

English

Level 2

Type of Pack: Taster/Introduction



Name:

INTRODUCTION

Hello...

We hope you find this **Taster/Introduction Pack** easy to follow and interesting whilst in Lockdown.

This pack contains a variety of activities that you may see when starting on the course.

These activities should be easy to follow but where there are questions, we would encourage you to have a go without looking at the answers to see how you get on.

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The Reading Paper

You will need to read through three different source texts

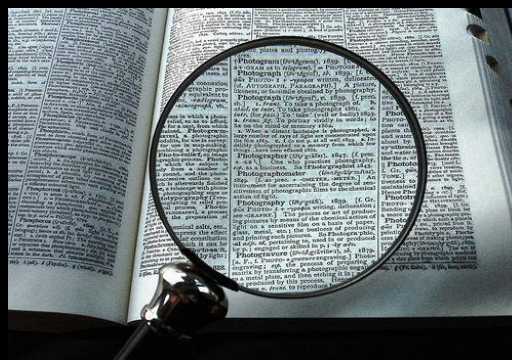
Skimming a text



- You skim a text when you need an overview of what it is about and what the reader is trying to say or do
- Read the text quickly – you don't need to read every word
- Ask yourself: "What is this about?"
"Why has it been written?"

Scanning a text

- Look for headings, key words and images
- Move your eyes quickly over the page
- You don't need to read every word
- Read first and last lines of paragraphs



Close Reading

- Reading carefully to get a detailed understanding.
- Read every word making sure you understand what each word and sentence means, in order to find the details you need for your answer.



Reading Carefully for detailed understanding

Reading a text carefully gives you a detailed understanding of what a writer is saying in a text.

- Decide what you need to find out.
- **Skim** the whole text to gain an overview
- **Scan** to find the parts of the text you need to read carefully
- **Read every word** of those sentences carefully and ask yourself: "What did it tell me?"
- If you don't understand a word or detail, read again to try and work it out.

Purposes of Texts

You will need to identify the purpose of a text.

Remember the purpose of a text may be:

- To inform
- To persuade
- To explain
- To describe
- To instruct
- To entertain
- To advise

Purposes of Texts

- **INSTRUCTIVE TEXT:** tells you what to do
- **PERSUASIVE TEXT:** tries to convince you to do something, or believe an opinion
- **INFORMATIVE TEXT:** gives you information about something
- **DESCRIPTIVE TEXT:** creates a picture in your mind



REMEMBER: Although the question may say ‘you do not need to write in sentences’ it is a good idea to write a short phrase. For example, when identifying the purpose of a text, you could write:

‘To inform the reader about opening times for the theme park’

‘To persuade the reader to save energy’

‘To advise the reader about the best way to book tickets for the concert’

‘To instruct the reader how to make a cup of tea’

The Art of Persuasion

- Some texts are written to persuade the reader to think or do something.
- The aim is to make the reader think or act in a particular way.
- For example:
 - Advertisements ➡ buy now!
 - Health posters ➡ look after yourself / make changes

To persuade in words, writers can use a range of techniques.

Persuasive writing often uses techniques to make us **feel** something or **do** something. It will appeal to our emotions. This is called **emotive language**.

Important: Always use the texts to provide your answers

It is important to make sure that **all** your answers are provided from your reading of the source texts. If you are asked to give reasons for choosing a particular product or venue, for example, then you must provide all your evidence from the text you have just read. Don’t make things up or bring in irrelevant information, as you will not be rewarded for this.

REMEMBER – You are being tested on your reading skills and your ability to extract relevant information from the **source texts provided**.

Identifying Bias

Bias is a strong *opinion* about something.

You can be biased in favour of something or biased against it.

In either case, you may have some facts to support your position, but bias is based more on **feelings and opinions** than on facts.

You can work out a writer's point of view by finding words that reveal their **feelings** ('I feel', 'I love', 'it's terrible', 'it's wonderful'); **beliefs** ('should', 'ought', 'must', 'need to'); **thoughts** ('I think', 'in my opinion', 'I agree with', 'most people think').

A balanced view of a topic includes different points of view. A writer who only gives one side of the argument is showing **bias**.

In the exam you may be asked how the writer shows a positive or a negative view of something. Look for language that has bias, one way or the other.

Reading Between the Lines

Sometimes a writer will try to influence the reader by *only* giving *their* opinion.

- A text might exaggerate something or ignore the other side of the argument. For example: *North Coast Trains is the worst train company in Britain* – this is someone's opinion and not everyone may agree with it.
- A text might include humour to entertain the reader. For example: *The new Hadawi sports car is the worst car I've ever driven. The engine is pathetic – I think my three-legged tortoise could probably move faster.*
- A biased text might use strong language to make the reader agree with the writer. For example: *My meal was dreadful – the meat was disgusting.*
- A text might show a writer's feelings about something. For example: *I am increasingly concerned about the drop-in numbers attending Estrick Leisure Centre; this is very worrying and fills me with dismay.*

Practice Questions

Read the texts below, and then answer the questions underneath each one.

