

# Functional Skills Entry 3 Study Pack

**HCUC**

A merger between Uxbridge College and Harrow College

**H**arrow  
COLLEGE

**UC**  
UXBRIDGE  
COLLEGE

## **Welcome to Functional Skills Entry 3**

This pack has been put together with the intention of preparing you to take Functional Skills Entry 3 examinations.

This study pack will introduce you to the different skills and topics you'll cover in your Functional Skills Entry 3 course. There are answers after each section to check your work!

### **Contents:**

The sections in this pack are:

Section 1: Formal and Informal Texts

Section 2: Reading Comprehension

Section 3: Different Types of Texts and Purposes

Section 4: Spelling

Section 5: Punctuation

Section 6: Grammar

We hope you enjoy the 'taster tasks' and we look forward to welcoming you to Functional Skills Entry 3 at HCUC soon.

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## Formal vs. Informal Texts



**Formal language** is used when we are communicating with people we don't know very well and want to show them respect, for example: police officers, head teachers, managers or people who interview you for a new job.

**Informal language** is used when we talk to people we know well, for example: friends, neighbours, relatives and family members.


We often use **formal** language when we write. However, there are times when writing can be **informal**, such as when we're writing texts messages, emails, postcards or letters to friends.

### Task 1.

**Decide if you would use formal (F) or informal (I) language in the following types of writing:**

1. A letter to the council complaining about neighbours. F / I
2. An email to your friend inviting for your birthday party. F / I
3. An article for the local newspaper. F / I
4. A contribution to an online forum / blog giving your opinion on a subject. F / I
5. A leaflet inviting people to a theatre show. F / I

**Task 2. Match formal with informal.**

Informal		Formal
1. say sorry		a. arrive
2. think about		b. apologise
3. begin / start		c. children
4. need		d. commence
5. show up		e. consider
6. lots of		f. delay/postpone
7. kids		g. however
8. wrong		h. incorrect
9. but		i. increase
10. come back		j. many
11. put off		k. require
12. go up		l. return

### Task 3

Use the formal words from task 1 to fill in the gaps.

1. I am writing to apologise for the rudeness of my staff.
2. I believe you should \_\_\_\_\_ my views.
3. \_\_\_\_\_ nowadays spend too much time on their mobile phones.
4. A candidate should never \_\_\_\_\_ late for an interview.
5. We \_\_\_\_\_ evidence of your earnings for your mortgage.
6. Please, \_\_\_\_\_ the meeting as I am unable to attend.
7. There has been an \_\_\_\_\_ in knife crime in London.
8. The statistics are \_\_\_\_\_.
9. I am planning to \_\_\_\_\_ to work next week and \_\_\_\_\_ my duties.
10. \_\_\_\_\_ students do not like English, \_\_\_\_\_, they still attend lessons.

### Task 4

Do you know?

1. How do we finish a letter if we start with Dear Mrs Smith?

---

2. When do we write Yours faithfully?

---

3. Can we write: ***I'm, you're, we'll*** in formal letters?

---

4. How many paragraphs do we need? What will you write in each one?

---

---

(check your if your answers were correct in the 'Answers' section)

Look at how to lay out a formal letter.

## Layout for a formal letter

<p>Recipient's address Reference number if available</p>	<p>Sender's address and other contact info: Email Telephone Fax</p>
<p>Dear..... (If name is unknown use Sir/Madam)</p>	<p>Date</p>
<ul style="list-style-type: none"><li>• It may be appropriate to start with a reference line <i>Re:.....</i></li><li>• Do not use contracted forms - write all words in full.</li><li>• Use formal standard English - no slang</li><li>• Keep sentences precise and get straight to the point</li><li>• Keep business letters focussed and do not waffle on!</li><li>• If complaining, be polite and use intelligent vocabulary.</li></ul>	
<p>Sum up your main point and state that you look forward to a response to your letter / query / complaint etc if appropriate. <i>Thank you, in advance, for taking time to respond to my ....</i></p>	
<p>Yours faithfully – (if greeting is to Sir/Madam) Yours sincerely – (if name is given)</p>	



# Writing A Letter or Email



	<i>Formal</i>	<i>Informal</i>
<i>Opening formula</i>	<ul style="list-style-type: none"><li>- Dear Mr/ Mrs + surname</li><li>- Dear Sir or Madam</li></ul> 	<ul style="list-style-type: none"><li>- Hello/ Hi + name</li><li>- Dear + name</li><li>- Hi there!</li></ul>
<i>Starting your letter / email</i>	<ul style="list-style-type: none"><li>- Thank you for your letter/ email about ... Many thanks for your letter/ email.</li><li>- I am writing to request information about/ inform you about/ complain about, ...</li><li>- I am writing with reference to your letter.</li><li>- I would like to offer congratulations on ...</li><li>- Let me congratulate you on ...</li></ul>	<ul style="list-style-type: none"><li>- Thanks for your letter/ email. Thanks for writing to me. It was great to hear from you again.</li><li>- I am writing to tell you about ...</li><li>- Guess what?</li><li>- How are things with you? What's up?/ How are you?/ How was your holiday?</li><li>- I'm sorry I haven't written for a while ...</li></ul> 
<i>Final remarks</i>	<ul style="list-style-type: none"><li>- I look forward to hear from you without delay.</li><li>- I look forward to meeting you.</li><li>- I hope to hear from you at your earliest convenience.</li></ul>	<ul style="list-style-type: none"><li>- Hope to hear from you soon.</li><li>- Looking forward to seeing you/ hearing from you.</li><li>- I can't wait to meet up soon.</li><li>- Write back soon.</li></ul>
<i>Closing formula</i>	<ul style="list-style-type: none"><li>- If you start with "Dear Sir or Madam", finish with "Yours faithfully".</li><li>- If you start with "Dear Mr/ Mrs ...", finish with "Yours sincerely".</li><li>- Regards/ Best regards/ Kind regards.</li></ul>	<ul style="list-style-type: none"><li>- Best wishes.</li><li>- Love.</li><li>- All the best.</li><li>- Xoxo</li><li>- Keep in touch.</li></ul> 

