

# Functional Skills Level 1

## Study Pack

**HCUC**

A merger between Uxbridge College and Harrow College

**H**arrow  
COLLEGE

**UC**  
UXBRIDGE  
COLLEGE

## **Welcome to Functional Skills Level 1**

This pack has been put together with the intention of preparing you to take Functional Skills Level 1 examinations.

This study pack will introduce you to the different skills and topics you'll cover in your FS Level 1 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: Parts of Speech and Language Devices

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 Level 1 at HCUC soon.

# HCUC

A merger between Uxbridge College and Harrow College

**H**arrow  
COLLEGE

**U**  
**C**  
UXBRIDGE  
COLLEGE

**Narrowband**  
LONDON

Enquiry and Customer Support  
020 7491 4000  
020 7491 4001  
020 7491 4002

**Our Ref**

Dear Sir/Madam

**Passkey Control Notice**  
**Initial Reservation**  
**Date of Confirmation:** 05/04/03

Thank you for your letter dated 20 April 2003 in which you state representation regarding the above Passkey Charge Notice (PCN).

I should like to have discussion prior to what I would not classify under the Civil Disobedience Act which the Passkey Charge Notice was issued.

It is the driver's responsibility to ensure that the correct display board is raised from the car in the event of the vehicle.

It is to enable the Civil Enforcement Officers to have the ability to monitor the use of purchase of any and display raised as required by the car park authorities.

As a copy of the law and display board has been provided, I will have the Passkey Charge Notice on the machine, as well as point card however, if any further Passkey Charge Notice is issued and displaying an incorrectly displaying the badge or the clock, will not be cancelled.

We confirm the PCN is now closed.

Yours faithfully

You see **informal writing** in texts such as:

Formal	Informal
<ul style="list-style-type: none"> <li>• Usually longer sentences</li> <li>• Higher level vocabulary</li> <li>• More sophisticated grammar</li> <li>• No contractions used (I am, is not)</li> <li>• No slang</li> <li>• Use of passive grammar (It is believed/ it has been brought to my attention..)</li> </ul>	<ul style="list-style-type: none"> <li>• Shorter, simpler sentences</li> <li>• Easier vocabulary</li> <li>• Simpler grammar</li> <li>• Contractions (I'm, isn't)</li> <li>• Use of colloquialisms/slang</li> <li>• Passive grammar not used much</li> </ul>

## How much do you know?

Try the following tasks:

### Task 1

Read the following adverts:

**A**

Accommodation for courteous football apprentices required next month. Property should be in close proximity to the ground and in a family environment.

If you have a spare room and want to be part of your town's proud footballing heritage, contact Mr Rhodes on 012466 589334.

**B**

#### **Rooms Wanted**

We need family homes for **Football Apprentices**

Generous rent for room and board.

Support offered.

*Do you have what it takes?*

Call Mike Smith on 012466 580345.

Which is more formal, **A** or **B** ? Explain why:

---

---

---

---

**Answer:** A is more formal because there are: longer sentences; higher level vocabulary (*courteous/proximity*); passive grammar (*accommodation is required*)

## Task 2

### Formal or Informal?

When you write to the following people, do you use formal or informal language? Tick the correct answer.

		Formal	Informal
e.g.	The Prime Minister	✓	
1	My mother		
2	The Bank Manager		
3	A friend		
4	A hotel to book a room		
5	One of my cousins		
6	A company I wish to work for		
7	The local Job Centre		
8	A new colleague		
9	My best friend		

## Task 3

Words/expressions used in formal/informal letters

Study the following and mark **F** (formal) or **I** (Informal).

Two are completed already:

	A	F/I	B	F/I
1	Contractions (it's, I'm etc)		No contractions (it is, I am etc)	<b>F</b>
2	I got your letter yesterday		I received your letter on 5 June	
3	Thank you		Thanks	
4	Dear Sir/Madam		Dear Iqra	
5	Could I .....?		Can I.....?	
6	Yours sincerely		Love	
7	Lots of love	<b>I</b>	Yours faithfully	
8	Children		Kids	
9	I'm really fed up with		I am dissatisfied with	
10	I'm sorry I was late		I apologise for the delay	
11	I would like		I want	

**Task 4 : Read the following letter and answer the questions at the bottom.**

27 Hawthorne St  
Greenford  
London  
WA2 8BP

12 June 2020

The Manager  
National Bank  
King St  
Hammersmith  
London  
WA6 9RP

Dear Sir/Madam,

*I am writing to complain about the service I received in your bank last week.*

*I came in to ask for a bank statement. I was told I would have to wait for up to an hour, so I waited. After one hour I was told the person was going home and I would have to come back the next day. I asked to see the manager, but the assistant told me to ring and make an appointment. She was very rude. I needed the information in order to know if I could afford to buy the car I wanted and in the end the car was sold to someone else.*

*I am extremely dissatisfied with this service and I would like an apology.*

*I look forward to hearing from you at your earliest convenience.*

*Yours faithfully,*

Ms J. Smithers

1. What is the address of the person writing the letter?
2. Who is she writing to?
3. Is the letter formal or informal? Write down 3 expressions that tell you.
4. How many paragraphs are there?
5. What is the purpose of each paragraph?

## ANSWERS

### Task 2

When you write to the following people, do you use formal or informal language? Tick the correct answer.

### ANSWERS

		Formal	Informal
e.g.	The Prime Minister	✓	
1	My mother		✓
2	The Bank Manager	✓	
3	A friend		✓
4	A hotel to book a room	✓	
5	One of my cousins		✓
6	A company I wish to work for	✓	
7	The local Job Centre	✓	
8	A new colleague	✓	
9	My best friend		✓

### Task 3

Words/expressions used in formal/informal letters

### ANSWERS

	A	F/I	B	F/I
1	Contractions (it's, I'm etc)	<b>I</b>	No contractions (it is, I am etc)	<b>F</b>
2	I got your letter yesterday	<b>I</b>	I received your letter on 5 June	<b>F</b>
3	Thank you	<b>F</b>	Thanks	<b>I</b>
4	Dear Sir/Madam	<b>F</b>	Dear Iqra	<b>I</b>
5	Could I .....?	<b>F</b>	Can I.....?	<b>I</b>
6	Yours sincerely	<b>F</b>	Love	<b>I</b>
7	Lots of love	<b>I</b>	Yours faithfully	<b>F</b>
8	Children	<b>I</b>	Kids	<b>I</b>
9	I'm really fed up with	<b>I</b>	I am dissatisfied with	<b>F</b>
10	I'm sorry I was late	<b>I</b>	I apologise for the delay	<b>F</b>
11	I would like	<b>F</b>	I want	<b>I</b>

## Task 4 ANSWERS

27 Hawthorne St  
Greenford  
London  
WA2 8BP

1. The address of the person writing the letter

12 June 2020

2. Who she is writing to

The Manager  
National Bank  
King St  
Hammersmith  
London  
WA6 9RP

3. Formal greeting (when you do not know the recipient's name)

Dear Sir/Madam,

I am writing to complain about the service I received in your bank last week.

