

# Session plan Module 3: Organising writing and proofreading

**Group:** \_\_\_\_\_

**Tutor:** \_\_\_\_\_

**Location:** \_\_\_\_\_

## Aims

- To explore the writing process with emphasis on paragraphing
- To introduce approaches to proofreading
- To identify the importance of equality and diversity in the workplace

## Outcomes

Participants will have:

- discussed and understood the planning process involved in writing
- an understanding of the use of paragraphs in text
- explored the practical applications of planning writing for work
- an understanding of the importance of proofreading when completing documentation at work
- developed the ability to identify errors through effective proofreading
- discussed the importance and impact of equality and diversity in the workplace

Activity and time	Tutor activity	Learner activity	References
<b>Introduction</b> 10 minutes	<ul style="list-style-type: none"> <li>• Recap on last week.</li> <li>• Introduce aims and outcomes using <b>module 3 presentation slides 1-3.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> </ul>	SLlr/L2.1 KSF LI Core 1, 2
<b>Introduce planning</b> 5 minutes	<ul style="list-style-type: none"> <li>• Introduce the idea of planning writing. Show <b>presentation slide 4.</b></li> <li>• Note that there are stages involved in producing a piece of good-quality writing before the production of a finished product.</li> <li>• Note that everyday we are involved in situations at work that require making decisions and planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> </ul>	SLlr/L2.1 KSF LI Core 1, 2, 4, 5

Activity and time	Tutor activity	Learner activity	References
<p><b>Planning and organising writing</b> 20 minutes</p>	<ul style="list-style-type: none"> <li>• Distribute <b>Planning and organising writing</b> activity. Ask each group to focus on one activity/event and everyone to contribute to the discussion.</li> <li>• Nominate a group leader to keep everyone on task and to give feedback.</li> <li>• Take feedback – write responses on flipchart.</li> <li>• Note the four stages of activity:               <ol style="list-style-type: none"> <li>1. deciding what to do</li> <li>2. collecting relevant material/information</li> <li>3. planning the outline/order of the activity</li> <li>4. carrying out the job.</li> </ol> </li> <li>• Note how producing a piece of writing follows the same pattern of decision-making.</li> <li>• Emphasise that careful planning is also needed to produce a piece of quality writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in discussion</li> <li>• List stages of planning</li> <li>• Give feedback</li> </ul>	<p>SLc/L1.1 SLd/L2.1,2.3 Wt/L2.3 KSF LI Core 1, 2, 4, 5</p>
<p><b>Writing processes and planning models</b> 20 minutes</p>	<ul style="list-style-type: none"> <li>• Show <b>presentation slide 5</b>.</li> <li>• Distribute <b>The writing process and role of planning</b> handout and discuss.</li> <li>• Demonstrate planning models on flipchart.</li> <li>• Ask participants to work in pairs and to choose one model to plan the topic <b>“Why is it important to appreciate equality and diversity in the workplace?”</b> on the activity sheet.</li> <li>• Encourage participants to think in terms of how the population of the UK is changing and how this is reflected in the workplace.</li> <li>• Take feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Paired activity – using a planning model</li> <li>• Give feedback</li> </ul>	<p>SLlr/L2.1 Wt/L2.1 KSF LI Core 1, 2, 4, 5,6</p>

Activity and time	Tutor activity	Learner activity	References
<b>Organising writing – what is a paragraph?</b> 10 minutes	<ul style="list-style-type: none"> <li>• Ask ‘what is a paragraph?’ and list responses on flipchart.</li> <li>• Show <b>presentation slide 6</b> and discuss topic sentences.</li> <li>• Distribute <b>Paragraphs</b> handout and discuss.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Read handout</li> <li>• Speak to communicate</li> </ul>	SLlr/L2.1 Rt/L2.1 SLc/L2.1 KSF LI Core 1, 2, 3, 4, 5, 6.
<b>Sequencing of events – storyboard – ‘I love football’</b> 15 minutes	<ul style="list-style-type: none"> <li>• Discuss the reasons why information and texts should be presented in a logical sequence.</li> <li>• Ask participants to give examples of documents used at work that wouldn’t make sense unless presented logically e.g. instructions, directions, client handover notes. List examples on flipchart.</li> <li>• Give out <b>Storyboard – I love football</b> activity cards. Participants to work in pairs or small groups to arrange the cards and create a logical sequence of events.</li> <li>• Each group to nominate a group leader who will feed back their version of events to the whole group.</li> <li>• Note how the combination of pictures and text helps with sequencing.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Speak to communicate</li> <li>• Small group work – complete storyboard activity</li> <li>• Give feedback</li> </ul>	SLlr/L2.1 SLc/L2.1 Wt/L2.3 KSF LI Core 1, 2, 3, 4, 5, 6.
<b>Break</b> 20 minutes			