WARHURST WINS AGAIN

Michael Warhurst, the Independent candidate for Gawesbury, has been elected for the third year in a row.

Mr Warhurst has been the best MP Gawesbury has ever seen. He campaigned against the closure of

Gawesbury General Hospital and fought the opening of a new Metromarket supermarket which threatened businesses and shops in the town centre. Mr Warhurst will continue to campaign for the interests of the people of Gawesbury with all the locals' support.

- 1) Find **one** way the writer has tried to influence the reader's opinion from the text above. Support your answers with examples from the text.

Way the writer has tried to influence the reader.....

.....

Example from the text.....

.....



- 2) Find **two** ways the writer has tried to influence the reader's opinion from the text above. Support your answers with examples from the text.

First way the writer has tried to influence the reader.....

.....

Example from the text.....

.....

Second way the writer has tried to influence the reader.....

.....

Example from the text.....

.....

Practice Reading Question

Read the following article and answer questions 1-5.

Growing without knowing

There are serious concerns that too many children are failing to experience the benefits of playing outdoors. A recent survey claims that only 40 per cent of today's children would swap time in front of the TV for playing outside, compared with 72 per cent in the 1970s.

The games adults most enjoyed as children are revealed in a survey by the Estrick Nature Society. 88 per cent of men said they enjoyed climbing trees and making a den and 80 per cent of women said they liked making daisy chains and feeding birds. Overall, 96 per cent of those surveyed agreed that the best games were those played outdoors.

Experts believe that today's children are missing out on the outdoor fun their parents and grandparents enjoyed. Sadly, instead of exploring the wonders of nature through outdoor play, today's children are in their bedrooms staring at TV and computer screens.

Alan Marsh, child development expert, fears the essential relationship between children and nature is breaking down. 'It's ridiculous that children know more about TV characters than they do about flowers, birds and butterflies. As for outdoor play, well, it seems that's no longer normal,' says Mr Marsh.

We run the very real risk of bringing up a generation of children who simply have no understanding of, or connection with, the natural world. As Mr Marsh warns, 'If we don't do something pretty drastic, in a few decades there won't be anyone left who can tell a robin from a sparrow or a daisy from a buttercup!'

It doesn't have to be like this, however. We can get our children to explore the natural world by encouraging them to walk through the countryside more often. Even if you live in a town there are plenty of parks full of birds and flowers to appreciate.

1. What is the main purpose of the text?

2. What percentage of children would prefer to play outdoors rather than watch TV?

☐ A 40%

☐ B 72%

☐ C 80%

☐ D 88%

3. According to the text, when they were children:

☐ A 80% of women enjoyed making a den

☐ B 80% of men enjoyed feeding birds

☐ C 88% of men enjoyed climbing trees

☐ D 88% of women enjoyed making daisy-chains

4. According to the text, state **two** things children could do to learn more about nature.

1. _____

2. _____

5. How does the writer of the text present a negative view of the way children play today? Give **two** examples.

1. _____

2. _____

How the Writer Conveys Information

Features of the text can help convey information and also help you decide its purpose. For example, you could comment on layout:

- Headings – are they in bold?
- Subheadings
- Images such as photos or pictures
- Different font styles (e.g. *Italic*)
- Bullet points and numbered lists
- Punctuation – how is this effective in conveying information
- Numbered paragraphs
- Also comment on the use of persuasive language to engage the reader; for example, the use of the personal pronoun ‘you’.

Bullet points

Heading in **bold font**

Show respect for animals:

- Wild animals and farm animals can behave unpredictably if you get too close, especially if they are with their young – so give them plenty of space.
- A farmer will normally leave a gate closed to keep animals in, but may sometimes leave it open so animals can reach food and water. Leave gates as you find them or follow instructions on signs (if walking in a group, make sure the last person knows how to leave the gates).
- Use gates and stiles wherever possible – climbing over walls, hedges and fences can damage them and increase the risk of farm animals escaping.

Beware of fire

Fire is devastating to wildlife and their habitats, so be careful when having a campfire. Sometimes, controlled fires are used to manage vegetation, particularly on heaths and moors between October and early April. Signs are always displayed around the area if the fire is controlled. If you see these signs, you do not need to call 999.



Image that relates to the text

Follow the country code and we will all enjoy the countryside for generations to come.

Information / text in a box to make it stand out

What will you have to do in the writing exam?

There are two tasks, which both assess your writing skills.

