

# English Level 2

## Section D

### Understanding and writing texts

#### **D3 Writing for different purposes**

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# English Level 2

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## Section D: Understanding and writing texts

### D3: Writing for different purposes

#### 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>3.3</b> Use a range of writing styles for different purposes	1 Presenting information clearly in a report 2 Presenting a convincing argument
	<b>3.5</b> Punctuate written text using commas, apostrophes and inverted commas accurately <b>3.6</b> Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning	3 Using commas 4 Using apostrophes 5 Using inverted commas 6 Improving your spelling

#### 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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# D3 Writing for different purposes

By the end of this section you should be confident about how to shape your writing to suit different purposes. You will learn how to:

- ➡ present information clearly
- ➡ build an argument as you write a **report** and a **letter of complaint**.

To help you do this effectively you will also sharpen accurate use of commas, apostrophes, speech marks and spelling along with proofreading.

## 1 Presenting information clearly in a report

### Learn the skill

The key to presenting information clearly is to plan and work out:

- what information your reader needs to find out
- the best order for the information
- which layout features such as headings, numbering, bullet points you can use to help your reader find the information they want easily.

In this unit you will develop these skills as you write a report.

### Learn from other writers

The writer of the report on page 32 has made sure that readers can:

- quickly and easily find the information they are looking for
- rely on the recommendations given at the end of the report being sensible.

Find out how this was done as you answer the questions below.

### Remember

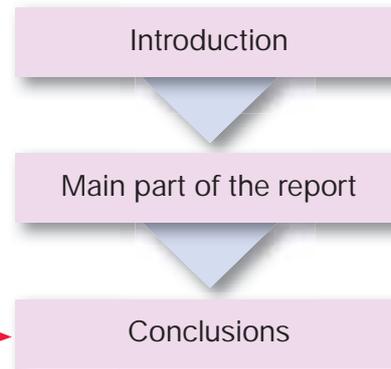
A report gives readers information about a situation and may make recommendations about future actions they should take, e.g. *an accident report gives information about how an accident happened and may recommend ways to make sure it does not happen again.*

1 The writer has organised the information logically. Read the report and decide which information you would find in each part of the report.

### Information

- Suggestions about how the problem may be solved
- Why the report is being written
- Facts and figures and evidence about the present situation
- Discussion about what the evidence means
- Reasons for the problem
- What the report is about

### Parts of the report



#### A Reducing the amount of food wasted in our canteen and kitchen

In the summer Environmental Health were called in because cleaning staff had discovered large numbers of rats were visiting our bins. This was happening because leftover food was being disposed of incorrectly and the problem has now been resolved. However, our service would be much improved if the amount of food being wasted could be reduced. This report looks at how and why food produced in the kitchen and served in the canteen is wasted and recommends ways to avoid this.

#### B How much food is wasted?

The amount of waste food was measured every day over a two-month period from September to October. In an average week the daily amount of wasted food varied from 0.5 to 3.25 full bins. Although no clear weekly pattern of food wastage has been identified, Fridays were most likely to be a day on which a large amount of food had to be binned.

#### C Which foods are most likely to be wasted?

The majority of wasted food was prepared 'Dishes of the Day', sandwiches which had passed their sell-by dates and toast. The Dishes of the Day most likely to be binned before being served were the vegetarian options and sandwiches containing pork or coleslaw. Scraps left on plates were most often meat pies and creamy sauces. The food least likely to be found in the bin were freshly prepared puddings, curry and pasta dishes and salad vegetables. The largest quantities of milk were wasted on Fridays.

#### D Why is food wasted?

- **Over-ordering** As there is always food wasted every day it is clear that more food is being bought and prepared than is being eaten.
- **Unpopular food choices** Some Dishes of the Day sell out while others are frequently left over. The high volume of scraps cleared off plates showed that certain foods are ordered but then not enjoyed by employees.
- **Friday is the end of the week** and all leftover food is disposed of. Kitchen staff told us 'milk won't keep over the weekend till Monday so we always pour it away Friday afternoon'. A large number of employees also choose to go out for lunch on Fridays rather than eat at the canteen.
- **The number of employees on site** varies from day to day, but the kitchen do not know how many are on site or how many will order food from the canteen before preparation begins at 9.30 am.

#### E Recommendations

- 1 Employees should be regularly surveyed to find out which meals they enjoy most and which they dislike. Only the most popular dishes should be prepared.
- 2 Employees should be surveyed to find out how many are vegetarian or have special dietary requirements, e.g. do not eat pork. The kitchen should be made aware of these figures when working out monthly menus.
- 3 All employees should be sent a daily menu by email and asked to order their lunch from it before 9.30.
- 4 Fresh food stocks, e.g. milk, should be monitored so that stocks can be run down before Friday.