## Task 5

Fill the gaps with the correct word from the box.

grateful	Dear	costs	would	in
sincerely	forward	to	if	hearing

### Formal letter:

<sup>1</sup> \_\_\_\_\_ Mr Cotton,

I am interested <sup>2</sup> \_\_\_\_\_ studying at your language school and I am writing <sup>3</sup> \_\_\_\_\_ request further information about your courses.

Please could you tell me <sup>4</sup> \_\_\_\_\_ there are still places available on the summer courses? I <sup>5</sup> \_\_\_\_\_ also like to know how much a three-week course <sup>6</sup> \_\_\_\_\_. Finally, I would be <sup>7</sup> \_\_\_\_\_ if you could send me details of the accommodation that is available.

I look <sup>8</sup> \_\_\_\_\_ to <sup>9</sup> \_\_\_\_\_ from you.

Yours <sup>10</sup> \_\_\_\_\_,

Amit Khan



## Task 6

Fill the gaps with the correct word from the box.

Informal letter:

would	meet	join	heard
book	spend	let	planning

Hello Alex,

How are you? I haven't 1. \_\_\_\_\_ from you for a long time! I'm just writing to ask if you 2. \_\_\_\_\_ like to go to the seaside with me at the weekend.

I'm 3. \_\_\_\_\_ to travel to Brighton on the train with Kiran this Saturday around 9am. Would you be able to 4. \_\_\_\_\_ us in Uxbridge at the station? You will need your swim trunks, a towel, some money and lots of water as it will be very hot! We want to 5. \_\_\_\_\_ the whole day at the beach and then travel back to London around 6pm. What do you think?

Please, 6. \_\_\_\_\_ me know if you would like to 7. \_\_\_\_\_ us and I'll 8. \_\_\_\_\_ the train tickets online.

Lots of love,

Sam

For more practice, go to:

<https://learnenglish.britishcouncil.org/skills/writing/pre-intermediate-a2>

This is a fantastic website with lessons and your answers are marked there.

## Answers:

### Task 1

1. F
2. I
3. F
4. I
5. F

### Task 3

1. I am writing to **apologise** for the rudeness of my staff.
2. I believe you should **consider** my views.
3. **Children** nowadays spend too much time on their mobile phones.
4. A candidate should never **arrive** late for an interview.
5. We **require** an evidence of your earnings.
6. Please, **postpone** the meeting as I am unable to attend.
7. There has been an **increase** in knife crime in London.
8. The statistics are **incorrect**.
9. I am planning to **return** to work next week and **commence** my duties.
10. **Many** students do not like English, **however**, they still attend lessons.

### Task 2

1. Say sorry – b. apologise
2. Think about – e. consider
3. Begin / start – d. commence
4. Need – k. require
5. Show up – c. arrive
6. Lots of – j. many
7. Kids – c. children
8. Wrong – h. incorrect
9. But – g. however
10. Come back – l. return
11. Put off – f. delay / postpone
12. Go up – i. increase

### Task 4

1. If we have the name of the person, e.g. Mr Smith, we finish the letter with 'Yours sincerely'.
2. If you don't know who you're writing to, you start 'Dear Sir/Madam' and finish 'Yours faithfully'.
3. No, you need to write full forms in formal writing: I am, you are, we will etc.
4. The minimum number of paragraphs in a letter is 3:

1 – introduction (say why you are writing)

2 – main part (explain the topic)

3 – conclusion (say what you want the reader to do)

### Task 5

1. Dear
2. in
3. to
4. if
5. would
6. costs
7. grateful
8. forward
9. hearing
10. sincerely

### Task 6

1. heard
2. would
3. planning
4. join
5. spend
6. let
7. join
8. book

## Reading Comprehension

### Different sightseeing places



**Skimming and scanning** are important reading skills that use rapid eye movement and keywords to move quickly through text for slightly different purposes. **Skimming** is reading rapidly in order to get a general idea of the text. You might use skimming to see what's in the news on a website or browse a book to see if you want to read it. **Scanning** is reading rapidly in order to find specific facts, look up words in a dictionary or prices in a catalogue.

