

Session plan

Module 4: Formal and informal language, forms and writing a formal letter

Group: _____

Tutor: _____

Location: _____

Aims

- To identify the difference between formal and informal texts in the use of language and style
- To identify the vocabulary used in forms.
- To explore how to construct a formal letter and the appropriate use of vocabulary and tone
- To value people as individuals.

Outcomes

Participants will have:

- discussed the use and appropriateness of formal and informal language when completing documentation for work
- identified common words and phrases used in forms in the workplace
- discussed and understood the requirements when completing forms
- created a formal letter
- identified how to value people by respecting their expressed beliefs, preferences and choices.

Activity and time	Tutor activity	Learner activity	References
Introduction 5 minutes	<ul style="list-style-type: none">• Recap on last week.• Introduce aims and outcomes using module 4 presentation slides 1 – 3.	<ul style="list-style-type: none">• Listen and respond	SLlr/L2.1 KSF LI Core 1,2

Activity and time	Tutor activity	Learner activity	References
<p>Formal language 10 minutes</p>	<ul style="list-style-type: none"> • Discuss difference between formal and informal language. • Ask participants for examples from work and home environment. • Write responses on flipchart. • Stress the need to avoid slang in formal writing. • Read out informal extract featured in the handout Now, what was I saying? Ask participants to note factors that would be inappropriate in a formal writing situation. • Take feedback. 	<ul style="list-style-type: none"> • Listen and respond. • Speak to communicate. 	<p>SLlr/L2.1 SLc/L2.1 Wt/L2.4, 5, 6 Wt/L2.5 KSF LI Core 1,2,5</p>
<p>Formal and informal text 15 minutes</p>	<ul style="list-style-type: none"> • Distribute Words and phrases: Using appropriate language. • Set activity. • Encourage use of thesaurus. • Take feedback. • Show presentation slide 4 – writing for work and discuss relationship between audience/purpose and tone in writing. 	<ul style="list-style-type: none"> • Paired activity/small group discussion. • Using thesaurus 	<p>Rw/L2.2 Wt/L2.5</p>

<p>Watch out! 30 minutes</p>	<ul style="list-style-type: none"> • Introduce writing using appropriate language for difference audiences. • Ask participants to work in small groups of 3 or 4 to create a set of safety instructions for their colleagues (e.g. correct use of some dangerous equipment) and a different set for the general public. • Create instructions on a PC or on a piece of flipchart paper. Diagrams to be included. • Note they should think about the formality of the language and the use of jargon. Encourage participants to think about equality of access to the information: think about using pictures; language and readability (relate to first activity in Module 2); translation; physical access and where instructions should be displayed. 	<ul style="list-style-type: none"> • Listen and respond • Group activity – create instructions on flipchart paper. • Use coloured pens. • Use IT as an alternative. • Give feedback. 	<p>SLlr/L2.1 Wt/L2.5 Wt/L2.6 KSF LI Core 1,2,3,5,6</p>
<p>Watch your language 10 minutes</p>	<ul style="list-style-type: none"> • Give out Watch your language. • Ask participants to complete activity. • Take feedback. (See guidance notes re feedback). 	<ul style="list-style-type: none"> • Listen and respond • Individual activity - complete sheet. • Give feedback. 	<p>Wt/L2.5 KSF LI Core 1,2</p>