Activity and time	Tutor activity	Learner activity	References
<p><b>Sequencing text – linking words</b> 20 minutes</p>	<ul style="list-style-type: none"> <li>• Refer participants to the section on linking words in the <b>Paragraphs</b> handout (distributed earlier in the session). Discuss.</li> <li>• Give out the <b>Linking words</b> activity text cards.</li> <li>• Ask participants to work in pairs to sequence the text.</li> <li>• Take feed back.</li> <li>• Distribute <b>Linking words</b> activity sheet and encourage participants to highlight any linking words that helped with text cohesion.</li> <li>• Take feed back.</li> <li>• Note the layout of the text – use of headings and how this may have helped with sequencing.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Complete paired activity – sequencing text cards</li> <li>• Give feed back</li> <li>• Paired activity – highlighting linking words</li> <li>• Give feed back</li> </ul>	<p>SLlr/L2.1 Wt/L2.3 Wt/L2.4 KSF LI Core 1, 2, 3, 4, 5, 6</p>
<p><b>Equality and diversity quiz game</b> 10 minutes</p>	<ul style="list-style-type: none"> <li>• Participants to work in small groups.</li> <li>• Give each group a set of cards.</li> <li>• Each group to take turns taking a card, reading it aloud and answering the question.</li> <li>• Cards are a mixture of multiple choice and true and false questions. Participants must give reasons why they make their choices with some explanations.</li> <li>• Encourage discussion.</li> <li>• Correct answers to be marked up on flipchart and the winning team is the one with the most points.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Speak to communicate</li> </ul>	<p>SLlr/L2.1 Slc/L2.1 Sld/L2.1, 4 KSF LI Core 1,2,4,6</p>

Activity and time	Tutor activity	Learner activity	References
<b>Proofreading - Fostering diversity</b> 20 minutes	<ul style="list-style-type: none"> <li>• Introduce idea of proofreading and explore why proofreading is important in work documentation. Talk through <b>presentation slides 7-8</b> and discuss.</li> <li>• Distribute <b>Common mistakes when proofreading</b> handout and discuss. Ensure participants are familiar with homophones and give some examples e.g. their/there/they're, where/were, too/to/two.</li> <li>• Give out <b>Fostering diversity and anti-discriminatory practice</b> activity and ask participants to work in pairs to proofread and highlight any errors.</li> <li>• Take feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Read and respond</li> <li>• Paired activity – highlighting punctuation, grammatical and spelling errors</li> <li>• Give feedback</li> </ul>	SLlr/L2.1 Rt/L2.1 Wt/L2.7 KSF LI Core 1, 2, 3, 4, 5, 6
<b>Test practice</b> 20 minutes	<ul style="list-style-type: none"> <li>• Distribute and set <b>Practice test questions</b>.</li> <li>• Take feedback, go through answers and discuss.</li> </ul>	<ul style="list-style-type: none"> <li>• Paired activity</li> <li>• Read and respond</li> </ul>	KSF LI Core 1, 2, 4, 5
<b>Summary</b> 10 minutes	<ul style="list-style-type: none"> <li>• Revisit session aims and outcomes.</li> <li>• Take feedback and questions.</li> <li>• Give out <b>Evaluation sheet</b> for module 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Complete evaluation sheet</li> </ul>	SLlr/L2.1 KSF LI Core 1, 2, 4, 5

## Resources/aids

- Module 3 PowerPoint presentation/OHP slides
- Handouts: The writing process and role of planning; Paragraphs; Common mistakes when proofreading; Evaluation sheet.
- Activity sheets: Planning and organising writing; Why is it important to appreciate equality and diversity in the workplace?; Linking words; Fostering diversity and anti-discriminatory practice.
- Practice test questions
- Storyboard cards – I love football.
- Linking words text cards
- Equality and diversity quiz game cards
- Highlighter pens
- Flipchart and markers

# Activity summary and guidance sheet

## Module 3

### Introduction

Recap on previous session using Q and A to assess understanding. Introduce Module 3 aims and outcomes using **slides 1 to 3**.

