

# English Level 2

## Section D

### Understanding and writing texts

#### **D2 Presenting information and ideas logically and persuasively**

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# English Level 2

Geoff Barton, Clare Constant, Kim Richardson, Keith Washington

## Section D: Understanding and writing texts

### D2: Presenting information and ideas logically and persuasively

#### Use these free pilot resources to help build your learners' skill base

We are delighted to continue to make available our free pilot learner resources and teacher notes, to help teach the skills learners need to pass Edexcel FS English, Level 2.

#### But use the accredited exam material and other resources to prepare them for the real assessment

We developed these materials for the pilot assessment and standards and have now matched them to the final specification in the table below. They'll be a useful interim measure to get you started but the assessment guidance should no longer be used and you should make sure you use the accredited assessments to prepare your learners for the actual assessment.

#### New resources available for further support

We're also making available new learner and teacher resources that are completely matched to the final specification and assessment – and also providing access to banks of the actual live papers as these become available. We recommend that you switch to using these as they become available.

#### Coverage of accredited specification and standards

The table below shows the match of the accredited specification to the unit of pilot resources. This table supersedes the pilot table within the teacher notes.

Skills Standard	Coverage and Range	Learner Unit
<b>3 Writing</b> Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	In a range of text types	
	<b>3.1</b> Present information/ideas concisely, logically, and persuasively	<b>1</b> Planning and writing a letter of application <b>2</b> Planning and writing an essay
	<b>3.6</b> Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning	<b>3</b> Using correct verb tenses <b>4</b> Using subject and verb agreement accurately
	<b>3.6</b> Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning	<b>5</b> Proofreading

#### Where to find the final specification, assessment and resource material

Visit our website [www.edexcel.com/fs](http://www.edexcel.com/fs) then:

- **for the specification and assessments:** under **Subjects**, click on **English (Levels 1–2)**
- **for information about resources:** under **Support**, click on **Published resources**.

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# D2 Presenting information and ideas logically and persuasively

By the end of this section you will have developed your skills in presenting information and ideas logically and persuasively and should be confident about planning and writing a letter of application and an essay.

You will also have improved your technical writing and will know how to:

-  use tense correctly – keeping to the same tense and being able to change it
-  make sure you write your verb in the right way to suit the number of people doing it
-  write using formal language
-  proofread your text carefully.

## 1 Presenting information logically and persuasively in formal letters



### Learn the skill

The key to presenting logical and persuasive information effectively, e.g. in a letter of application, is to spend time **carefully planning** before you start writing.

To do this well you need to have a clear understanding of:

- what information is relevant, e.g. *decide what to put in your letter based on what you know the employer is looking for*
- the best order to write your information
- how to write about it both formally and persuasively
- how to set out your text, e.g. *choose a formal business letter layout.*

## Learn from other writers

Develop your skills as you learn to write a letter of application. Start by reading the job advertisement carefully so that you can make sure your letter of application includes all the information that will make you sound like an ideal employee.

Find out how the writer of the letter on page 16 did this as you answer the questions below.

- 1 What did Zoe do while reading the advertisement to help her decide what to include in her letter?
- 2 Zoe's letter is written in paragraphs. In what order does she write about these points?
  - A The fact that she would like to discuss the possibility of doing the job further.
  - B Why she would like to do this job.
  - C Most relevant experience and skills.
  - D Where she saw the job advertised.
  - E Her qualifications.
  - F Her personality and ideas about working with children.
  - G Other experience and skills that suit her to the job.

# Jolly Smiles

## Opening in September

A **new branch** of Jolly Smiles Nursery is opening this September and we are looking for exceptional staff to make sure that Jolly Smiles Albany is run to the very highest standards.