### **Popular Sightseeing Places!**

#### **Visiting the Colosseum in Rome, Italy**

Walk in the footsteps of gladiators! Gladiators were slaves, usually captured at war, that were trained in special schools to fight each other to the death. The Colosseum was a place of glory in the times of ancient Rome. It was a large amphitheatre with shows and hunts of wild animals which became the symbol of the Eternal City. The shows were free and people were assigned based on social status. Nowadays, years after the shows finished this place of entertainment has become a "must see" popular place in Rome.

#### **Sagrada Familia in Barcelona, Spain**

The church became so famous because of its expansive dimension and lush design. It was the work of genius architect Antoni Gaudi. Gaudi was convinced that because of his work Barcelona would be someday known for "his" church. The project was promoted by the people for the people. Five generations have watched the Temple progress in Barcelona. Today more than 135 years since its construction started, the Basilica's building work is estimated to finish by 2026. Tourists can't wait to see it complete in the next few years.

#### **The Parthenon in Athens, Greece**

The Parthenon is surely the most important monument of ancient Greece and is one

of the most famous in the world. The monument was a temple dedicated to the goddess Athena. Never before had so much marble, 22000 tons, been used for in a Greek temple. Although the rectangular white marble Parthenon has suffered damage over the centuries, including the loss of most of its sculpture, its basic structure has remained undamaged. The most important pieces that survived time now reside in the Acropolis museum, a state-of-the-art exhibition space that opened in 2011. As one of the most important Greek leaders stated, “we shall be the marvel of today and the ages to come.”

**Sintra, tourist town close to Lisbon in Portugal**

Sintra is a major tourist destination in Portugal, famous for its palaces, castles and beautiful gardens. It is situated within the hills of the Serra de Sintra and is easily visited as a day trip from Lisbon. The town of Sintra is Europe’s finest example of the Romantic style of architecture. This particular 19th-century design style was inspired by the love of art to create decorative buildings of which Palacio de Pena is the greatest example. During the 19th century, Sintra was a popular destination for the elite who built luxurious mansions. The town is frequently visited especially during summer by thousands of visitors.

**1. Which city was the “Eternal City” in ancient times?**

The city was .....

**2. Can you identify 3 facts about the Colosseum?**

The first fact is .....

The second fact is .....


The third fact is .....

**3. Look up the word reside you saw in the quote “The most important pieces that survived time now reside in the Acropolis museum” in a dictionary. Tick ✓ the correct meaning from the answers below:**

		✓
A	visit	
B	live in	
C	leave	



4. What is the **main** purpose of the text above? Tick the correct answer.

Purpose	Tick 
Give information of the climate of popular European cities	
Describe four different European cities	
Give information about different sightseeing places	
Persuade the audience to visit Lisbon	

**5. There are 5 spelling mistakes in the text above. Can you match them with their correct spelling? The first one is given to you.**

Spelling mistakes	Correct word
Popiular	E.g. Popular

6. Three of the statements below are True. Can you find them in the text above?

Statement	True/False
People were seated in the Colosseum according to their age	<b>E.g. False</b>
Gaudi was the architect that started building Sagrada Familia	
Parthenon was dedicated to goddess Artemis	
Both the Colosseum and the Parthenon are Greek attractions	
Sintra is visited by thousand of tourists during summer	

7. Fill in the gaps below with the following verbs in their correct tense.

fight	travel	die	promote	finish	see	<b>visit</b>
-------	--------	-----	---------	--------	-----	--------------

There are many attractions you can ...**visit**...in Rome. One of the important monuments you have to ..... is the Colosseum. It was a place that gladiators used to ..... until one of them ..... . Apart from Rome, another place you must visit when you ..... to Spain is Sagrada Familia. The project of its construction was ..... by the people for the people. It is estimated to ..... by 2026.

8. Name two characteristics of the Parthenon. Use the space below.

1 .....

2 .....

### Answers:

1. The city was: **Rome**

2. The first fact is **that it was a place of glory in ancient Rome.**

The second fact is **that it was an amphitheatre with shows of hunts with animals.**

The third fact is **that it was the symbol of the "Eternal City".**

3.

		✓
A	visit	✓



4.

Purpose	Tick ✓
Give information about different sightseeing places	✓

5.

Spelling mistakes	Correct word
Popiular	E.g. Popular
Famus	Famous
Althogh	Although
Paticular	Particular
Luxarious	Luxurious

6.

Statement	True/False
People were seated in the Colosseum according to their age	E.g. False
Gaudi was the architect that started building Sagrada Familia	True
Parthenon was dedicated to goddess Artemis	False
Both the Colosseum and the Parthenon are Greek attractions	False
Sintra is visited by thousand of tourists during summer	True

7. There are many attractions you can ...**visit**...in Rome. One of the important monuments you have to **see** is the Colosseum. It was a place that gladiators used to ...**fight**..... until one of them ...**died**..... Apart from Rome, another place you must visit when you ...**travel**... to Spain is Sagrada Familia. The project of its construction was .....**promoted**..... by the people for the people. It is estimated to ...**finish**..... by 2026.