### Planning and organising writing

Introduce the idea of planning writing; it is a process and not just an end product and good writing is the result of staged planning – it doesn't just "happen". Show **slide 4** and note that everyday we are all involved in situations at work that require making decisions and planning.

Give out the **Planning and organising writing** activity and split participants into small groups. Ask each group to focus on one activity/event. Encourage everyone to participate in the discussion. The focus is on organising events that may be work related and for participants to bring their work experiences to the activity. Ask them to bullet point the outcomes of their discussions on the sheet and nominate a group leader to give feedback. Take feedback and write responses on flipchart noting the four stages of the activity: deciding what to do, collecting relevant materials/information; planning the outline/order of the activity and carrying out the job. Make the link between planning an activity and planning writing – both require the same pattern of decision-making and careful thought.

### Writing processes and planning models

Show **slide 5** and discuss. Ensure participants understand the terminology i.e. purpose, tone and spidergram. Distribute **The writing process and role of planning** handout and read through and discuss. Demonstrate the different planning models on flipchart and note differences between the linear, spidergram and share and discuss models – link to participants' learning styles and ask them if they currently use any of the models and, if not, which one they think would suit them. Ask them to work in pairs to demonstrate planning using one of the models. The topic is **Why is it important to appreciate equality and diversity in the workplace?** and they should use the activity sheet to plan the topic. Encourage participants to think in terms of how the population in the UK is changing and how this is reflected in the workplace, for example, the population is getting older, there is greater diversity, we are more open to different sexualities, there is increased ethnic mix, different cultures and different religions. Take feedback from each group.

### Organising writing – what is a paragraph?

Ask "what is a paragraph" and list responses on a flipchart. Also elicit some responses in terms of 'how long should a paragraph be?'; 'what is a topic sentence?' and 'are there any rules about paragraphs?' Show **slide 6** and discuss topic sentences and how topic is usually introduced in the first sentence. Distribute **Paragraphs** handout and discuss.

## Sequencing of events – storyboard – I love football

Discuss reasons why information and texts should be presented in a logical sequence- so that they make sense and are easy to follow. Ask for examples of documents that the participants use in customer care that wouldn't make sense unless they were presented logically e.g. instructions on how to use a piece of equipment, directions to a doctor's surgery, client/patient handover notes. List these examples on flipchart.

The **Storyboard** activity should be copied onto a piece of cardboard. It may be a good idea to laminate the cardboard if used often. Cut the eleven frames up into cards and present each pair or small group with a set of cards. They should arrange the cards into a logical sequence of events. If the participants have difficulty making sense of the sequence, suggest they try and visualise it as a TV commercial and this may help them make the links more easily. The group should agree on the sequence and what the 'story' is about (this will encourage discussion within the group). Each group should nominate a group leader who will feed back their version of events to the whole group. Note how the combination of pictures and text give various clues to help sequencing.

## Sequencing text – linking words

Refer participants to the section on linking words in the **Paragraphs** handout (distributed earlier) and discuss how linking words help with sequencing. Introduce the **Linking words** activity by saying that in the last activity there were clues in the pictures and text but in this activity there is text only and linking words become more important. Copy the activity sheet onto cardboard and cut where indicated by the dotted lines. Give each pair a set of cards and ask them to sequence the text. Guide and encourage. Once all groups have completed the task take feed back. Next hand out a paper copy of the **Linking words** activity sheet and ask participants to highlight any linking words that helped with text cohesion. Take feed back. Again link this activity back to the **Paragraphs** handout which gives guidelines on when a new paragraph should be started. Note the introductory paragraph which gives an 'overview' of the article.

## Equality and diversity quiz game

Participants to work in small groups of 3 or 4. Give each group a set of cards. The cards can be photocopied onto card and guillotined. It may be useful to laminate the cards if they are to be used frequently. Split the cards between the groups. They should set them face down.

