

Organising writing and proofreading

Group:
Tutor:
Location:

SESSION PLAN

Aims

- To explore the writing process with emphasis on paragraphing
- To introduce approaches to proofreading

Objectives

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 quality assurance
- an understanding of the importance of proofreading when completing documentation at work for health and safety and quality assurance
- developed the ability to identify errors through effective proofreading

Time/activity	Teacher activity	Learner activity	References
Introduction 10 minutes	<ul style="list-style-type: none"> • Recap on last week • Introduce aims and objectives using module 6 presentation slides 1- 3. 	<ul style="list-style-type: none"> • Listen and respond 	SLlr/L2.1
Introduce planning 5 minutes	<ul style="list-style-type: none"> • Introduce the idea of planning writing. Show presentation slide 4 • Note that there are stages involved in producing a piece of good-quality writing before the production of a finished product. • Note that everyday we are involved in situations at work that require making decisions and planning. 	<ul style="list-style-type: none"> • Listen and respond. 	SLlr/L2.1



Time/activity	Teacher activity	Learner activity	References
<p>Planning and organising writing 15 minutes</p>	<ul style="list-style-type: none"> • Distribute Activity 1 Planning and organising writing. Ask each group to focus on one activity/event and everyone to contribute to the discussion. • Nominate a group leader to keep everyone on task and to give feedback. • Take feedback – write responses on flipchart. • Note the four stages of activity: <ol style="list-style-type: none"> 1. deciding what to do 2. collecting relevant material/information 3. planning the outline/order of the activity 4. carrying out the job • Note how producing a piece of writing follows the same pattern of decision-making. • Emphasise that careful planning is also needed to produce a piece of quality writing. 	<ul style="list-style-type: none"> • Engage in discussion • List stages of planning • Give feedback 	<p>SLc/L1.1 SLd/L2.1,2.3 Wt/L2.3</p>
<p>Writing processes and planning models 15 minutes</p>	<ul style="list-style-type: none"> • Show presentation slide 5. • Distribute Handout 1 The writing process and role of planning and discuss. • Demonstrate planning models on flipchart. • Ask participants to work in pairs and to choose one model to plan the topic "How do we ensure quality assurance at work?" on activity sheet 2. • Take feedback 	<ul style="list-style-type: none"> • Listen and respond • Paired activity – using a planning model • Give feedback 	<p>SLlr/L2.1 Wt/L2.1</p>



Time/activity	Teacher activity	Learner activity	References
<p>Organising writing – what is a paragraph?</p> <p>20 minutes</p>	<ul style="list-style-type: none"> • Ask ‘what is a paragraph?’ and list responses on flipchart. • Show presentation slide 6 and discuss topic sentences. • Distribute Handout 2 Paragraphs and discuss. • Hand out Activity 3 Be Safe!. Participants to work in pairs to identify where the paragraph breaks should be. There are seven in all. • Participants should then decide which headings would be appropriate for each paragraph. Encourage participants to identify any linking words in the headings and associated paragraphs that helped with text cohesion. • Take feedback. 	<ul style="list-style-type: none"> • Listen and respond • Read handout • Speak to communicate • Paired activity – identify paragraph breaks and topic sentences. Match headings • Give feedback 	<p>SLlr/L2.1 Rt/L2.1 SLc/L2.1 Wt/L2.3</p>
<p>Break</p> <p>10 minutes</p>			
<p>Sequencing of data – quality control</p> <p>15 minutes</p>	<ul style="list-style-type: none"> • Discuss the reasons why information and texts should be presented in a logical sequence. • Ask participants to give examples of documents used in health and safety and quality assurance that wouldn’t make sense unless presented logically e.g. works instructions, directions. List examples on flipchart. • Give out Quality control handout 3 and activity sheet 4. Participants to work in pairs or small groups to complete the activity and to think of the sequence in which quality control takes place. • Each group to nominate a group leader who will give feedback to the whole group. 	<ul style="list-style-type: none"> • Listen and respond • Speak to communicate • Read through handout • Small group work • Give feedback 	<p>SLlr/L2.1 SLc/L2.1 Wt/L2.3</p>