8. **It is the most important monument of ancient Greece.**  
**22000 tons of marble were used for its temple.**

## Identifying different types of text, purpose and audience



There are many different types of texts that are used to inform, explain, persuade, instruct their audience, So the first question to ask yourselves is, "What type of text am I reading?"

Letters

Articles

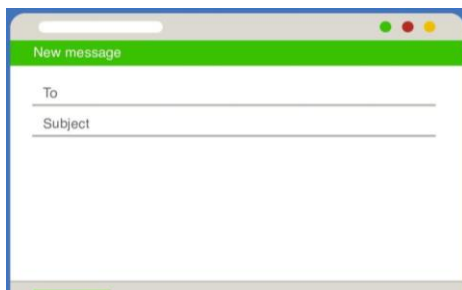
Emails

Internet forums

Adverts

Reports

### Exercise 1: Can you identify what type of text it is?



Church Cottage  
Livemore Road  
Benford  
Wiltshire

1 May 2011

Dear Sir or Madame

I wish to apply for the post of office assistant that was advertised in last wednesday's Daily Star.

I left collage last summer with Level One certificates in basic accounts and keyboard skills. I then started work part time in september at Longley's Garage in Bassingford and I worked there for six months before being made redundant. My job involved entering data into the computer system, filing and photocopying.

I am now looking for a full-time job which offers me the chance to learn new computer skills and develop my career.

In my spare time I enjoy swimming and going to the cinema with freinds. I have just past my driving test and my own transport.

I enclose a copy of my cv and look forward to hearing from you soon.

Yours faithfully

David Grey

a) What type of text is it? Name one feature that shows you this.

**Eg: This is an email and one feature is**

.....  
**the subject icon.**

b) What type of text is this? Name one feature that shows you this.





- c) What type of text is this? Name one  
d) What type of text is this? Name one  
feature that shows you this.

.....  
.....



- e) What type of text is this? Name one  
feature that shows you this.

.....  
.....



- feature that shows you this.

**THE TASK**  
City of Yana (the Principal) wished to undertake a feasibility study into the establishment of a new live music festival within the City of Yana. This included recommendations about the feasibility, nature, structure, positioning and model for such a new venture.

**THE BRIEF**  
In response to this Brief the study was required to:

- consult across a range of stakeholders, note issues of concern as well as areas of consensus
- consider the status quo as a possible recommendation of the Study
- Produce a report that offered an overview of the feasibility of establishing a new music festival within the City of Yana.
- This would include:
  - Examining the current context, environment and situation and issues affecting the establishment of a new live music festival including practical aspects such as the Festival's timing, location, management, structure and underpinning principles
  - Evaluating the impact of external factors within the music sector or industry,
  - Providing recommendations to the Principal on viable strategic directions and some next steps

**METHODOLOGY**  
In respect of these terms of reference, the study pursued the following methodology:

- Reviewed relevant written material provided by the Principal including, policy documents, previous discussion papers, and minutes from relevant meetings.
- Conducted analysis of these to inform and create a basis of further investigation and consultation
- Considered the wider sector or market context for a possible new music festival based within the City of Yana.
- Considered available data and relevant research

- f) What type of text is this? Name one  
feature that shows you this.

Letters can be both formal and informal. Their main purpose is to either give information or persuade us about something. They are normally addressed to adults.

Articles are informative texts that people read and their audience is mostly adults.

Internet forums are used for debates and to persuade about a specific opinion on a topic. Their audience is young people and adults.

Adverts are used to mainly persuade people and their audience can either be young people or adults.

Emails can be formal or informal depending on the people you are addressing them to **eg**: if it's your employer, teacher or your friend and their purpose can be informative or persuasive.

Reports focus on transmitting information with a clear purpose to a specific audience that in most cases is a professional environment.

**Exercise 2: You are given 5 different types of text. Can you identify their purpose (inform, explain, persuade or instruct)? The first example is given to you.**

Text	Purpose
<b>Turtles have a hard shell on their back to protect them from enemies. They normally lay their eggs on land but some lay them in the sand and then leave them to hatch on their own.</b>	<b>To inform</b>
An artefact is an object that has some significance or meaning behind it. In some cases an artefact might even have a very important story behind it. I am sure you have got a favourite toy or your parents have a special item in the house that they would consider an important artefact.	
This enchanting hotel boasts spectacular views and fine cuisine exclusive surroundings. Standing majestically on Paradise Beach, nestled beneath the imposing cliffs, this tastefully furnished hotel mixes elegance with a fun-loving atmosphere, offering a relaxed time.	
Press the power button, select a mode for a movie and then point the camera at the object you want to take a picture of or film. Press the zoom button if you want to get closer to the object and press the stutter button.	



### Exercise 3: Look at

the sentences below. Can you identify the audience of each sentence? Is it for adults or young people?