The exam will last for 45 minutes and you may be asked to write:

- A formal letter
- An email
- An article
- A report
- A briefing paper
- Detailed internet discussion
- Contribution to an information guide
- Review for a website
- An advice sheet

Spelling, punctuation and grammar are very important

- Spelling, punctuation and grammar make up 40% of your marks.
- You need to accurately use commas, full stops, capital letters and apostrophes.
- Use exclamation marks – but don't overdo it or your work will seem to 'shout out' from the page.
- Colons can:
 - Introduce a list after a statement
 - Introduce a clause that develops or leads from another

Sentence Structures

A **simple sentence** has a subject and a main verb. I feel happy ('I' am the subject and 'feel' is the verb).

A **compound sentence** is a series of simple sentences joined together, usually with 'and' or 'but'.
For example: *I feel happy and am enjoying spending time with my friends.*

A **complex sentence** adds extra detail to a simple sentence (the main clause). For example: *I feel happy and am enjoying spending time with my friends, who live in Dorset.*

The main clause will make sense on its own, but the extra detail will not.

A **minor sentence** is not really a sentence at all because it doesn't have a main verb - *Cup final. Well gutted!*

Writing to Suit Purpose

What you write and how you write it should help you achieve your purpose.

1. Read the task and find the key words which tell you about your purpose for writing (for example, inform, persuade, explain, instruct).
2. Work out the content your writing should have to achieve its purpose (for example facts and evidence).
3. Decide what style you need to use (for example, formal standard English, rhetorical questions, facts, opinions).
4. Decide what presentation features to include (for example paragraphs, bullet points and lists, persuasive techniques).

Writing: Thinking about your audience

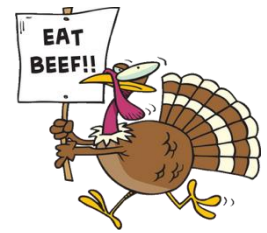
- Suit the content and style of your writing to your audience
- Read the task carefully and find the key words which tell you
 - Exactly **what** you have to write
 - **Who** is it for? Who are your audience?



Writing Persuasively

Persuasive writing convinces the reader to do something

You need to be persuasive in a lot of different types of writing.



- If you are writing an email asking for someone to make a guest appearance, or to sponsor a charity event, then you will need to be persuasive.
- In a letter of complaint you may try to persuade the reader to give you a refund or some form of compensation.

When you write to persuade you need to explain why the reader should do what you want them to. There are three appeals you can use in persuasive writing:

1. **Logical** appeal – uses facts, statistics, data and expert opinion
2. **Emotional** appeal – appeals to people's emotions and feelings
3. **Moral** appeal – convinces people that something is the right thing to do

For example:

Logical appeal – the facts and reasons

Did you know that the last decade has seen an 8% rise in the number of animal testing procedures carried out in Britain? More than **100 million animals** every year die in laboratories as a result cosmetic, chemical, drug and food testing.

Emotional appeal – appeal to your reader's heart using emotive language

Right now, millions of mice, rats, rabbits, primates, cats, dogs, and other animals are locked inside cold, barren cages in laboratories across the country. They languish in pain, ache with loneliness, and long to roam free and use their minds.

Moral appeal – convince your reader what is right

Each of us can help save animals from suffering and death in experiments by demanding that experiments on animals stop and by buying cruelty free products.

Using personal pronouns like **you** and **your** makes a text more persuasive.

Text D: Persuasive text

Heading tells reader ...
and grabs attention by...

Save the Children Student Enterprise Scheme

Now an Approved
Activity Provider!

Opening statement
tells reader...

As part of our Student Enterprise Scheme you'll be supporting our work and making a real difference to children's lives while you develop your skills and hopefully have fun!

- Develop a business.
- Organise and publicise a fundraising event.
- Co-ordinate a campaign.

You choose!

Gain skills in:

- Marketing
- Event management
- Media and publicity
- Campaigning
- Leadership and team work
- Finance and business sense

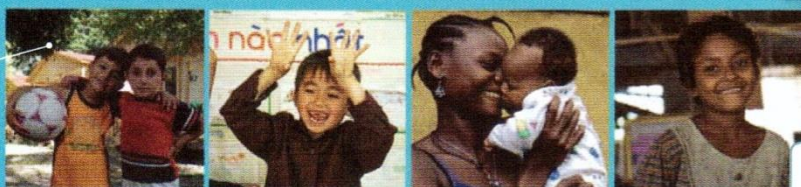
Learn more about:

- How charities work
- Your power to change the world
- The impact of your support
- How to make your voice heard

Writer's
viewpoint
supported by
facts, opinions,
evidence

Powerful descriptive
words and verbs
and emotive
language used to ...

Images and
graphics to...



Directly addresses
reader to...

The Best Bit...

Save the Children has just become an Approved Activity Provider under the volunteering section so taking part in our Student Enterprise Scheme will help you to fulfil the volunteer criteria of your Duke of Edinburgh's Award. Sound good?



For more information call the Schools and Youth Team at Save the Children on 020 7012 6400 or visit our website savethechildren.org.uk/enterprise to register for your student enterprise pack.