Each group to take turns taking a card, reading it aloud and answering the question. Cards are a mixture of multiple choice and true and false questions and participants must give reasons why they make their choices. Encourage discussion between members of the group and they must come to a consensus before answering the question. Draw a scoresheet on the flipchart – perhaps each group can assign themselves a name – and assign one mark for correct answers. Suggested answers can be found on the **Answers: Equality and diversity quiz (Teacher resources)**. Assign two marks if you think the group answered the question particularly well. The winning team is the one with the most points.



## Proofreading

Introduce the idea of proofreading and explore why proofreading is important in the context of work documentation – you and your organisation appear more professional. Also explore the issue of accountability – if a mistake is made when writing out patient notes, for example in noting medication, then the ramifications may be very serious. Show **slides 7 and 8** and discuss. Give out the **Common mistakes when proofreading** handout and read through with participants. Ask them for examples of mistakes they make that proofreading may rectify – often people will admit they are just too rushed or can't be bothered to proofread. Ensure participants understand the term homophones and write up some examples on the flipchart. Hand out the **Fostering diversity and anti-discriminatory practice** activity and ask them to work in pairs to identify and highlight the errors. There is a combination of spelling, grammar and homophone mistakes and there are 18 in all.

## Practice test questions

The questions have been selected to reinforce the learning in the module in that they contain a number of questions relating to presenting information in a logical or persuasive sequence as well as some punctuation and grammar questions to help practice proofreading. Give the participants 20 minutes to complete the questions and take feedback, noting any areas of difficulty. Note that there are 16 questions for completion in 20 minutes. Reassure the participants that they will have longer to complete the questions in the test. Encourage them to complete the first 11 questions and set the remaining 5 for homework

## Summary

Revisit session aims and outcomes, using **slides 2 and 3**.



get on at work **Planning writing**

Key points :

- Writing is a process, not just an end product.
- Good writing is a result of staged planning.



get on at work **Writing process**

- Why are you writing?
  - Audience – purpose – tone
- Content planning :
  - List
  - Spidergram
  - Share and discuss ideas with others
- Order ideas – paragraphing



get on at work **What is a paragraph?**

- A group of sentences about one topic or theme.
- The topic is usually introduced in the first sentence.



get on at work **Proofreading**

- Writing needs to be checked carefully for mistakes.
- There may be errors relating to spelling, punctuation and meaning.
- Proofreading can be difficult because we often read what we think we have written rather than what is exactly there.



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get on at work **Proofreading tips**

- Don't read for meaning, spelling and punctuation at the same time.
- Take one sentence at a time and read it slowly. Look out for missing words or extra words.
- If you can, ask someone else to read it through for you.
- If you can, leave what you have written for a while before proofreading. You may notice more because it will be like reading it for the first time.



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# Activity: Planning and organising writing

In small groups, discuss how you would go about organising one of the following activities listed below and consider what steps you would take and in what order you would take them.

Write the outcome of your discussion in the form of a list of bullet points.

## Activities

1. Arranging a day out of the residents of a care home.
2. Organising a leaving party for one of your work colleagues.
3. Plan a visit from a local dignitary to open the new wing of your hospital.

# Handout: The writing process and the role of planning

1. Good writing doesn't just happen. It needs *planning*. First we consider:

- Why are we writing? What is the purpose? What do we want to achieve?
- Who are we writing for? Who is going to read or use it?
- Should it be formal or informal?

2. Then we think what we should write about – the *content*. We start planning by gathering ideas.

This might be by:

- making a list
- drawing a spider diagram
- discussing ideas with others.

3. When we have gathered our ideas, we need to organise them in a sensible order. This makes it:

- easier to write
- clearer for readers to understand
- a more fluent piece of writing.

A good plan:

- saves time
- gives a writer confidence because they have thought through where they are going.

**Activity:** Why is it important to appreciate equality and diversity in the workplace?

Choose one planning model to plan the above topic

A large, empty rectangular box with a thin grey border, intended for the user to plan the activity using a chosen model.

# Handout:

## Paragraphs

### What is a paragraph?

A paragraph is a group of sentences about one topic.

It can be formed either by starting the first sentence a little way in: *indenting*, or by leaving a whole line space: *blocked style*.

### How long should a paragraph be?

It should be between 10 and 15 lines: this is a rough guide. Sometimes it may be longer or shorter than this. Ideally a piece of writing should contain a variety of paragraphs of differing lengths.