1. We would like to inform you that the next conference will take place in Bristol.

The audience: **adults**

2. Join us in the activities and be sure that you won't regret it!

The audience: \_\_\_\_\_

3. The next annual meeting will take place on Thursday 27th October.

The audience: \_\_\_\_\_

4. You are all invited to my sister's 18th birthday party on Sunday 23rd September!

The audience: \_\_\_\_\_

5. For further enquiries please contact us via email or through our online chat service.

The audience: \_\_\_\_\_

6. Feel like a pinball being catapulted along the 470 metre track at speeds of up to 60km per hour.

The audience: \_\_\_\_\_

**Exercise 4: Look at the table below. Which type of texts would you expect to find the words below?**

Announcements		Advert
Yours faithfully		Report
"UFO" on NASA camera		Internet forum

Spectacular setting		Letter
Conclusion		Article

**Exercise 5: Look at the paragraph below. What is the purpose and audience of the text below? There are also two spelling mistakes, can you spot them?**

It's your birthday next week and you want to write an email to invite your friends to your birthday party. Your party will be on Saturday afternoon and you wish to invite up to 7 friends. The food you are planning to have is going to be prepared by you and your mother. She will cook some canapes, sandwichs and chocolate brownes.

The purpose of my email is: .....

The audience is: .....

The two spelling mistakes are: ..... and .....



## Identifying different types of text, purpose and audience

### Answers

**Exercise 1: Can you identify what type of text it is?**

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I enclose a copy of my cv and look forward to hearing from you soon.

Yours faithfully

David Grey

a) What type of text is it? Name one

b) What type of text is this? Name

feature that shows you this.

**Eg: This is an email and one feature is the subject icon.**



feature that shows you this.

**This is a letter and one feature is the address in the right corner.**



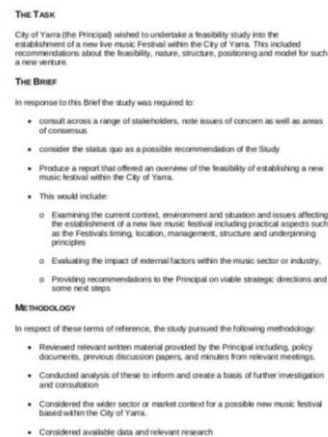
c) What type of text is this? Name one

d) What type of text is this? Name one feature that shows you this.

feature that shows you this.

**This is an internet forum and one feature is the search box on the right corner of the page**

**This is an article and one feature is the heading.**



e) What type of text is this? Name one one feature that shows you this.

**This is an advert and one feature is the use of capital letters on the heading**

f) What type of text is this? Name feature that shows you this.

**This is a report and one feature is the subheading with the bullet points**

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### Exercise 2:

Text	Purpose
<b>Turtles have a hard shell on their back to protect them from enemies. They normally lay their eggs on land but some lay them in the sand and then leave them to hatch on their own.</b>	<b>To inform</b>
An artefact is an object that has some significance or meaning behind it. In some cases an artefact might even have a very important story behind it. I am sure you have got a favourite toy or your parents have a special item in the house that they would consider an important artefact.	<b>To explain</b>
This enchanting hotel boasts spectacular views and fine cuisine exclusive surroundings. Standing majestically on Paradise Beach, nestled beneath the imposing cliffs, this tastefully furnished hotel mixes elegance with a fun-loving atmosphere, offering a relaxed time.	<b>To persuade</b>
Press the power button, select a mode for a movie and then point the camera at the object you want to take a picture of or film. Press the zoom button if you want to get closer to the object and press the stutter button.	<b>To instruct</b>

### Exercise 3:

1. We would like to inform you that the next conference will take place in Bristol.  
The audience: **adults**

2. Join us in the activities and be sure that you won't regret it!  
The audience: **young people**
3. The next annual meeting will take place on Thursday 27th October.  
The audience: **adults**
4. You are all invited to my sister's 18th birthday party on Sunday 23rd September!  
The audience: **young people**
5. For further enquiries please contact us via email or through our online chat service. The audience: **adults**
6. Feel like a pinball being catapulted along the 470 metre track at speeds of up to 60km per hour. The audience: **young people**

**Exercise 4:**

Announcements		Internet forum
Yours faithfully		Letter
"UFO" on NASA camera		Article
Spectacular setting		Letter Advert
Conclusion		Report

**Exercise 5:**

The purpose of my email is: **to inform**

The audience is: **young people**

The two spelling mistakes are: **sandwiches** and **brownies**

## Spelling: Homophones and Irregular Plurals

### Objectives:

By the end of this worksheet:

- You will know what a homophone is
- You will recognise the difference in meaning and spelling between pairs of homophones and use them correctly
- You will be able to spell correctly a set of irregular plurals

### Homophones

Homophones are words that sound the same as each other. In other words, they are pronounced the same. When spelling words, because they sound the same, this can cause confusion and the incorrect word is used producing a spelling mistake in our writing.

Example:

**their** = **their house** and **there** = **place - over there on the table.**

If we say these words aloud, we can hear that they sound the same but are spelt differently.

Other examples:

flower/flour	brake/break	son/sun	billed/build	weak/week	where/wear
see/sea	pair/pear	way/weigh	red/read	scene/seen	sail/sale



## Practice/Knowledge Check

Exercise: Choose the correct homophone

Look at the homophones in brackets and place the correct one in the sentences in the gap.

Example: 1. The dress was bought in a \_\_\_\_\_(sail/sale).

The dress was bought in a **sale** (sail/sale).

