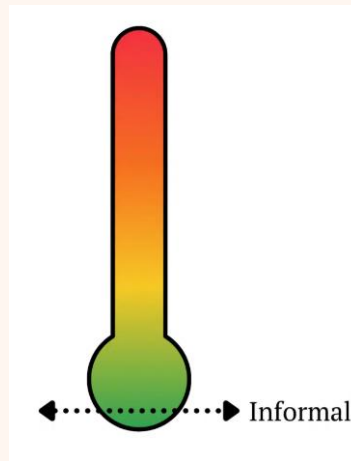
- A news article
- A self-help book
- A letter asking for a charity donation
- An autobiography
- A book review

Informal texts

A casual audience, such as your friends or family, will usually involve an informal tone.

It can be helpful to visualise formality as a scale.

Look at this thermometer:



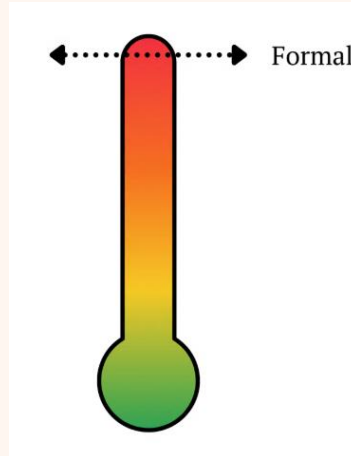
Where would you place writing a birthday card to your friend?

There is no need for formal language as the audience is well-known to you in a relaxed setting!

Formal texts

Formal text is usually aimed at a more professional audience. For example, the CEO of a company.

Again, look at the thermometer:



Where would you place writing a job application?

As the audience is professional, the style of writing should be very formal. There may also be more detail.

Personal writing

Personal writing is generally written from the author's point of view – it contains a lot of their own opinions.

For example:

'I am angry that people can have parties against the rules.'

This sentence expresses the author's own personal opinion and feelings on the subject.

Impersonal writing

Impersonal writing is not written from the point of view of the author – the author's own feelings are not evident from the text.

For example:

'The fact that people can have parties against the rules angered some people.'

This sentence does not explicitly say that the author is 'angered' — it can be implied that 'some people' contains the author also, but this is not directly stated in the sentence.

1. 'I believe that people should not eat meat, and animals should not be kept in cages.'

What type of writing is this an example of?

- a) Impersonal writing
- b) Personal writing
- c) A diary entry
- d) Entertainment

2. Name three situations that would require formal writing.

3. When writing a factual study, which writing styles would be useful to include?

Select all that apply.

- a) Statistics
- b) Formal language
- c) Dialogue
- d) Emotive language
- e) Imagery

Context

Context is important to further understand a text after the audience and purpose have been established.

In other words, it gives more meaning and relevance to the text, and makes it easier for the reader to understand the full picture.

The context needs to match the tone and the aim of the text.

Essentially, the context provides useful background information, which will improve the quality and relevance of your text.

Consider this exam task:

'Write a review about a recent visit to a new restaurant in Plymouth.'

There are various contexts which could apply to this task, and each would alter the final text.

Some potential contexts are:

- You have lived in Plymouth for 5 years.
- You have only moved to Plymouth recently.
- You are writing for an audience who has never been to Plymouth.

Although these details may not be absolutely necessary to write a basic answer, they will help to create a complete picture of the situation, and a more effective text.

Because of this, context is a valuable element to consider when writing a text.

Context may also affect the style of writing regardless of the audience or purpose.

Think about the differences between these examples.

Consider the language use on each poster...



The poster written for a summer donation campaign is more light-hearted, and generalised.

In contrast, the poster for a winter donation campaign uses more emotive language such as 'desperate' and 'struggling'. Although the texts are very similar, the change in context from summer to winter requires a different linguistic approach.

Thus, we can see how context can require changes in a text.

Although each of these texts has the same aim and audience, a different use of linguistic features, colour and images is needed, due to the shift in context.

Why is it important to identify the context of a text before you start writing? Give two reasons.

Reason 1:

Reason 2:

'Write a review for a concert you recently attended in London.' What are two potential contexts for this task?

Context 1:

Context 2:

Planning your answers

Planning your answer to a question will usually mean it will be better!

For example, planning will:

- Give structure to your answer (a clear beginning, a middle and end).
- Prepare points that are relevant to the question.
- Allow you to write down rough notes that will help you, but won't be marked.
- Give you time to work out the audience and what the format of your answer should be.

Let's try applying our knowledge!

Read this question carefully, noticing how many marks it is worth, and the bullet points which tell you what your answer need to include.

These will guide us as we plan our answer.

Follow along as we go through the process step by step!

Q1. A company has asked you to write a review via email on a recent holiday home stay at their campsite. In your text, you should include:

- What facilities they provided.
- What activities you would do if you visited again.
- Why.

(27 marks)

Let's see examples.

You can organise your ideas into a clear structure like this:



This is what your plan might look like if you use a spider diagram to think of ideas:



There should always be three parts to a text

1. The beginning
2. The middle
3. The end

Writing form

When you are writing a text, you need to consider which form you are going to write it in, which presentational features, if any to use, and finally, which, if any, language features you want to use.

You will decide this, based on what will make your text the most effective.

Form is how the text is formatted and contained.

Choosing the form of your text is choosing the way you package it.

You may have written the most interesting article in the world, but if you have packaged it in an inappropriate form then it will not be very effective.