### What is a topic or key sentence?

This is the sentence which opens a paragraph, and clearly signals the subject to the reader. The rest of the paragraph gives the writer the opportunity to expand the main point with details and examples.

### Are there any 'rules' about paragraphs?

The following 'rules' may be helpful in writing some texts. A new paragraph should be started when there is a:

- change of place
- passage of time
- introduction of a new person
- new speaker.

### How can I link one paragraph to another?

Use appropriate linking words such as: *however, nevertheless, on the other hand, in addition, on the contrary, firstly, secondly, finally, therefore*.

### Should my paragraphs have headings?

Not usually, unless it is a specific type of text such as for giving information. The use of headings will make it easier for the reader to find the required information. However, in a continuous piece of text, it is not usually appropriate to use headings.



# Activity

## - Storyboard

Cut the eleven frames up into cards and present each pair or small group with a set of cards.



Images taken from 'Stand up Speak up' © Nike Corporation





*Images taken from 'Stand up Speak up' © Nike Corporation*

# Activity: Linking words text cards

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## The economic case for racial equality

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### Introduction

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While considerable progress has been made in improving the diversity of the UK workforce, there are still too many owner-managers and chief executives that do not consider race equality to be relevant to their business. Often racial equality is viewed as an issue simply for HR departments rather than an integral part of overall business performance.

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Business leaders, particularly within SMEs, are often unaware of the benefits a more diverse workforce can bring, and do not connect race equality strategies to overall business objectives. Businesses operate in an ever-changing market, and those that embed race equality policies within business strategies can gain a competitive advantage over firms that have poor or non-existent diversity practices.


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Good racial equality practices can help businesses achieve key performance targets such as:

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- Business growth
  - Improved productivity
  - Targeted provision
  - Reduced exposure to risk
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### Business growth

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Expanding the business is a key objective for most business leaders. With business growth comes a greater share of the market, higher turnover and increased profits. Having good race equality policies and a diverse workforce can help businesses access new customers and markets, and lucrative government contracts.

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### New customers and markets

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Ethnic minorities represent a growing marketplace for goods and services, both in terms of individuals and businesses. Ethnic minorities currently represent 8% of the UK's population with this figure is set to double over the next 25 years[1]. With the continuing growth of the ethnic minority population as a proportion of the whole population, ethnic minority customers will become increasingly more valuable to businesses.



The purchasing power of ethnic minorities is also considerable with Black and Asian consumers earning 156 billion after tax profit[2]. Research from the Institute of Practitioners of Advertising shows that young Black and Asian men have substantial disposable income to spend, 32 billion per year.



This purchasing power is only set to increase with the rise of the ethnic minority population, and it is, therefore, in businesses' own interests to ensure they are targeting and profiting from the expanding marketplace. Businesses that are unable to see the potential value in new customers and markets will lose market share to those that do.



### **Working practices**



Businesses that promote good race equality practices can also improve productivity levels through reduced absentee rates and labour turnover. The CBI estimates that absenteeism alone costs business over 11.5 billion every year.



Employers that value diversity and have fair and meritocratic training and promotion policies will have higher levels of staff morale. Poor morale leads to lower individual performance, increased disputes and often increased absenteeism affecting both productivity and turnover. Staff that are treated fairly at work will have higher job satisfaction, thus reducing both absenteeism and staff turnover rates.



# Activity: Linking word text

## The economic case for racial equality

### Introduction

While considerable progress has been made in improving the diversity of the UK workforce, there are still too many owner-managers and chief executives that do not consider race equality to be relevant to their business. Often racial equality is viewed as an issue simply for HR departments rather than an integral part of overall business performance.

Business leaders, particularly within SMEs, are often unaware of the benefits a more diverse workforce can bring, and do not connect race equality strategies to overall business objectives. Businesses operate in an ever-changing market, and those that embed race equality policies within business strategies can gain a competitive advantage over firms that have poor or non-existent diversity practices.

Good racial equality practices can help businesses achieve key performance targets such as:

- Business growth
- Improved productivity
- Targeted provision
- Reduced exposure to risk

### Business growth

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# Activity: Equality and diversity quiz

## Card 1

Diversity means:

- A Targeted help for underrepresented groups;
- B Everyone should have the opportunity to make the most of their different talents;
- C Treating everyone exactly the same.