- Do you love children and are you dedicated to making sure they **enjoy every day at nursery to the maximum?**
- Are you a **great team member?**
- Are you qualified in childcare? **(GNVQ 3 or Level 3 Diploma)**

In return we offer a good salary, uniform, and a happy and stimulating work environment. Apply in writing with **CV to Ros Barnes, Jolly Smiles Ltd., East Street, Colton | BR3 1DV**

28 West Street  
Colton  
BR1 3 VV

30 April 2008

Samira Khan  
Jolly Smiles Ltd.  
East Street  
Colton  
BR3 1DV

Dear Ms Khan

- 1 Your advertisement in The Albany News on 31 May caught my attention because it offers a new challenge in an environment that I find extremely stimulating and enjoyable.
- 2 As you will see from my CV, my background is particularly relevant to your requirements. I have worked part time at Little Stars Nursery at HealthyYou Leisure Centre, Albany for the last two years. I have a warm, lively personality and always make sure that the children in my care are well settled and have lots of fun.
- 3 In the summer last year I helped to set up the nursery that was opening in September at a sister Leisure Centre in Overton. This gave me valuable experience in implementing plans, ordering stock and taking delivery. As part of this job I became confident in communicating with a wide variety of people both over the phone and by email.
- 4 I am now keen to begin full time work as I finish my CACHE Level 3 Diploma in Child Care and Education in June and believe that I have a lot to offer Jolly Smiles Nursery in terms of experience and abilities. As well as my experience with children I am a good team member and very reliable and hard working. I get on well with parents and am confident and polite when responding to their queries.
- 5 I would welcome the opportunity to discuss this appointment with you and look forward to hearing from you.

Yours sincerely,

*Zoe Timms*

Zoe Timms

- 3 Read the letter again closely and pick out the persuasive words or phrases that:
  - a) show Zoe is very positive about the job
  - b) make Zoe's skills and experience sound really good
  - c) make her personality sound ideal
  - d) make her sound positive in the last sentence.

- 4 Work in a group. Below are Zoe's thoughts. Compare them with what she actually wrote in the letter (paragraph 4).
- How did she change the way she expressed herself so that she wrote in the polite and formal English needed for a letter of application?
  - Work out a list of rules you will need to follow to make sure the way you write is formal and polite, *e.g. Do not use abbreviations like I'm.*



I'm wanting to get a proper job now 'cos I finish my Level 3 soon. I've loads to offer Jolly S with all my experience and abilities. As well as the stuff I've done with children. I am a good team member and reliable and I don't skive. I get on ok with parents and never diss when they ask stupid questions.

- 5 What did Zoe have to do to make sure her letter looked like a formal business letter?
- Draw a sketch of the letter and label the places where she has written:
    - her address
    - the employer's address
    - the date
    - the employer's name.
  - How does she open and close her letter?

### Try the skill

You are going to write a formal letter of application for the job below.

The screenshot shows a web browser window with the URL <http://www.thorpepark-jobs.com/>. The page features the Thorpe Park logo and the slogan "Serious about fun". A navigation menu includes links for Home, About us, Working for us, Our People, Who do we look for?, FAQs, and Job Search & Apply. The main content area has a blue background and contains the following text:

Looking for a unique challenge? We are looking for enthusiastic and friendly people of all ages to join our team. With over 25 Rides and Attractions, Thorpe Park is a thrill seeker's paradise offering some of the most exciting ride experiences in Europe.

Our business depends on giving guests high quality, exciting and memorable days out, which in turn depends on recruiting the right team to deliver excellent customer service daily and maintaining high standards.

Is this the right job for you?

- 1 Work in a group.
  - a) Brainstorm a list of the kinds of jobs there are at a theme park e.g. *catering assistants, ride managers.*
  - b) Read through the advertisement carefully making a list of the skills, experience, qualifications this employer is looking for.

## Plan your writing

- 1 Work on your own. Look at the lists of jobs you wrote and choose one of them you would like to do.
  - a) Make a list of the relevant skills, personality, qualifications, or life experience you have which you could use to persuade the employer to give you this job.
  - b) Work out some persuasive phrases or descriptive words that you can use to describe the qualities you have just listed so that you can really 'sell' yourself.
- 2 Plan your letter of application by completing a chart like the one below.

Paragraphs	Points to include
<b>Opening paragraph</b> Where and when you saw the job advertised Sentence being positive about why you want to do the job	On the thorpepark-jobs.com website (today's date: )
<b>Middle paragraphs</b> Responding to key points in advert My most relevant skills, experience, qualifications, personality traits etc.	I am friendly and
<b>Closing paragraph</b> Positive statement looking forward to their response	I would welcome the opportunity to ...