There are many different forms of text you can select from when planning, let's take a look at them now:

- Report
- Article
- Form
- Cover letter
- Email
- Letter
- Note
- Leaflet
- Text message

In each Level 2 Functional Skills English Writing paper, candidates will be asked to write two of the following document types:

- A letter
- An email
- A narrative
- A blog
- A report
- An explanation
- An article

Formal letters

Format and structure requirements:

- Sender's address
- Recipient's address
- Date
- Salutation
- Appropriately matched valediction
- Name/signature
- Paragraphs where appropriate
- Suitable sequencing of information

Text E: Formal letter

The diagram illustrates the structure of a formal letter with the following components and annotations:

- Your address on the...**: Points to the sender's address: 24 Eden Grove, Walmsley, Essex.
- Place the date...**: Points to the date: 21st March 2010.
- Reader's name and address are placed...**: Points to the recipient's address: Ms J Sandhu, Human Resources Officer, The Duke of Edinburgh's Award, Gulliver House, Madeira Walk, Windsor SL4 1EU.
- The greeting is placed...**: Points to the salutation: Dear Ms J Sandhu,.
- Use 'Dear' + name when... Use 'Dear Sir' or 'Dear Madam' when...**: Points to the salutation.
- The opening sentence tells the reader why...**: Points to the first sentence of the body: I should like to apply for the post of Young Person's Support Officer as advertised on the Duke of Edinburgh Award website on 2nd Feb 2010. Please find enclosed my CV giving my details as requested.
- The last sentence should express what response the writer...**: Points to the final sentence of the body: As you will see I have extensive experience of working with young people in this area and would welcome the opportunity to contribute to the welfare of young people. I look forward to hearing from you.
- Sign your name...**: Points to the signature: Rhia Williams.
- Place the salutation... Use 'Yours sincerely' when... Use 'Yours faithfully' when...**: Points to the valediction: Yours sincerely,.

How formal?	Begin a letter with:	Sign off with:
Formal	Dear Sir or Madam	Yours faithfully
Formal	Dear Mr, Mrs, or Ms	Yours sincerely
Less formal	Dear Joe Bloggs	Yours sincerely Yours truly Best wishes Kind regards
Informal	Dear Alison	Much love Love Cheers

Emails

Format and structure requirements

- Recipient's email address
- Subject line
- Salutation
- A valediction
- Name
- Paragraphs where appropriate
- Suitable sequencing of information



- The email address of the person who the email is for goes in the 'To' box.
- The email addresses of anyone else who should read the email go in the 'CC' box.
- The topic of conversation goes in the 'Subject' box.
- Paragraphs where appropriate and suitable sequencing of information.
- Appropriate greeting/sign off.

A narrative

Format and structure requirements:

- Title
- A sensible sequence to the text, often chronological
- An obvious ending or conclusion
- Paragraphing

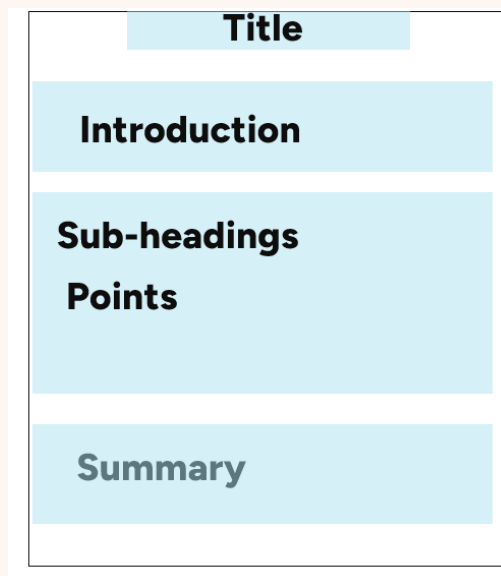
A report

Format and structure requirements:

- Title
- Logical sequencing of information
- Subheadings
- Bullet points, if appropriate
- Paragraphs

When writing your report, be sure to use your subheadings to help with your logical sequencing of information.

Bullet points can also be used if appropriate, and paragraphs will help with clear communication.



An article

Format and structure requirements

- Title
- Logical sequencing of information
- Subheadings
- Bullet points, if appropriate
- Paragraphs

Writing an article:

- Catchy headline to grab reader's attention.
- Keep your reader interested with a strong opening paragraph, which creates an introduction to your subject, perhaps including some background or history.
- Provide evidence or reasons for every argument you make.
- Don't forget to use subheadings.
- Include a counter argument or opinions if you are writing to persuade or creating an article – then argue your case.
- Include other viewpoints and comments, or facts and statistics.
- Include details of how to get further information.
- A clear, strong conclusion, which leaves the reader with a definite picture of your opinions.

Think about the structure of your article. An answer to an article question might look like this:

Example:

You organised an event for the children in your local community. Write an article for a local newspaper informing readers about the event.

Your article needs a headline or a title.

Rewarding and Worthwhile

Your first paragraph can be a summary of what your article is about, or your most important point.

volunteering to organise an event in your community is a tiring but enjoyable experience. It is a great way to have fun, meet new people and gain some life skills.

Write in paragraphs and use formal language.

Not a moment's rest

I volunteered to organise a football tournament for boys and girls under 12. It was my responsibility to set up the pitches properly and make sure the children were supervised at all times. Keeping track of 48 children was hard, and I was constantly running around after them. One of the volunteers I worked with said, "I bet I am more tired than the footballers at the end of the day." She was right.

You can include quotes from people in your article.

Subheadings can break up the text.

A great experience

It was lovely seeing the whole community coming together to provide an enjoyable day for the children. I learnt a lot about how to work with other people and how to organise an event like this. These are skills that I think that I could use in the future.

Get involved

I found the whole experience very rewarding and I would encourage more young people to volunteer for similar events. Our local communities will really benefit if more people get involved with events like these.

The last paragraph can be a summary or conclusion.

- Your article needs a headline or a title.
- Your first paragraph can be a summary of what your article is about, or your most important point.
- Write in paragraphs and use formal language.
- You can include quotes from people in your article.
- The last paragraph can be a summary or a conclusion.