5. Paragraph 1 = to state the reason for writing

Paragraph 2 = more details

I came in to ask for a bank statement. I was told I would have to wait for up to an hour, so I waited. After one hour I was told the person was going home and I would have to come back the next day. I asked to see the manager, but the assistant told me to ring and make an appointment. She was very rude. I needed the information in order to know if I could afford to buy the car I wanted and in the end the car was sold to someone else.

Paragraph 3 = action requested

I am extremely dissatisfied with this service and I would like an apology.

Formal vocabulary

I look forward to hearing from you at your earliest convenience.

Paragraph 4 = Formal closing sentence

Yours faithfully,

Formal ending (when you don't know the recipient's name)

Ms J. Smithers

4. There are four paragraphs

5. Paragraph 1 = The reason for writing/Paragraph 2 = More background information/  
Paragraph 3 = What action the writer would like to happen/  
Paragraph 4 = closing paragraph/ending



## Reading Comprehension



# Looking at adverts



Here are two adverts. Work out what the **main** or **primary** purpose of the first advert is. Does it inform, persuade or explain?

**A**

Accommodation for courteous football apprentices required next month. Property should be in close proximity to the ground and in a family environment.

If you have a spare room and want to be part of your town's proud footballing heritage, contact Mr Rhodes on 012466 589334.

**B**

### **Rooms Wanted**

We need family homes for **Football Apprentices**  
Generous rent for room and board.


Support offered.  
*Do you have what it takes?*

Call Mike Smith on 012466 580345.

What is the **secondary purpose** of the first advert? Is it to inform, persuade or explain?

What do you think the word **proximity** means? Work out the meaning for the rest of the sentence.

Does proximity mean:

 far away?    neither far nor near?    nearby?

Now, identify two facts and two opinions from the first advert.



Facts	Opinions





**Warm-up:** Explain which of the above adverts **A** or **B** (for accommodation) is easier to read on a separate piece of paper.

**Coach's tip:** Look at layout, font, sentence length and the kinds of words that are used. The font is the style of print used in computer programmes. For example, the font in this text is Arial.



## Tasks



### Task 1: Understanding the meaning of words



A wide range of top-quality football boots in a variety of sizes is available at much reduced prices – some more than half price – due to retirement of proprietor. Victors Sports Emporium can be found on Storforth Road. Last day: Saturday.

Just from reading the advert above, what do you think these words mean: **proprietor** and **emporium**?

### Task 2: Highlight the important information



1. What does Mike Smith hope to get in response to his advert on the previous page (**B**)?

2. What information does Mr Rhode's advert in the above section (**A**) give people who are reading it?



### Task 3: Understanding purposes of adverts

1. What is the primary purpose of the advert in Task 1? Is it to **inform**, **persuade** or **discuss**?

2. What is the secondary purpose of the advert? Is it to **inform**, **persuade** or **discuss**?

### Task 4: Rewriting adverts



Rewrite/re-design the advert from Task 1 to make it stand out and persuade people that Victor's Emporium has something they might want.



## Answers

### Skill: Understanding the purpose of adverts

Main purpose = to inform

Secondary purpose = to persuade

Proximity means nearby

Facts/Opinions; choose two from each of the below columns:

Facts	Opinions
Accommodation is required	The town is proud of its footballing heritage//legacy
The accommodation is for football apprentices	The football players are courteous/well-mannered/polite
The accommodation is required next month.	

### **Warm-up:**

**B** is easier to read as: important information is in bold; there are shorter sentences; and simpler vocabulary is used.

### Task 1: Understanding the meaning of words

Proprietor = owner/keeper

Emporium = shop/store/outlet

### Task 2: Highlight the important information

1. A room to rent for an apprentice footballer.
2. A room is required near the football ground; footballers need accommodation next month; Mr Rhodes' phone number is 012466 589334.

### Task 3: Understanding purposes of adverts

1. To persuade (you to buy things).
2. To inform (to let you know the proprietor is retiring).

### Task 4: Rewriting adverts

e.g

**Closing down** **sale** 

**Perfect football boots for YOU!**  
**Top brands -many half price or less**

**All sizes available**  
**Be quick – last day this Saturday**

*Where? Victors Sports Emporium, Storforth Rd*  
*Doors open 9am. First come first serve.... Don't lose out!* 

# Parts of Speech and Language Devices

We are all familiar with the following parts of speech:

Part of Speech	Definition	Some Examples	
<b>Nouns</b>	people, places, things (and animals)	dog, cat, garden, work, music, town, Manila, teacher, Bob	The <u>sun</u> shines. <u>Anna</u> goes to <u>school</u> .
<b>Pronouns</b>	replace nouns	he, I, its, me, my, she, that, this, those, us, who, whom, you,	<u>John</u> is hungry. <u>He</u> wants to eat.
<b>Verbs</b>	show action or being	run, go, have, invite, laughed, listen, playing, singing, walk	The dog and cat <u>are running</u> .
<b>Adjectives</b>	describe nouns	angry, brave, healthy, little, old, red, smart, two, some, good, big, interesting	<u>Brown</u> dog, <u>Fat</u> cat, <u>Big</u> garden
<b>Adverbs</b>	describe verbs, adjectives or other adverbs	badly, fully, hardly, nearly, never, quickly, silently, well, very, really, almost	<u>Runs quickly</u> , Eats <u>very slowly</u>
<b>Articles</b>	signal that a noun is going to follow	the, a, an	<u>The</u> dog, <u>The</u> cat
<b>Prepositions</b>	show relationship between words in a sentence	above, before, except, from, in, near, of, since, between, upon, with, to, at, after, on	I am going <u>to</u> my garden (Prep) (Object of the P)
<b>Conjunctions</b>	connect words, phrases, clauses or sentences	and, or, but, so, after, before, unless, either, neither, because, since,	I was tired <u>so</u> I went to sleep.
<b>Interjections</b>	exclamations that express strong feelings	aha!, gosh!, great!, hey!, hi!, hooray!, oh!, oops!, phew!, oh!, ouch!, hi!, well	<u>Oops!</u> I spilled the milk.

## But what about language devices?

Do you know the difference between a simile, metaphor and personification?

- **Simile** = an image which compares two things using *like* or *as*  
*e.g: She was as good as gold*  
*He runs like the wind*  
*It was as cold as ice*

- **Metaphor** = an image which compares two things **without** using *like* or *as*:

*e.g: He is a shining star*  
*The blanket of night*  
*Life is a roller-coaster*



*Of course, life isn't really a roller-coaster; this metaphor is used to describe how life has ups and downs, just like a roller-coaster.*

- **Personification** = an image that gives human qualities to non-human things:

*e.g: The wind howled*  
*The house creaked and groaned*  
*The sun kissed my cheeks*

*Of course, the sun didn't really kiss my cheeks (only humans can do kiss); personification is used here to describe how the feeling of the sun on my cheeks is like being kissed (warm/affectionate/loving)*

**Your turn:** Do the following sentences contain a simile, metaphor or personification? Mark (S), (M) or (P).

		S/M/P
1.	<i>She eats like a horse</i>	S
2.	<i>Life is like a box of chocolates</i>	
3.	<i>The fireworks were sparkling flowers in the velvet night sky</i>	
4.	<i>You are my sunshine</i>	
5.	<i>The cake said "eat me!"</i>	
6.	<i>It was as fast as lightening</i>	
7.	<i>The evidence screamed "guilty!"</i>	
8.	<i>Your explanation is as clear as mud</i>	
9.	<i>Her eyes were diamonds</i>	
10.	<i>The book called out to me.</i>	

Answers: 1 S, 2 S, 3 M, 4 M, 5 P, 6 S, 7 P, 8 S, 9 M, 10 P.

