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.
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.

<table>
<thead>
<tr>
<th>Informal</th>
<th>Formal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. say sorry</td>
<td>a. arrive</td>
</tr>
<tr>
<td>2. think about</td>
<td>b. apologise</td>
</tr>
<tr>
<td>3. begin / start</td>
<td>c. children</td>
</tr>
<tr>
<td>4. need</td>
<td>d. commence</td>
</tr>
<tr>
<td>5. show up</td>
<td>e. consider</td>
</tr>
<tr>
<td>6. lots of</td>
<td>f. delay/postpone</td>
</tr>
<tr>
<td>7. kids</td>
<td>g. however</td>
</tr>
<tr>
<td>8. wrong</td>
<td>h. incorrect</td>
</tr>
<tr>
<td>9. but</td>
<td>i. increase</td>
</tr>
<tr>
<td>10. come back</td>
<td>j. many</td>
</tr>
<tr>
<td>11. put off</td>
<td>k. require</td>
</tr>
<tr>
<td>12. go up</td>
<td>l. return</td>
</tr>
</tbody>
</table>
Task 3
Use the formal words from task 1 to fill in the gaps.

1. I am writing to _____________ 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

<table>
<thead>
<tr>
<th>Sender’s address and other contact info:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
</tr>
<tr>
<td>Telephone</td>
</tr>
<tr>
<td>Fax</td>
</tr>
</tbody>
</table>

| Date                                    |

| Recipient’s address                     |
| Reference number if available           |

| Dear.......... (If name is unknown use Sir/Madam) |

- It may be appropriate to start with a reference line *Re:* .........
- Do not use contracted forms - write all words in full.
- Use formal standard English - no slang
- Keep sentences precise and get straight to the point
- Keep business letters focussed and do not waffle on!
- If complaining, be polite and use intelligent vocabulary.

| Sum up your main point and state that you look forward to a response to your letter / query / complaint etc if appropriate. |
| Thank you, in advance, for taking time to respond to my .... |

| Yours faithfully – (if greeting is to Sir/Madam) |
| Yours sincerely – (if name is given) |
# Writing A Letter or Email

<table>
<thead>
<tr>
<th></th>
<th><strong>Formal</strong></th>
<th><strong>Informal</strong></th>
</tr>
</thead>
</table>
| **Opening**| - Dear Mr/ Mrs + surname  
- Dear Sir or Madam                                                                | - Hello/ Hi + name  
- Dear + name  
- Hi there! |
| **Starting**| - Thank you for your letter/ email about ...  
Many thanks for your letter/ email.  
I am writing to request information about/ inform you about/ complain about, ...  
I am writing with reference to your letter.  
I would like to offer congratulations on ...  
Let me congratulate you on ... | - Thanks for your letter/ email.  
Thanks for writing to me.  
It was great to hear from you again.  
I am writing to tell you about ...  
Guess what?  
How are things with you? What's up?/ How are you?/ How was your holiday?  
I'm sorry I haven't written for a while ... |
| **Final**   | - I look forward to hear from you without delay.  
- I look forward to meeting you.  
- I hope to hear from you at your earliest convenience. | - Hope to hear from you soon.  
- Looking forward to seeing you/ hearing from you.  
- I can’t wait to meet up soon.  
- Write back soon. |
| **Closing** | - If you start with "Dear Sir or Madam", finish with "Yours faithfully".  
- If you start with "Dear Mr/ Mrs ..., finish with "Yours sincerely".  
- Regards/ Best regards/ Kind regards. | - Best wishes.  
- Love.  
- All the best.  
- Xoxo  
- Keep in touch. |
Task 5

Fill the gaps with the correct word from the box.

grateful  Dear  costs  would  in
sincerely  forward  to  if  hearing

Formal letter:

1. ________ Mr Cotton,

I am interested 2. ________ studying at your language school and I am writing 3. ________ request further information about your courses.