- 2 The writer used evidence in the report to work out sensible recommendations to improve the situation.
- Compare the evidence with the recommendations. Work out which facts the writer used to support each recommendation, e.g. *The writer made the first recommendation because...*
  - Re-read the information in part C again. Discuss why some foods may be bought but then left on plates as scraps. Then write a recommendation which would help to reduce the amount of scraps left on plates.
- 3 A report should be quite formal so sentences are written in standard English. Below is another point a kitchen worker told the writer.
- Rewrite it in standard English so that it could be included in Section D.



- What recommendation could you make to reduce the amount of wasted toast? Write your recommendation in standard English.
- 4 The writer has used different layout features to help readers find information in the report quickly and easily. Which features in the table below has the writer used to achieve the following:

#### Features

- Headings
- Words in bold
- Bullet points
- Numbering

- To make different points stand out clearly
- To show readers what the next section of text is about
- To emphasise the order of importance these points are placed in
- To make this key information stand out and be easily found.

## Try the skill

**Task:** The canteen at your work/place of study plans to open its canteen early to offer 'healthy' nutritious breakfasts. The canteen managers want to find out if there is a demand and what they should offer. Carry out a survey and write a report based on your findings which makes sensible recommendations.

### Plan your writing

- 1 Work in a group. Gather the evidence. Work out what the situation is at the moment.
  - a Decide what sort of information you want to find out, e.g.:
    - if people think eating breakfast is important;
    - how many people eat before they leave home;
    - what they typically eat;
    - what stops them eating breakfast;
    - whether they would be prepared to use the canteen etc.
  - b Make a list of questions that will help you find this information out. You may like to prepare a questionnaire chart like the one below to record people's answers.

	Person 1	Person 2	Person 3	Person 4
Do you think eating breakfast every day is important?	No	Yes	Yes	Yes
Do you eat breakfast before leaving home?	No Takes son to childminder at 7, too early to eat	Yes, every day	2/3 times a week if time	No
What do you eat for breakfast?	Nothing	cereal + milk	toast	coffee and pastry when gets to work

- 2 If possible, ask at least ten people to answer your questions and record their answers. Then study the information you have been given and work out what their answers show.



- 3 Use a planning frame like the one below to help you work out the best order to write about the information you have collected.

Sections	Information
<b>Introduction</b> What is your report about?	We wanted to find out if there was a demand for... We asked...
<b>Main evidence</b> Divide this into sections using headings that show what evidence you collected.	Reasons for making these choices ... people thought it was important to..., however, ... people ate breakfast... but... ... people ate... and ...
<b>What the evidence shows</b> Give this a heading and then write a bullet list of points.	
<b>Recommendations</b> Make sensible suggestions about what people should choose to eat based on the evidence you gathered.	1 ... should... because

## Draft your writing

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

Prepare to write by making sure that you remember how to:

- use features such as headings, bullet and numbered points to help your writer find information easily
- write in standard English
- use commas to make the meaning of your sentences clear
- use speech marks to begin and end any words people spoke to you which you want to include in the report
- use apostrophes to show ownership or that letters are missing in words
- use connectives that help you explain your thoughts or give reasons for your recommendations, e.g. *because, since, so...*

- 2 When you have finished your first draft, work in pairs to read each other's reports.
- a Compare the way your partner's report is laid out with the one on page 32. Does its layout make it easy for readers to find the information they need?

- b Read through your partner's report:
- Tick each sentence that gives a sensible explanation of what the evidence means.
  - Underline any recommendations which are not based on the evidence.
  - Put a question mark by any sentences that are not easy to understand.
  - Put a star by any words or phrases that are not in standard English.

## Improve your writing

1 Olla is writing his report. Read the first draft for the middle of the report where he tells readers what evidence he has found and what he thinks it means.

- a Make a list of things he could do to improve his report.

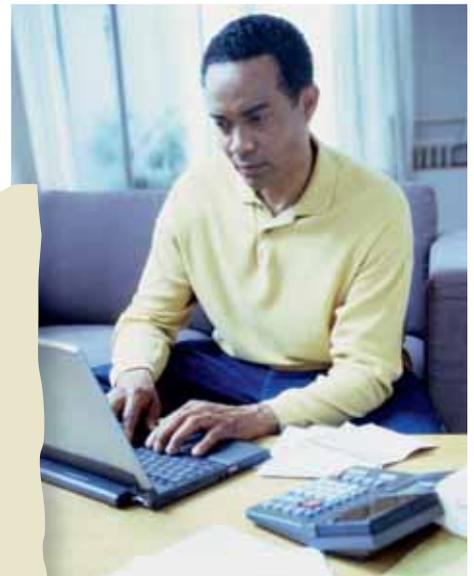
### What people eat and drink for breakfast

14 of the 16 people interviewed thought it was important to eat a 'healthy' breakfast. The most popular breakfast was nothing. 10 people said they usually ate nothing before leaving the house because they were in such a rush. 6 of those people picked up a chocolate bar or pastry and had it when they got to work. The rest didn't eat until lunchtime and kept going on cups of coffee. 3 people ate toast for breakfast at home. 2 people had cereal and milk. 1 person ate porridge everyday and said 'its' good for you and I never need to snack before lunch'. 8 people said they would use the canteen for breakfast if it opened at 8 a.m. They all wanted healthy and quick options.