**Why use language devices?** They are an effective way of making your writing **interesting** and **engaging**.

Consider this:



A) “I want you to take better care of the planet. You need to act now.”

B) “You must act like your house is on fire!”

**Which one is more persuasive, A) or B) ?**

**B)** Is more persuasive as a powerful metaphor is used (our planet is our home and it is being destroyed like our houses are on fire), making us understand that it is urgent to change our behaviour now as the situation is desperate. Greta Thunberg has used an effective metaphor to persuade us to act.

**Language Devices** are used by politicians, authors, marketing companies, teachers, parents and by almost everyone every day.

**Why? To persuade** us to behave or act in a certain way. Think about advertising:

Advertisements are intended to persuade someone to buy something. They will use some of the following techniques:

- Imperative or ‘bossy’ verbs, e.g. **Buy** now while stocks last!
- Describing a sense, e.g. As the rich, creamy chocolate melts in your mouth.
- Rhetorical question, e.g why wait?
- Catchy slogans, including rhyme, alliteration or word play.
- Positive customer reviews

Have a look at The Firebolt advert below. Can you find any of these features?





# The Firebolt

A must have item for any Witch or Wizard.

The Firebolt - currently the fastest racing broom around. Hold the streamlined, superfine handle of ash, with care. Easy gripping, yet powerful. Speed off at an acceleration of 150 mph in just 10 seconds...WOW that's fast!

The Firebolt also features an unbreakable charm, which means that you never have to buy another broom again!

**Buy now and receive a free broomstick servicing kit!**

Grab your magnificent broom **from Quality Quiddich Supplies.**  
Make your wizarding friends mad with jealousy.



Recommended by the Quiddich World Cup team!

**Get it for ONLY 400 Galleons!**

Can you think of any other persuasive language features that you see in adverts? They often appear as slogans. Write your answers below:

E.g: A Mars Bar a Day Helps you Work, Rest and Play. (A triplet/rule of three used here)

---

---

---

---

---

---

---

---

---

---



## Challenge Yourself: Get ahead and prepare for GCSE by researching the answers to the following quiz:

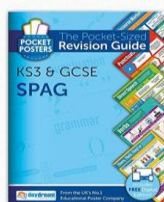
### Quick revision

Match the techniques with the examples.

<input type="checkbox"/> Alliteration	A fox is a living creature
<input type="checkbox"/> Fact	90% of animals
<input type="checkbox"/> Opinion	The weak and defenceless fox
<input type="checkbox"/> Rhetorical question	People should be more careful.
<input type="checkbox"/> Emotive language	So why don't people stop hunting?
<input type="checkbox"/> Statistics	cold, tired and hungry.
<input type="checkbox"/> Triplets	I believe hunting is a good thing.
<input type="checkbox"/> Metaphor	The bright and blazing sun
<input type="checkbox"/> Command / imperative	We don't have to put up with it.
<input type="checkbox"/> Modal verb	Think about this idea.
<input type="checkbox"/> Personal pronouns	An army of hunting dogs

### Not sure about the grammar?

Remember to use:



& websites such as:

- [www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise)
- [www.bbc.co.uk/bitesize/topics/z4hrt39](http://www.bbc.co.uk/bitesize/topics/z4hrt39)
- [www.skillsworkshop.org](http://www.skillsworkshop.org)
- Mr Bruff's Guide to Grammar on Youtube & on the student portal

## Answers:

**The Firebolt**  
A must have item for any Witch or Wizard.

The Firebolt - currently the fastest racing broom around. Hold the streamlined, superfine handle of ash, with care. Easy gripping, yet powerful. Speed off at an acceleration of 150 mph in just 10 seconds...WOW that's fast!

The Firebolt also features an unbreakable charm, which means that you never have to buy another broom again!

Buy now and receive a free broomstick servicing kit!

Grab your magnificent broom from **Quality Quiddich Supplies.** Make your wizarding friends mad with jealousy.

Recommended by the Quiddich World Cup team!

Positive Review

Use of superlative “the fastest” to show its special, unique powers ]

Describes the sense of touch

Note: use of positive adjectives: *powerful/magnificent/unbreakable/superfine*

Use of direct address “you” to persuade you that this is especially for you

Imperative/ command

Use of direct address “your”

Note use of alliteration in “*Quality Quiddich..*” to make it catchy/more memorable

## **Examples of slogans/taglines used in adverts:**

- Just do it! (Nike – *Imperative used to persuade you to succeed/achieve*)
- Intel Inside (Intel - *alliteration*)
- Because you're worth it (L'Oreal – *direct address*)
- Where smile meets a giggle (Smiggle – *a portmanteau/mash up of “smile” and “giggle”*)
- Every little helps (Tesco - *Everyday authority of a proverb*)
- We discover we grow (Girlguiding – *repetition/direct address*)
- Good with food (Co-operative – *rhyme/assonance*)

## **Quick Revision/Matching Exercise**

Alliteration – the bright and blazing sun

Fact – a fox is a living creature

Opinion – I believe hunting is a good thing

Rhetorical question – So why don't people stop hunting?

Emotive language – The weak and defenceless fox

Statistics – 90% of animals

Triplets – cold, tired and hungry

Metaphor – An army of hunting dogs

Command/Imperative – Think about this idea

Modal verb – people should be more careful

Personal Pronoun – We don't have to put up with this

## Spelling

### The **i** before **e** rule

As **i** and **e** often appear together, it can be difficult to remember which comes first. Use the **i before e rule** to help you remember:



**i before e except after c, but only when it rhymes with bee**

**believe** rhymes with bee, so **i** goes before **e**

**receive** rhymes with bee but comes after the c, so **e** goes before **i**

**eight** doesn't rhyme with bee, so **e** goes before **i**

**science** **i** comes after **c**, but it doesn't rhyme with bee, so **i** goes before **e**

A few words don't follow the rules: **weird**, **seize**, **caffeine**, **species**



## Task 1

Use the i before e rule to help you choose the correct spellings in the list below.