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

I look 8. ________ to 9. ________ from you.

Yours 10. ________,

Amit Khan
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 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 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 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
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:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>visit</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>live in</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>leave</td>
<td></td>
</tr>
</tbody>
</table>
4. What is the main purpose of the text above? Tick the correct answer.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give information of the climate of popular European cities</td>
<td></td>
</tr>
<tr>
<td>Describe four different European cities</td>
<td></td>
</tr>
<tr>
<td>Give information about different sightseeing places</td>
<td></td>
</tr>
<tr>
<td>Persuade the audience to visit Lisbon</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Spelling mistakes</th>
<th>Correct word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popular</td>
<td>E.g. Popular</td>
</tr>
</tbody>
</table>


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

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

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

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>visit</td>
</tr>
</tbody>
</table>

4. 

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give information about different sightseeing places</td>
<td>✓</td>
</tr>
</tbody>
</table>

5. 

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Popular</td>
<td>E.g. Popular</td>
</tr>
<tr>
<td>Famus</td>
<td>Famous</td>
</tr>
<tr>
<td>Althogh</td>
<td>Although</td>
</tr>
<tr>
<td>Paticular</td>
<td>Particular</td>
</tr>
<tr>
<td>Luxarious</td>
<td>Luxurious</td>
</tr>
</tbody>
</table>

6. 

<table>
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<th>True/False</th>
</tr>
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<td>Both the Colosseum and the Parthenon are Greek attractions</td>
<td>False</td>
</tr>
<tr>
<td>Sintra is visited by thousand of tourists during summer</td>
<td>True</td>
</tr>
</tbody>
</table>

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.**
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?”

<table>
<thead>
<tr>
<th>Letters</th>
<th>Articles</th>
<th>Emails</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet forums</td>
<td>Adverts</td>
<td>Reports</td>
</tr>
</tbody>
</table>

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

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.
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.

<table>
<thead>
<tr>
<th>Text</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>To inform</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
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?**

<table>
<thead>
<tr>
<th>Announcements</th>
<th>Advert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yours faithfully</td>
<td>Report</td>
</tr>
<tr>
<td>“UFO” on NASA camera</td>
<td>Internet forum</td>
</tr>
</tbody>
</table>
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, sandwiches 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?

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.

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

c) What type of text is this? Name one
feature that shows you this.
This is an internet forum and one feature is
the search box on the right corner of the page.

d) What type of text is this? Name one feature that shows you this.
This is an article and one feature is
the heading.

e) What type of text is this? Name 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 one feature that shows you this.
This is a report and one feature is
the subheading with the bullet points.

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information or persuade us about something. They are normally addressed to adults.

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**Exercise 2:**

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<td>To persuade</td>
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<td>To instruct</td>
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**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:

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<th>Internet forum</th>
</tr>
</thead>
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<td>Letter</td>
</tr>
<tr>
<td>“UFO” on NASA camera</td>
<td>Article</td>
</tr>
<tr>
<td>Spectacular setting</td>
<td>Letter Advert</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Report</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>flower/flour</th>
<th>brake/break</th>
<th>son/sun</th>
<th>billed/build</th>
<th>weak/week</th>
<th>where/wear</th>
</tr>
</thead>
<tbody>
<tr>
<td>see/sea</td>
<td>pair/pear</td>
<td>way/weigh</td>
<td>red/read</td>
<td>scene/seen</td>
<td>sail/sale</td>
</tr>
</tbody>
</table>
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**

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

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

Example:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>book</td>
<td>books</td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>boys</td>
<td>cats</td>
</tr>
<tr>
<td>college</td>
<td>colleges</td>
</tr>
<tr>
<td>bus</td>
<td>buses</td>
</tr>
<tr>
<td>church</td>
<td>churches</td>
</tr>
<tr>
<td>dish</td>
<td>dishes</td>
</tr>
<tr>
<td>lorry</td>
<td>lorries</td>
</tr>
<tr>
<td>hairbrush</td>
<td>hairbrushes</td>
</tr>
<tr>
<td>box</td>
<td>boxes</td>
</tr>
<tr>
<td>quiz</td>
<td>quizzes</td>
</tr>
</tbody>
</table>