People were more worried about needing to eat quickly than anything else. One person said I know I should eat healthily but I just grab whatever I can. It's usually toast but I always try and drink some milk too so that's not so bad is it?

### What the evidence shows

This evidence shows that the best breakfast to eat is nothing at all as it is quick, cheap and no one said it didn't keep them going till lunchtime.



- b Check your first draft again. Have you made any of the same mistakes that Olla has? Mark in any places where you need to make changes.

2 Make all the changes you need as you write a final draft of your report. Don't forget to proofread it carefully to spot and correct any spelling, punctuation and grammar errors.

## 2 Presenting a convincing argument

### Learn the skill

The key to presenting your argument convincingly is to **carefully plan** how you are going to back up each point you want to make with evidence.

You are going to develop this skill as you write a letter of complaint. To do this well you need to understand;

- what evidence you wish to give to your reader
- how you can use that evidence to support your point of view
- how to build points together to argue your case.

### Learn from other writers

The writer of the letter of complaint on page 38 has presented a convincing argument to persuade a shop to take back a faulty watch and refund the money. Find out how this was done as you answer the questions below.

- 1 When writers develop an argument, they organise their points to build a case. Read the letter on page 38 and decide in which paragraph, A, B or C, the writer told the reader these points.
  - What is wrong with the watch
  - How long he has owned the watch
  - What he wants to happen now
  - Why he chose to buy this watch
  - What the manufacturer had promised about the watch
  - How the watch has been used
- 2 When developing arguments good writers use evidence to prove their ideas are sensible. Read the letter again and jot down the evidence the writer gave to support each of the points listed above.
- 3 Using connectives can help emphasise the logic of the argument and make it more persuasive. Scan the text opposite and make a list of connectives the writer used to make his reasons clear and link evidence and points to argue for what he wanted.  
Examples: *as..., ... as well as ...*
- 4 The writer wants his letter to be taken seriously. Which words best describe the style of writing the writer has chosen to make sure the letter creates the right effect?

informal

humorous

polite

serious

formal

rude

angry

relaxed

Dear Sir

Pro Diver's Watch

- A** As you can see from the receipt I have enclosed with this letter, I bought a watch from you only a month ago. As I am a keen scuba diver, I wanted a watch which I could wear while diving as well as while swimming. It was important to me that the watch would work well during deep dives and had a timer which I could set to let me know when my oxygen would be running low. I also wanted a watch that looked good.
- B** I chose your Pro Diver's Watch because your website advertisement said it was 'reliable up to 1000 feet or 30 atmospheres' so I thought it would be ideal. The advertisement also said that the watch face was 'scratch resistant' which convinced me it could cope with being worn every day. However, I have worn the watch only once and part of the time I was in the local swimming pool with my family. When I looked at the watch face after I took it off at the end of that day, I could see condensation misting up the watch face. This could only be because the seal is broken and water had got into the workings of the watch. Although I have not worn the watch more than ten hours in all, the face is scratched. I am deeply disappointed with the quality of your watch which is nowhere near the quality your advertisement stated.
- C** Your guarantee states that if I 'return the watch in the original packaging together with receipt', you will either repair the watch or send me a replacement. I am enclosing the watch so you can see for yourself the scratches and condensation. Since the watch face scratches so easily, I would like a full refund rather than it being replaced or mended. Please could you arrange this as soon as possible and add in the cost of posting the watch back to you? The postage receipt for £3.40 is attached.