- |             |          |         |
|-------------|----------|---------|
| a. believe  | beilieve | beleive |
| b. sceince  | sceience | science |
| c. receive  | recieve  | reiceve |
| d. deiceive | deceive  | decieve |
| e. reciept  | reiceipt | receipt |
| f. friend   | freind   | frieind |
| g. acheive  | achieve  | acheve  |
| h. fierce   | feirce   | fierce  |

## Task 2.

Put the words from the box in the gaps:

<b>deceived</b>	<b>science</b>	<b>believe</b>	<b>fierce</b>
<b>friend</b>	<b>achieve</b>	<b>receipt</b>	<b>receive</b>

- a. I \_\_\_\_\_ that if you want to \_\_\_\_\_ good grades in \_\_\_\_\_ you really have to like the subject.
- b. There is a \_\_\_\_\_ competition in the job market and to \_\_\_\_\_ a good salary you must have top grades.
- c. My sister \_\_\_\_\_ me. First she asked me to help her throw a birthday party for her \_\_\_\_\_, then she gave me a \_\_\_\_\_ for the food and asked to pay for it.

## Words with double letters

Words with double letters can be difficult to spell, as you can't hear the double letters when you say the word. Check how many of the words you already know.

### Task 3

Which one is correct?

d. address	addres	adress
e. diferrent	different	differrent
f. tommorrow	tommorrow	tomorrow
g. dissappoint	disappoint	dissapoint
h. possible	posibble	possibble
i. dissappear	disappear	dissapear
j. immediatelly	immediatly	immediately
k. neccessary	necessary	neccesary
l. professional	proffessional	proffesional
m. succes	success	suckcess
n. beggining	beggining	beginning
o. recommend	recommmend	reccomend
p. embarrassing	embarrassing	embarassing
q. possession	posession	possession

## Silent letters

Some words have letters that you can't hear when you say the word.

### Task 4

Can you guess what letters are missing?

w\_en

w\_ich

\_hole

cou\_d

\_nife

autum\_

clim\_

We\_n\_sday

si\_n

lis\_en

\_rong

ta\_k



# Homophones

## There, their, they're

**Their** means belonging to them: *Their football boots are muddy.*

**There** is used to explain the position of something: *The football boots are over there.*

Or to introduce a sentence: *There is a place for muddy boots outside.*

**They're** is a contraction of **they are**: *They're tired after the match.*

## Your, you're

**Your** means belonging to you. **You're** is a contraction of **you are**: *You're having the time or your life!*

## We're, wear, where and were

**We're** is a contraction of **we are**: *We're going to Spain.*

**Wear** is a verb (doing word) that refers to clothing: *You need to wear a uniform at our school.*

**Were** is the past tense of are: *They were at school all day.*

**Where** refers to place: *Where are we going?*

## To, too, two

**To** indicates place, direction or position: *I went to Spain.*

**Two** is a number: *Two of us went to Spain last year.*

**Too** means 'also': *I'd like coffee too.* Or a large amount: *I went too far.*

## Are, our

**Are** is a verb (doing word): *We are going to the airport.*

**Our** means belonging to us: *Our football boots are very muddy.*

### Task 5

Choose the correct spelling in each of the following sentences.

The first one has been done as an example:

- a. I hope **you're** / **your** happy in **our** / **are** new house.
- b. **Were** / **We're** / **Where** going **too** / **to** / **two** be late for **they're** / **there** / **their** wedding!
- c. The Music Festival is **wear** / **where** / **we're** we perform **our** / **are** favourite songs.
- d. **Are** / **Our** gym membership costs way **to** / **two** / **too** much money!
- e. Some people **our** / **are** very critical of what you **where** / **wear** / **we're** at the gym.
- f. **Their** / **There** / **They're** was a great party in **their** / **there** / **they're** garden last year.
- g. If you keep **your** / **you're** dog on a leash, **there** / **their** / **they're** is no danger of it hurting anyone.

### Task 6

Complete these sentences with the correct homophone:

- a. Children are at risk because cars are parked on the pavement.
- b. School should be the place \_\_\_\_\_ children learn to take sport seriously.
- c. I don't need to \_\_\_\_\_ expensive gym gear to exercise in the park.
- d. \_\_\_\_\_ is no reason \_\_\_\_\_ pay expensive gym fees when you can exercise outside for nothing.
- e. Our park is just the place if \_\_\_\_\_ looking for a family day out.



## Common spelling errors: similar sounds / different spellings

### Would have, could have, should have

Many people use 'would of', 'should of' or 'could of' instead of would have, could have, should have.

*Accidents could of been prevented. We should of fixed the pavement as soon as the cracks appeared. - wrong!!!*

You hear 'of' but you write **have**: could have been prevented and should have fixed the pavement is the correct spelling!

### Bought or brought?

**Bought** and **brought** mean different things. Bought is the past tense of **buy**: *Ravi bought an umbrella in the shop.* It means Ravi paid money for an umbrella.

**Brought** is the past tense of **bring**: *Ravi brought an umbrella in her bag.* It means Ravi was carrying an umbrella with her.

### Write or right?

**Write** means to put something in writing, using a pen or a pencil: *I need to write a shopping list.*

**Right** is the opposite of **wrong**: *I need to know the right spelling for difficult words.*

### Know, no and now

**Know** means to have knowledge: *I know enough to pass my test.*

**Now** means at the present time: *I now know enough to pass my test.*

**No** is the opposite of **yes**: *'No! That spelling is not correct!'*

## Task 7

Choose the correct word in each of the following sentences.

- a. The council should have / should of taken action about the cars on the pavement.
- b. You could of / could have saved money by exercising in the park.
- c. I brought / bought a lot of expensive designer clothes in TKMax yesterday.
- d. I no / know / now that the council takes this type of problem seriously.
- e. I would of / would have gone to another hotel if it hadn't been so late.

## Task 8

Complete the sentences with the correct words from the 'common spelling errors' section.

- a. My friend \_\_\_\_\_ his family to Nando's for lunch.
- b. A lot of injuries \_\_\_\_\_ been prevented if the council had taken action.
- c. I \_\_\_\_\_ you will want to help with organising his birthday party.
- d. It wouldn't be \_\_\_\_\_ to make all dog owners keep their pets on a lead.
- e. Something needs to be done \_\_\_\_\_ about the cars on the pavement.
- f. Children \_\_\_\_\_ a better idea about how to stay fit if they did more sport at school.

**Keep practising:** go to these websites and have a go at the activities:

- <https://www.merriam-webster.com/word-games/spell-it>
- <https://howtospell.co.uk/spellingquiz.php>

## Answers

### Task 1

- a. believe
- b. science
- c. receive
- d. deceive
- e. receipt
- f. friend
- g. achieve
- h. fierce

### Task 2

- a. I **believe** that if you want to **achieve** good grades in **science** you really have to like the subject.
- b. There is a **fierce** competition in the job market and to **receive** a good salary you must have top grades.
- c. My sister **deceived** me. First she asked me to help her throw a birthday party for her **friend**, then she gave me a **receipt** for the food and asked to pay for it.

### Task 3

- a. address
- b. different
- c. tomorrow
- d. disappoint
- e. possible
- f. disappear
- g. immediately
- h. necessary
- i. professional
- j. success
- k. beginning
- l. recommend
- m. embarrassing
- n. possession

### Task 4

when	which	whole	could
knife	autumn	climb	Wednesday
sign	listen	wrong	talk

### Task 5

- a. I hope **you're** happy in **our** new house.
- b. **We're** going **to** be late for **their** wedding!
- c. The Music Festival is **where** we perform **our** favourite songs.
- d. **Our** gym membership costs way **too** much money!
- e. Some people **are** very critical of what you **wear** at the gym.
- f. **There** was a great party in **their** garden last year.
- g. If you keep **your** dog on a leash, **there** is no danger of it hurting anyone.