An explanation

Format and structure requirements:

- Title
- Logical sequencing of information
- Section demarcation, such as numbers, bullet points, sub-headings
- Paragraphs, if appropriate

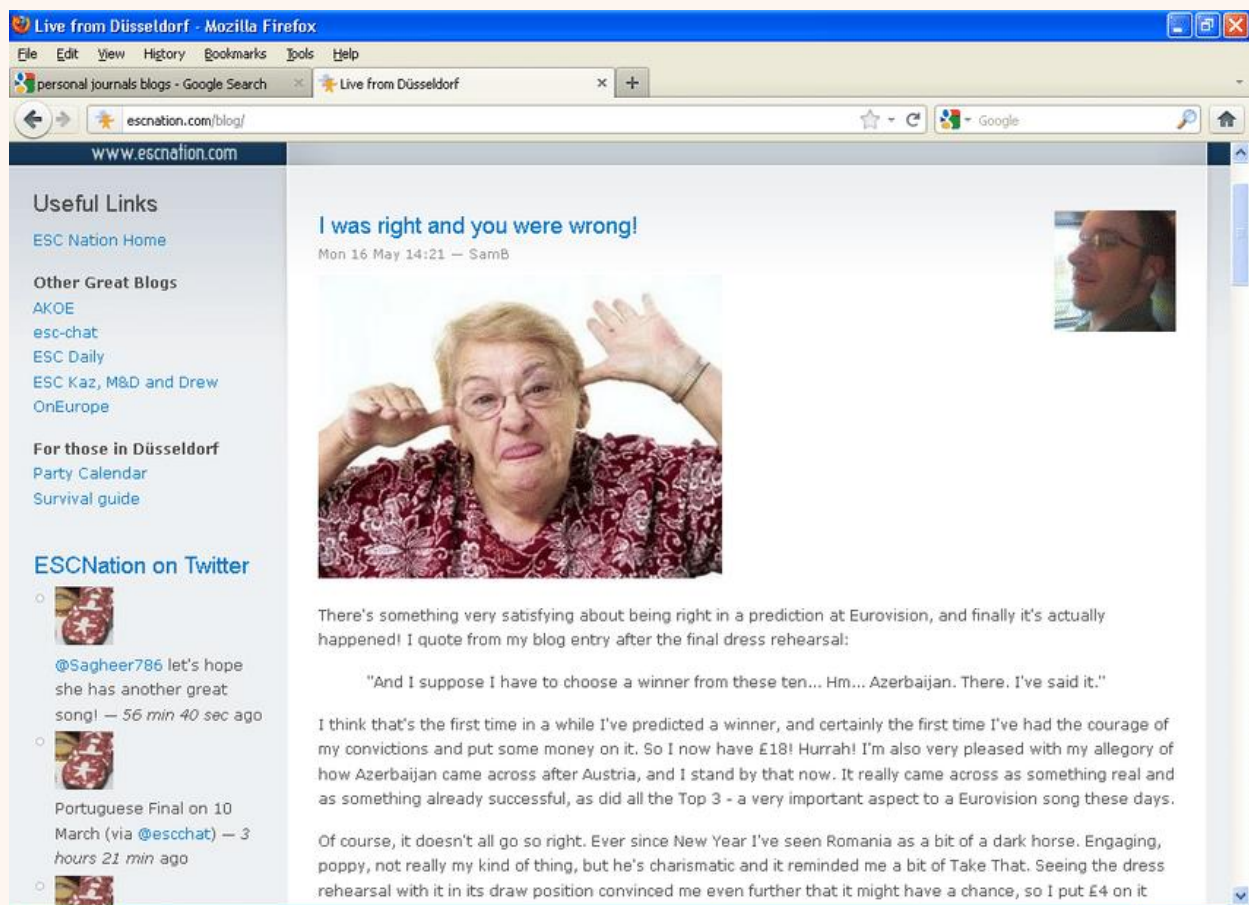
How to make savoury pancakes:

1. Combine flour, eggs, and milk in a bowl.
2. Heat a small frying pan with cooking oil.
3. Add a spoonful of pancake batter.
4. Add cheese and ham slices and cook for 30 seconds.
5. Flip.
6. Serve on a plate and eat whilst warm.

A blog

Format and structure requirements:

- Title
- Logical sequencing of information
- Subheadings
- Bullet points, if appropriate
- Paragraphs



Q1. Give two formatting features commonly used in letters.

Answer:

Q2. Give an example of one formatting feature commonly used in reports.

Answer:

Q3. When writing an article, you may include images and headings.

True or false?

Answer:

Presentational, textual, and organisational features

Presentational features are elements that can be added to a text in order to make the information clearer and easier to access.

You can choose to include presentational features (also called organisational features by some exam boards) in your text to help your reader travel around it.

By including these useful signposts, you will make it easier for readers to find the information they are looking for, and to find the important information in your text.

Some of these are particularly useful or common so let's take a look at the options you have when writing:

- Highlight
- Heading
- Bold
- Boxed text
- Images, photos, and graphics
- Numbered list
- Charts, graphs, and tables
- Subheadings
- Italics
- Bullet points
- Font
- Paragraphs
- Captions
- Quotes

The most common ones found are:

Bullet points and numbered bullet points

They are typically used for texts with lists, such as a report, recipe or instruction manual.

Numbered bullet points are used rather than basic bullet points when the information needs to be read, or carried out, in a specific order, for example, for safety reasons.

Headings and Subheadings

First glance:

Headings act as an overall introduction to a text in the simplest words possible. The aim of a heading is to inform the reader about the contents of the text at a glance, so that they can decide whether to continue reading or not.

Second glance:

Subheadings act as a more detailed introduction to a text. They will usually give you a few more details than the heading itself, and, after reading the subheading, you can usually infer whether the text is biased or not. Once the reader has decided to keep reading after looking at the heading, the subheading's job is to keep them there.

These examples will direct you to what the writer thinks is significant and important:

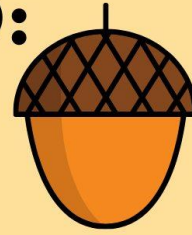
- Bullet points
- Boxed/highlighted text
- Headings and sub-headings
- Underlined or coloured text

These examples will give you clues on where the information is located in a text:

- Headings and sub-headings
- Quotes
- Charts and graphs

How many organisational features can you spot on the following document?

THE ACORN METHOD: HOW TO GET ORGANISED



"The creation of a thousand forests is in one acorn" -Ralph Waldo Emerson

1 CONSIDER THE TREES

Have a look at the trees above you. These are all of the things going on in your life at the moment. Which ones are looking more orange than green? Just as the seasons change and the trees turn, finding things difficult to maintain is completely normal. This is your signal that a change is needed.