Save the Children® Registered charity England and Wales (10990) Scotland (SC019570)

We Save the Children Will you?

We're the world's independent children's charity. We're outraged that millions of children are still denied proper healthcare, food, education and protection. We're working flat out to get every child their rights and we're determined to make further, faster changes. How many? How fast? It's up to you.

Rhetorical questions
used to...

Memorable closing
statement to...

Persuasive Words and Phrases



I am writing to...

I am speaking to you today because...

I have heard a rumour that...

This needs to be dealt with

We can do without this...

It will ruin our quality of life.

How unfair!

No-one but a complete idiot will believe that...

Now...

Surely...

Obviously...

Of course...

We can solve this by...

Local people feel that...

I believe that...

This will mean that...

This will cause...

Another thing...

A friend of mine says...

Just think about...

If these plans go ahead...

How could you (we) possibly...

Do you really think.....

What would happen if...

Is it really worth...

Do you want to be part of...

Try to use some of these words and phrases in your writing.

Remember to write in a forceful manner. You want people to agree with you!

Using Paragraphs and Connectives

Paragraphs make your writing easier to read. You will lose marks if your writing is not in paragraphs.

- A **paragraph** is a group of sentences, which talk about the same thing and develop an idea.
- Use a new paragraph to introduce a new idea, topic, place or time.
- To indicate a new paragraph, start a new line and leave a space (indent) at the beginning of the line.
- The first sentence of a paragraph is often a topic sentence, which gives you the main idea of what the paragraph is going to be about.
- Develop your ideas in the paragraph with two or three more sentences.

Remember: Your paragraphs should always be longer than one sentence. Read through your work and check to make sure you have used punctuation to break up long sentences

Use the following three steps to write your paragraphs:

1. Topic sentence (introduce main idea of your paragraph)
2. Develop your points/idea using two or three sentences
3. Use connectives to link paragraphs and progress your ideas



Use connectives, or joining words, to link your sentences together and form your paragraphs.

Instruct / Recount / Sequence (Temporal Connectives)

- | | | |
|-----------------------------|-----------------------|----------------|
| • first (second third etc.) | • finally | • then |
| • when | • next | • here |
| • now | • lastly | • hitherto |
| • at this point | • at this moment | • until then |
| • meanwhile | • next time | • soon |
| • after a while | • at once | • straightaway |
| • in the end | • afterwards | • previously |
| • before that | • on another occasion | • whenever |
| • since | • while | • later on |

Compare / Discuss / Argue (Comparative Connectives)

To show a similarity or add a point

- | | | |
|-------------|----------------|---------------|
| • also | • in addition | • furthermore |
| • moreover | • additionally | • even |
| • let alone | • as well | • indeed |
| • not only | | |

To show difference or opposition to a point

- | | | |
|---------------|--------------------|---------------------|
| • however | • nevertheless | • on the other hand |
| • in contrast | • though | • in fact |
| • by contrast | • alternatively | • even so |
| • yet | • anyway | • differs from |
| • whereas | • on the contrary | • in other respects |
| • instead | • rather | • elsewhere |
| • but | • in spite of this | • in that respect |

To reinforce a point

- | | | |
|------------|----------|-------------|
| • besides | • anyway | • after all |
| • moreover | | |

Explain

- | | | |
|------------------|----------------|------------------|
| • for example | • for instance | • in other words |
| • that is to say | • besides | • e.g. |
| • in that | • i.e. | |

List

- | | | |
|---------------|----------------------|-----------------|
| • first(ly) | • second(ly) etc. | • first of all |
| • finally | • lastly | • for one thing |
| • for another | • in the first place | • to begin with |
| • next | • in summation | • to conclude |

Using Joining Words to Link Ideas

Use 'for example' or 'for instance' to back up your point.

Example: Owning a pet can be expensive, for example costly vet's bills.

Practice questions: choose 'therefore', 'for example' or 'however' to complete these sentences.

- a) I broke my leg, I couldn't play football.
- b) It was very rainy, it was still quite warm.
- c) I'm a really bad cook, I once set the oven on fire.
- d) The tyres need changing, the lorry isn't safe to drive.
- e) I want to go somewhere warm on holiday this year, Greece or Spain.
- f) He was angry when he got to work, he cheered up later in the day.

Use 'firstly', 'secondly', 'therefore', 'for example' and 'however' to complete this text.

....., the main argument for banning mobile phones is that they can be harmful. They can cause all sorts of problems,, if they are used while driving, they can lead to road traffic accidents.

....., mobile phones are bad for your health. Some reports suggest that texting could cause arthritis.

..... mobile phones have become an important part of everyday life, and they help people stay in touch with their friends and family.

....., I think we should think carefully about how much we use mobile phones, and try to avoid using them where possible.

Common Grammatical Errors

Its or it's?

Its – when it means `belonging to it', it doesn't have an apostrophe.