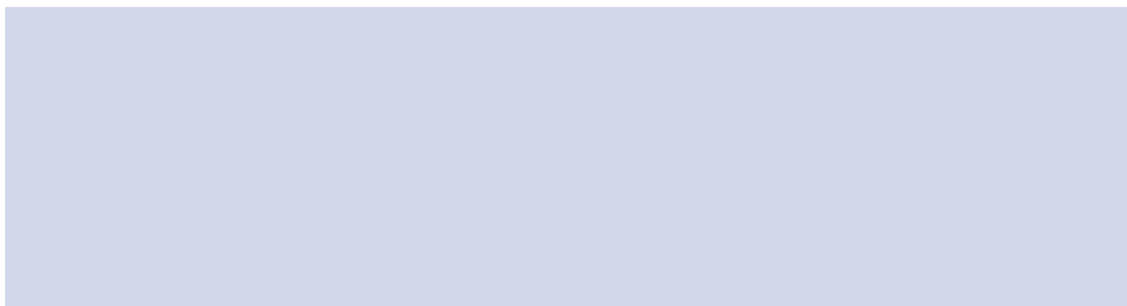
<p>Language used in forms 20 minutes</p>	<ul style="list-style-type: none"> • Ask why are forms necessary and what do we use forms for? • List different types of forms on flipchart including the forms used in the workplace e.g. risk assessment and accident report forms. • Distribute Entering information into a form handout and go through contents. • Introduce presentation slide 5 and discuss the professional use of language. Link this to the context of completing the next activity. • Give out the Accident report form activity sheet. • Set activity. • Take feedback. 	<ul style="list-style-type: none"> • Listen and respond. • Read handout. • Individual/paired activity. • Give feedback. 	<p>SLIr/L2.1 Rw/L2.3 KSF LI Core 1,2,3,4,5</p>
<p>Break 15 minutes</p>			
<p>Words and phrases for writing letters 5 minutes</p>	<ul style="list-style-type: none"> • Discuss formal language related to letter writing. • Distribute Selecting appropriate words and phrases for formal writing activity sheet. • Participants to work individually to complete. • Take feedback. 	<ul style="list-style-type: none"> • Paired activity • Give feedback 	<p>Wt/L2.5 KSF LI Core 1,2,5</p>

<p>Writing a formal letter 40 minutes</p>	<ul style="list-style-type: none"> • Hand out Planning your letter activity sheet and Formal letter layout handout. • Show presentation slide 6, noting that this relates to KSF Core 6 Level 2 criteria. • Ask participants to work in pairs to identify 6 ways in which people's expressed beliefs, preferences and choices may be catered for in the service area in which they work. (It may be preferable for participants who work in similar service areas to pair up). These six ideas are written into the circles. • Participants should then draft a letter to their manager suggesting that these ideas be implemented and why they would support equality. • Encourage participants to proofread their draft and then to create a final version using the Formal letter layout as a guide. Give participants the choice of creating a word processed version (if IT is available) or to handwrite their final version. • Take feedback. 	<ul style="list-style-type: none"> • Listen and respond • Read handout • Speak to communicate • Paired activity - Plan and draft writing and create letter • Give feedback 	<p>SLlr/L2.1 Rt/L2.1 SLc/L2.1 Wt/L2.1, 3 KSFLI Core 1,2,3,4,5,6 L2 Core 6</p>
<p>Practice test questions 20 minutes</p>	<p>Give out Practice test questions.</p>	<ul style="list-style-type: none"> • Complete test questions. • Note time and problem areas 	<p>KSF LI Core 2</p>
<p>Summary 10 minutes</p>	<ul style="list-style-type: none"> • Revisit session aims and outcomes. • Take feedback and questions. • Give out evaluation sheet for completion. 	<ul style="list-style-type: none"> • Listen and respond. • Complete evaluation sheet. 	<p>KSF LI Core 1,2</p>

Resources/aids

- Module 4 PowerPoint presentation/OHP slides
- Handouts: Now what was I saying?; Entering information into a form; Formal letter layout; evaluation sheet
- Activity sheets; Words and phrases: Using appropriate language; Watch your language; Accident report form; Selecting appropriate words and phrases for formal writing; Planning your letter
- Practice test questions
- Highlighter pens
- Flipchart and markers
- Thesaurus

Assessment evaluation



Individual learning planning

Activity summary and guidance sheet

Module 4

Introduction

Recap on previous session using Q and A to assess understanding. Introduce Module 4 aims and outcomes using **slides 1-3**.

Formal language

Discuss the difference between formal and informal language. Ask participants for examples from work and home. Write responses on flipchart. Note the difference between, for example, writing an email or text message to a good friend and the sort of language that would be appropriate in this context i.e. abbreviations and text language, and completing a plan of care or writing a report for work where language would need to be formal and informative. Discuss the appropriateness of language in different contexts and stress the need to avoid slang in formal writing.

Read out informal extract featured in the handout **Now, what was I saying?** and ask participants to note factors that would be inappropriate in a formal writing situation. Note conversational phrases and interjections not used in writing, e.g. 'oops', the level of informality in the language and how the message gets lost in unnecessary commentary and asides.