2 COLLECT YOUR ACORNS

Now that you can see that you need help maintaining everything, it's time to take the weight off yourself. Collect acorns from the trees, these are the seeds for new ways of doing things. Think about how you can split up your current tasks and responsibilities into smaller pieces. Just like these trees shedding acorns, these smaller tasks will develop better with more care and attention.

3 SELECT A PIECE OF GROUND

Next you need to figure out where these ideas and tasks will grow best. Do they need a lot of sunlight and attention right now, or are they better in the shade, where you can come back to them later?

4 PLANT YOUR ACORN

Once you have decided where they need to be planted, you can do the work. Dig out a space for them in the ground. This is you clearing mental space and time to dedicate to growing and developing these tasks. Maybe you decide that a few will be best grouped near each other, such as meal prepping for the week, or hoovering all of the carpets at once. Maybe not. It depends on the acorn.

5 WATER AND SUNLIGHT

Maintenance is key for growing oak trees, you need to make sure that you are giving your baby plants enough sunlight and water. This means checking in on your progress, and putting in consistent effort to achieve your goals. You could even monitor their progress by logging how much they grow per day, week, or month.

6 WATCH IT GROW INTO A FOREST

As you water and watch, your acorns will begin to sprout and grow into strong plants of their own. This means your new system is working, keep going!

7 LOOK UP, AND CONSIDER THE TREES AGAIN

We have come full circle, so go on, have a look at the trees above you....

- Did you spot the numbered bullet points, heading, subheadings, quote, colour and graphics?
- The numbered bullet points featured split the text into more manageable chunks, and tell the reader which order to read it in.
- The colour and graphics make the text more interesting to look at, and the quote makes the text more credible.
- The heading and subheadings give the reader information about what is in different sections of the text.

(This is especially useful when they are looking for particular information.)

Can you match up the feature to the reason it may be used?

1. Headline/heading
 2. Subheading/subtitle
 3. Image
 4. Paragraph
 5. Bullet points
 6. Numbered list
-
- A. These are used to break up text and draw a reader's attention to specific sections of the text.
 - B. Information is given in short chunks, which are used easier to process, and the blank space provides a rest for the eyes.
 - C. These are used to catch a reader's attention and give a snapshot of the information in the article.
 - D. These are useful for the ordering of instructions.
 - E. These draw a reader's attention to specific details — they are generally used to list ideas.
 - F. These make it easy for the reader to visualise what is being described.

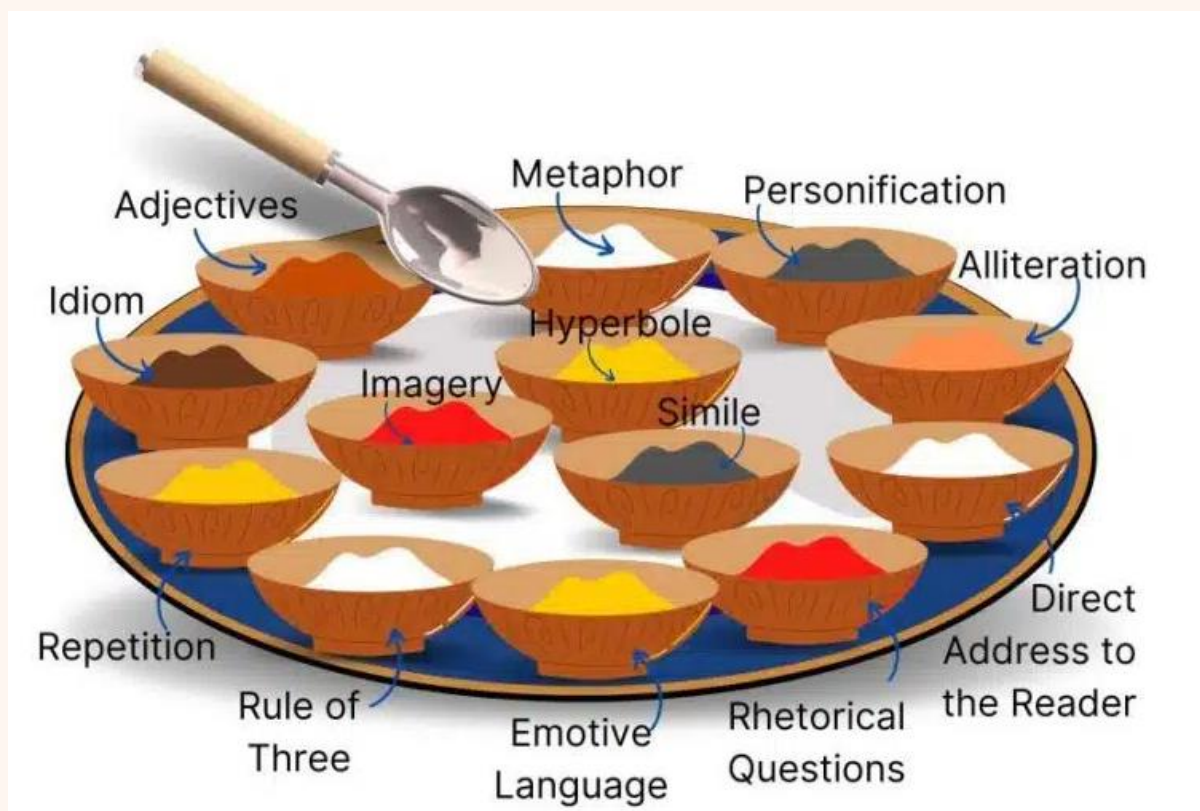
Language features and devices

Language features are added to the text to make it more interesting and engaging to read.

They also help the writer to emphasise key points in the text, and craft the reader's emotional response to the text.

Language features are like spices — they can make texts much more delicious to read.

There are lots of different language 'spices' we can add into our texts, let's take a look at a few of them now.



The rule of three

When a writer lists three words or three phrases in a row.