Time/activity	Teacher activity	Learner activity	References
Proofreading- Find the mistakes 15 minutes	<ul style="list-style-type: none"> • Introduce idea of proofreading and explore why proofreading is important in the context of quality assurance. • Talk through presentation slides 7-8 and discuss. • Distribute Handout 4 Common mistakes when proofreading and discuss. Ensure participants are familiar with homophones and give some examples e.g. their/there/they're, where/were, too/to/two. • Give out Activity 5 Find the mistakes and ask participants to work in pairs to proofread and highlight any errors. • Take feedback 	<ul style="list-style-type: none"> • Listen and respond • Read and respond • Paired activity – highlighting punctuation, grammatical and spelling errors • Give feedback 	SLlr/L2.1 Rt/L2.1 Wt/L2.7
Test practice 10 minutes	<ul style="list-style-type: none"> • Distribute and set Practice test questions • Take feedback, go through answers and discuss. 	<ul style="list-style-type: none"> • Paired activity • Read and respond 	
Summary and self-directed study 10 minutes	<ul style="list-style-type: none"> • E-learning: direct participants to complete the relevant e-learning activities relating to this session. • Alternatively, hand out paper based activity sheets on paragraphing and proofreading for completion during the week. • Revisit session aims and objectives using slides 2&3. • Take feedback and questions. • Ask participants to complete evaluation section in their ILP 	<ul style="list-style-type: none"> • Listen and respond • Complete evaluation sheet 	SLlr/L2.1



Resources/aids

- Module 6 PowerPoint presentation/OHP slides
- Handouts: Handout 1 The writing process and role of planning; Handout 2 Paragraphs; Handout 3 Quality control; Handout 4 Common mistakes when proofreading
- Activity sheets: Activity 1 Planning and organising writing; Activity 2 How do we ensure quality assurance at work?; Activity 3 Be Safe!; Activity 4 Quality control; Activity 5 Find the mistakes
- Practice test questions
- Highlighter pens
- Flipchart and markers

Individual learning planning

Learner	Skills	Activity/resources	Evaluation



MOVE ON
IN MANUFACTURING 
Organising writing and proofreading

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Planning writing

Key points :

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



Writing process

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

What is a paragraph?

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



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.



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.





Activity summary and guidance

Introduction

Recap on previous session using Q and A to assess understanding. Introduce Module 6 aims and objectives 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 '**How do we ensure quality assurance at work?**' When introducing the topic explore what is meant by quality assurance and suggest a definition. Encourage participants to think in specific and broader terms, e.g. systems and paperwork, staff training. Participants should use the activity sheet to plan the topic. Suggest that they draw on their own experiences in the workplace to make the planning relevant. 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.

Give out **Be Safe!** activity and participants to work in pairs to identify where paragraph breaks should be. There are 7 paragraphs in total. Participants should then decide which headings would be appropriate for each paragraph. Encourage participants to identify any linking words in the headings and the associated paragraphs, e.g. 'lifting and carrying' in the first paragraph appear in the heading and on a number of occasions in the associated text; similarly 'Machinery' and 'hazardous

substances' in paragraph headings 3 and 4. Also note that, even when dealing with the same topic, there may be the requirement for text to be split into a number of paragraphs dealing with different aspects of the topic.

Sequencing of data – quality control

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 used in health and safety and quality assurance that wouldn't make sense unless they were presented logically e.g. instructions on how to use a piece of equipment, directions, handover notes. List these examples on flipchart.

Give out the **Quality control** handout and activity sheet. Participants to work in small groups to complete the activity. Where participants are involved in the production of more than one product, ask them to choose one to focus on and write it in the centre of the diagram. When completing task one, discuss what could go wrong with the product and what you would have to check to make sure it hadn't gone wrong. When completing task 2, ask at what stage or stages of the production process each control should occur. Should some of the measurements be taken more than once? Why? Encourage participants to think of the sequence in which quality control takes place when completing the table relating to data collected. Each group should nominate a group leader who will feed back to the whole group.