Formal and informal text

Distribute **Words and phrases: using appropriate language** and ask participants to think of alternatives both in slang/informal language and formal language. Encourage them to use the thesaurus. Show **slide 4** and discuss the relationship between audience/purpose and tone in writing – what is an appropriate tone for use when writing to your work colleagues (in the first person and a more informal chatty style) may not be appropriate when writing for senior management (in the third person and formal).

Watch out!

Introduce writing using appropriate language for different audiences. Ask participants to think about these factors when writing for work : ask

- Who is the audience?
- What is the purpose of the text – is it, for example, to inform or persuade?
- What would be an appropriate layout – for example for a poster?
- What should the text contain and how much information is necessary?
- In what order should the information appear?
- What would be the appropriate tone and style?

Ask participants to work in small groups of 3 or 4 to create two sets of safety instructions. Participants can make their own suggestions as to the topic, or set the task of the correct use of some dangerous equipment (e.g. how to dispose of hypodermic needles). The intended audience for one set of instructions would be their work colleagues and the audience for the other set would be the general public. Instructions may be created on a PC or on a piece of flipchart paper. Diagrams to be included where possible.

Encourage participants to think about the formality of the language appropriate to each audience and also to think about the use of jargon – be aware that medical jargon can make the message inaccessible to members of the public but a certain level of technical jargon may be appropriate for their work colleagues in order that the message is not patronising. Participants should also think about equality of access to the information: think about using pictures, language and readability (relate to the first activity in module 2), translation, physical access and where instructions should be displayed.

Watch your language

Give out activity and ask participants to complete. On completion discuss how language needs to be appropriate and offensive terms should be avoided. However, it is also important to listen and talk to people and establish what is their preferred terminology for their difficulty/disability.

Language used in forms

Ask why forms are necessary and what are forms used for. Many examples will be given ranging from joining a gym to applying for a mortgage or passport. Discuss the different levels of complexity of forms. List the different types of forms on the flipchart and include forms used in the workplace e.g. risk assessment and accident report forms. Ask why forms used in the workplace are of particular relevance? Discuss the issue of the form as a document with legal implications e.g. if a claim is made against an organisation as a result of an accident, the form is necessary to clarify exactly what happened.

Distribute **Entering information into a form** handout and go through the contents with participants, clarifying understanding through Q and A. Introduce **presentation slide 5** and discuss the professional use of language. Link this to the context of completing the next activity.

Give out the **Accident report form** activity. Note that it is important to use clear, formal language and to include only necessary detail. Leave out unsupported opinions.

Words and phrases for writing letters

Discuss formal language related to letter writing and link this to appropriate phrases by introducing **Selecting appropriate words and phrases for formal writing** activity. Participants are generally amused by the concept of including the phrase 'I'm cheesed off about' when writing to the bank manager! Ask them to think of any amusing anecdotes related to formal letter writing.

Writing a formal letter

Hand out the **Planning your letter** activity sheet and **Formal letter layout** handout. Show **presentation slide 6** noting that this relates to the KSF Core 6 Level 2 criteria. Ask participants to work in pairs to identify 6 ways in which people's expressed beliefs, preferences and choices may be catered for in the service area in which they work. (It may be preferable for participants who work in similar service areas to pair up). These six ideas are written into the circles. Participants should try to think of as many diverse ideas as possible.

Participants should then draft a letter to their manager suggesting that these ideas be implemented and how and why they would support equality. At this stage of the programme, participants are now expected to have a thorough grasp of paragraphing but they should be aware of creating an introduction and conclusion to their letter.

Encourage participants to proofread their draft and then to create a final version using the **Formal letter layout** as a guide. Give participants the choice of creating a word processed version (if IT is available) or to handwrite their final version.

Practice test questions

The practice test questions have been selected to reinforce the learning in the module. The activity is in multiple choice format. Give the participants 20 minutes to complete the test questions and take feedback, noting any areas of difficulty. As in previous modules, note that there are, in this instance, 17 questions for completion in 20 minutes. Reassure the participants that they will have longer to complete the questions in the final test. Encourage them to complete the first 10 questions and set the remaining 7 for homework

Summary

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

get on at work



MOVE ON in the NHS
Module 4: Formal and informal language, forms and writing a formal letter



QIA Quality Improvement Agency

get on at work **Aims**

- ➔ •To identify the difference between formal and informal texts in the use of language and style
- ➔ •To identify the vocabulary used in forms.
- ➔ •To explore how to construct a formal letter and the appropriate use of vocabulary and tone
- ➔ •To value people as individuals.



get on at work **Outcomes**

- Participants will have :
- discussed the use and appropriateness of formal and informal language when completing documentation for work
 - identified common words and phrases used in forms in the workplace
 - discussed and understood the requirements when completing forms
 - created a formal letter
 - identified how to value people by respecting their expressed beliefs, preferences and choices



→ Key planning factors:

- audience
- purpose
- layout
- content
- order
- tone and style.