## Card 2

Race and Gender issues are the only issues currently covered by UK anti-discrimination legislation:

**True or false?**

## Card 3

The more diverse the staff in an organisation, the better the organisation will be able to meet the needs of its users:

**True or false?**

## Card 4

The Race Equality Scheme is a statutory requirement :

**True or false?**

## Card 5

When did it become unlawful to discriminate against someone because of their sexuality and religion?

- a) January 2006
- b) December 2003
- c) January 2005

## Card 6

Staff are asked to monitor the ethnicity of people using a service and have to ask service users which ethnic group they belong to. Is this unlawful discrimination?

- A Yes
- B No

## Card 7

In a TUC survey, what proportion of gay men, lesbians and bisexuals conceal their sexuality from some of the people they work with?

- A one third
- B two thirds
- C three quarters

## Card 8

What percentage of people with disabilities are wheelchair users?

- A 50%
- B 15%
- C 5%

## Card 9

Our perception of people's abilities are not always based on fact.

**True or false?**



**Card 10**

Half of women and a quarter of all men in the UK will be affected by depression at some period during their lives.

**True or false?**

**Card 11**

The business case for improving access for people with disabilities is often made; what would you estimate the net disposable income of disabled people in the UK to be?

- A just under £47 million
- B £4.7 billion
- C over £47 billion

**Card 12**

About 11% of people between the ages of 16-25 years have been unemployed for over a year. What do you think the equivalent percentage is for people over the age of 50?

- A 15%
- B 25%
- C 35%

**Card 13**

On average, do women get paid the same as men to do the same roles?

- A Yes
- B No

**Card 14**

In terms of the number of asylum seekers received per 1000 members of the population, where does the UK stand in relation to our EU partners?

- A Ranked 1st (UK receives the most)
- B Ranked 8th
- C Ranked 10th

**Card 15**

British Sign Language is the first or preferred language for how many people in the UK?

- A 20,000
- B 50,000
- C 70,000

**Card 16**

Knowing someone from a minority group significantly reduces the likelihood of prejudice towards other minority groups:

**True or false?**

# Teacher resource: Answers:

## Equality and diversity quiz

- Card 1 B Diversity is about valuing difference. It is not about treating everyone exactly the same way, as many of us have differing needs. It is, though, about treating everyone with equal respect.
- Card 2 False. Disability is covered by the Disability Discrimination Act. Discrimination on the basis of religion and sexuality became unlawful in 2003 and unlawful on the basis of age in 2006.
- Card 3 True. This will help ensure that people's differences are respected, valued and understood.
- Card 4 True. Since 2002 all Public Authorities are required by law to publish a Race Equality Scheme which must describe how they will meet their duty under the Race Relations (Amendment) Act 2000
- Card 5 B Regulations came in force in December 2003
- Card 6 A
- Card 7 C
- Card 8 C 22% have visual impairment, 30% have hearing impairment and 43% have a hidden disability
- Card 9 True, Received wisdom is not necessarily fact!
- Card 10 True. Mental health is so common that at any one time around one in six people of working age have a mental health problem, most often anxiety or depression.
- Card 11 C over £47 billion
- Card 12 C 35%
- Card 13 B No
- Card 14 B Ranked 8th
- Card 15 C 70,000
- Card 16 A True

# Handout: Common mistakes when proofreading

Here are some common mistakes to look out for when proofreading your work:

## 1. Putting the wrong word in the wrong place - especially when using homophones.

Homophones are words which sound the same (or similar) but have different spellings and meanings.

The doctors have left there notes in the staff room ✘

The doctors have left their notes in the staff room ✔

Other common homophone pairs to watch out for are *of* and *off*; *to* and *too*; and *which* and *witch*.

## 2. Leaving letters out, especially in the middle of words. Many words contain silent letters, or letters that are not sounded clearly when you speak quickly e.g. LISEN for LISTEN or FEBUARY for FEBRUARY

## 3. Mistakes when adding an ending, or suffix, to a root word. It's easy to make mistakes especially when adding the -ing suffix.

The auxiliary staff are makeing good progress. ✘

The auxiliary staff are making good progress. ✔

It's important to remember the rules for adding the -ing suffix to root words that end in 'e' or a short vowel followed by a consonant.