## Write your draft

- 1 Once you have done all your planning, you are ready to write a first draft of your letter.  
 Prepare to write by making sure you remember how to:
  - set out a business letter
  - write in formal English
  - make sure you write your verbs in the right form (see pages 25 and 26)
  - use persuasive words and phrases to sell your skills
  - proofread a text (see page 29).

- 2 When you have finished your first draft, work in pairs to read each other's letters.
- Compare the way your partner's letter is laid out with the one on page 16. Are any parts of the letter missing or that need to be moved to the right place?
  - Read through your partner's letter carefully and:
    - tick each piece of information that is relevant
    - underline any pieces of information that are not relevant
    - put a question mark by any information you read which would put the employer off employing this person
    - put a star by any effective selling words or descriptions that make this person sound a really positive choice.

## Improve your writing

- 1 Yemi is applying for a job at the Thorpe Theme Park. Read the first draft of his letter of application.
- Make a list of things he could do to improve it.

35 Champion Way  
Enley  
Notts  
Friday

Dear Sir

I seen your advertisement on the leisure website and I would very much like to work at Thorpe Park 'cos your rides – they are fantastic and I would love to get to go on them free! I'd be a great person to have working on them rides because I am friendly and cheerful and I'd keep the kids smiling no bother.

I have worked with customers in my Saturday job as a shop assistant at News First for six months now and all the customers loves me and we have a good laugh. I gets on well with the other lads in the shop too. Regular my boss says he couldn't do without me.

I encloses my CV and looks forward to hearing from you real soon

Yours sincerely,  
Yemi

- Check your first draft again. Have you made any of the same mistakes that Yemi has? Mark in any places where you need to make changes.
- 2 Make all the changes you need as you write the final version of your letter. Don't forget to proofread it again carefully to spot and correct any spelling, punctuation and grammar errors.



## 2 Presenting information logically and persuasively in an essay

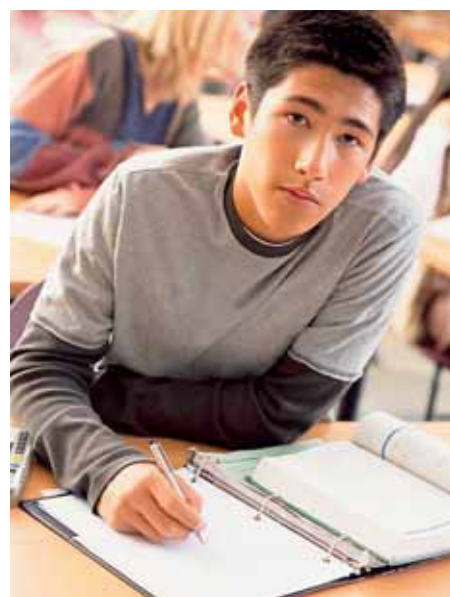
Sometimes you have to present quite complex information and ideas in a more formal text such as in an essay. To do this well you need to build on the skills in writing logically and persuasively you have just developed and:

- put together a balanced and well organised argument
- organise your paragraphs to argue your points persuasively
- work out the best order to write your points
- write in a formal and impersonal way.

### Learn from other writers

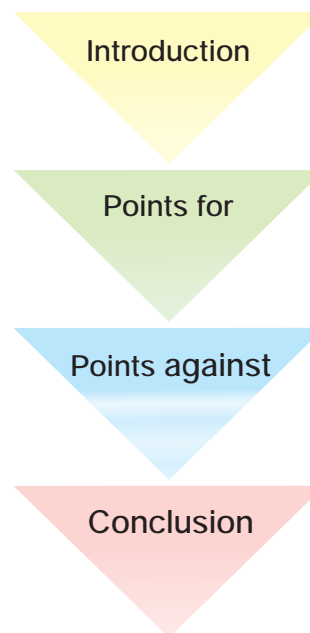
The writer of the essay on page 21 planned it very carefully to make sure the argument was well organised and gave a balanced view of the topic. Do the tasks that follow to find out how he did this. The title he was writing about was:

'Should children under five be allowed to watch television?'



- 1 Work in a group. The flow chart below shows the logical way the writer organised his argument. Work out where each of the points in the box below appeared in the essay.