4



Language:

- Words used are precise and clear
- Language can be understood by the intended reader
- Whole words used – not contractions
- Use of formal phrasing
- Use of a polite, positive tone

5



We should acknowledge and recognise people's expressed beliefs, preferences and choices. These might relate to:

- food and drink
- how they like to be addressed and spoken to
- personal care – living or deceased
- privacy and dignity
- the information they are given
- the support they would like
- their faith or belief



Handout: Now what was I saying?

Read out the extract below and ask participants to listen and identify factors that would be inappropriate in written communication:

Well, folks, let's get started. It is a bit cold in here, or is it me? Where was I? Oh yes, we'll take about an hour for the meeting – oh, no, I've mislaid my agenda. Has anyone got one? Thanks – whoops! I've dropped it – clumsy me! You should see the mess under this table! Who's been in here before us – they should be reported! Now then, where was I? Oh, yes – let's get started!

Feedback:

- Note conversational phrases and interjections not used in writing – Oops, Oh yes, Is it me?
- Language informal and chatty.
- Message lost in unnecessary comment and asides.

Activity: Words and phrases – Using appropriate language

Discuss in pairs slang/informal or formal words or phrases to fill in the gaps in the table below:

Slang/informal	Formal
Off colour	Ill, unwell
	Exhausted
Chinwag, natter	
	Unintelligent
Over the moon, made up	
In a strop	
	Dispose
Got a cob on	
Legged it	
	Affluent

Answers: Using appropriate language.

Discuss in pairs slang/informal or formal words or phrases to fill in the gaps in the table below:

Slang/informal	Formal
Off colour	Ill, unwell
<i>Wiped out</i>	Exhausted
Chinwag, natter	<i>Conversation</i>
<i>Thick</i>	Unintelligent
Over the moon, made up	<i>Delighted</i>
In a strop	<i>Angry</i>
<i>Get rid of</i>	Dispose
Got a cob on	<i>Taken offence</i>
Legged it	<i>Ran away</i>
<i>Loaded, minted</i>	Affluent

Activity: Watch your language

Tick which you think are the commonly preferred words and phrases to use when referring to people with learning difficulties or disabilities.

	✓			✓
1. A diabetic		or	Person with diabetes	
2. Person with epilepsy		or	Person suffering from epilepsy	
3. SLDD or SEN		or	Person with learning difficulties and/or disabilities	
4. Handicapped		or	A disabled person	
5. Person with a learning difficulty		or	Mentally handicapped	
6. Crippled		or	A disabled person	
7. Visually impaired		or	Partially sighted person	
8. Person with a learning difficulty		or	Person with a mental age of eight	
9. Partially hearing person		or	Hearing impaired	
10. Dumb		or	Person without speech	
11. Deaf mute		or	Deaf person without speech	
12. Mentally retarded		or	Person with a learning difficulty	
13. Hearing aid		or	Deaf aid	
14. Wheelchair bound		or	Wheelchair user	
15. Mental patient		or	Person with mental health difficulties	
16. Person with additional support needs		or	Special needs person	
17. Autistic person		or	People with autistic spectrum disorder	
18. Toilets that are accessible		or	Disabled toilets	
19. Spastic		or	Person with cerebral palsy	
20. Non/not disabled		or	normal	