### Task 6

- a. are
- b. where
- c. wear
- d. There / to
- e. you're

### Task 7

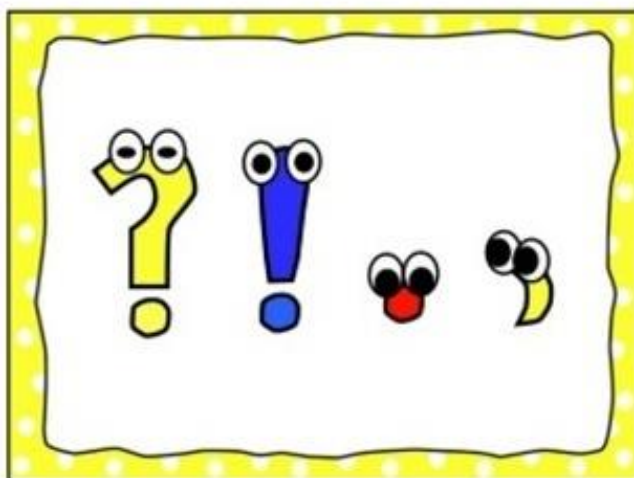
- a. should have
- b. could have
- c. bought
- d. know
- e. would have

### Task 8

- a. brought
- b. could have
- c. know
- d. right
- e. now
- f. would have

# Punctuation

## Using the right Punctuation Marks

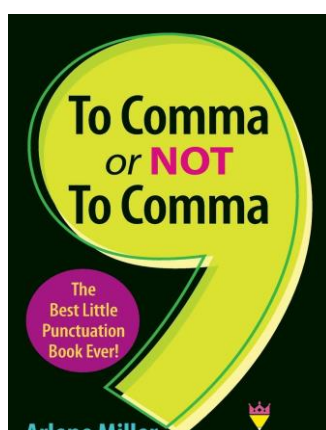


1. Can you match the punctuation mark with its symbol?

Full stop		,
Speech marks		( )
Comma		?
Brackets		!
Colon		“ ”
Question mark		.
Exclamation mark		-
Dash		:

## Seven Rules for the Use of Commas

1. The main use of comma is to separate two independent clauses joined by the “fanboys” (for, and, nor, but, or, yet, so (when so is used as a result)).
2. When there is a list of three or more items.
3. When there are two or more adjectives in the row.
4. When there is a dependent clause, unnecessary word, or unnecessary phrase and an independent clause are put together there is a comma.
5. When a relative clause (clause that starts with who, whom, whose, that, which, when, where and why) is unnecessary use commas
6. Before a direct quote
7. A comma usually follows a transition word such as however and in contrast



**2. Add the commas where necessary in the sentences below.  
Can you identify which rule each sentence follows?  
The first one is an example.**

Sentence-add commas	Rule
Markus is an honest, trustworthy and decent man.	Rule 3
The president of the company who is a Harvard graduate plans on retiring at the end of the month.	
Jane worked 12 hours a day. Consequently she earned enough money to travel the whole summer.	
Jenny wants to help feed the poor so she is planning on going to Africa this summer.	
Mark said “I loved visiting China and Korea.”	

When Mei was in Taiwan she often wrote to me.	
My friend Peter bought us bananas cherries and strawberries.	

## Section 2: Full stops and capital letters.

**Full stop:** This is the most common way to mark the end of sentence to mark the end of sentence and is used for statements. Most people are afraid of spiders.

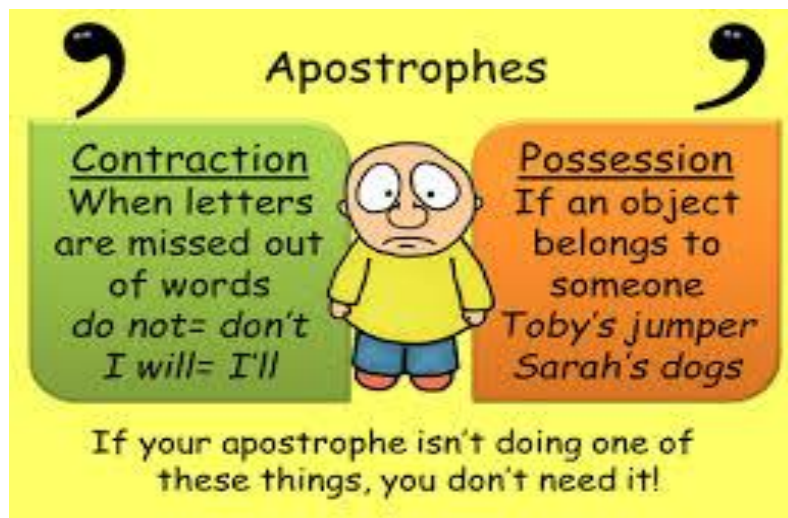
**Capital letters:** They are needed for the beginning of new sentences, the personal pronoun, names of people and other important names and places such as cities, rivers, mountains etc.

### 3. Can you add full stops and capital letters in the text below?

touching the void was the true story of two climbers and their  
perilous journey up the west face of siula grande in the peruvian  
andes in 1985 however when they descend down the mountain  
joe brentan (mackey) goes out over a piece of rock with no way of climbing back up  
simon makes the decision to cut the rope joe falls from the cliff and simon assuming  
him dead continues back down the most dramatic scene in the story is when simon  
says "joe please you need to hold onto to me tightly" but then feeling frustrated lets  
his friend down

**\*perilous: dangerous**





**4. The following text has 5 mistakes on the use of the apostrophe. Can you spot them?**

High school student Bella Swan (Kristen Stewart), always a bit of a misfit, doesnt expect life to change much when she move's from sunny Arizona to rainy Washington state. Then she meets Edward Cullen (Robert Pattinson), a handsome but mysterious teen whose eyes seem to peer directly into her soul. Edwards vampire family does not drink blood, and Bella, far from being frightened, enter's into a dangerous romance with her immortal soulmate. Is the couples love going to win over the vampires?

**5. Read the summary and add capital letters, full stops, commas and apostrophes where necessary.**

the incredible hulk tells the story of scientist bruce banner (edward norton) who desperately seeks a cure for the gamma radiation that contaminated his cells and turned him into a giant green monster under emotional stress. cut off from his true love betty ross (liv tyler) and forced to hide from his nemesis general thunderbolt ross (william hurt) banner soon comes face-to-face with a new threat: a supremely powerful enemy known as "the abomination" (tim roth) there is a scene where ross goes through banners apartment and sees evidence that can be used against him. towards the films end hulk reunites with his girlfriend betty who never stopped loving him and helps him control the beast thats hiding inside him



## Using the right Punctuation Marks Answers

### 1. Match the punctuation mark with its symbol

Full stop	.
Speech marks	“ ”
Comma	,
Brackets	( )
Colon	:
Question mark	?
Exclamation mark	!
Dash	-

### Seven Rules for the Use of Commas

1. The main use of comma is to separate two independent clauses joined by the “fanboys” (for, and, nor, but, or, yet, so ( when so is used as a result))
2. When there is a list of three or more items
3. When there are two or more adjectives in the row
4. When there is a dependent clause, unnecessary word, or unnecessary phrase and an independent clause are put together there is a comma
5. When a relative clause (clause that starts with who, whom, whose, that, which, when where and why) is unnecessary use commas
6. Before a direct quote
7. A comma usually follows a transition word such as however and in contrast

### 2. Add the commas where necessary in the sentences below.

Can you identify which rule each sentence follows?