Proofreading

Introduce the idea of proofreading and explore why proofreading is important in the context of quality assurance – leaves customer with a good impression; you and your organisation appear more professional. Also explore the issue of accountability – if a mistake is made then the ramifications may be 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 **Find the mistakes** activity and ask them to work in pairs to identify and highlight the errors. There is a combination of spelling, grammar, punctuation and homophone mistakes and there are 10 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 10 minutes to complete the questions and take feedback, noting any areas of difficulty.

Summary

E-learning: direct participants to complete the relevant e-learning activities relating to this session. They may also wish to visit the Skillswise website if there hasn't been an opportunity during the session. Alternatively, hand out paper based activity sheets on organising writing and proofreading for completion during the week. Revisit session aims and objectives using **slides 2&3**. Take feedback and questions. Ask participants to complete evaluation section in their ILP.

Handout 1: 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 2: Quality assurance

Choose one planning model to plan the topic “How do we ensure quality assurance at work” below.

Handout 2: 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 3: Be Safe!

Task 1

Split the text below into paragraphs. Tip: There are seven paragraphs.

Be Safe! Health and safety guidelines

Back problems can cause a lot of pain and may last a lifetime. You must be shown how to lift and carry items correctly. Always use trolleys, wheelbarrows or other appropriate lifting equipment if these are available. Take care that you: only lift or carry what you can easily manage; can see clearly where you are going and get help with anything that you think might be too heavy or awkward to manage on your own. Falls, sometimes from quite low levels, can cause death or serious injuries. Following these rules can make you safer. Make sure you are shown the correct way to place a ladder. Do not use a ladder with split, missing or loose rungs. Always make sure that the ladder is placed in the way you have been shown and cannot slip. If you are unsure, have it checked. Don't overstretch. Keep your body within the frame of the ladder. If necessary, come down and move the ladder to a more convenient position. Only operate a machine after you have been trained and given permission to use it. Follow exactly the safe way of using the machine, and use it only for the job it is intended to do. Do not take short cuts to save time. Make sure that you know where all the controls are and what they do. When using any machine, know how to stop it in an emergency. Safety guards are fitted to machines to protect you. They must be used. If you think that any moving part could cause damage, ask your supervisor if there should be a guard. Always follow the systems set up for adjusting or cleaning machines. Make sure that no one else can switch a machine on again while you are working on it. There are regulations called Control of Substances Hazardous to Health (COSHH) to protect you from hazardous substances used at work. Some of the substances are so common you may not realise how harmful they can be. Read all hazard warning signs and the instruction labels on containers. They should tell you if, for example, a substance is poisonous, easily set on fire, or can cause burns.

Task 2

The following headings have been left out of the document. Decide where the headings should go.

- 1. Machinery**
- 2. Hazardous substances**
- 3. Lifting and carrying**
- 4. Working at heights**



Activity 3 Be Safe!

Answer sheet

Be Safe! Health and safety guidelines

Lifting and carrying

Back problems can cause a lot of pain and may last a lifetime. You must be shown how to lift and carry items correctly. Always use trolleys, wheelbarrows or other appropriate lifting equipment if these are available. Take care that you: only lift or carry what you can easily manage; can see clearly where you are going and get help with anything that you think might be too heavy or awkward to manage on your own.

Working at heights

Falls, sometimes from quite low levels, can cause death or serious injuries. Following these rules can make you safer. Make sure you are shown the correct way to place a ladder. Do not use a ladder with split, missing or loose rungs. Always make sure that the ladder is placed in the way you have been shown and cannot slip. If you are unsure, have it checked. Don't overstretch. Keep your body within the frame of the ladder. If necessary, come down and move the ladder to a more convenient position.