Yours faithfully

Nissa Patel

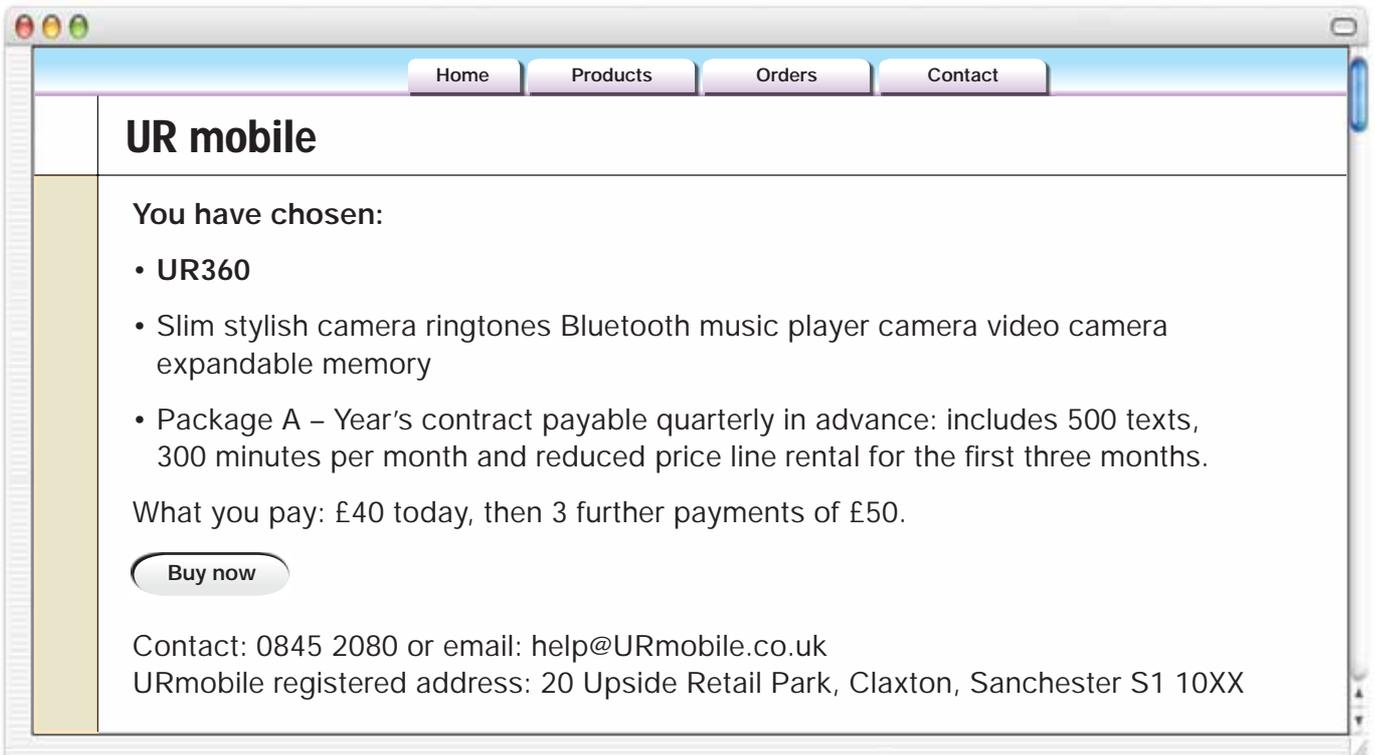


 **Try the skill**

You are going to write a letter of complaint to a supplier of mobile phones about a mobile package you recently bought.

Read some information about the package from the supplier's website.

Then read your notes about what happened when you used the phone:

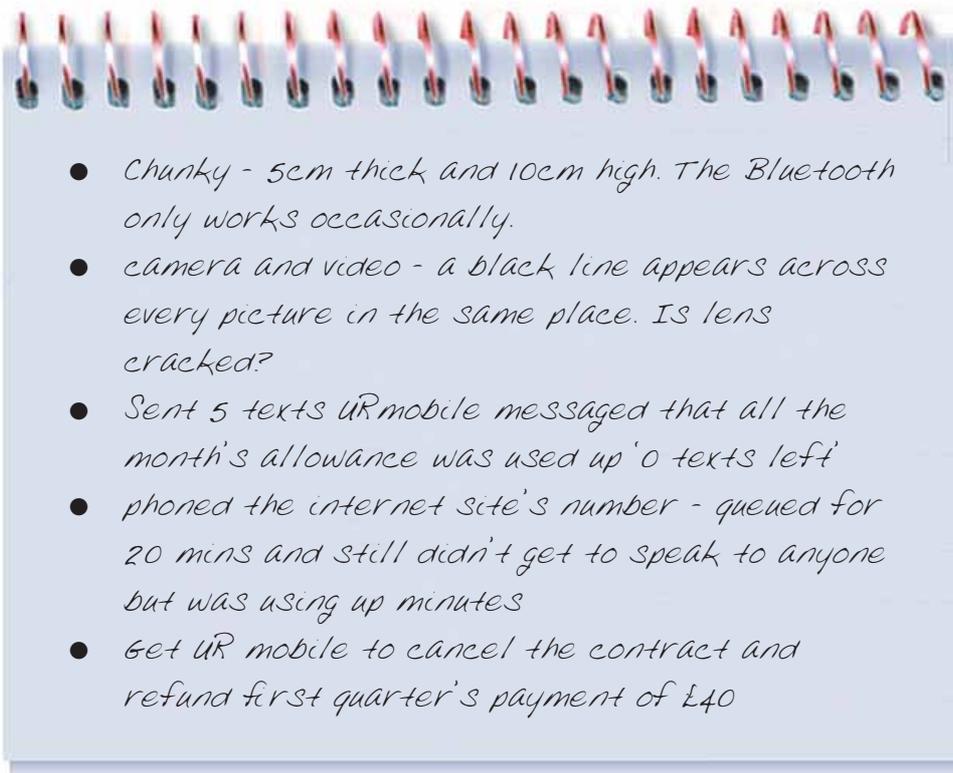


The screenshot shows a website for 'UR mobile'. At the top, there are navigation tabs for 'Home', 'Products', 'Orders', and 'Contact'. Below the navigation is a header with the text 'UR mobile'. The main content area is titled 'You have chosen:' and lists the following details:

- **UR360**
- Slim stylish camera ringtones Bluetooth music player camera video camera expandable memory
- Package A – Year's contract payable quarterly in advance: includes 500 texts, 300 minutes per month and reduced price line rental for the first three months.