For example: The group made its decision.

The bird ruffled its feathers.

The *only* time 'its' has an apostrophe is when it means `it is' or `it has'. *It's* is a contraction, where the apostrophe takes the place of missing letters.

For example: It's going to rain.

It's been a lovely day.

Write the correct it's/its in these sentences. Try saying the sentence out loud – if you can use `it is' or `it has' in the gap, use `it's'.

I don't know if _____ a good idea.

The cat ate all _____ dinner.

_____ a good day to go for a walk.

The book has lost _____ cover.

_____ not fair.

Have you seen my coat? _____ gone missing.

That shirt has one of _____ buttons missing.

My dog has a black spot on _____ ear.

**Don't put an apostrophe
in its unless you mean it is!**

Then versus Than

'Then' is used when talking about time. For example: *I bought a Kindle, and then I downloaded my favourite novel.*

'Than' is used for comparisons. For example: *My Kindle is much lighter than my book.*

Loose versus lose

If something doesn't fit properly, it is 'loose'. For example: *The key is loose in the lock.*

'Lose' is used to refer to something that has been lost. For example: *I always lose my keys.*

There versus their versus they're

These three homonyms are always getting muddled up on websites and in emails. It is always worth extending the sentence in your head to find the right match.

- 'There' is used to indicate a place. For example: *Look over **there**!*
- 'Their' is the possessive case of they. For example: *I think they've forgotten **their** books.*
- 'They're' is a contraction of they are. For example: ***They're** looking forward to the Book Fair.*

Articles or determiners in the wrong place, or missing altogether:

- a) I bought new computer last weekend.
- b) I had some interesting journey to work this morning.

Use articles correctly:

- a) I bought a new computer last weekend.
- b) I had an interesting journey to work this morning.

Using the Apostrophe

There are only **two** occasions when you need to use the apostrophe:

1. Contraction – when letters are removed to shorten words or join them together.

For example: *do not* becomes *don't*, or *they are* becomes *they're*.

Apostrophes show you that some letters have been taken out of a word to shorten it.

For example: *Do not* becomes *don't*. *I will* becomes *I'll*. *Could have* becomes *could've*.

The apostrophe goes where the letters have been removed. Apostrophes are used this way in **informal** writing.

NOTE: sometimes words are shortened in an irregular way. The apostrophe, however, is still used to show where letters are missing. For example: *Will not* becomes *won't*.

You should not shorten words, or use contractions when you are writing formal letters

2. Possession – to show ownership; for example, the teacher's pen.

Apostrophes show that something belongs to or is connected with something else.

To show belonging you add: 's

The cat's tail - says that the tail belongs to the cat. The newspaper's readers - says that the readers are connected with the newspaper. Tony's hair - says that the hair belongs to Tony.

NOTE: usually the apostrophe goes before the 's'. However, if the owner already ends in 's' then the apostrophe goes after the 's' that is already there. You just need to add an apostrophe.

For example: The dogs' bowls - says that the bowls belong to some dogs. The boys' coats - says that the coats belong to some boys. The cars' wheels - says that the wheels belong to some cars.