Machinery

Only operate a machine after you have been trained and given permission to use it. Follow exactly the safe way of using the machine, and use it only for the job it is intended to do. Do not take short cuts to save time.

Make sure that you know where all the controls are and what they do. When using any machine, know how to stop it in an emergency. Safety guards are fitted to machines to protect you. They must be used. If you think that any moving part could cause damage, ask your supervisor if there should be a guard.

Always follow the systems set up for adjusting or cleaning machines. Make sure that no one else can switch a machine on again while you are working on it.

Hazardous substances

There are regulations called Control of Substances Hazardous to Health (COSHH) to protect you from hazardous substances used at work. Some of the substances are so common you may not realise how harmful they can be.

Read all hazard warning signs and the instruction labels on containers. They should tell you if, for example, a substance is poisonous, easily set on fire, or can cause burns.



Handout 3 Quality control

Quality control involves collecting data at each stage of manufacturing and then *comparing* it against a standard to make sure that quality is maintained.

Raw materials, tools, end products, wastage and procedures are all inspected

Some data is collected by **taking measurements**. This is called **quantitative** data.

Examples:

- temperature
- weight
- capacity
- time

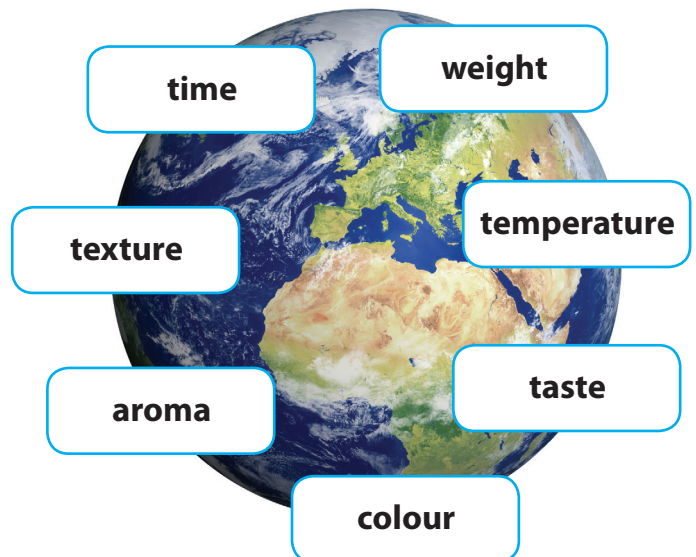
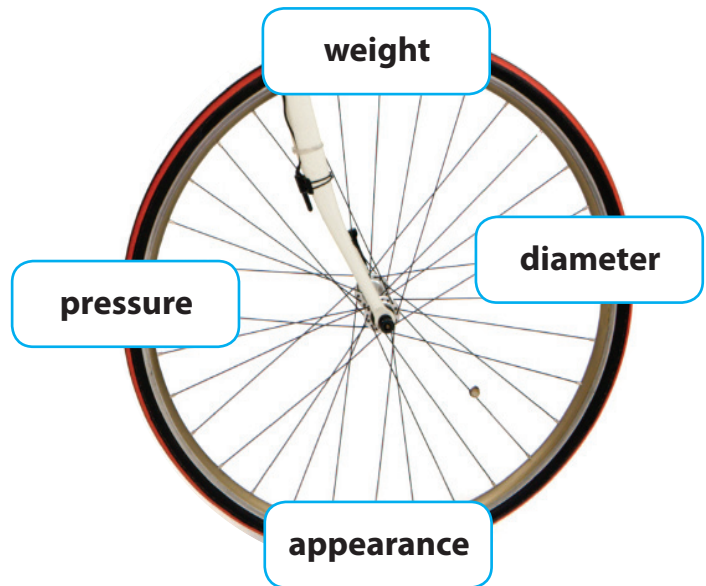
Some data is collected by **judging characteristics**. This is called **qualitative** data.

Examples:

- colour
- appearance
- texture
- taste

All the data is **compared** against a **standard** level of quality.