Sentence-add commas	Rule
Markus is an honest, trustworthy and decent man.	Rule 3
The president of the company, who is a Harvard graduate, plans on retiring at the end of the month.	Rule 5
Jane worked 12 hours a day. Consequently, she earned enough money to travel the whole summer.	Rule 7
Jenny wants to help feed the poor, so she is planning on going to Africa this summer.	Rule 1

Mark said, "I loved visiting China and Korea."	<b>Rule 6</b>
When Mei was in Taiwan, she often wrote to me.	<b>Rule 4</b>
My friend Peter bought us bananas, cherries and strawberries.	<b>Rule 2</b>

## Section 2: Full stops and capital letters.

### 3. Can you add full stops and capital letters in the text below?

Touching the Void was the true story of two climbers and their perilous journey up the west face of Siula Grande in the Peruvian Andes in 1985. However, when they descend down the mountain, Joe Brentan (Mackey), goes out over a piece of rock with no way of climbing back up. Simon makes the decision to cut the rope, Joe falls from the cliff, and Simon, assuming him dead, continues back down. The most dramatic scene in the story is when Simon says, "Joe please you need to hold onto to me tightly", but then feeling frustrated, lets his friend down.

**\*perilous: dangerous**

### 4. The following text has 5 mistakes on the use of the apostrophe. Can you spot them?

High school student Bella Swan (Kristen Stewart), always a bit of a misfit, doesn't expect life to change much when she moves from sunny Arizona to rainy Washington state. Then she meets Edward Cullen (Robert Pattinson), a handsome but mysterious teen whose eyes seem to peer directly into her soul. Edward's vampire family does not drink blood, and Bella, far from being frightened, enters into a dangerous romance with her immortal soulmate. Is the couple's love going to win over the vampires?

### 5. Read the summary and add capital letters, full stops, commas and apostrophes where necessary.

The Incredible Hulk tells the story of scientist, Bruce Banner (Edward Norton), who desperately seeks a cure for the gamma radiation that contaminated his cells and turned him into a giant green monster under emotional stress. Cut off from his true love, Betty Ross (Liv Tyler), and forced to hide from his nemesis General Thunderbolt Ross (William Hurt), Banner soon comes face-to-face with a new threat: a supremely powerful enemy known as "The Abomination" (Tim Roth). There is a scene where Ross goes through Banner's apartment and sees evidence that can be used against him. Towards the film's end, Hulk reunites with his girlfriend, Betty, who never stopped loving him, and helps him control the beast that's hiding inside him.

# Grammar


## Grammar at L1 Functional Skills.

English grammar is important. Accuracy is important.  
It is approximately 40% of your marks and an important life skill.

This workbook will take you through the most important aspects.



You will cover the following areas of grammar:

Topic	Tick when complete 
1. Prepositions	
2. Past tenses	
3. Present tenses	
4. Future tenses	
5. Present perfect vs past simple	
6. Mixed tenses <i>Test your knowledge</i>	

\*\*\*The answers are at the end- look at them **after** you complete an exercise\*\*\*

## Section 1: Prepositions

*What is a preposition?* It is a small word that shows us the place/time/location.

**Examples are:** *in, at, before, after, with, into and many others.*

You may think: Who cares if I get it wrong?

**Well, let's look at these examples:**

I was sitting **by** the river.

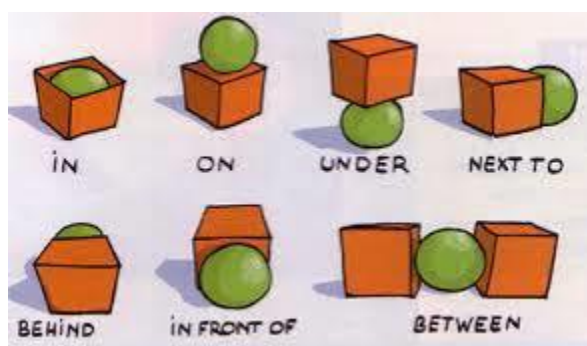
I was sitting **in** the river.

I think we would rather sit **BY** the river, wouldn't we?

However you feel about rivers, you understand that there **IS** a difference in meaning.

**Time / place / location practice: write the preposition next to the word - the first one is done for you.**

Time	Place	Location
<b>at</b> the weekend	_____ the station	<b>over / under / by /</b>
_____ night	_____ school/college	<b>next to</b>
_____ ten pm	_____ the garden	
_____ the morning	_____ the bedroom	
_____ the afternoon	_____ the left	
_____ the evening	_____ the right	
_____ summer/spring	_____ London/France	
_____ June/May		
_____ Monday/Tuesday		



## Preposition Practice:

at, by, for, from, in, on, with, next to, before, after, over

Fill in the gaps with the correct preposition. You may use each one more than once.

1. They are walking \_\_\_\_\_ the bridge \_\_\_\_\_ the canal.
2. I don't like flying, so I went to Paris \_\_\_\_\_ bus.
3. The exam is \_\_\_\_\_ the 21st of January.
4. I'll see you \_\_\_\_\_ Christmas.
5. I haven't seen Jo \_\_\_\_\_ ages.
6. I live \_\_\_\_\_ the house \_\_\_\_\_ the river.
7. My parents got married \_\_\_\_\_ 2010.
8. The college is \_\_\_\_\_ the right.
9. We borrowed the car \_\_\_\_\_ my dad.
10. Let's meet \_\_\_\_\_ the afternoon, not \_\_\_\_\_ night.
11. They are not \_\_\_\_\_ home \_\_\_\_\_ the moment.
12. I'll see you \_\_\_\_\_ the airport \_\_\_\_\_ Monday \_\_\_\_\_ noon.
13. \_\_\_\_\_ June the weather is usually nice, however, \_\_\_\_\_ the end of summer, the weather turns bad.
14. I should have finished my course \_\_\_\_\_ the end of July.
15. \_\_\_\_\_ going out, I like to brush my hair.
16. Always check your receipt \_\_\_\_\_ you go shopping, just in case there's a mistake.
17. We live \_\_\_\_\_ the motorway and it's really noisy.
18. My interview is \_\_\_\_\_ Thursday \_\_\_\_\_ 4pm \_\_\_\_\_ week.
19. We had a great time \_\_\_\_\_ Christmas.
20. \_\_\_\_\_ the holidays, I want to relax.

## Section 2: Tenses

These help us understand when something happened.