- A** This essay is about whether young children should watch television.
- B** Children don't do any exercise when they sit watching television.
- C** It is ok for children to watch a small amount of good quality television.
- D** Children watching poor quality television copy bad behaviour or are scared by it.
- E** TV is a cheap way to give wider experience to some children who would miss out.
- F** Children can end up with speech problems if they watch too much.
- G** Watching television can keep children safe.
- H** Television can be educational.



**1** There is a great debate at the moment over what effect watching television has on young children. Should young children watch it? On the one hand children can learn a lot through educational fun programmes but on the other hand watching too much television can be harmful as well.

**2** During the last few years television shows made for small children have improved a lot because programme makers want them to be educational to please parents. Channels whose main audience are pre-school children have highly educational programmes such as CBeebies showing *Numberjacks* which teaches mathematical ideas and *Nina and the Neurons* which teaches simple science. Both programmes are fun and informative.

**3** Parents such as Jane Erics find television useful when coping with young children: 'I know I can leave my four year old in front of the television and he will stay put for quite a while so I can get on with other things. Toys do not engage his attention span for as long.' Clearly in those situations television is preventing children from getting up to mischief or, worse still, being injured or killed. In addition, when a small child is over-tired but too old to have a nap then watching television can be an ideal way to help them calm down or rest for a little while.

**4** Good quality television can introduce deprived children to a lot of useful information, e.g. about the world around them, the past etc. Some children live with a carer who cannot afford to take them out much or who do not know very much English or who cannot read or do simple maths themselves. In these situations, as Rosa Mondri of Kidsfirst says: 'turning on the television is a very cheap way to give these children a much richer experience of life.'

**5** However, when a child is watching television they are just sitting still. They do not get any exercise at all and studies have shown that children who watch a lot of television are more likely to be overweight and to be less fit than children who do not watch more than an hour a day. In addition, watching television is effortless – a child just sits there and lots of exciting pictures and sounds dance in front of them. They do not have to use their imagination and spend less time doing other important activities such as looking at books,

playing with toys or going outside. Sadly these activities may not seem anything like as exciting as television.

**6** Research has shown that children who watch a lot of television can develop serious problems with their speech as they do not see how the mouth of the person speaking them moves and so have nothing to copy. Poor speech can have a terrible effect on a child's ability to make friends. Another concern is that watching people on television is very different from being in the same room as them and discovering how real people behave. This means that children watching a lot of television do not have the same chance to build their social skills as they would if they were at playgroups or playing with friends and this can make life very difficult for them. Few parents realise that watching so much television can be so harmful.

**7** A further very real worry is that children often end up watching programmes which show unsuitable information and ideas. Studies such as Ellison and Porter show that poor behaviour can be copied and frightening scenes can live a long time in a vulnerable child's memory.

**8** In conclusion, it is clear that while there is some good that can be gained from watching quality television programmes for a short period each day there is a lot of harm that can come from watching too much television or poor quality programmes. A short period of time watching a high quality programme can be worthwhile but young children should not be left in front of the television for hours at a time because it may cause them long-term damage.



- 2 Often the first sentence of a paragraph is a topic sentence which tells the reader what the main point of the paragraph is about. The rest of the sentences explain this idea in more detail and may give evidence to prove why it is sensible.

Find the topic sentence in each paragraph of the essay then decide which of these best sums up how the rest of that paragraph persuades readers it is a sensible point.

explaining why or how

proving

comparing

giving more detail

- 3 Connectives show readers how your ideas are linked. Search the essay on page 21.
- Make a list of connectives this writer used, e.g. *on the one hand ... on the other hand...*
  - Decide what job each is doing, e.g. *balancing points of view*.
- 4 Look through the essay.
- Pick out six describing words or phrases that the writer used to give their opinion greater impact, e.g. *Poor speech can have a terrible effect on a child's ability to make friends.*
  - How many of your words are **emotive** words (i.e. words that will stir the readers feelings, e.g. the word 'terrible' will make readers feel sorry for those children)? What effect do they have?
  - Discuss your list with a partner.
- 5 Using what you learned when finding out how to write a letter of application, decide whether the essay has been written in formal or informal English. How can you tell?
- 6 Compare the words used in these sentences from the letter of application and the essay. One of them is written in an **impersonal style**, the other is in a **personal style**.
- Which is written in each style? **b)** How can you tell? **c)** What is the difference between the two styles?