- is reliable
- meets the needs of its users
- is economical to produce



Activity 4 Quality control

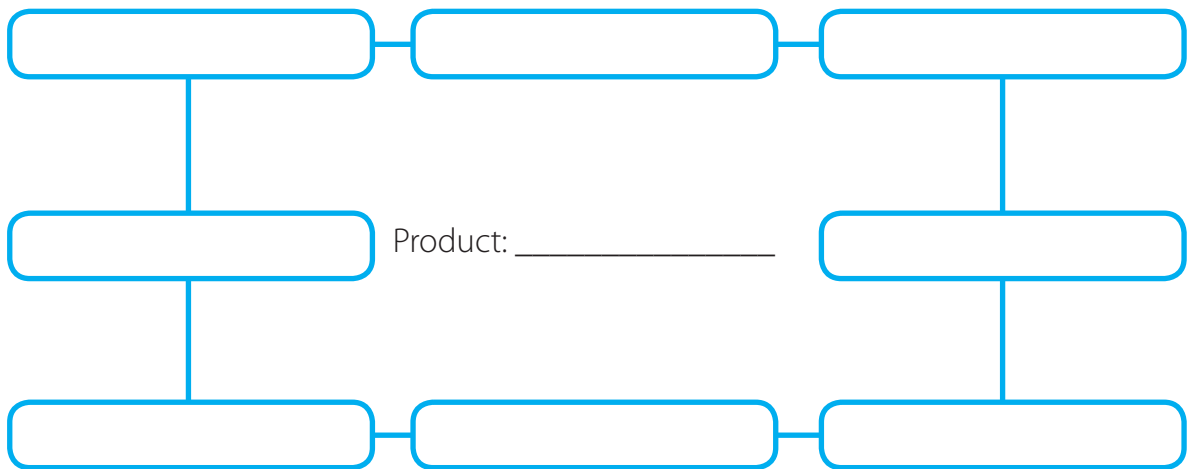
Task 1

What type of quality control data is collected for the product you are involved in making? Write in the spaces below.

Tip

Think about checks done on raw materials, tools, machines, wastage and end products.

Type of quality control data



Task 2

Sort your answers from Task 1 into the table below to show how each type of data is collected.

Data collected by measuring	Data collected by making judgements

When filling in the table above, think about the sequence in which your product is made and put the information relating to data collected in the same order.

Handout 4 Common mistakes when proofreading

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

- 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 managers have left there notes in the meeting room. ✗
The managers have left their notes in the meeting room. ✓
Other common homophone pairs to watch out for are *of* and *off*; *to* and *too*; and *which* and *witch*.
- 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
- Mistakes when adding an ending, or suffix, to a root word.** It's easy to make mistakes especially when adding the -ing suffix.
We are making good progress towards meeting this month's production targets. ✗
We are making good progress towards meeting this month's production targets. ✓
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)
- 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.
- 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 5 Find the mistakes

Proofread the text below and highlight any errors. There are 10 mistakes altogether.

Fire evacuation procedure

- 1** On discovering a fire in the office, break the glass on the fire alarm and follow the procedure below?
 - 1a** If you hear the fire alarm, follow procedure below.
- 2** When evacuating the buildeing ensure that all members of staff and any any visitors leave the building.

Pay particular atention to disabled people and make sure they are evacuated safely.
- 3** Leave the building camly. DO NOT RUN. DO NOT PANIC.
- 4** Stop at the assembly point in the car park, away from the building.
- 5** Wait their for the fire officer to take a roll call.
- 6** Continue to wait in the car park until you are given further instructions.

**DO NOT RETURN TO THE OFFICE UNLESS YOU ARE TOLD BY
BY THE FIRE OFFICER THAT IT IS SAFE TOO DO SO.**

Activity 5 Find the mistakes

Answer sheet

The mistakes are in bold or underlined.