**Past tenses:** It is important to use the correct tense - if something happened in the past, it should be written about *in the past*. Otherwise, we get *confused*.

### Past tenses

#### Past simple

We did this yesterday.

Last week I went out with my friends.

#### Past continuous

I was walking down the road when I bumped into my friend.

Whilst I was running, I tripped over.

#### Past perfect

She had been living in the house for 20 years, before she moved away.

I had known about the problem for a while, before I decided to speak to her.

### Task

Choose the correct verb from the 2 possible answers. The first one has been done for you as an example.

1. I **was living**/lived in Eastbourne when I **met** / **was meeting** my best friend.
2. He **fell** / **had fallen** in love before, but this time it **was** / **was being** different.
3. James **was playing** / **played** happily when his big brother **hit** / **had hit** him and **made** / **was making** him cry.
4. It **was snowing** / **snowed** when I **was getting** / **got** up this morning.
5. It **cost** / **had cost** an awful lot to get our car fixed.
6. Roger **had sunbathed** / **was sunbathing** when he **had heard** / **heard** a strange sound.
7. I **didn't think** / **hadn't thought** of having a birthday party, but now I am glad I **was having** / **had one**.
8. I **hadn't gone** / **wasn't going** very far when I **got** / **was getting** a puncture.

Complete the next 5 sentences with the correct form of the verb in brackets.  
The first one has been done as an example.

1. Last week I went (go) out.
2. The robber \_\_\_\_\_ (go) by the time the police \_\_\_\_\_ (arrive).
3. I \_\_\_\_\_ (study) at university, when I \_\_\_\_\_ (meet) my best friend.
4. It \_\_\_\_\_ (be) the result I \_\_\_\_\_ (hope) for. My team \_\_\_\_\_ (win) the match.
5. My neighbour \_\_\_\_\_ (tell) me that her son \_\_\_\_\_ (get) the job.
6. We \_\_\_\_\_ (go) out when the phone \_\_\_\_\_ (ring).

**Present Tenses:** these are used to talk about daily routines, things happening now or things that happen on a regular basis.

**Present simple:** I get up at 6am everyday.

**Present continuous:** We are playing football now.

**Let's practise. There are no verbs here to use - think of the ones that fit best. You may need to use a negative, eg. don't / doesn't - think about best fit.**

Complete these paragraphs with the correct verbs in the Present Simple.

My name \_\_\_\_\_ Boris. I \_\_\_\_\_ the Prime Minister of the UK. I \_\_\_\_\_ at 10 Downing Street. Everyday I \_\_\_\_\_ at 7am and I \_\_\_\_\_ working on important business. I \_\_\_\_\_ breakfast as I \_\_\_\_\_ too busy but I \_\_\_\_\_ lunch at 1pm. I usually \_\_\_\_\_ a big lunch with some important guests or politicians. I \_\_\_\_\_ until 7pm and then I \_\_\_\_\_ to the gym and do some exercise. I \_\_\_\_\_ to bed at about 10pm because I \_\_\_\_\_ very tired. What \_\_\_\_\_ you \_\_\_\_\_ every day?

## Present Continuous:

At the moment, I \_\_\_\_\_ (work) on a very important policy called Brexit. I \_\_\_\_\_ (meet) some important people from European countries to decide how to organise trade deals. We \_\_\_\_\_ (hope) to establish some good deals so we will buy lots of expensive products. We \_\_\_\_\_ (work) very hard for the country. At the moment, I \_\_\_\_\_ (call) lots of different Presidents to get their advice. I \_\_\_\_\_ (go) to bed a lot later at the moment as I \_\_\_\_\_ (make) trade agreements til late at night with other countries around the world.



## Future forms

The future can be expressed in many different ways. More than any other time. You could use:

**Will go / may go / might go / could go / going to go / will be going / will have gone / goes**

**As you can see, there are a variety of ways to express the future.**

**This exercise is for you to identify the correct form. Circle the best fit in each case.**

My name is Max Whitlock and I am an Olympic Gymnast. I **am taking** / **will take** (1) a couple of days off as **it is** / **it will be** (2) my birthday tomorrow. I **am going to be** / **I am** (3) 18; an adult at last. I have accomplished a lot in my short life and I **am hoping** / **will be hoping** (4) to win gold in the next Olympic Games. That's my dream and I **will not have given up** / **I will not be giving up** (5), till I get there. That keeps me going through the long, tough hours of training. I keep telling myself that **it's** / **it'll be** (6)





worth it when I get there. Gymnastics is everything to me and **I will be training / will have been training** (7) for over 6 years, by the next Olympic Games. It's been a long journey to get here, let me tell you. The world championships **will be / is** (8) in Tokyo. I am preparing a lot at the moment and I think the bars **will have been / is going to be** (9) my best event. I **will be hoping for / will have hoped** (10) for a medal at the next games: gold! My advice for other young people is to never give up and if you work hard, you **will be having / will have** (11) success.

### **Present perfect vs past simple:**

**Past simple: an action completed in a definite time in the past:**

Yesterday I went out with my friends. (yesterday is a finished time)

**Present perfect: an action that is completed in an unfinished time:**

You have been out a lot this week. (this week is not finished)

**Let's have a go: Put the verb in the past simple or present perfect. Look at the words that have been underlined as these will help you.**

**The first one is done as an example.**

1. He lived (live) in London in 1998. (*past simple as 1998 is a finished time*)
2. He \_\_\_\_\_ (live) in Edinburgh since 1999. (*until now*)
3. He \_\_\_\_\_ (work) for Uxbridge College all his working life. (*until now*)
4. I \_\_\_\_\_ (work) in Sainsbury's when I was 18. (*I am not 18 now*)
5. I \_\_\_\_\_ (travel) to Croatia last summer.
6. I \_\_\_\_\_ (travel) to many countries in my life. (*you are still alive*)

### **Putting it all together.**

**Now is the time for you to put all your practice together and see how you are doing. Here is a mixed grammar activity. There is one word that will fit in the gap.**

**The words are in the box at the end if you are stuck. Good luck!**

### **Living Abroad**

My name is Mala Perry and I am 18 years old. My family \_\_\_\_\_(move) to Japan three years ago and we \_\_\_\_\_ (live) in Tokyo for the last 2 years. At first it \_\_\_\_\_ (be) a real culture shock and I \_\_\_\_\_ (not think) I would fit in, but now Tokyo \_\_\_\_\_ (feel) like home and I \_\_\_\_\_ (miss) it when I go back to London next year. My dad \_\_\_\_\_(be) an officer in the army and we \_\_\_\_\_(have) to move every two or three years, so moving is not new to us as a family. Tokyo \_\_\_\_\_(be) a really busy city and everyone \_\_\_\_\_(rush) about all the time. At the moment, I \_\_\_\_\_ (study) in an international school and I \_\_\_\_\_ (take) some important exams at the end of the year. I \_\_\_\_\_ (learn) the language too since I arrived, but it is really hard to read and write. I can speak it, but the rest is hard. I \_\_\_\_\_(love) living in Tokyo, but I \_\_\_\_\_ (be) ready to go home next year. By the time I go home, I \_\_\_\_\_ (live) in Tokyo for 4 years. That's a long time.