Make + -ing = making (drop the final 'e')

shut + ing = shutting (double the final consonant)

## 4. Using a small i as a pronoun. A pronoun is a word that stands in place of a proper noun such as Sheila or John. Remember that whenever I is a word on its own, you should use a capital letter. e.g. Max and I went to the handover meeting.

## 5. Missing words out altogether. Most people think much faster than they can write, so it's easy to leave out small words such as *a*, *the*, *and*, *it*, and *in*. Careful proofreading can help you spot this type of mistake.

# Activity:

## Proofreading

**Tip:** There are 18 errors

### **Fostering Diversity and Anti-Discriminatory Practice**

The promotion of equality and diversity within health and care services is central to effective service delivery. Many people who use health and care services are disadvantaged and disenfranchised from mainstream society. Care services often exist in order to promote the rights of individuals and to promote equal opportunities.

#### **FACT**

- Being treated the same is not recognising individual differences
- Giving people opportunities to be equal – having an equal chance - is good practice

Certain people in society are disadvantaged – not treated equally. We tend to group them together in categories.

These groups include the following:

- people with mental health problems,
- people with disabilities,
- people from ethnic minority backgrounds,
- women
- children,
- single parents
- the elderly.

# Answers:

## Proofreading

### **Fostering Diversity and Anti-Discriminatory Practice**

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# Practice Test Questions:

## Organising writing and proofreading

Questions 1 to 5 are based on the following document.

### Get your hands on a Young Person's Railcard

line 1

#### Get away with 1/3 off

line 2

College? Uni? Gap year? Job interviews? Whatever you are doing next, you'll need a Young Person's Railcard. You can use it to visit friends, for trips to the cinema, or for days out shopping. In fact it's such a good idea, you might even persuade your folks to pay for it. The Railcard gives you 1/3 off most rail fares, anywhere in Britain, costs only £18 a year, and usually pays for itself in one or two trips. So long as you are aged 16-25 (or a mature student aged 26 or over in full time education), you can apply for one today and start saving right away.

line 3

line 4

line 5

line 6

line 7

line 8

line 9

line 10

You can travel almost any time, at weekends, Bank Holidays and mid week. The only restriction is that if you travel at or before 10am, Monday to Friday (except during July and August), a minimum fare will apply.

line 11

line 12

line 13

So where can you use it? You can't use your Railcard in unreserved First Class or Silver Standard accommodation, Railair Links, Eurostar or Heathrow Express, special excursions or charters, some coach/bus links, to buy season tickets or period Travelcards, or in conjunction with many Train Company special offers. e.g Apex

line 14

line 15

line 16

line 17

line 18

Please remember that for journeys made at or before 10am, Monday to Friday, a minimum fare applies which is the least you can pay for your ticket. If you travel regularly before 10am, then a weekly or monthly season ticket may be more appropriate. However, no minimum fare is applicable in July and August, on Bank Holidays or at weekends. One Day Travelcards have separate minimum fare requirements which apply at all times. For full details of minimum fares, please ask at your local staffed season ticket office or rail-appointed Travel Agent.

line 19

line 20

line 21

line 22

line 23

line 24

line 25

line 26

1. The **main** purpose of the paragraph starting on line 19 is to
  - A inform students about minimum fares
  - B inform young travellers of railcard restrictions
  - C argue that rail travel is the cheapest form of transport
  - D instruct students how to apply for a railcard
  
2. Why has a paragraph break been inserted between lines 10 and 11?
  - A The subject matter has changed
  - B The subject matter is the same
  - C The previous paragraph is too long
  - D Because line 11 starts with a question
  
3. What has a separate minimum fare?
  - A Monthly season ticket
  - B One Day Travelcards
  - C Silver Standard
  - D Period Travelcards
  
4. The most appropriate sub-heading to place before line 14 would be
  - A When You Can Use It
  - B Restrictions of Use
  - C Special Offers
  - D It's a Great Deal
  
5. According to the document, minimum fares apply
  - A on Bank Holidays in July and August
  - B on One Day Travel Cards at most times
  - C before 10am on certain days
  - D at weekends except during July and August

Questions 6 to 11 are based on the following document.