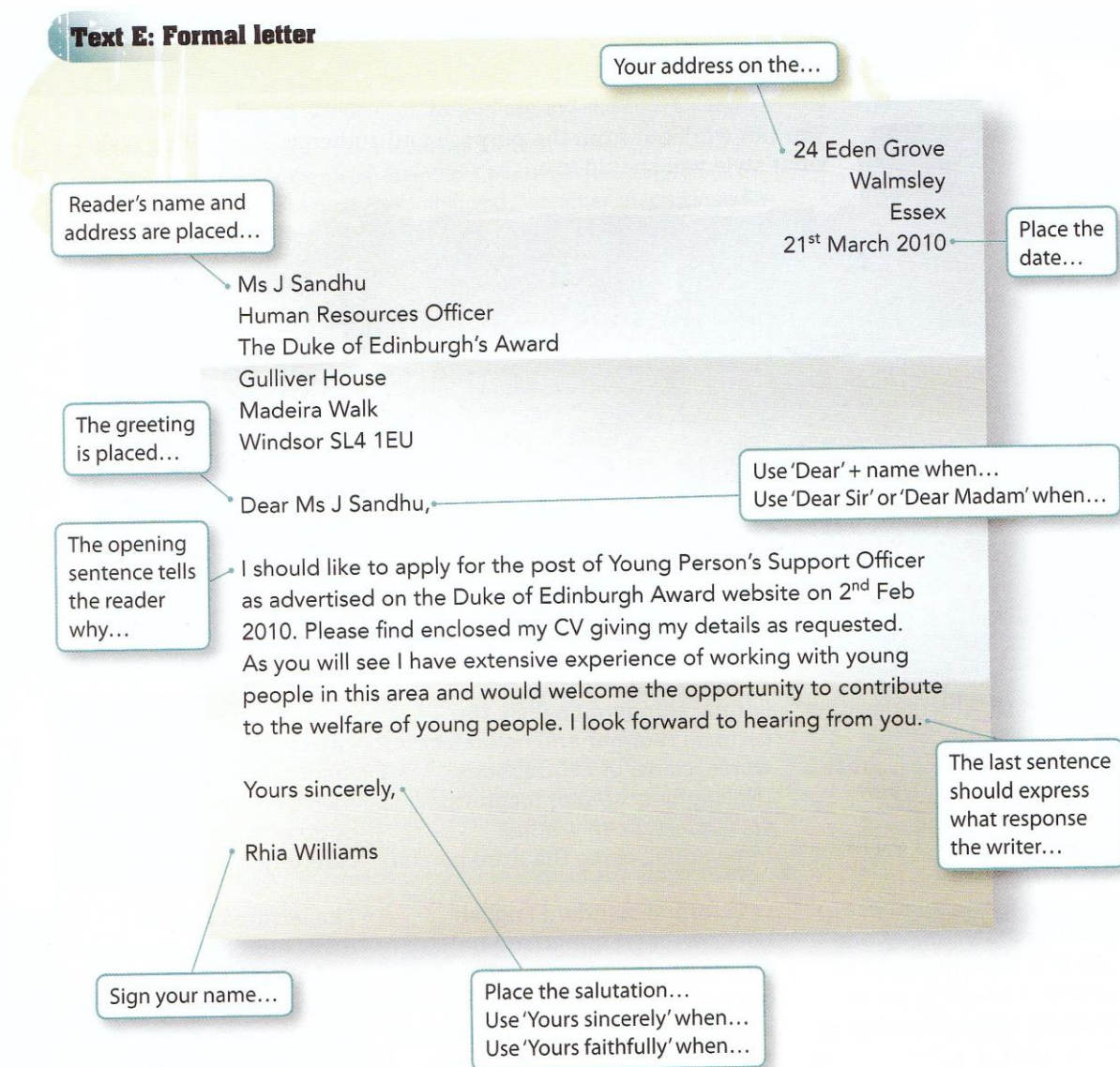
Watch out for plurals that don't end in 's'. Words like 'men' and 'children' don't end in 's', but they are talking about lots of people. These words use 's to show possession. For example:

The men's hats - says that the hats belong to the men. The women's house - says that the house belongs to the women

Writing a Formal Letter

- The success of a formal letter depends a great deal on correct layout and organisation.
- You need to know where to place your address and the address of the person you are writing to.
- You need the date and the correct form of greeting.
- You need to use the correct form of signing off.
- You must write in standard formal English.
- Avoid using contractions in formal writing
- Use persuasive techniques if you need to.

Text E: Formal letter



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

- Your address on the...**: 24 Eden Grove, Walmsley, Essex, 21st March 2010. (Annotation: Place the date...)
- Reader's name and address are placed...**: Ms J Sandhu, Human Resources Officer, The Duke of Edinburgh's Award, Gulliver House, Madeira Walk, Windsor SL4 1EU.
- The greeting is placed...**: Dear Ms J Sandhu, (Annotation: Use 'Dear' + name when... Use 'Dear Sir' or 'Dear Madam' when...)
- The opening sentence tells the reader why...**: 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. 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.
- The last sentence should express what response the writer...**: Yours sincerely,
- Sign your name...**: Rhia Williams
- Place the salutation...**: Use 'Yours sincerely' when... Use 'Yours faithfully' when...

Signing off a letter:

How formal?	Begin a letter with:	Sign off with:
Formal	Dear Sir or Madam	Yours faithfully
Formal	Dear <u>Mr.</u> <u>Mrs.</u> or <u>Ms</u>	Yours sincerely
Less formal	Dear Alison Woolcock	Yours sincerely / Yours truly / Best wishes / Kind regards
Informal	Dear Alison	Much love / love / Cheers



Writing a Leaflet

Leaflets can have different purposes

- 1) A leaflet can provide **information** about something
- 2) A leaflet can **persuade** a reader to do something

Know who your audience is

You need to make sure the **language** and **style** used in the leaflet suits the audience. You might use formal and serious language for a leaflet about fire hazards at home. You might use less formal language for a leaflet persuading people to come to an event you are organizing. Information in a leaflet needs to be laid out clearly.