For example: Chris Peabread is the funniest, chattiest and most extraordinary person I've ever met!

The effect of this is to emphasise the point.

Alliteration

When a writer repeats the same sound in quick succession.

For example: Scott Cheggs bounced the ball badly down the bannister.

The effect of this is to make the phrase/sentence easier to remember and allow it to stick in the reader's mind.

Direct Address to the reader

When it seems as if the writer is talking directly to the reader.

For example: YOU must buy our insane new cleaning product!

The effect of this is to persuade the reader to do something – in this case, influence the reader to buy the product!

Imagery

Imagery is one of the most common language features you will come across.

There are three main types of imagery you can include in your texts:

1. Idioms
2. Metaphors
3. Similes

But, each of these features do slightly different things.

Idioms

Idioms are common phrases which are generally understood by a wide range of people.

Watch out though, they do not make literal sense, and are instead meant to symbolise a complex idea or feeling.

For example: She was over the moon about the promotion!

Here, 'over the moon' describes how happy the person is, rather than that they have taken a trip into outer space!

Metaphors

Metaphors describe something as something else.

You should include them in your text when you want to make the reader explore the connection between the two items themselves.

For example: The meeting was a rollercoaster.

Similes

Similes compare something to something else, and clearly emphasise their similarities.

Simile, similarities, sounds... similar, doesn't it?

This can be a useful way to remember this technique when you are writing.

You can create a simile using either 'as...as...' or 'like' in your sentence.

For example: The to do list for today is as big as a mountain.

Alliteration

Alliteration is when a letter or sound is repeated at the beginning of a word.

However, alliteration can still be identified if it is separated by several words, phrases, or sentences.

The effect of alliteration is that the meaning of the word is emphasised.

In addition, the repeated letter sound itself influences how the reader interprets the text.

For example:

- Passionate people pushed over the statue.
- The passionate group pushed over the statue.

Repetition

Repetition is when words, phrases and even whole sentences are included in the text more than once.

Just like alliteration, they do not have to be placed directly next to each other to count, and as a result, repetition can have an impact on the whole text.

By repeating a word, phrase or sentence, the writer emphasises what they are talking about, and impresses upon the reader its importance.

Repetition, as a result, is often used in advertising to help the consumer remember a particular product.

For example:

- ActiveClean, your one stop shop for a sparkling house. ActiveClean.
- Let it snow, let it snow, let it snow!

Rhetorical questions

Rhetorical questions are questions which the writer asks, but does not expect or need an answer to.

Instead, the answer is often contained within the text itself.

There are two key advantages to using rhetorical questions in a text:

1. Because they encourage the reader to think of the answer themselves, and so become more engaged with the text.
2. Because they help the writer to emphasize their point.

They are also often quite distinctive, and if you are unsure whether a text contains a rhetorical or normal question, it can be helpful to use this simple technique...

If the question is answered either immediately before or immediately after it appears in the text, then it is a rhetorical question.

For example:

- You're not really going to take the last stack of printer paper, are you? We have a week's worth of reports to print in our office!
- I'm afraid of heights, please stop sending me leaflets for skydiving! Is this supposed to be some kind of joke?

Personification

The writer will use personification to humanise an element of the text in order to help the reader understand it better, by giving it human qualities.

They may also use it to create a greater emotional connection between the reader and the text's topic.

This will often create an unusual, but powerful effect, with household items or the natural world taking on human feelings and qualities.

For example:

- The poor recycling bins, I watched every day as they sat there, overflowing with food waste.
- It was such a cold morning on the building site. He was thankful for the warm hug from the coffee in his mug.



Forum on social issues in the UK

TOPIC- VANDALISM IN LOCAL COMMUNITY

08.05.2023

J.EDWARDS

The council's reaction to the recent horrific and scary vandalism is a slap in the face! We must take action on this now, there is no way we as a community can let this continue under our noses.

HAPPY MAN97

The park is covered in graffiti, broken glass and litter. It's simply impossible to remain positive about our town and be happy with how it looks currently. Why can't the citizens take control and organise litter picking to help?

LOCAL GROCER

Guys we need to do something about this vandalism pronto! Customers and citizens alike are completely terrified to give us their business. You can make a difference by shopping locally, supporting small shops and telling your friends to do the same! It costs an arm and a leg to shop at big supermarkets anyway.

CONCERNED RESIDENT

The town is crying out for some better leadership. We need to elect people who will get some more particular and progressive policies in place for managing vandalism and litter in the area; it's only been getting worse in recent years. We need better leadership, better policies, better people in positions of power who can sort this.

RACHEL PINK

I'm horrified at the recent window breaking spree that has been happening in town; broken glass litters the streets and the shop fronts look empty and dark. It's like a ghost town when you walk through the village at the moment, made even scarier by the constant presence of hooded youths!!

TRACY_C

Do you want to live in a community that allows this kind of vandalism to go unnoticed? Do you want to live in fear of seeing graffiti or having to walk over broken glass? No! We need action immediately. I am organising a march to the council office to make our voice heard. If you want to make a change, come along!

Which user includes personification in their contribution? Give an example of this.

Answer:

The phrase 'it's like a ghost town' in Rachel Pink's contribution is an example of which language feature?

Answer:

What is the effect of the repeated rhetorical questions in Tracy C's forum contribution?

Answer:

Rachel Pink's contribution, 'Broken glass litters the streets and the shop fronts look empty and dark' are an example of which language technique?

- a) Imagery
- b) Colloquial language
- c) Repetition

Organisational markers

These are words, phrases and clauses which make your writing flow better.

