

CHAPTER 1: The basics: Spelling, punctuation and grammar

Spelling

A06 A04

TOP TIP



It is important to make sure that you spell words correctly. Spelling rules can help you remember spellings that you find difficult. Use the tasks below to test and practise your spellings.

PRACTISE YOUR SKILLS

PLURALS

1 Give the correct **plurals** for the following words:

- a) belief cherry chief church
 b) cuff dairy donkey fairy
 c) fox glass journey scarf
 d) knife lorry monkey peach
 e) ruff tray wharf wolf

PREFIXES AND SUFFIXES

2 Give the correct **spellings**, using **prefixes** (e.g. *ir, un, in*), for the **opposites** of these words:

- a) acceptable regular necessary polite
 b) intelligent caring efficient eligible
 c) precise appropriate edible equal

3 The words *breakable* and *edible* use the **suffixes** *able* and *ible*. Use the correct **suffix** to create words that mean:

- a) easily noticed
 b) easily accessed
 c) easily managed
 d) able to be read (of handwriting)
 e) easily excited
 f) able to be divided

4 Correct the following:

- always beautifully almost
 hopeful impressive beautiful
 penniless until worrisome

HOMOPHONES

5 Circle the correct **spellings** in this piece of writing:

When I went to see the [principal / principle], she said she would [right / write] me a letter on her own [stationary / stationery] so that I [wood / would] be [aloud / allowed] to miss Games.

'[Its / It's] not often I do this,' she said. '[It's / Its] a question of [principal / principle]. I only do it for someone [whose / who's] got a genuine excuse – for example, [their / there] health is poor and [there / they're] in danger of it getting worse. I don't know [whether / weather] you realise that. Anyway, [its / it's] [too / two] late for Games now, so this letter may have already lost [it's / its] usefulness.'

As I walked to the changing rooms, I felt relieved. My excuse had been [accepted / excepted]. Everything was fine – [accept / except] that I couldn't think [where / wear] the letter had got to!

DIFFICULT SPELLINGS

6 Check that you know the following **spellings**. Split the word into syllables to help you remember. Test yourself using the 'Look, Say, Cover, Write, Check' method.

| | |
|----------------------|---------------------|
| <i>accommodation</i> | <i>exhilarating</i> |
| <i>acquit</i> | <i>humorous</i> |
| <i>appearance</i> | <i>liaison</i> |
| <i>circumstances</i> | <i>manoeuvre</i> |
| <i>committed</i> | <i>occurrence</i> |
| <i>definitely</i> | <i>playwright</i> |
| <i>dilemma</i> | <i>schedule</i> |
| <i>embarrass</i> | <i>unconscious</i> |

Using persuasive language

A05 **A06**
PAPER 2,
SECTION B, Q5

EXAM BASICS



It is important that your written answer presents a clear viewpoint, and communicates using an appropriate tone and style.

Remember:

- Adapt your tone and style to meet your audience's needs.
- Communicate imaginatively using appropriate persuasive language.

PRACTISE YOUR SKILLS

TONE AND REGISTER

- 1 Draw a line to match each example of **tone/register** to the **form/audience** from this task about disabled facilities.

Form/audience

a) Article for broadsheet newspaper

b) Letter to headteacher

c) Speech to teenagers of similar age

Example of tone/register

'Are you up for changing things? Of course you are. Protest to the Head, get out there and put up posters, make some noise on the web – whatever it takes!'

'You have a duty to make sure that every child in the school can learn in a supportive manner, regardless of where they've come from, or their needs or abilities. Isn't it true that the school is falling some way short of where it should be?'

'We can no longer allow schools to exist as locations where discrimination continues. It is our duty to influence the authorities, mobilise on the streets, utilise social media and do whatever is required.'

EMOTIVE LANGUAGE – INCREASING THE IMPACT

- 2 Read this paragraph from a speech to local councillors.

I am a little bit angry about the rather bad state of facilities for the disabled. It is not really OK that we have allowed this bad situation to arise. I really do ask you to consider how things can be improved for everyone concerned. It would be quite good if all schools were properly resourced by the end of the year.

Replace the **underlined words and phrases** with more **powerful alternatives**. For example, where could 'furious' be used?

- 3 Use the idea of creating an **image**, **anecdote** or '**mini-story**' to begin a speech about the lack of disabled facilities in schools across a city. Start:

Picture this: a little girl in a wheelchair

.....

.....

SENTENCES FOR EFFECT

- 4 Read this extract from an article about the price of tickets to Premier League football games.

I got a terrible shock the other day when I tried to buy a ticket for a top football game at the weekend. The price of the ticket was £55, which I thought was ridiculous. For that I could spend a night in a B & B. I could buy a posh meal out for two people, including drinks. I could buy a fitness watch or a designer pair of glasses. They must be joking charging that amount, I thought.

Rewrite this paragraph so it has more **impact** by creating some **minor, short** and some **longer sentences**. You can take out or add words as needed. For example, you could start:

What a shock!

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.....

.....

IMAGERY

Read this example of a **persuasive sentence** from an article.

The almost imperceptible change in our high streets as betting shops appear is like a virus slowly worming its way around the body, damaging the organs one by one.

- 5 Underline the **simile** used here.
- 6 Now, complete these two sentences using further **similes**.
Each betting shop draws customers in, rather like the way

Once someone is bitten by the betting bug, it is like

.....

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