Adapted from *Access for All*, DfES 2002, page 10

Answers: Watch your language

	✓			✓
1. A diabetic		or	Person with diabetes	✓
2. Person with epilepsy	✓	or	Person suffering from epilepsy	
3. SLDD or SEN		or	Person with learning difficulties and/or disabilities	✓
4. Handicapped		or	A disabled person	✓
5. Person with a learning difficulty	✓	or	Mentally handicapped	
6. Crippled		or	A disabled person	✓
7. Visually impaired		or	Partially sighted person	✓
8. Person with a learning difficulty	✓	or	Person with a mental age of eight	
9. Partially hearing person	✓	or	Hearing impaired	
10. Dumb		or	Person without speech	✓
11. Deaf mute		or	Deaf person without speech	✓
12. Mentally retarded		or	Person with a learning difficulty	✓
13. Hearing aid	✓	or	Deaf aid	
14. Wheelchair bound		or	Wheelchair user	✓
15. Mental patient		or	Person with mental health difficulties	✓
16. Person with additional support needs	✓	or	Special needs person	
17. Autistic person		or	People with autistic spectrum disorder	✓
18. Toilets that are accessible	✓	or	Disabled toilets	
19. Spastic		or	Person with cerebral palsy	✓
20. Non/not disabled	✓	or	normal	

Adapted from *Access for All*, DfES 2002, page 10

Handout: Entering information into a form

Entering straightforward information into a form

A care plan is a legal document. Make sure that what you write is accurate.

The same information can be written on forms in many different ways. For example, First name could also be written as:

- given name
- forename.

Instructions about how to complete the form can be given in lots of different ways. For example:

- circle
- delete.

Heatherdean Care Home PLAN OF CARE

All information is to be treated as confidential

■ Please write clearly
■ Use black ink

Attach current photo of service user here

Service User

First name(s) _____ Date of birth _____

Last name _____ Age _____

Maiden name (if known) _____ Religion _____

Preferred name _____ Principal language _____

Gender (tick where appropriate) Is interpreter needed? (Circle as appropriate)

male female yes no

Marital status (Delete where applicable) Ethnic origin _____

Married/ single/ widowed/ divorced _____

Home address _____ Telephone number _____

GP _____ Address _____

Nurse _____ Telephone day _____ Telephone night _____

Next of kin _____ Address _____

Nurse _____ Telephone day _____ Telephone night _____

Relationship to service user _____

Alternative contact emergency number _____

Nurse _____ Telephone _____

Relationship to service user _____

Service User Property/Valuables	Yes	No	Comments
Disclaimer form signed	<input type="checkbox"/>	<input type="checkbox"/>	
Property in safe	<input type="checkbox"/>	<input type="checkbox"/>	
Property given to relative	<input type="checkbox"/>	<input type="checkbox"/>	

Your workplace may have a policy about the way dates are written. Find out what it is and write dates in this way.

- 04/08/1934
- 4/8/34
- 4th August 1934

There may be words anywhere on the form that are new to you. You can:

- look them up
- ask what they mean.

Before you begin filling information in a form:

- read the form through
- find out the meaning of anything you do not understand
- check you have all the information you need.

When you are filling in a form, make sure:

- you follow the instructions on the form
- your writing can be understood by anybody reading the form
- you copy accurately.

Afterwards, read what you have written to check:

- all the information is in the proper places
- the information is accurate
- words are spelt correctly.

If you need to, write in pencil first, check it through, make changes and complete in pen.
Or you could make a photocopy and practise filling it in.

Handout: Accident report form

Reporting written information

ACCIDENT REPORT	
1. About the person who had the accident	
Name _____	
Address _____	
_____ Postcode _____	
Occupation _____	
2. About the person filling in this report	
Fill this in only if you are not the person who had the accident.	
Name _____	
Address _____	
_____ Postcode _____	
Occupation _____	
3. About the accident	
Say when it happened.	
Date _____	Time _____
Say where it happened. _____	
Describe how it happened and any injury caused.	

Sign and date the record	
Signature _____	
Date _____	
4. For the employer only	
Complete this box if the accident is reportable under RIDDOR.	
How was it reported? _____	
Date reported _____	
Signature _____	

On forms like this Accident Report, you need to write information clearly so that people can understand exactly what happened.

Put information in the correct places.

This section is where you put the details of the accident.

There is not much room to write here so you should include just:

- relevant facts
- necessary detail.

Use formal language.

Write details in a logical order.

Check what you have written for any errors in grammar, spelling or punctuation.

Activity: Accident report form

Activity 1

Read this description of an accident. Underline the four sentences that contain relevant information for an accident report.

Remember to include only the necessary detail. Leave out unsupported opinions.