What you pay: £40 today, then 3 further payments of £50.

Below the text is a button labeled 'Buy now'. At the bottom of the page, contact information is provided: 'Contact: 0845 2080 or email: help@URmobile.co.uk' and 'URmobile registered address: 20 Upside Retail Park, Claxton, Sanchester S1 10XX'.

- 
- *Chunky - 5cm thick and 10cm high. The Bluetooth only works occasionally.*
  - *camera and video - a black line appears across every picture in the same place. Is lens cracked?*
  - *Sent 5 texts URmobile messaged that all the month's allowance was used up '0 texts left'*
  - *phoned the internet site's number - queued for 20 mins and still didn't get to speak to anyone but was using up minutes*
  - *Get UR mobile to cancel the contract and refund first quarter's payment of £40*

## Plan your writing

- 1 Work on your own. Plan your letter of complaint by completing a chart like the one below.

Paragraphs	Points to include
<b>Opening paragraph</b> <ul style="list-style-type: none"><li>• Which phone and contract you bought</li><li>• What the advertisement promised</li></ul>	
<b>Middle paragraph(s)</b> <ul style="list-style-type: none"><li>• What the problems with the phone were</li><li>• Evidence</li></ul>	
<b>Closing paragraph</b> What you want the supplier to do	
<b>Useful connectives</b>	however, which, so, since, because...

## Draft your writing

- 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
- back up your points with evidence and use quotation marks where necessary
- write in standard English and sound polite but serious
- use connectives that help you argue your points effectively
- make sure you use commas to make your meaning clear in your sentences.

- 2 When you have finished your first draft, work in pairs to read each other's letters.
  - a Has your partner laid out their letter as a standard business letter? Does anything need to be changed?
  - b Has your partner put the right information in each paragraph in order to build a convincing argument? Would any of the information work better in a different place?
  - c Read through your partner's letter carefully and:
    - tick each point that is backed up by some evidence
    - underline any sentences which are not in standard English or do not sound polite and serious
    - put a question mark by any points which are not clearly argued
    - put a star by any effective use of connectives to link evidence to a point that argues your case.

## Improve your writing



- 1 Ana is writing a letter of complaint. Read the first draft of her final paragraph. Make a list of things she could do to improve it.

So I want you to give me back my money. It's outrageous sending me a camera that's cracked and doesn't work properly. Even if you sent me a new phone I don't trust your system to count the number of texts and minutes I am supposed to have properly. I can't waste hours of my life waiting for your customer service team to answer the phone. And I don't want to be wasting my 300 minutes phone time on that either. I don't want you to replace the phone I want my money back.

- 2 Check your letter to make sure you are not making the same mistakes. Make any necessary changes and then write your final draft. Remember to proofread it afterwards.

# 3 Using commas

## Learn the skill

Using commas correctly helps your reader understand you correctly.

Watch out for common mistakes and make sure that you:

- separate items in a list with a comma
- use commas to separate extra information within a sentence
- use commas correctly around clauses so that meaning is clear

■ don't use a comma where you need a full stop

■ A comma is used to separate items in a list, e.g. *The sports shop sold clothing, footwear, rucksacks, equipment and books.*

a comma separates each item, 'and' is used instead of a comma to link the last two items in a list

■ Commas are used to separate out extra information that has been added in a sentence, e.g. *Fahim and Hasan, the owners of the shop, are selling their business.*

commas separate out the additional information

■ Commas can be used to make the meaning of a sentence clearer, e.g. *'That woman, said the hairdresser, wants to dye her hair purple.'* means something very different from *'That woman said, the hairdresser wants to dye her hair purple.'* (Hint: who will end up with purple hair in each sentence?)

To check whether the commas here are used correctly, say the sentence without the information in the commas. It should still make sense on its own: *Fahim and Hasan are selling their business.*

■ A comma can be used to separate clauses (a clause is a main part of a sentence; each clause has a verb), e.g. *Although Adam was fit, he couldn't reach the summit.*

this is one clause  
(note the verb 'was')

this is another clause  
(note verb 'couldn't')

■ A comma should be used after connectives such as 'however', 'for example', 'in addition', e.g. *I wrote to you over 2 weeks ago. However, after a month I am still waiting for a reply. In addition, you have ignored several phone calls.*

**Try the skill**

1 Read the information from the website below. Use what you have just learned about commas to work out which job each comma in the paragraph below is doing.

Example: 1 A

- A – a comma used to separate items in a list
- B – a comma used to separate out extra information added into the sentence or to make the meaning clearer
- C – a comma used to separate clauses.