### Application letter

Your advertisement in The Albany News on 31 May caught my attention because it offers a new challenge in an environment that I find extremely stimulating and enjoyable.

### Essay

There is a great debate at the moment over what effect watching television has on young children. Should young children watch it? On the one hand children can learn a lot through educational, fun programmes but on the other hand watching too much television can be harmful as well.

 **Try the skill**

You are going to write an essay discussing the statement below.

We already watch too much television: the average person watches 202 minutes of television per day with men watching more than women (*Office National Statistics*). Developments such as the digital switchover and BBC iplayer will only make things worse.

- 1 Work in a group. You have to come up with as many reasons for and against this idea as possible. Use the internet to find out about digital switchover and BBC iplayer, find out:
  - what their likely effect will be on different groups of people who watch a lot of television, e.g. disabled people, Mums at home, children, the elderly
  - the advantages or disadvantages of having more choice in when and what to watch
  - whether it would be better to ban evening television and only broadcast during the day
  - the effect allowing more television would have on people's jobs, advertising etc.
- 2 Hold a class discussion and try to reach a conclusion.

## Plan your writing

Next plan your piece of writing using a chart like the one below.

Paragraphs	Points to include	Evidence	Explore
<b>Introduction</b>	People already watch a lot of television. Making more television programmes available will have a big effect on lots of viewers' lives as well as many people's jobs.	202 minutes per day Currently many people still only watch the free five channels but with digital switchover they will have access to all the freeview channels – over 40 TV channels and 25 radio channels.	For some that's not too much because they are housebound or disabled, for others it may be a waste of their life because sitting watching stops them getting out or keeping fit.
<b>Points for</b>	People would make less effort to go out and about...		
<b>Points against</b>	Housebound people such as the disabled or elderly will have more to choose from...		
<b>Conclusion</b>			

## Write your draft

1 Once you have done all your planning, you are ready to write a first draft of your essay.

Prepare to write by checking that you remember how to:

- write in formal English and keep to an impersonal tone
- use topic sentences to begin your paragraphs
- make sure you write your verbs in the right form (see page 25)
- use quotation marks correctly to help you include quotations (see D1 download, page 11)
- use emotive words and phrases to persuade readers to agree with you
- proofread a text (see page 29).

2 After you finish your first draft, work in pairs and check through each other's essays.

- Tick each paragraph that begins with a topic sentence and makes good sense.
- Underline any parts of the essay which are not impersonal or formal enough.
- Put a star by any effective persuasive words that sway the reader's feelings.
- Proofread the essay, circling any mistakes you spot.

## Improve your writing

1 Naledi is writing her essay. Read it and decide what she has done well and how she can improve her writing.

On average people already watches 202 minutes of television per day but there were obviously some groups of people like the elderly housebound or disabled who may watch more and others who watch a lot less. For some people this may be too much television but not for others. Have more choice of what to watch and when may tempt some people to watch more and go out less but other people may be freed from wanting to stay in to catch a programme on a particular night and worrying they will forget to record it.

2 Make any necessary changes to your essay and then write out your final version before giving it a final proofread to spot any mistakes.



# 3 Using correct verb tenses

## Learn the skill

The verbs (action words) in a sentence must refer to the correct time when things happened – the past, present or future.

past tense	present tense	future tense
I <b>ran</b> to work	I <b>run</b> to work	I <b>will run</b> to work

- Some words signal the verb tense you need to write in e.g. ***In the future*** *I will study so that I can get a better job.* ***Soon*** *there will be a wider choice of courses.* ***In the past*** *you just sat exams, there was no coursework.*
- When you are writing about the same event or group of events, make sure you keep to a *single tense* – *past, present or future.*

## Try the skill

- Look carefully at the verbs in bold in this paragraph.
  - Which verb tense is the writer using?
  - When the writer changes tense why is this change made?

The exam system **was** mostly college or school based. Soon major employers such as McDonalds, Flybe and Network Rail **will offer** qualifications. In the past employers **sent** their apprentices off to college on day release but in the future more studying **will take place** in the work place. These new qualifications **will allow** the learning and achievements of people currently working in the hospitality section to be recognised and valued.