I was making tea for my colleagues, who were all tired and ready for their break. Krista came in all smiles as usual. All of a sudden her legs went from underneath her. She landed on her left arm. I told her that I thought it was broken, but fortunately it was not. I was very worried about her. I did not see exactly what she slipped on, but the floor tiles seemed to be wet in places. It was definitely not her fault - she is always so careful. I suspect that the cleaner forgot to leave the wet floor sign out after cleaning it. Either that or the fridge is leaking again. I asked the supervisor to come and look at her.

Activity 2

Complete the accident report form using the above information.

Answers: Accident report form

The four sentences containing relevant information:

1. All of a sudden her legs went from underneath her.
2. She landed on her left arm.
3. I did not see exactly what she slipped on, but the floor tiles seemed to be wet in places.
4. I asked the supervisor to come and look at her.

Activity: Selecting appropriate words and phrases for formal writing

Read the following pairs of opening and closing sentences for formal letters.
Highlight the appropriate option:

1. A Following on from our telephone conversation
B Following on from our chat
2. A I fancy the job I saw in the paper
B I would like to apply for the post of
3. A I'm writing back to
B In reply to your letter dated
4. A Send me the red shirt from your catalogue
B I would like to order item no...
5. A Thanks for the brill invite
B Thank you for the invitation
6. A I am writing to complain
B I'm cheesed off about
7. A Get this sorted quickly.
B Please give this matter your urgent attention
8. A I look forward to seeing you on
B See you shortly
9. A Thank you for your cooperation
B Thanks for everything
10. A Give us a bell if you need anything
B Please let me know if you require further details
11. A I hope you will consider my application
B Let me know when you want to interview me
12. A I look forward to meeting you on
B It'll be great to get together on