Fire evacuation proceedure

- 1 On discovering a fire in the office, break the glass on the fire alarm and follow the procedure below?
 - 1a If you hear the fire alarm, follow **the** procedure below.
- 2 When evacuating the **buildeing** ensure that all members of staff and any **any** visitors leave the building.

Pay particular **atention** to disabled people and make sure they are evacuated safely.
- 3 Leave the building **camly**. DO NOT RUN. DO NOT PANIC.
- 4 Stop at the assembly point in the car park, away from the building.
- 5 Wait **their** for the fire officer to take a roll call.
- 6 Continue to wait in the car park until you are given further instructions.

**DO NOT RETURN TO THE OFFICE UNLESS YOU ARE TOLD BY
BY THE FIRE OFFICER THAT IT IS SAFE TOO DO SO.**

Practice Test Questions:

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,	Line 3
you'll need a Young Person's Railcard. You can use it to visit friends, for	Line 4
trips to the cinema, or for days out shopping. In fact it's such a good idea,	Line 5
you might even persuade your folks to pay for it. The Railcard gives you	Line 6
1/3 off most rail fares, anywhere in Britain, costs only £18 a year, and	Line 7
usually pays for itself in one or two trips. So long as you are aged 16-25	Line 8
(or a mature student aged 26 or over in full time education), you can apply	Line 9
for one today and start saving right away.	Line 10
You can travel almost any time, at weekends, Bank Holidays and mid	Line 11
week. The only restriction is that if you travel at or before 10am, Monday	Line 12
to Friday (except during July and August), a minimum fare will apply.	Line 13
So where can you use it? You can't use your Railcard in unreserved First	Line 14
Class or Silver Standard accommodation, Railair Links, Eurostar or	Line 15
Heathrow Express, special excursions or charters, some coach/bus links,	Line 16
to buy season tickets or period Travelcards, or in conjunction with many	Line 17
Train Company special offers. e.g. Apex.	Line 18
Please remember that for journeys made at or before 10am, Monday to	Line 19
Friday, a minimum fare applies which is the least you can pay for your	Line 20
ticket. If you travel regularly before 10am, then a weekly or monthly	Line 21
season ticket may be more appropriate. However, no minimum fare is	Line 22
applicable in July and August, on Bank Holidays or at weekends. One Day	Line 23
Travelcards have separate minimum fare requirements which apply at all	Line 24
times. For full details of minimum fares, please ask at your local staffed	Line 25
season ticket office or rail-appointed Travel Agent.	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 10 are based on the following draft of a personal statement.

I worked in a shop before stacking shelves at	Line 1
Kingston's in Arlington. I started there in	Line 2
January last year and finished in June when I	Line 3
had a lot of revision to do for my summer	Line 4
exams. Mr Masih, the Manager there, said that	Line 5
he would provide me with a really excellent	Line 6
reference and added that he would be happy to	Line 7
talk to you. I am in the middle of my GCSEs at	Line 8
Arlington Comprehensive School and am going to	Line 9
be taking _____ in June. I am taking English	Line 10
Language Maths Geography History Science and	Line 11
Music. I think I would be good at this job	Line 12
because I am an outgoing, friendly person and I	Line 13
find it easy to talk to people. I enjoy going	Line 14
to the cinema and meeting my friends. I am a	Line 15
hard worker _____ I think that working on a	Line 16
Saturday will help me earn myself some much	Line 17
needed extra money.	Line 18



- 6 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)
- 7 The word 'refarence' in line 7 is incorrectly spelt. It should be**
- A referance
 - B refrence
 - C reference
 - D refrance
- 8 Which word would best fit the space on line 10?**
- A those
 - B them
 - C this
 - D it
- 9 How many commas should there be on line 11?**
- A five
 - B four
 - C three
 - D none
- 10 Which of the following should go in the space on line 16?**
- A nevertheless
 - B and
 - C so
 - D however



Answers

1. A
2. A
3. B
4. B
5. C
6. C
7. C
8. B
9. B
10. B