- 2 Below is some information about the new courses. Your manager has asked you to turn them into a one paragraph news report for the staff magazine. This must be written in the past tense. Write the news report, e.g. *Yesterday, McDonalds ....*
- A McDonalds wins approval to offer Level 3 courses.
  - B Students can train in management.
  - C Flybe and Network Rail are developing Level 3 courses.
  - D Some universities worried that the courses are not demanding enough.
  - E Similarly, Network Rail plan to offer courses up to A-level or Diploma standard to their track engineers.
- 3 Pick out the word or phrase in each sentence below which tells you which tense is needed for the verb in brackets. Then write out the verb in brackets in its correct tense.
- A Asked about the new qualifications, the Prime Minister said 'In the future it (to be) a tough course but once you have got a qualification in management you can probably go anywhere.'
  - B In the past business leaders (to be) concerned that schools, colleges and universities (to not prepare) youngsters for the world of work.
  - C From next month McDonald's (to try out) their basic shifts manager course.
  - D Network Rail too (to offer) courses up to A-level or Diploma standard to their track engineers soon.
  - E Flybe courses are up to Level 4 and (to cover) the work of all cabin crews, engineers, call centre staff.
- 4 Work in pairs and discuss whether
- a) these new courses are a good idea
  - b) there are other types of work which you think people should be trained in and given qualifications for.
- 5 Then work together to write a paragraph giving your views. Use the two sentence starters below. Take care to write your verbs in the right tense.
- I think the new courses are...
- In the future...
- 6 Work with another pair and check each other's paragraphs. As you read them:
- underline each verb that is in the past tense
  - star each verb that is in the present tense
  - circle each verb in the future tense
  - put a cross by any verb which you think is in the wrong tense.

# 4 Using subject and verb agreement accurately

## Learn the skill

Check that the way the sentence is written is right for the number of people doing the action.

- Find the verb (action word). E.g. *running, taking part, winning*
- Decide how many people or things are doing the action.
- Check whether the verb is written in the right way for that number of people.

E.g. *He was sprinting to the finishing line.* ✓

*He were sprinting to the finishing line.* ✗

Be careful with words like government, crowd and committee. They are singular words but they can sound like plural words because they involve lots of people.

Make sure you match up the correct number of people or things with the verb – don't be confused by other singular or plural words in the sentence, e.g. *The **athletes**, who landed in Beijing on Wednesday, **were** given a tour of the city.*

Remember if two singular things are doing one action the verb needs to be plural, e.g. *The **swimming and diving** **are** on this afternoon.*

## Try the skill

- 1 Decide what the missing verb is in each sentence below. Then think about how many people or things are doing the action. Work out how the verb should be written in each sentence.

The Olympic Games have a very long history, however the Paralympic Games \_\_\_\_\_ much newer. This competition \_\_\_\_\_ started in 1948 by Sir Ludwig Guttman at Stoke Mandeville in Aylesbury. He used sport to help people with spine injuries from the Second World War to recover and \_\_\_\_\_ up a competition with other hospitals to run at the same time as the London Olympics.



- 2 Work in pairs. Read the draft text of a description for a website below. Find the eight errors in subject-verb agreement. Be aware that:
- some verbs are irregular, i.e. *I have* becomes *he has* not *he haves*
  - *Nobody, everybody, anybody* all take singular verbs, e.g. *nobody is...*

The 2012 Paralympic Games are being hosted in London and for the first time ever the planning for both the Olympic and Paralympic Games is being combined. The organisers wants to make people more aware of the Paralympics. They hope to encourage people to have a more positive attitude towards disabled sport. With this in mind the Paralympic athletes is going to be housed in the Olympic Park where the Athletes for the Olympics will be living. Everybody feel this shows that the two groups of athletes has the same status. The Olympics always gets a lot of television time. In 2012 paralympic sports such as Boccia, Goalball, Wheelchair Tennis and Rugby is to be shown on television too. The Games organisers are making sure that most of the Paralympic competitions will take place at two venues which is within 15 minutes of each other. This make travelling between events so much easier for the disabled athletes. The whole Olympic Village are designed to be fully accessible to disabled people. The 2012 Paralympic games run from Wednesday 29 August through to Sunday 9 September and are the second largest multi-sport event in the world.