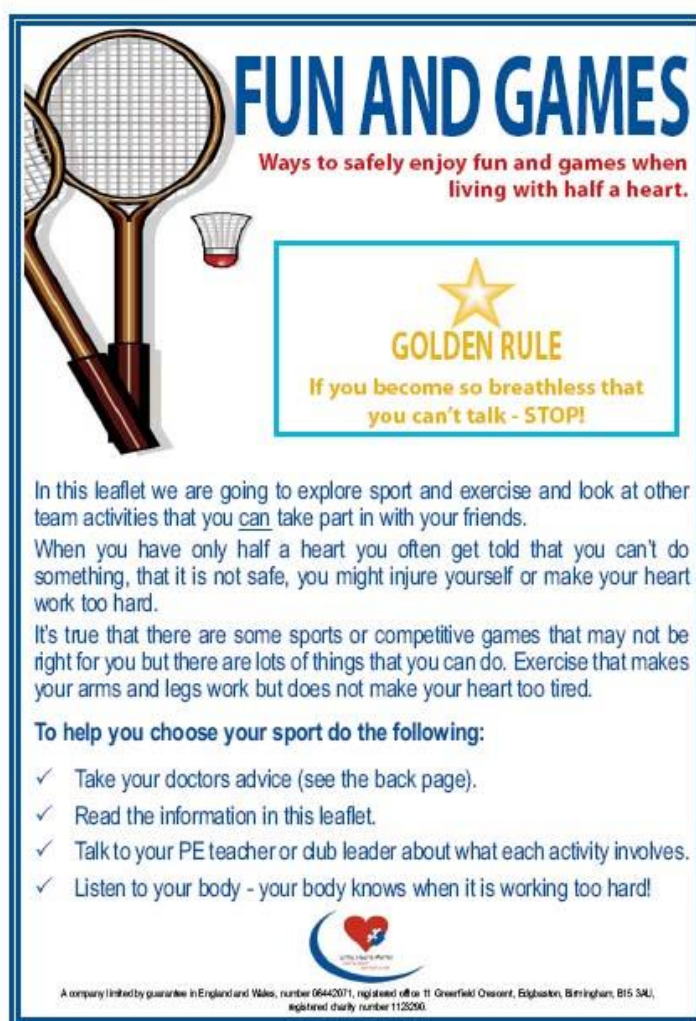
Give your leaflet a title

Example

Use the first paragraph to give a summary of your leaflet

You can use subheadings

You can break up information into
Bullet points or numbered lists



Provide as much important information as possible

Writing a Briefing Paper

Briefing papers are used to give information on particular subjects and suggest possible courses of action. When writing a briefing paper remember:

- You are writing for a particular audience. Ask yourself what they already understand and what they need to know.
- State who the paper is for at the top left of your page
- Give your paper a title that makes its purpose clear

Organise information under the following headings:

- ❖ **Issue** – what it is about, why your audience should read it
 - ❖ **Background** – information, history and explanations
 - ❖ **Considerations**
 - **Options** – what could be done
 - **Pros** - advantages of the considerations
 - **Cons** - disadvantages of the considerations
 - **Analysis** – what you need to consider overall
 - ❖ **Conclusion** – what the current situation is and what should happen next
-
- Use different ways of presenting information – bullet lists, numbered lists etc. –to help readers find the information they need.
 - Write in Standard English.

Check your Work

- ✓ After you have finished writing, **always** read your work through to check you have used spelling, punctuation and grammar correctly.
- ✓ Look out for any one-sentence paragraphs.
- ✓ Make sure you have used commas, full stops, apostrophes and question marks accurately.

Subject –verb Agreement

- After writing always check your work.
- Make sure the meaning of every sentence is clear.
- Make sure the subject and the verb agree.
- The verbs must be right for the number of people doing the action.

To check this:

- Find the verb, for example 'is working', 'are walking'
- Decide who or what is doing the verb – they are the **agent**
- Check the verb is written in the correct way for the number of **agents**.

He is hoping to be given work experience - correct
They is hoping to be given work experience - incorrect

Practice Writing Questions

Spend 45 minutes on each set of questions.



Task 1

Information

NewPlacesFreshStarts.com is a website which gives information about the places people live in. It is used by people who are thinking about moving to a different area.

The website welcomes reviews from people about places where they live.

Writing Task

Write a review for NewPlacesFreshStarts.com about the place where you live.

In your review you may want to include:

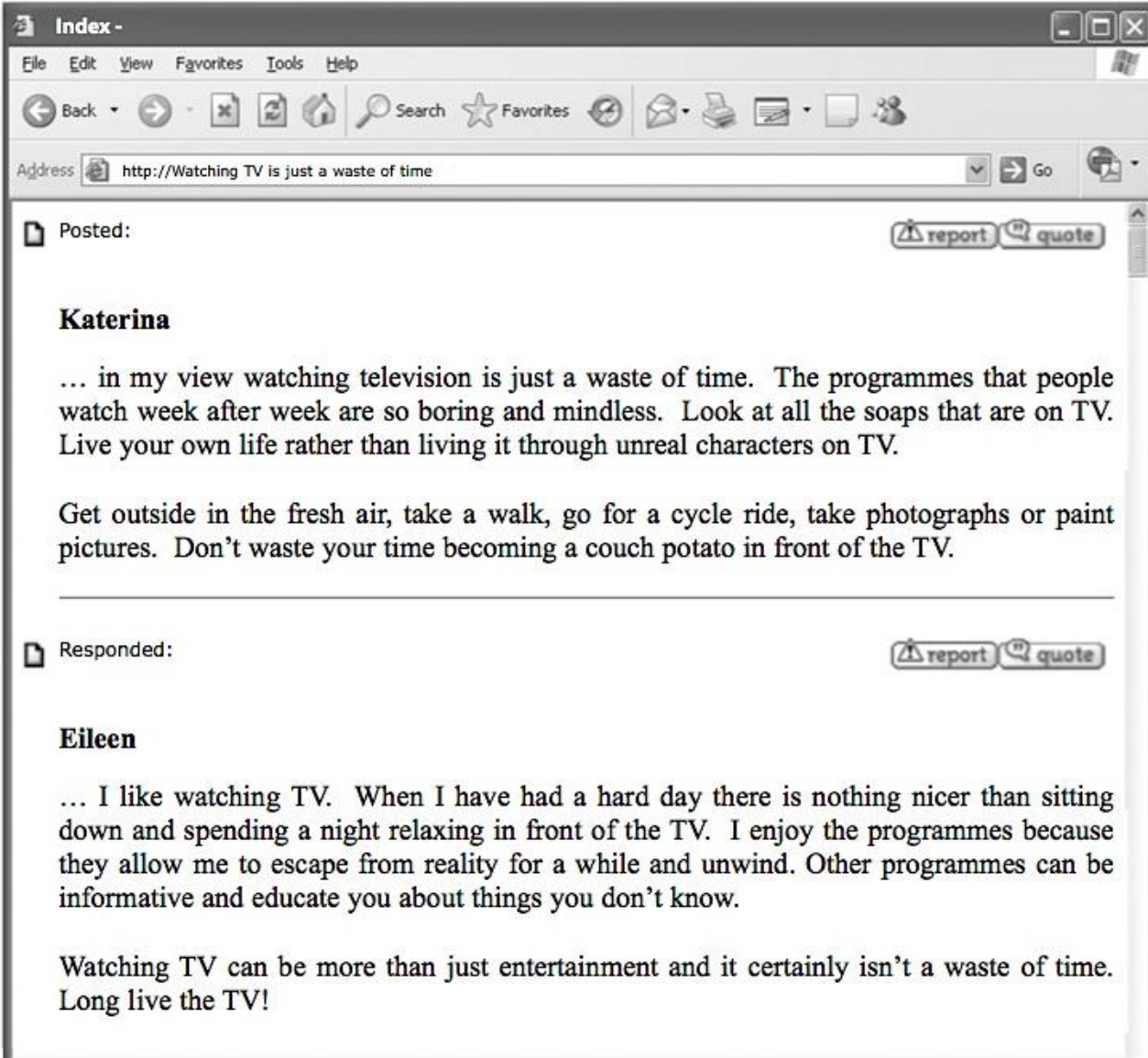
- details of the place, such as shopping, transport links, leisure facilities and local attractions
- the good points about the place where you live
- any other information/comments.

(15)

Task 2

Information

You read the following contributions to an internet discussion on whether 'watching TV is just a waste of time'.



Posted:

Katerina

... in my view watching television is just a waste of time. The programmes that people watch week after week are so boring and mindless. Look at all the soaps that are on TV. Live your own life rather than living it through unreal characters on TV.

Get outside in the fresh air, take a walk, go for a cycle ride, take photographs or paint pictures. Don't waste your time becoming a couch potato in front of the TV.

Responded:

Eileen

... I like watching TV. When I have had a hard day there is nothing nicer than sitting down and spending a night relaxing in front of the TV. I enjoy the programmes because they allow me to escape from reality for a while and unwind. Other programmes can be informative and educate you about things you don't know.

Watching TV can be more than just entertainment and it certainly isn't a waste of time. Long live the TV!

Writing task

Write your own message to this internet discussion forum giving your **detailed** views on whether watching TV is just a waste of time.

Use sentences and write in Standard English.

(10)

Check your work... Are you using...	Tick if you are confident
Correct format for each question type?	
Varied punctuation?	
A variety of sentence types?	
Connectives?	
Topic sentences?	
Paragraphs with more than one sentence?	
Links between paragraphs?	
Commas to separate clauses?	
Standard English?	
Apostrophe correctly?	
Subject-verb agreement?	
Accurate spelling?	
Contractions? Avoid these in formal writing.	

Check your work... Do you know how to...	Tick if you are confident
Set out a formal letter?	
Open and close a formal letter appropriately?	
Use the correct sign off in a formal letter?	
Write an email to a friend?	
Write a formal email?	
Write an article?	
Join an internet discussion?	
Write a leaflet?	
Write a review?	
Write to persuade?	
Write to advise or instruct?	
Use descriptive language?	