1. I \_\_\_\_\_(where/wear) green a lot. I love the colour.
2. \_\_\_\_\_
3. Sarah \_\_\_\_\_(red/read) the book twice because it was so good.
4. Sandeep was so \_\_\_\_\_(weak/week) he couldn't get out of bed.
5. When the \_\_\_\_\_(son/sun) comes out it gets too hot.
6. The \_\_\_\_\_(see/sea) was so blue.
7. The \_\_\_\_\_(brake/break) was not long enough for me to finish my meal.
8. The \_\_\_\_\_(scene/seen) in front of him was so beautiful it took his breath away.
9. The company \_\_\_\_\_(billed/build) me too much for my order
10. I have a \_\_\_\_\_(pair/pear) tree in my garden.
11. Stephen \_\_\_\_\_ has to (way/weigh) himself once a week now. Doctor's orders!

Now check your answers with the answer sheet for exercise: 'Choose the Correct Homophone'.

## Check/Answers:

### Exercise: Choose the Correct Homophone

1. I wear (where/wear) green a lot. I love the colour.
2. Sarah read (red/read) the book twice because it was so good.
3. Sandeep was so weak (weak/week) he couldn't get out of bed.
4. When the sun (son/sun) comes out it gets too hot.
5. The sea (see/sea) was so blue.
6. The break (brake/break) was not long enough for me to finish my meal.
7. The scene (scene/seen) in front of him was so beautiful it took his breath away.
8. The company billed (billed/build) me too much for my order
9. I have a pear (pair/pear) tree in my garden.
10. Stephen has to weigh (way/weigh) himself once a week now. Doctor's orders!

## Plurals

Another area that can be a challenge for learners is the spelling of plural nouns (more than one)

Example:

There is **a book** on the table (**singular** = one) but there are **three books** on the floor (**plural** = more than one).

Do you know the plural for the following words?

Test yourself and write the plurals for the words below the box:

boy   cat   college church watch dish   lorry   bus   hairbrush   box   quiz leaf

Can you spot any patterns/rules there might be to help us form the plural of singular nouns?

Boys	cats	colleges	buses	churches	watches
dishes	lorries	hairbrushes	boxes	quizzes	

These plurals are considered regular because there is a pattern to follow in addition to adding an **s** to form a plural:

Add <b>es</b> to words ending with <b>ch, sh, s, x, z</b> →	church→churches hairbrush→hairbrushes bus→buses box→boxes quiz→quizzes
If there is a consonant before the y, take away the y and add <b>ies</b>	lorry→lorries
If there is a vowel before the y add <b>s</b>	boy→boys
If a word ends in <b>f</b> or <b>fe</b> change the <b>f</b> or <b>fe</b> to a <b>v</b> and add <b>es</b>	leaf→leaves knife→knives (some exceptions – safe→safes)

## Practice – Regular Plurals

Now complete the sentences with the correct spelling of the plural for the given words below:

1. Ayman planted six \_\_\_\_\_ (bush) in his garden.
2. Two \_\_\_\_\_ (fox) entered the fields and then escaped into the \_\_\_\_\_ (wood).
3. A lot of people have been baking \_\_\_\_\_ (loaf) year.
4. Birds sit on \_\_\_\_\_ (perch).
5. John wrote a text to his wife and ended it with three \_\_\_\_\_ (kiss).
6. The \_\_\_\_\_ (wife) of the cricket team always prepare the team's tea after the match.
7. Magdy was so hungry that he ate both \_\_\_\_\_ (half) of the cake his mother had made.

There are some plurals that are considered irregular because there is not a rule or pattern that they belong to so these just have to be learnt.

Example: **foot** → **feet**

## Practice – Irregular Plurals

Now test yourself to see if you can spell the plurals of the words below:

child sheep tooth woman man mouse	
--	--

Now check your answers on the answer sheet, 'Check –Practice: Irregular Plurals'.

## Check – Practice: Regular Plurals

Now complete the sentences with the correct spelling of the plural for the given words below:

1. Ayman planted six **bushes** (bush) in his garden.
2. Two **foxes** (fox) entered the fields and then escaped into the \_\_\_\_\_ (wood).
3. A lot of people have been baking **loaves** (loaf) this year.
4. Birds sit on **perches** (perch).
5. John wrote a text to his wife and ended it with three **kisses** (kiss).
6. The **wives** (wife) of the cricket team always prepare the team's tea after the match.
7. Madgy was so hungry that he ate both **halves** (half) of the cake his mother had made.

## Check- Practice: Irregular Plurals

child	<b>children</b>
sheep	<b>sheep</b>
tooth	<b>teeth</b>
woman	<b>women</b>
man	<b>men</b>
mouse	<b>mice</b>

How many did you spell correctly? For the words you spelt incorrectly, write these in a vocabulary notebook and learn them.

## Reflection

Take some time now to reflect on the following:

What have you learnt?

What do you know now that you did not know before?

What can you do now that you could not do before?

We hope you enjoyed the worksheet.

Thank you!