## CHOPPERS AWAY!

Enjoy the sensation of a helicopter flight and the opportunity to use the controls with Chopper Helicopters. Experience a bird's-eye view of the country while speeding across the skies. This trial lesson is a perfect gift for a friend, a relative, or you can even treat yourself. Book a flight or buy one of our operating vouchers, valid for 6 months.

line 1  
line 2  
line 3  
line 4  
line 5  
line 6

\_\_\_\_\_ (heading)

line 7

The flight will last for twenty minutes and you can expect to spend one and a half hours at your chosen helicopter centre. We fly at any time of the day, but we do not fly in very windy or wet weather. All training helicopters have dual controls so that the instructor can safely monitor the handling of the aircraft.

line 8  
line 9  
line 10  
line 11  
line 12

\_\_\_\_\_ (heading)

line 13

At the end of the lesson all students are presented with a commemorative flight certificate, signed by the pilot, which is presented at the champagne de-briefing in the pilots' lounge.

line 14  
line 15  
line 16

\_\_\_\_\_ (heading)

line 17

You must be at least eighteen years of age and not exceeding 17.2 stone in weight or 6ft. 4 inches in height. After arriving at the helicopter centre your trial lesson will begin with a ground briefing session and an introduction to controls. Then it is time for takeoff!

line 18  
line 19  
line 20  
line 21

\_\_\_\_\_ (heading)

line 22

Chopper Helicopters operates to strict safety standards laid down by the Civil Aviation Authority. We have over ten years' experience of flights and we hold an Air Operators' Certificate. All tuition takes place in our Robinson 22 Bera Aircraft. We carry third party and passenger legal liability insurance.

line 23  
line 24  
line 25  
line 26  
line 27



6. Only one of the following statements is true. Which one?
- A A flight in a Chopper Helicopter usually takes over three hours
  - B All students must take control of the aircraft
  - C Chopper Helicopters impose age restrictions on their passengers
  - D Flights take place early in the morning and in the evening
7. The main purpose of the second paragraph is to
- A inform the customers
  - B reassure the customers
  - C impress the customers
  - D persuade the customers
8. The following headings have been left out of the document:
- 1. General information
  - 2. On your return
  - 3. Agenda for the trip
  - 4. For your safety
9. In which order should the headings have been used?
- A 1, 2, 3, 4
  - B 2, 4, 1, 3
  - C 3, 1, 2, 4
  - D 4, 3, 2, 1
10. The word 'monitor' is used in line 11 to mean
- A control
  - B oversee
  - C supervise
  - D check
11. According to the document, Chopper Helicopters will
- A let students decide which helicopter they wish to fly in
  - B refund money paid for vouchers not used in six months
  - C give all students some basic instruction before they fly
  - D give each student a certificate and a bottle of champagne

Questions 12 to 16 are about the following draft of a personal statement.

I worked in a shop before, stacking shelves at Kingston's in Arlington. I started there in January last year and finished in June when I had a lot of revision to do for my summer exams. Mr Masih, the Manager there, said that he would provide me with a really excellent refarence and added that he would be happy to talk to you. I am in the middle of my GCSEs at Arlington Comprehensive School and am going to be taking \_\_\_\_\_ in June. I am taking English Language Maths Geography History Science and Music. I think I would be good at this job because I am an outgoing, friendly person and I find it easy to talk to people. I enjoy going to the cinema and meeting my friends. I am a hard worker \_\_\_\_\_ I think that working on a Saturday will help me earn myself some much needed extra money.

line 1  
line 2  
line 3  
line 4  
line 5  
line 6  
line 7  
line 8  
line 9  
line 10  
line 11  
line 12  
line 13  
line 14  
line 15  
line 16  
line 17  
line 18

12. Where would be the **best** place to end the first paragraph?

- A after 'Arlington' (line 2)
- B after 'exams' (line 5)
- C after 'you' (line 8)
- D after 'June' (line 10)

13. The word 'refarence' in Line 7 is incorrectly spelt. It should be

- A referance
- B refrence
- C reference
- D refrance

14. Which word would best fit the space on Line 10?

- A those
- B them
- C this
- D it

15. How many commas should there be on Line 11?

- A five
- B four
- C three
- D none

16. Which of the following should go in the space on Line 16?

- A nevertheless
- B and
- C so
- D however

# Answers to practice test questions

1. A

2. A

3. B

4. B

5. C

6. C

7. A

8. 1. General information; 2. On your return; 3. Agenda for your trip; 4. For your safety

9. C

10. C

11. C

12. C

13. C

14. B

15. B

16. B