**Well done! You have completed all the grammar exercises.**

**Make sure that you keep working on your grammar.**

**Here is an excellent interactive website to practise:**

**<https://elt.oup.com/student/headway/int/grammar/?cc=gb&sellLanguage=en>**

**Go through each unit. Have fun!**

## Grammar Answers:

### Prepositions:

Time	Place
At the weekend	At the station
At night	At school/college
At ten pm	In the garden
In the morning	In the bedroom
In the afternoon	On the left
In the evening	On the right
In summer/spring	In London/France
In June/May	
On Monday/ Tuesday	

on/over the bridge by/ next to the canal.	at home at the moment.
by bus.	at the airport on Monday at noon.
on the 21st of January.	in June / by/ at the end of summer
at Christmas.	by / at the end of July.
in ages.	Before going out
in the house next to/by the river.	after you go shopping
in 2010.	by/next to the motorway
On the right.	on Thursday at 4pm next week.
from my dad.	at Christmas.
in the afternoon, at night.	in the holidays

### Tenses:

#### Past tense:

- I **was living** in Eastbourne when I **met** my best friend.
  - He **had fallen** in love before, but this time it **was** different.
  - James **was playing** happily when his big brother **hit** him and **made** him cry.
  - It **was snowing** when I **got** up this morning.
  - It **cost** an awful lot to get our car fixed.
  - Roger **was sunbathing** when he **heard** a strange sound.
  - I **hadn't thought** of having a birthday party, but now I am glad I **had one**.
  - I **hadn't gone** very far when I **got** a puncture.
- 
- Last week I **went** (go) out.
  - The robber **had gone** (go) by the time the police **arrived** (arrive).
  - I **was studying** (study) at university, when I **met** (meet) my best friend.
  - It **was** (be) the result I **was hoping/ had been hoping** (hope) for. My team **had won** (win) the match.
  - My neighbour **told** (tell) me that her son **had got** (get) the job.
  - We **had gone** (go) out when the phone **rang** (ring).

#### Present tenses:

Complete these paragraphs with the correct verbs in the Present Simple.

My name \_\_\_is\_\_\_ Boris. I \_\_\_am\_\_\_ the Prime Minister of the UK. I \_\_\_live\_\_\_ at 10 Downing Street. Everyday I \_\_\_get up/wake up\_\_\_ at 7am and I \_\_\_start\_\_\_ working on important business. I \_\_\_don't have\_\_\_ breakfast as I \_\_\_am\_\_\_ too busy but I \_\_\_have\_\_\_ lunch at 1pm. I usually \_\_\_have/eat\_\_\_ a big lunch with some important guests or politicians. I \_\_\_work\_\_\_ until 7pm and then I \_\_\_go\_\_\_ to the gym and do some

exercise. I \_\_\_go\_\_\_ to bed at about 10pm because I \_\_\_am\_\_\_ very tired. What \_\_\_do\_\_\_ you \_\_\_do\_\_\_ every day?

### Present Continuous:

At the moment, I \_\_\_am working\_\_\_ (work) on a very important policy called Brexit. I \_\_\_am meeting\_\_\_ (meet) some important people from European countries to decide how to organise trade deals. We \_\_\_are hoping\_\_\_ (hope) to establish some good deals so we will buy lots of expensive products. We \_\_\_are working\_\_\_ (work) very hard for the country. At the moment, I \_\_\_am calling\_\_\_ (call) lots of different Presidents to get their advice. I \_\_\_am going\_\_\_ (go) to bed a lot later at the moment as I \_\_\_am making\_\_\_ (make) trade agreements til late at night with other countries around the world.

### Future forms:

My name is Max Whitlock and I am an Olympic Gymnast. I **am taking/ will take** (1) a couple of days off as **it is/ it will be** (2) my birthday tomorrow. I **am going to be/ I am** (3) 18- an adult at last. I have accomplished a lot in my short life and I **am hoping/ will be hoping** (4) to win gold in the next Olympic Games. That's my dream and I **will not have given up/ I will not be giving up** (5), till I get there. That keeps me going through the long, tough hours of training. I keep telling myself that **it's/ it'll be** (6) worth it when I get there. Gymnastics is everything to me and I **will be training/ will have been training** (7) for over 6 years, by the next Olympic Games. It's been a long journey to get here, let me tell you. The world championships **will be/ is** (8) in Tokyo. I am preparing a lot at the moment and I think the bars **will have been/ is going to be** (9) my best event. I **will be hoping/ will have hoped** (10) for a medal at the next games: gold! My advice for other young people is to never give up and if you work hard, you **will be having/ will have** (11) success.

### Past simple vs present perfect:

1. He **lived** (live) in London in 1998. (*past simple as 1998 is a finished time*)
2. He **has lived/ has been living** (live) in Edinburgh **since 1999**. (until now)
3. He **has worked** (work) for Uxbridge College **all his working life**. (until now)
4. I \_\_\_\_\_. He worked \_\_\_\_\_ (work) in Sainsbury's **when I was 18**. (I am not 18 now)
5. I **travelled** (travel) to Croatia **last summer**.
6. I **have travelled** (travel) to many countries **in my life**. (you are still alive)

My name is Mala Perry and I am 18 years old. My family **moved** (move) to Japan three years ago and we **have been living/ have lived** (live) in Tokyo for the last 2 years. At first it **was** (be) a real culture shock and I **didn't think** (not think) I would fit in, but now Tokyo **feels** (feel) like home and I **will miss** (miss) it when I go back to London next year. My dad **is** (be) an officer in the army and we **have** (have) to move every two or three years, so moving is not new to us as a family. Tokyo **is** (be) a really busy city and everyone **is rushing** (rush) about all the time. At the moment, I **am studying** (study) in an international school and I **am taking** (take) some important exams at the end of the year. I **have been learning** (learn) the language too since I arrived, but it is really hard to read and write. I can speak it, but the rest is hard. I **love** (love) living in Tokyo, but I **will be** (be) ready to go home next year. By the time I go home, I **will have been living** (live) in Tokyo for 4 years. That's a long time.

# CONTACT US:

## UXBRIDGE COLLEGE

---

### **Uxbridge Campus**

Park Road,  
Uxbridge,  
Middlesex  
UB8 1NQ

### **Hayes Campus**

College Way,  
Coldharbour Lane,  
Hayes,  
Middlesex  
UB3 3BB

T +44 (0)1895 853333  
[www.uxbridgecollege.ac.uk](http://www.uxbridgecollege.ac.uk)

## HARROW COLLEGE

---

### **Harrow-on-the-Hill Campus**

Lowlands Road,  
Harrow,  
Middlesex  
HA1 3AQ

### **Harrow Weald Campus**

Brookhill,  
Harrow Weald,  
Middlesex  
HA3 6RR

T +44 (0) 020 8909 6000  
[www.harrow.ac.uk](http://www.harrow.ac.uk)



# HCUC

A merger between Uxbridge College and Harrow College

**H**arrow  
COLLEGE

**UC**  
UXBRIDGE  
COLLEGE