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

- Add *es* to words ending with *ch, sh, s, x, z* →
  - church → churches
  - hairbrush → hairbrushes
  - bus → buses
  - box → boxes
  - quiz → quizzes
- If there is a consonant before the *y*, take away the *y* and add *ies* →
  - lorry → lorries
- If there is a vowel before the *y* add *s* →
  - boy → boys
- If a word ends in *f* or *fe* change the *f* or *fe* to a *v* and add *es* →
  - 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.


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

<table>
<thead>
<tr>
<th>child</th>
<th>children</th>
</tr>
</thead>
<tbody>
<tr>
<td>sheep</td>
<td>sheep</td>
</tr>
<tr>
<td>tooth</td>
<td>teeth</td>
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<tr>
<td>woman</td>
<td>women</td>
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<tr>
<td>man</td>
<td>men</td>
</tr>
<tr>
<td>mouse</td>
<td>mice</td>
</tr>
</tbody>
</table>

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

Punctuation

• Full stops (.)
• Capital letters (A/a)
• Apostrophes (’)

Vocabulary

• https://describingwords.io/
• https://visuwords.com/recording_system
• https://beta.freerice.com/#/english-vocabulary/1491

Spelling

• http://www.howtospell.co.uk/spellingquiz.php

Grammar:

• Past tense
• Linking words
• Articles (a/an/the)
• Prepositions
• Homophones

• https://elt.oup.com/student/practicegrammar/?cc=gb&sellLanguage=en
• Murphy’s Grammar Book (English Grammar in Use) available in Learning Centre
• CGP Functional Skills Entry Level 3 (Study and Practice Tests)
• https://www.twinkl.co.uk/resource/t2-e-216-homophones-worksheet
• https://www.bbc.co.uk/bitesize/subjects/zmqj2nb
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:

<table>
<thead>
<tr>
<th>He’s – He is</th>
<th>She’s - She is</th>
<th>I’ll – I will</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’ve – I have</td>
<td>It’s - It is</td>
<td>They’re- they are</td>
</tr>
<tr>
<td></td>
<td></td>
<td>You’ll – you will</td>
</tr>
</tbody>
</table>

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 worksheet.

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 managers 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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<thead>
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</tbody>
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<td>Prepositions</td>
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<td></td>
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</tr>
</tbody>
</table>
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.
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.

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

Practice of the form

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

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

<table>
<thead>
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<th>Punctuation</th>
<th></th>
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<tbody>
<tr>
<td>- Full stops (.)</td>
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<td><a href="http://www.howtospell.co.uk/spellingquiz.php">http://www.howtospell.co.uk/spellingquiz.php</a></td>
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<td>Grammar</td>
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<td>- Past tense</td>
<td><a href="https://elt.oup.com/student/practicegrammar/?cc=gb&amp;sellanguage=en">https://elt.oup.com/student/practicegrammar/?cc=gb&amp;sellanguage=en</a></td>
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<td>- Linking words</td>
<td>Murphy’s Grammar Book (English Grammar in Use) available in Learning Centre</td>
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<td>- Articles (a/an/the)</td>
<td>CGP Functional Skills Entry Level 3 (Study and Practice Tests)</td>
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<td>- Prepositions</td>
<td><a href="https://www.twinkl.co.uk/resource/t2-e-216-homophones-worksheet">https://www.twinkl.co.uk/resource/t2-e-216-homophones-worksheet</a></td>
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<td>- Homophones</td>
<td><a href="https://www.bbc.co.uk/bitesize/subjects/zmqi2nb">https://www.bbc.co.uk/bitesize/subjects/zmqi2nb</a></td>
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