Home Gym Beauty Contact

We all need time to relax and look after ourselves, whether it's a break from the kids, work or the general routine. Come to the Ranleigh Health and Fitness Centre, which is just behind Tesco's, and let us pamper you with luxury, peace, space and some 'you time'. Ranleigh Health Club is for adults only, so all areas of the club are guaranteed to be calm and relaxing.

1  2  3  4  5  6

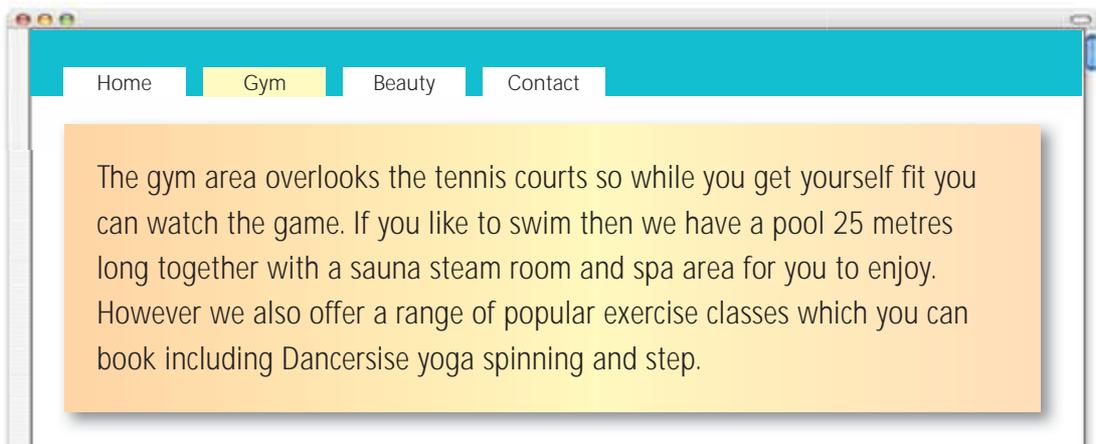
2 a Rewrite this sentence so that it has commas in the right places.

Home Gym Beauty Contact

Ranleigh Health Club offers an extensive range of fitness equipment: treadmills rowing machines weights machines and free weights.

b Write a sentence that includes a list of activities that you would enjoy doing at a leisure centre. Make sure you use commas correctly.

- 3 Now decide where commas need to be added to each sentence in this paragraph about fitness equipment so that they will make sense.

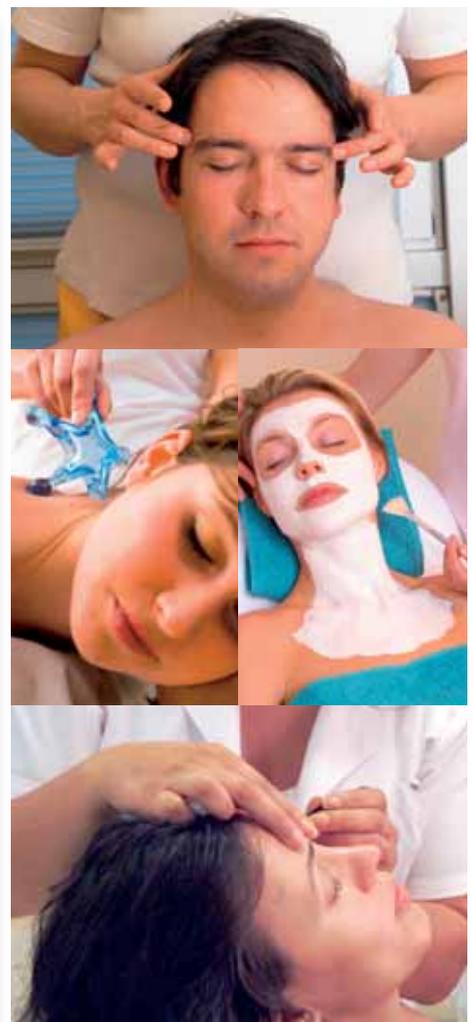


- 4 Read this draft page for the website describing treatments members can enjoy at the health club.
- For each sentence decide: does it make good sense without a comma?
  - For sentences that do not make good sense without a comma or pair of commas rewrite the sentence placing commas in the right position.

Beauty is not skin deep we know. That's why we've created a wonderful spa system that will indulge your mind and body too. Step inside and explore a whole world of exotic beauty treatments relaxing massages and the latest advanced therapies.

Then step outside feeling full of energy and uplifted totally refreshed by your time spent with us.

Coming to our therapists each of whom are highly qualified professionals means you can be confident that you are being treated by an expert. Together you can decide on a treatment programme that will really suit you. Imagine the pleasure of a one-off session which includes: restoring flagging energy levels making tired-looking skin more youthful or ridding your body of tension. Alternatively you might decide to book a series of weekly treatments which will give you longer lasting benefits. Whatever your choice after your treatment you can take the luxury home with you by choosing from our designer range of skincare and beauty products.