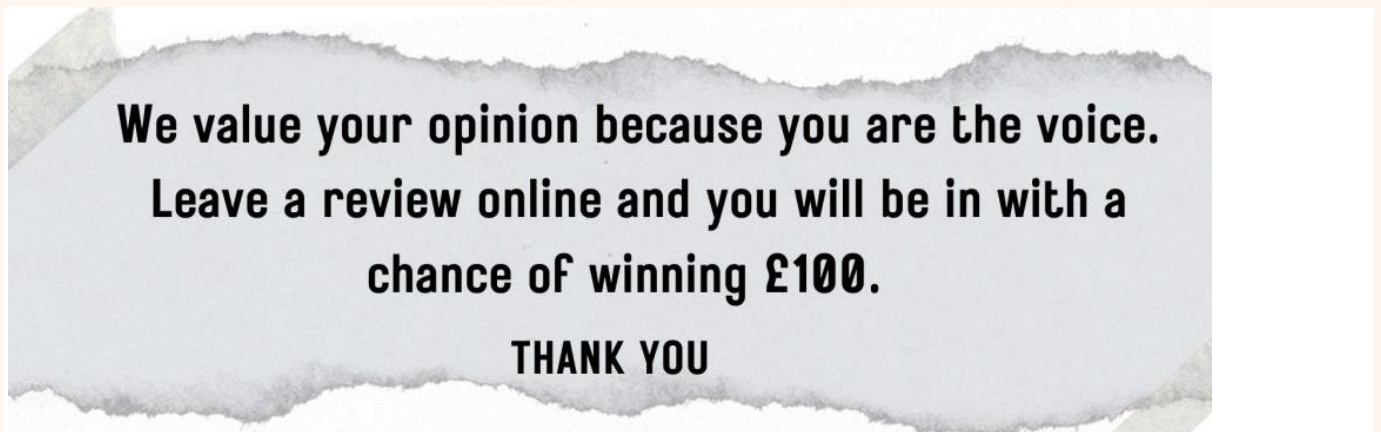
They do this by connecting up information and adding more depth to a text.

They also make it easier for the reader to follow more complex texts.

What do they do?

Organisational markers are useful for three reasons. They show the reader when:

1. Ideas are added to the main text. For example, then, also, and, not only this.
2. An idea is being contrasted. For example, unlike, however, but, conversely
3. There is a sequence or chronology. For example, finally, thereafter, immediately after.



Two examples of organisational markers that add ideas within this text are:

1. Because

This was used to add another idea by giving a reason why opinions are valued.

2. And

This was used to add another idea by showing what will happen as a result of leaving a review.



There is one example of an organisational marker being used to contrast in this text:

- However

This is used to introduce information which contrasts with the previous sentence.



There are two examples of **organisational markers** that show a **sequence** or **chronology** in this text:

1. Then
2. After

Both of these markers are used by the writer to explain an ordered plan for the day.

Imagine you are preparing for a job interview.

You are asked to write three sentences about your previous work experience, and you have heard that the manager is fond of applicants who use organisational markers in their writing!

Based on the organisational markers, in which order would you put the following sentences?

- Finally, the job I do now is as a shop assistant.
- To start with, my first job was as a bartender in the city centre.
- After that, I worked in a factory on a part-time basis.

Grammar

Golden rule No.1

Full, grammatically correct sentences are needed in your writing.

This means that they need to make sense by themselves, and are begun with a capital letter, and ended with a full stop.

Golden Rule No.2

Sentences will need a verb — an 'action' word.

These show what is happening, for example, 'she was humming', 'they are cooking', 'we flew'...

Golden Rule No. 3

Sentences need a subject — something/someone 'doing' the verb.

The subject is also called the 'noun', and can be a person, place, or thing, or: the chef, the kitchen, the meal.

For example: The man jogged.

'The man' is the subject (the noun) as he is doing the 'jogging' (the verb).

Sentences have to be the right length — don't make them too 'waffly' and long!

For example: The man walked and then jogged and then he was out of breath.

This sentence would be improved by splitting it in two: The man walked and then jogged. He was out of breath.

Can you see how when you read this sentence now, the break feels more natural than reading the longer version in one go?

Breaking up a sentence with punctuation mimics the way we break up speaking, with pauses and breaths, and it is just as important.

It will help the reader to properly take in what they are reading, and follow along in their head.

In turn, this makes your text more effective.

Definite and indefinite articles

English has two articles: the and a/an.

- The is used to refer to specific or particular nouns. This is the DEFINITE article
- a/an is used to modify non-specific or non-particular nouns. This is the INDEFINITE article.
- For example, if I say, "Let's read the book," I mean a *specific* book. If I say, "Let's read a book," I mean *any* book rather than a specific book.

Subject verb agreement

If you use a singular noun, then you must use a singular verb. If you use a plural noun, then you must use a plural verb. This is called agreement

Jenny is riding a bike.

Jenny is only one so the verb form for one person is must be used.

The children are playing outside.

The children are plural so the verb form are for more than one person must be used.

Let's try this: Add a verb that agrees with the subject using the present tense

1. Not one of these students ____ handed in their book.
2. A flock of birds ____ flying over the school.
3. Either the dog or the cat ____ clawing the furniture.
4. The jury's decision ____ to be unanimous.
5. Fish and chips ____ my favourite meal.
6. The books in the library ____ on the shelves.

Modal Verb Sentences

Modal verbs:

- Are used to refer to likelihood, capability and necessity.
- Go before the main verb.
- Change the meaning of the sentence.

The most common modal verbs are:

- Will
- Should
- Can
- Might
- Would
- May
- Shall
- Must
- Could

'The boy must do his homework.'

- This sentence shows the need for the homework to be done.

'The girl might go to the party.'

This sentence shows the likelihood/possibility of the girl going to the party.

'The man can play the guitar.'

This sentence shows the ability/capability of the man to play the guitar.

Irregular plurals

In written English, when you want to talk about one thing at a time, it is singular.

But, when you want to talk about more than one thing at a time, it is plural.

When you need to talk about plurals in your text, words have either a regular or irregular plural.

But, what does this mean?

Well...

When you add an 's' or an 'es' to the end of a word to make it into a plural.....it is a regular plural.

And...

When you change a word in a different way to make it into a plural.....it is an irregular plural.

Regular plurals

A bee > bees

A dish > the dishes

A shoe > two shoes

A flyer > more flyers

Irregular plurals

A person > the people

Child > children

A tooth > your teeth

A goose > geese

Sam jumped over the fence and went into the neighbour's garden and then fell over.
Split this sentence up in order to improve it.