## References for Independent Learning

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# Punctuation: The Apostrophe '

## Objectives:

By the end of this worksheet:

- You will have learnt/revised how to use the apostrophe in two different ways: for contractions and possession

## Use

We can use **the apostrophe** when letters have been left out of words: the **shortened form**. This is known as **a contraction**. The **shortened form** or **contracted form** is usually considered **informal**.

The full form of the word is usually considered **formal**.

Examples:

1. My name **is** Sally (full form of the word **is**). My name**'s** Sally (shortened form of the word **is-the contraction**).

Another example:

2. I **am** a doctor.

I**'m** a doctor.

In the examples, the ' (**the apostrophe**) has taken the place of the letter 'i' in 'is' and the letter 'a' in 'am'.

Can you think of other examples of contractions?

Here are a few other examples:

He's – He is

She's - She is

I'll – I will

I've – I have

It's - It is

They're- they are

You'll – you will

We can also contract '**have got**' / '**has got**'

Example:

She has got = She's got

He has got = He's got

I have got = I've got.

We know it is the verb '**have got**' when it is contracted because of '**got**':

Example:

He's = **he is** but **he's got** = **he has got** not **he is got**

## Practice – The Apostrophe for Contractions

Now do the two exercises below:

Exercise 1. Find the contractions in the text below and write the full form of the words:

Example: **He's – He is**

Ahmed has just got a job with a travel company. He's really excited about it. He'll go to some wonderful places with the company. It's one of the best jobs you can have. His friend Karen told him, 'You'll never want to leave that job. I'm going to apply next year.' He's got a new suitcase and he is ready to go.

Exercise 2. Now use an apostrophe to make the contracted forms of the underlined words in the text below:

Example: **I am – I'm**

I am a student. When I have finished my course I want to work in IT. My brother is a programmer but I will be better than him. My sister is a hairstylist and she is really good at her job. The competition is strong but you will see! I have talent.

You can check your answers when you have finished with, 'Check – Answers: Exercise 1 and 2', placed at the back of this work sheet.

Now go onto the next use of the apostrophe on the next page.



## The Apostrophe for Possession

Another way we can use the **apostrophe** is to show **possession**. What do we mean by **possession**? When something **(a noun) belongs** to someone or something **(a noun)**.

Example:

The manager's office.

In the example we see the **apostrophe -' + s = 's**. The apostrophe shows the **office belongs to the manager**.

What do we do if we have two managers **(plural)**?

If we have two or more of a noun, we can show this by moving the apostrophe after the **s**. **This shows the noun is plural**.

Example:

The managers' office.

Now we know that two or more managers share the office.

Note: Some learners add **'s to show the plural of a noun**.

Example:

Six manager's are working for the company. **X**

This is **not correct**. **Plurals of nouns (the opposite of singular)** only have an **s** or **es** to show they are **plurals**.

It should be, **Six managers are working for the company** – no apostrophe.

Returning to the apostrophe for possession, if we have a plural noun not ending in **s** then we add **'s** similar to how we do with the singular noun.

Example:

Children – the children's sweets      women - the women's changing room

If we have two or more people and we are using their names, we place the **apostrophe s-** on the last name only.

Example:

This is Sayeed, Mary and Vinil's table.

If a name **ends in s**, we can use **'s** or just an apostrophe on its own.

James's pen      or      James' pen are both correct

## Practice – The Apostrophe s/Apostrophe for Possession

Now do the exercise below:

Exercise – the apostrophe s/apostrophe for possession

Read the text and place an **apostrophe s/apostrophe** in the correct position in the sentences where it is underlined.

Example: Peter house is big = Peter's house is big.

Peter's house is big. Peter shares his house with a friend. Peter friend is called Adam. Peter house is big with four bedrooms. Adam bedroom is smaller than Peter. Peter wanted the bigger room as he uses it as an office. Both Peter and Adam like gardening. The friends garden is beautiful and they have a greenhouse where they grow tomatoes and other plants. They have a dog. The dog name is Lucky. Peter and Adam have another friend called Faisal who also likes gardening. They have all bought a bit of land together called an allotment. Peter, Adam and Faisal allotment is where they grow other things like potatoes. Lucky loves the allotment because he can run around it freely. Other men have land next to their land but the men land is not as big.

Now check your answers with, 'Check - Answers: Exercise – The Apostrophe s/Apostrophe' on the next page.

## Check – Answers: Exercise 1 and 2 – The Apostrophe

Contractions:

Exercise 1. Find the contractions in the text below and write the full form of the words:

Ahmed has just got a job with a travel company. He **is** really excited about it. He **will** go to some wonderful places with the company. It **is** one of the best jobs you can have. His friend Karen told him, 'You **will** never want to leave that job. I **am** going to apply next year.' He **has** got a new suitcase and he is ready to go.

Exercise 2. Now use an apostrophe to make the contracted forms of the underlined words in the text below:

**I'm** a student. When I have finished my course I want to work in IT. My brother is a programmer but **I'll** be better than him. My sister's a hairstylist and she's really good at her job. The competition is strong but you'll see! I have talent.