# 4 Using apostrophes

## Learn the skill

Using an apostrophe helps your reader understand your meaning more clearly.

There are two rules to help you decide when you need to use an apostrophe.

- 1 Omission** The apostrophe is used to show where a letter is missing when two words have been made into one word. Sometimes an apostrophe shows that two or more letters are missing.

I am → I'm

can not → can't.

Take care: a common mistake is to put the apostrophe in between the two words that are being joined rather than in the space where the letters are missing, e.g. do'n't ✗ don't ✓

- 2 Possession** The apostrophe is used to show that something belongs to someone or something. Add 's after the word that shows who the owner is, e.g. *The player's shirt and the player's shorts were ruined.*

*Last week's match was not great.*

**Note: Its and it's** An apostrophe is only ever used when you are shortening 'it is' or 'it has' → it's. There is no apostrophe when something belongs to it.

E.g. *A football coach knows it's vital to train the team regularly.* ✓

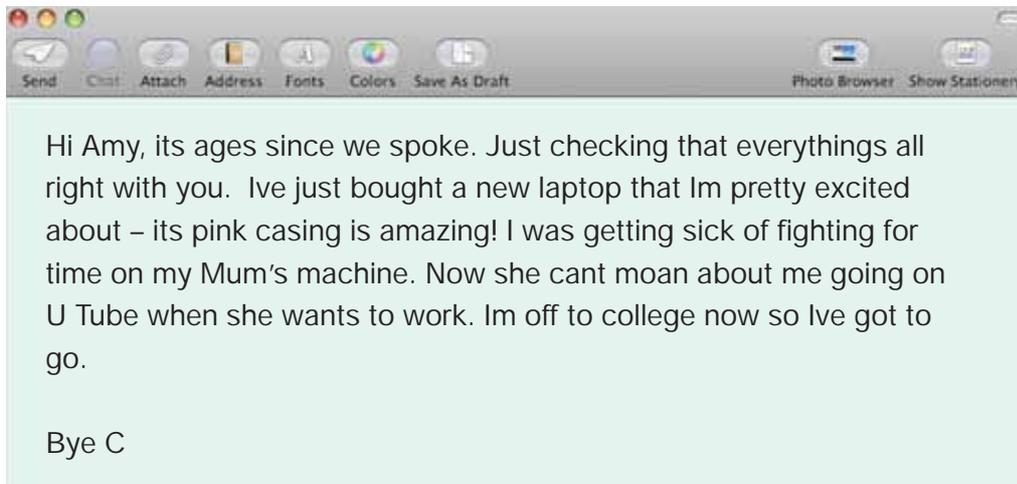
*A football coach knows its vital to train the team regularly.* ✗

*It's been difficult but we got there in the end.* ✓

*Its been difficult but we got there in the end.* ✗

## Try the skill

- 1 Read the message below and decide which words have letters missing and need an apostrophe. Write out those words making sure you put the apostrophe in the right place.



- 2 Read the café blackboard below.
  - a Decide where apostrophes are needed to show possession. Rewrite those words.
  - b Where has an apostrophe has been wrongly used? Rewrite those sentences.



# 5 Using inverted commas

## Learn the skill

You need to use inverted commas so that your writing is easy for your reader to understand. You can use them to show your reader three things:

- 1 That the words you have placed inside inverted commas are a quotation of the words someone has said or written, or a piece of text quoted from somewhere else, e.g. *The notice in the shop window said '95% off everything today.' We looked at each other, 'Wow, that's amazing!' I said.*
- 2 That the words you have placed inside inverted commas are a title of a book, newspaper, play or film, e.g. *I was reading 'The Life and Times of the Thunderbolt Kid' by Bill Bryson.*
- 3 That you know that this word or phrase is slang, or being used in a special way, e.g. *He thinks he's a 'dude'.*

## Try the skill

- 1 Look at the film review below. The examples of inverted commas are underlined. For each of them decide if it is an example of use 1, 2 or 3 mentioned above.

### 'Donnie Darko'

For his debut feature, writer-director Richard Kelly certainly didn't lack ambition. It's a 'teen' movie combined with science fiction and thriller elements. It's a twisted combination of 'American Beauty' and 'Fight club'. When this strange bunny creature that haunts the film informs him of the apocalypse is less than a month away, and a jet engine mysteriously falls on his house, a warped tale begins. Despite all the darkness, story is lifted by a 'down-to-earth' romance with a new girl (Jena Malone) in school. The director makes the character's torment all too real, but that's not to say that Donnie's a big 'mope'; he's remarkably smart, and his dark wit is razor sharp.

'Creepy, funny and stunningly imaginative', says Bart Lemovich of 'Film Monthly', and I have to agree. Rent it!

2 Use quotation marks correctly in the sentences below to make your meaning clearer. Write each of the sentences below adding in the details that are in brackets and deciding whether you need to use inverted commas around it.