Answer:

Give three examples of modal verbs.

Answer:

Are 'feet', 'sheep' and 'deer' examples of regular or irregular plurals?

Answer:

Punctuation

Every sentence needs to start with a capital letter.

However, there are certain words which can have a capital letter in the middle of sentences.

This includes:

- Names of people and places.
- Days of the week.
- Months of the year.
- The pronoun I.

Sentences can end with a:

- Full stop: To show the sentence has ended.
- Exclamation mark: Used to emphasise the sentence.
- Question mark: Used when asking a question.

Commas

Commas help to split up the information in a sentence so that it is easier to follow.

For example: 'I went to the shopping centre and bought a book, a coat and a bottle of water.'

In the above sentence, notice the use of commas to split the items up.

A simple 'and' will do before introducing the last item!

Commas can also join two sentences together with the use of a connective.

The most common connectives are 'and', 'but' and 'so'.

For example: 'I wanted to go to the park, but it was raining.'

The comma and connective are added to join the phrases together to make a bigger sentence.

Apostrophes

Apostrophes are used in contractions to highlight missing letters.

For example: 'I don't like mushrooms.'

The apostrophe in 'don't' is a placeholder for the missing letter 'o' for 'not'.

Apostrophes are also used to express possession.

For example: 'It was Jack's ball.'

The apostrophe is used to show that the ball belonged to Jack.

For plurals, when the noun ends in a 's', just add an apostrophe to the end of the word such as:

For example: 'No, it was Lucas' ball.'

Here, the apostrophe just means 'it is', referring to who possesses the ball.

Quotation marks

Quotation marks go around direct speech.

For example: If you wanted to ask someone if they wanted to play football later, the example on the right is how you would ask.

This is in quotation marks because every word is recorded.

Things to remember:

- Speech which is inside quotation marks always starts with a capital letter.
- If the sentence ends once the quoted speech is finished, remember to put either a full stop, an exclamation mark or a question mark within the last quotation mark.
- If the sentence carries on after the quoted speech is finished, remember to put a comma after the last quotation mark.

Colons

Colons are used to introduce more information, normally when listing, or to explain the main sentence.

For example: 'We've got two options: we can either go out or stay at home.'

The use of the colon explains the two options available.

The information that comes after the colon is normally always a more specific explanation of the information that comes before the colon.

'My friend hasn't got their ticket yet!'

What example of punctuation is missing from this sentence?

Answer:

Which punctuation mark could you use to express excitement in your writing?

Answer:

What are the three types of punctuation you could use to end a sentence?

Answer:

Which words in this sentence should be capitalised? Give a reason for your answer.

Despite being a respected scientist, Charles Darwin was mocked by peers in London for his theory of evolution.

Answer:

Spelling

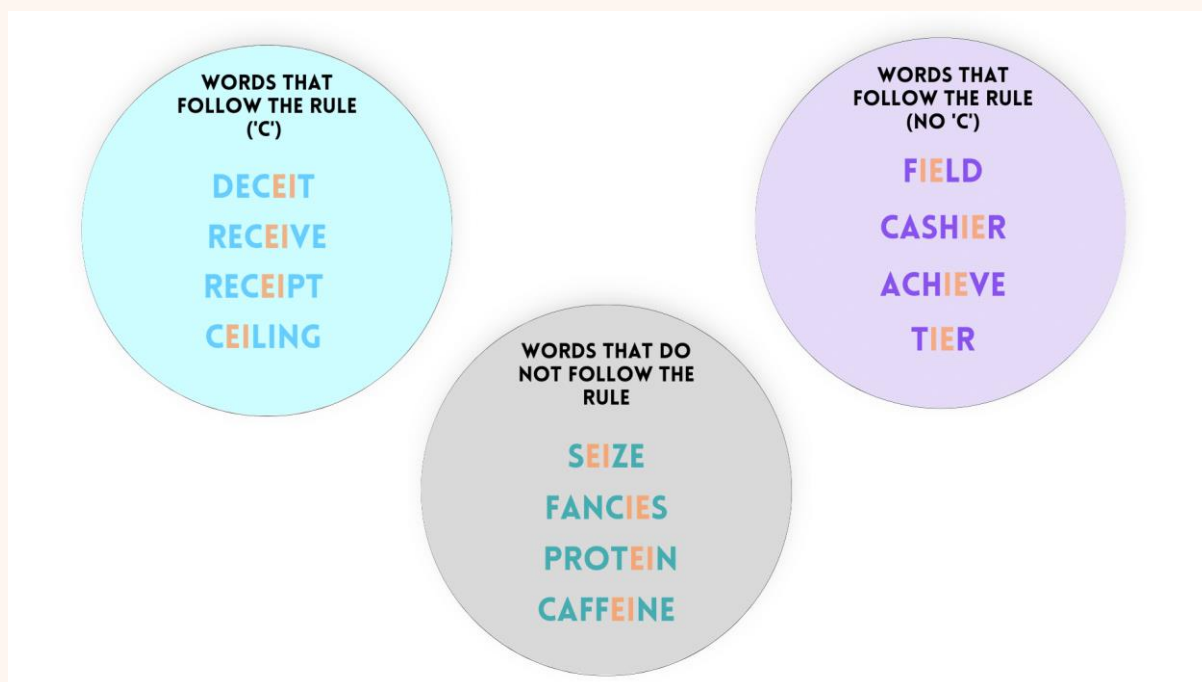
- You will need to be accurate with spelling in your writing exam to get marks.
- This page will leave you feeling more comfortable about spelling trickier words.
- There are some rules that will help you remember these also.

Rule 1: 'i' before 'e'

In many words, the two vowels 'i' and 'e' are next to each other, but how do we know which letter comes first?