Answers: Selecting appropriate words and phrases for formal writing

1. A

2. B

3. B

4. B

5. B

6. A

7. B

8. A

9. A

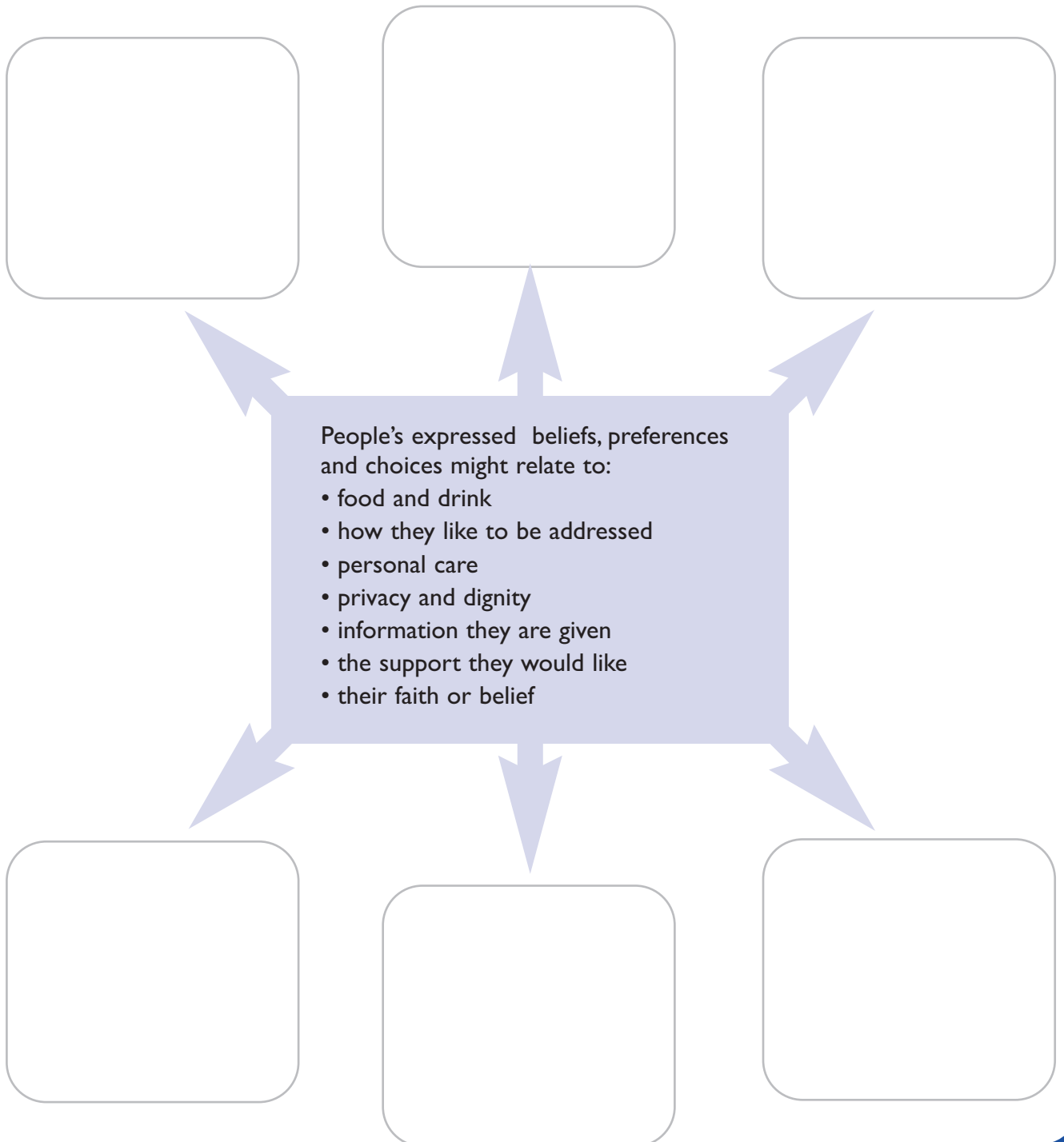
10. B

11. A

12. A

Activity: Planning your letter

Work with a partner to identify 6 ways in which people's expressed beliefs, preferences and choices may be catered for in the service area in which you work. Write your six ideas into the circles.



Handout: Formal letter layout

The format for laying out a letter

- Your address should be written at the top right-hand corner unless you are using your organisation's writing paper which includes a printed address.
- The address of the person you are writing to should be written below your address and on the left-hand side of the page.
- The date on which you are writing the letter should be placed below the address of the person you are writing to.
- No punctuation (such as commas or full stops) is used in the addresses, the greeting or the ending. The main body of the letter always has punctuation.

Monika Krizak
Personnel Officer
Wellness Hospital
125 High Street
LONDON
SW7

12 February 2007

Dear Ms Krizak

Staff Development Programme, 10-12 March 2007

Following our telephone conversation of 10 February about the above programme, I enclose a draft course outline for your information.

I have also attached a specimen copy of our client contract as requested.

I will telephone you during the week beginning 15 February to discuss the above programme.

Yours sincerely

Michelle Rainbow
Development Consultant

Do It Right Training
23 Brighton Street
LIVERPOOL
L13 9EF

Sample test questions: Formal and informal language, forms and writing a formal letter

Questions 1 to 5 are based on the following document.

BMA attacks 'sausage factory' NHS

DOCTORS will not work in 'sausage factory' hospitals, warned the British Medical Association yesterday.

Chairman Dr Ian Bogle said 'Quality care must not be compromised in favour of greater productivity.'

Initiatives to cut waiting lists were part of a 'sausage factory service' which threatened to ignore the needs of individuals, he told the BMA's annual conference in Harrogate. He said the NHS had

'become the Punch and Judy show of British politics' and this, coupled with chronic under-investment, had brought it to its knees.

Healthcare professionals should be allowed to look after patients 'without the distraction of unnecessary hoops, hurdles, targets and wheezes from Whitehall'.

He warned: 'Doctors won't be the dog the government kicks when things don't go quite according to plan. Doctors won't be the pawns in anyone's political game.'

1. The phrase 'Punch and Judy Show' in the third paragraph suggests that the NHS
 - A appeals to a wide audience
 - B should focus on children
 - C is being laughed at
 - D is a place for entertainment
2. The BMA insists
 - A it will not be a dog for the government to kick
 - B it cannot provide individual treatment
 - C quality care can be compromised
 - D it is responsible for under-investment
3. The eventual aim for the NHS is to
 - A increase productivity
 - B remove targets
 - C compromise quality
 - D politicise hospitals

4. The report suggests that the tone of Dr Bogle's speech was
- A argumentative
 - B threatening
 - C defiant
 - D light-hearted
5. According to the document, Dr Bogle's message was intended mainly for
- A the British Medical Association
 - B the National Health Service
 - C government ministers
 - D healthcare professionals

Questions 6 to 10 are based on the following document.