- a A trial offer such as \_\_\_\_\_ is a good way to persuade people to try out online DVD rental companies.  
[Unlimited DVDs for a monthly fee of only £5]
- b People can put together a wish list under \_\_\_\_\_ so they know they'll always get a film they want.  
[My Top 10 Films]
- c The best thing about shops is that you don't have to order the film several days before but sometimes you have \_\_\_\_\_ at finding the film you want anyway.  
[Z-luck]

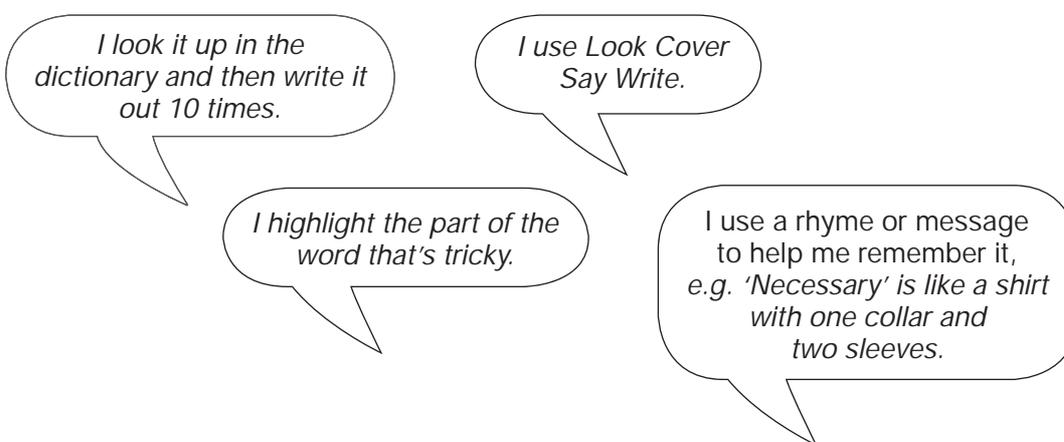
# 6 Improving your spelling

## Learn the skill

You already know how to spell a lot of words correctly and different ways to help you remember the spellings of words you find difficult. What you need to do now is build on this and explore which strategies work best for you.

### 1 Learn to spell a new word

Remember what has helped before when learning the spelling of a new word. Ask your friends for their tips and try them out.



### 2 If you sometimes spell part of a word wrongly, find a way to help yourself remember the correct spelling.

Work out which part of the word is spelt correctly and then which part of the word you still need to learn.

E.g.   
 probably

I need to remember that probably has an 'a' in it not 'er' and makes the word 'ably'.

### 3 Be careful not to mix up homophones (words that sound the same but are spelled differently).

Make up rules that will help you remember which version of a word you need to write like this:

- When I can ask 'where', I need to write **there**.
- If it belongs to them, I need to write **their** because it belongs to a person.
- If the word is short for they are, then I need to write **they're**.

## Try the skill

- 1 Work in pairs and read through this text. Take it in turns to spot a spelling mistake.

Score 1 point for:

- each mistake you spot
- each word you change to its correct spelling
- explaining how you know the word is misspelled and how to remember the correct spelling.

Dear Sir

I wish to complane about the film I saw last night at your cinama. The quality of the pitcher was terrible their were marks that kept appeering on the screen as if there was dirt on the projector lense. To make things worse, all the way threw they're were people talking and laffing so loudly I couldn't hear the words. Three times mobile phones went of during the film. I would like a refund of my tickit money wich was £5.50.

Yours faithfully

Gita Patel

- 2 Study the group of words below and sort them into two groups:
  - A Ones you already know how to spell – for these you are the spelling expert.
  - B Ones you find difficult to remember – these are your spelling challenges.

a lot	definitely	library	restaurant
accidentally	eighth	license	receive
accommodation	equipment	maintenance	secretary
argument	experience	necessary	separate
average	foreign	neighbour	surprise
business	grateful	parliament	until
believe	guarantee	publicly	vegetarian
calendar	height	really	vehicle
committee	immediately	recommend	
cucumber	independent	reference	

- 3** You need to find ways to remember how to spell words in your spelling challenge list.
- a** Find someone who is an expert on spelling that word and find out how they remember it or go online to [www.yourdictionary.com](http://www.yourdictionary.com) or [www.askoxford.com](http://www.askoxford.com) for tips. Be ready to explain how you remember the right way to spell words on your spelling expert list.
- b** Learn your spelling challenge words using the strategies you find most helpful. Then work with a partner and test each other.
- 4** Study the homophones below.
- a** Use a dictionary to find out the different meanings of the words you find confusing. Then make up a rule to learn that will help you remember when to use each of them.

aloud/allowed

board/bored

checks/cheques

of/off

metre/meter

past/passed

plane/plain

practice/practise

right/rite/write

site/sight

stationery/stationary

their/there/they're

to/too/two

your/you're

- b** For each homophone you want to remember, write sentences which show which meaning needs which spelling.