- 3 Work on your own. Which of the sentences below have verbs that do not agree with their subject?
- A Thursday 30 August 2012 have been scheduled to be 'Paralympic Day'.
  - B On that day spectators will be encouraged to try out Paralympic sports.
  - C Everybody have the chance to watch athletes train and compete.
  - D A brand new Tennis Centre and hockey pitches is being built and will be kept after the event.
  - E The plan is that by the end of 2012 Britain will have more sports sites for disabled athletes to use.
- 4 Do you think the 2012 organisers will be successful in making people think more positively about disabled sport?
- a) Write your views in a paragraph taking care to make sure each subject and verb agree.
  - b) Swap your paragraph with a partner. Check each other's sentences. Tick verbs that agree and put a cross by any you think do not agree.

# 5 Proofreading

## Learn the skill

Use this checklist to help you check if there any big changes that need to be made to the text you are working on.

- Has it got all the features you would expect to see in that type of text, e.g. *both the writer's name and the business' address in a formal business letter.*
- Does it suit your readers?
- Will it achieve its purpose?
- Have you included the right content?
- Is it formal or informal enough all the way through?

Spot and correct spelling, punctuation and grammar mistakes.

- Read the text aloud (in your head). Does each sentence make good sense?
- Check for homophones – words that sound the same but are spelt differently when they mean different things, e.g. *their/there/there*. Have you used the right one?
- Then read the text backwards focussing on the way each word is spelled. Highlight any you are unsure of and use a dictionary to check them.

## Try the skill

- 1 Work in pairs or small groups. Look through the text on page 30. It is an appeal for young teenagers to volunteer to help Elton Trading Standard Officers check whether shop keepers obey the law. Use the checklist above to decide whether there are any ways in which the text needs changing.
- 2 Read the text on page 30 again, carefully searching for spelling and grammar mistakes. Pick out each one you can find and either a) write the misspelt word out correctly, or b) write out the sentence with the grammar error correctly.
- 3 Search some of your recently written work and work out which of the common errors in the box below you make. Then:
  - a) Find out what the rule is for each of the words you have not used correctly, e.g. *You use there when you are talking about a place.*
  - b) Learn the rule. Take special care to check you follow the rule as you write your next piece and when you proofread your finished work.

Common errors			
they're/their/there	too/to/two	of/off	your/you're
whose/who's	lose/loose	effect/affect	lay/lie

- 4 Using the information from the webpage, write a short article for a local newspaper appealing to teenagers to take part in the Elton Trading Standards Operation to catch shopkeepers selling age-restricted goods to underage teenagers.
- 5 Proofread your finished article and, in a different colour, mark on it any changes that need to be made.

**ELTON TRADING STANDARDS**

Home For consumers For business For schools Useful links What's new Site search

Find the nearest Trading Standards office to your post code

Useful links  
Local authorities

### Teenage volunteers needed

Throughout the year trading Standards Officers carry out operations to tackle illegal sales of goods to the under-aged. To do this we need teenage volunteers who would be able to take part in test purchasing campaigns for age-restricted goods.

We are looking for volunteers aged 12, 13, 14 or 15 years who would be willing to help us. We want to make sure that shopkeepers fully realise they must follow the law about selling age-restricted products.

If you would be willing to give up some of your spare time and:

- live in or close to Elton
- look your age but are mature in personality
- are confident in unfamiliar circumstances

We would be interested to hear from you. Volunteers may also take a friend with them on any operations. Obviously a friend must have parental permission to help you and be able to fulfil the criteria above as well.

No payments or gifts are given to the volunteer. However, we will provide meals and travelling expenses where appropriate. Some of the work may involve working late into the evening or at weekends.

All volunteers will be given appropriate training and time spent with Trading Standards Officers will be conducted in accordance with strict guidelines to keep you safe at all times.

Contact us:  
Parents, relatives of potential volunteers or volunteers should contact Harry Burns or Sarah Harris: Tel: 01347 614778.

We would welcome information from anybody who wishes to report an Elton retailer who sells alcohol, cigarettes or fireworks to the under-aged.