THE STORY OF 'EYE' - A SMALL MARKET TOWN

The name 'Eye' is derived from the Saxon word for island, originally being surrounded by water or marshland. The settlement was situated on higher ground, the castle occupied one end



and a long Bailey stretched westwards. The shape is still imposed on the town today.

A Benedictine Priory was founded east of the town in 1087 by Robert Malet. The priory was richly endowed with income from churches and tithes, including those of Dunwich, and at its peak housed 10 monks. The priory's income was reduced when Dunwich was overrun by the sea. At this time, the Red Book of the Gospels which belonged to St. Felix, was brought to Eye from Dunwich for safe keeping. The book, which derived its name from its cover, has since disappeared.

Through the centuries Eye remained one of the largest settlements in Mid Suffolk and prospered as a market town. Markets were held here as early as 1066 and continued to the present day. An annual Whit Monday fair was held until the early 1900s and the present Eye Show could have derived from Finningham Fair which was transferred to Eye in 1868. Local industry consisted of a number of breweries, an iron foundry and a flax works.

6. The main purpose of the document is to
- A give details of Eye breweries
 - B advertise the Whit Monday Fair
 - C tell you all about the importance of 'Eye'
 - D encourage people to visit 'Eye'
7. The document is most likely to form part of
- A a textbook
 - B a leaflet
 - C a poster
 - D an essay
8. The language used in the document could be described as
- A objective
 - B amusing
 - C persuasive
 - D poetic
9. The three paragraphs of the document
- A trace the town's commercial development
 - B follow an historical sequence
 - C follow a geographical sequence
 - D trace the town's architectural development
10. The word 'endowed', as used in the second line of the second paragraph, could best be replaced by
- A gifted
 - B enhanced
 - C laden
 - D provided

Questions 11 to 14 are about this newspaper article.

Young prefer cigs and booze to TV

line 1

Six out of 10 young people prefer drinking and smoking to watching television. Experts say today's youths are fixed on the 'instant highs' they get from nicotine and alcohol.

line 2

line 3

line 4

Psychologist Dr David Lewis said: 'The Gratification Generation live at a very fast pace. They expect their needs and wants to be satisfied virtually at the speed of light.' He added: 'The downside is that drugs such as alcohol and nicotine, which provide an instantaneous buzz, are attractive to them.' Booze and fags mean more to youngsters than TV, according to a survey of 15 to 24-year olds.

line 5

line 6

line 7

line 8

line 9

They were asked what they could not bear to give up. Two-thirds of the males questioned said they would never give up cigarettes and alcohol – compared to just over half of women - six out of 10 said they could never go without alcohol, cigarettes or both. This is despite high-profile campaigns showing the health risk of drinking and smoking. Only one in 10 said they would not be able to live without a television. About 27 per cent of those polled said they couldn't live without chocolate. Being a success was only important to just 14 per cent. The same number couldn't give up their CD collection or phoning friends.

line 10

line 11

line 12

line 13

line 14

line 15

line 16

line 17

The survey for Cadbury's Crème Egg polled 800 young people.

line 18

11. What word could best be used instead of 'instantaneous' in line 8?

- A immediate
- B exciting
- C important
- D quick

12. How many women said that they would never give up cigarettes and alcohol?

- A two-thirds
- B none
- C six out of ten
- D just over half

13. Which is an opinion?

- A The Gratification Generation live at a very fast pace
- B One in ten young people said they would not be able to live without a television
- C Being a success was only important to just 14 per cent
- D The Cadbury's Crème Egg survey polled 800 people

14. The underlined sentence on lines 8 and 9 is in the wrong place, it should appear

- A at the beginning of paragraph 2
- B as the opening sentence of the whole article
- C as the closing sentence of the whole article
- D at the end of paragraph 3

Questions 15 to 17 are about this draft leaflet.

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15. On the first line, what is meant by the phrase 'ntl area'?
- A a particular region of the country
 - B a region in which ntl is available
 - C a place that is owned by ntl
 - D an area covered by 0800 numbers
16. The main purpose of the leaflet is to
- A instruct
 - B argue
 - C inform
 - D persuade
17. Each of the following services is currently available except
- A international telephone calls
 - B digital television channels
 - C internet access through your TV
 - D combined digital TV and phone service

Answers to practice test questions

1. C

2. A

3. A

4. C

5. C

6. C

7. B

8. A

9. B

10. D

11. A

12. D

13. A

14. B

15. B

16. D

17. C