Check answers:

Exercise – the apostrophe s/apostrophe

Peter's house is big. Peter shares his house with a friend. Peter's friend is called Adam. Peter's house is big with four bedrooms. Adam's bedroom is smaller than Peter's. Peter wanted the bigger room as he uses it as an office. Both Peter and Adam like gardening. The friends' garden is beautiful and they have a greenhouse where they grow tomatoes and other plants. They have a dog. The dog's name is Lucky. Peter and Adam have another friend called Faisal who also likes gardening. They have all bought a bit of land together called an allotment. Peter, Adam and Faisal's allotment is where they grow other things like potatoes. Lucky loves the allotment because he can run around it freely. Other men have land next to their allotment but the men's land is not as big.

## Reflection

Take some time now to reflect on the following:

What have you learnt?

What do you know now that you did not know before?

What can you do now that you could not do before?

We hope you enjoyed the worksheet.

Thank you!

## References for Independent Study

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## Grammar: Present Simple - Present Time

### Objectives:

By the end of this work sheet:

- You will have understood/revised when to use the Present Simple- Present Time
- Applied and checked your understanding/knowledge through exercises around the Present Simple

### Use

There are a number of reasons we use the Present Simple. Today we are going to concentrate on its use in present time.

1. We can use the Present Simple when we talk/write about **something that is true in the present known as permanent states: situations or feelings that are not temporary.**

Let's see some examples of this:

1. I **am** an English student.
2. I **live** in Harrow.
3. My best friend lives in Ruislip.
4. He **loves** me.

2. We can also use it to talk/write about **something that happens on a regular basis/habitual action/routines (things we do everyday, week, month, year etc. or to express how often we do them).**

Examples:

1. I **play** squash on Saturday mornings.
2. My husband **runs** three times a week.
3. My sister always **uses** Instagram and Tik Tok.
4. Ahmed, my brother **watches** *Match of the Day* at the weekend.

3. We can use it to talk/write about **general facts**. An example of this might be a scientific fact.

Examples:

Light **travels** faster than sound.

The earth **goes** around the sun.

There **are** 1000ml in a litre.

## The Form of the Present Simple

Question: 'How do we form the Present Simple? Can you work it out from the examples?'

Check

In our examples we saw that:

The Present Simple may involve **a main verb (the infinitive without 'to')** e.g. live, run, love, play etc.

E.g.

**I play squash on Saturday mornings. He loves me. Ahmed, my brother, watches Match of the Day at the weekend.**

**or the verb 'to be': I am, s/he/it is, you are, we are, they are, also called the Present Simple (used with **adjectives** (a describing word) and **nouns** (a naming word)).**

E.g.

**There are a 1000ml in a litre.**

**I am an English student**

The form

Because the main verb form changes we will look at this form.

With the main verb, the verb form only **changes** in the **third person**.

We **add –s or –es to the verb in the positive form of the verb.**

The **third person** means **she/he/it**. The others, **you, we, they**, stay the same. No ending (a suffix), is added to the verb.

E.g.

**He works in a bank (with –s)**

**but**

**I work in a college (no change to the verb).**

## Practice/Knowledge Check

Now answer exercises 2 and 3.

Exercise 1. Look at the statements below and decide if they are true or false.

1. We can use the Present Simple to talk/write about general facts. ☐ T/F
2. We can use it when we talk/write about something that is true in the present known as permanent states. ☐ T/F
3. We can use it to describe things that are happening at the time of speaking. ☐ T/F
4. We can use it to talk/write about something that happens on a regular basis/habitual action/routines. ☐ T/F

## Practice of the form

Exercise 2. Give the correct form of the verb in the gaps. Use a dictionary for unknown verbs

1. The corona virus \_\_\_\_\_ (to spread) quickly.
2. Footballers \_\_\_\_\_ (to earn) a lot of money.
3. My brother \_\_\_\_\_ (to like) Tik Tok.
4. Peter \_\_\_\_\_ (to dry) his washing in a tumble dryer.
5. My sister always \_\_\_\_\_ (to fix) her own car.
6. I \_\_\_\_\_ (to go) to work by car.
7. The dog \_\_\_\_\_ (to eat) too much if I let him.
8. Rupul, Fayez and Mariam \_\_\_\_\_ (to meet) every Thursday.

## Answers to Exercises 1 and 2

### Exercise 1 - Check

Now check your answers below.

We can use the Present Simple to talk/write about general facts. **T**

We can use it when we talk/write about something that is true in the present known as permanent states. **T**

We can use it to describe things that are happening at the time of speaking. **F** (We would use the Present Continuous – something for another time)

We can use it to talk/write about something that happens on a regular basis/habitual action/routines. **T**

### Exercise 2 – Check

Now check your answers on form below.

1. The corona virus spreads quickly.
2. Footballers earn a lot of money.
3. My brother likes Tik Tok.
4. Peter dries his washing in a tumble dryer.
5. My sister always fixes her own car.
6. I go to work by car.
7. The dog eats too much if I let him.
8. Rupul, Fayez and Mariam meet every Thursday.



## Reflection

Take some time to reflect now on the following:

What have you learnt?

What do you know now that you did not know before?

What can you do now that you could not do before?

We hope you enjoyed the worksheet.

Thank you!

## Useful References for Independent Learning

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