By using this rule, you should be able to spell these words correctly:

'i' before 'e' except after 'c', but only when it rhymes with 'bee'



In the left-hand circle are:

- Words that follow the 'i' before 'e' except after 'c' rule – the 'i' and the 'e' letters come after a 'c'
- Rhyme with 'bee'

In the right-hand circle are:

- Words that follow the 'i' before 'e' except after 'c' rule – the 'i' and the 'e' letters do not come after a 'c'

However, some words are rule-breakers, and do not follow this rule. These are called exceptions.

Therefore, in the middle circle are:

- Words that don't follow the rule even when after 'c' and rhyming with 'bee'

Commonly Misspelt Words

Some words are difficult to spell as they either contain:

- Silent letters:
 - For example: climb, handsome, echo, Christmas, write
- Double letters:
 - For example: tomorrow, button, degree, common, cocoon
- Letters that sound different to what it is:
 - For example: describe, business (sounds like 'i')
- Irregular spacing:
 - For example: may be (not to be confused with 'maybe'), thank you (not 'thankyou')

Commonly Misspelt Words: Specialist Words

You may also need to be able to spell specialist words correctly. However, these can be tricky as they also contain double letters, silent letters and lots of letters!

= Specialist words are words that are specific to particular fields. You may have heard them being used in every day life from different jobs!

For example:

- In the hairdressers, you may hear words like: lowlights, straighteners, mousse
- In retail, you may hear words like: backlog, merchandising, purchase
- In business, you may hear words like: apprentice, competitor, recruitment

Sometimes, common specialist words are shortened. However, the full form should be used in formal writing.

For example: Lab —> Laboratory

Commonly Misspelt Words: Hyphenated Words

Hyphens are used to join two words together so the word/phrase is clearer to the reader.

It shows the reader that the two words should be treated as just one word.

Hyphens create compound words to show that it has joint meaning.

Compound words are created by joining together two or more words which make sense on their own.

For example: The man with the glasses is short-sighted.

Hyphens can also be used to separate the same vowel from being next to each other. This makes the word easier to read and pronounce.

For example:

- 're-enter', 'anti-icing', 'semi-invalid'
- 'The man re-entered the shop after forgetting his wallet'.

However, if two different vowels are next to each other, a hyphen is not needed.

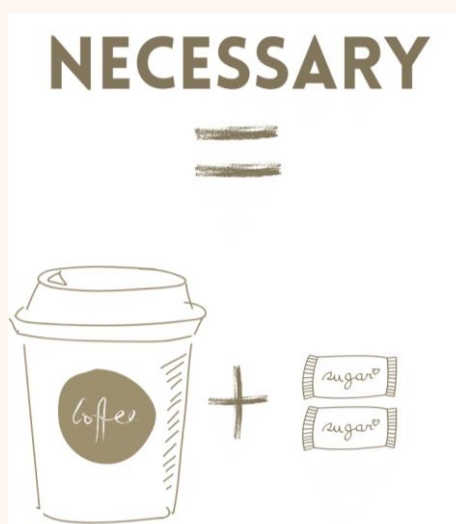
For example

- 'semiautomatic'
- 'The woman was driving a semiautomatic car'.

Tips for remembering

It may help you to invent funny sentences in order to remember how to spell tricky words.

For example: Necessary = has 1 coffee and 2 sugars



OR make it into a mnemonic by taking the first letter of each and making it catchy!

For example: Because = big elephants can always understand small elephants

Commonly Confused Words

Some words may be easily confused as they sound the same, but have different meanings and functions.

Their:

- In other words, 'belongs to them' — for example, 'Their house was really clean'

They're:

- Shortened version of 'they are' — for example, 'They're playing sports after school'

There:

- Talking about location — for example, 'Your cup of tea is over there'
- Introducing sentences — for example, 'There must be another way'

To:

- 'Towards' — for example, 'She is going to France tomorrow'
- Part of a verb — for example, 'She is going to paint a picture'

Too:

- Too much of something — for example, 'They're too strict with my daughter'
- Another word for saying 'also' — for example, 'He is coming along too'

You're:

- Shortened version of 'you are' — for example, 'You're my best friend'

Your:

- In other words, 'belongs to you' — for example, 'Your t-shirt is in the washing machine'

Off:

- In other words, 'not on' — for example, 'Get off the grass'

Of:

- Joins elements of a sentence together — for example, 'I am full of carrot cake'

Are:

- Verb — for example, 'We are the best people for the job'

Our:

- In other words, 'belonging to us' — for example, 'Our cousin is coming over'

'Feild', 'Deciet' 'Teir'.

These words are all spelt incorrectly.

Which spelling rule has not been followed correctly here?

Answer:

'Climb', 'Sandwich' and 'Queue' all contain which type of letter?

- a) Double letters
- b) Silent letters
- c) Irregular spacing

'Thankyou' and 'aswell' are spelt incorrectly. This is because of the rule.

Fill in the blank by selecting the correct option below.

- a) Irregular spacing
- b) Double letters
- c) I before E except after C
- d) Silent letters

'I'm trying not to be worried for my interveiw tommorrow, but I can't help it. I think I have prepared everything correctly, but I need to rememmberr to bring a copy of my CV.'

How many words are spelt incorrectly in the paragraph above?

Answer:

Mock exam questions

Q1

Scenario: You have recently bought a new games console but it is faulty.

You have decided to write a letter to the company you bought it from.

You need to explain what the problems are and what you have done so far. You should also ask what advice they would give and suggest what you would like them to do about it.

The address you have is Wainwright Electronics, 34 Grosvenor Road, Harrogate, HG1 1AF.

Write the letter.

[30 marks]

Q2

Scenario: You are organising a charity bake sale at the local community centre.

You are going to write a leaflet to the public persuading them to come along.

You will need to include information about the bake sale including: costs and dates, how they can contribute to the bake sale, and how the sale will raise money for charity.

Write the leaflet.

[30 marks]

Q3

Scenario: You have recently been to a new restaurant in your home town of York.

You decide to write a review of your visit to the restaurant. You will need to include:

what you liked or disliked about the restaurant, what the restaurant could do to improve your experience, and whether you would recommend the restaurant.

The restaurant is called Happy Hippos. Write the review.

[30 marks]



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