

Homophone cloze exercises

for E2 Functional English

Name _____ Date _____

Contents

Teaching notes	1
A Write won or one in each gap (<i>one gap in each sentence</i>).	2
B Write the correct word in each gap: too to two (<i>1 gap</i>).	3
C Write the correct word in each gap: too to two (<i>2 or 3 gaps</i>).	4
D Write hear or here in each gap (<i>1 gap</i>).	5
E Write their or there in each gap (<i>1 gap</i>).	6
F Write the correct word in each gap: there their they're (<i>1 gap</i>).	7
G Write the correct word in each gap: there their they're (<i>2 or 3 gaps</i>).	8
Functional Skills Entry Level 1 – Expectations for reading & spelling.	9
Functional Skills Entry Level 2 – Expectations for reading & spelling.	10

Teaching notes

A series of differentiated exercises covering all the homophone spelling requirements for Entry Level 2 (E2) Reformed Functional English.

Pages 9-10 list the expected spellings at Entry Level 1 (E1) and E2. Remember that each Functional Skills level subsumes all lower levels. Almost all the focus words in this resource are expected to be spelt correctly at E1 (see yellow highlighting on page 9). However, I presume that learners are only expected to distinguish between them and use them correctly at E2 (see highlighting on page 10).

Unless you are using these sheets for revision of recently taught skills, it's probably wise to focus on one set of homophones at a time and to start with the single-gap exercises.

On the web you can find numerous tips and mnemonics for remembering the spellings in this resource. For example, teaching **here** and **there** together as 'place' words, and pointing out that you **hear** with your **ear** or that **too** (meaning 'in addition to' or 'extra') has an 'extra' **o**.

Knowledge of common contractions is expected at E1 (see page 9) so learners should already know that **they're** is short for **they are**. Encourage them to use this knowledge to help them decide whether to use **there**, **their** or **they're**.

For some learners a knowledge of basic grammar and parts of speech can also help. For example, pointing out that **won** is the past tense of **win** and both start with a **w** – unlike **one**. Etymology can also help: **two** starts with the same letters as related words such as **twice**, **twin**, **twine** (*two threads*) and **twenty** (*two groups of ten*).

Similar worksheets for Entry Level 3 and Level 1-2 homophones will be available later this year. If you have feedback or comments do get in contact @ <https://www.skillsworkshop.org/contact>.

Maggie Harnew, May 2021.

Homophone cloze exercises

for E2 Functional English

Name _____ Date _____

A Write **won** or **one** in each gap.

1. There are _____ or two people coming to my house later.
2. The boy was very quick and he _____ the race.
3. Kevin _____ first prize.
4. I'd love _____ of those burgers please.
5. The next bus is the _____ that goes to the city centre.
6. The past tense of win is _____.
7. _____ day I'm going to visit my friend in Canada.
8. He _____ fifty pounds on the lottery.
9. The candidate _____ by forty votes.
10. I have another _____ just like that at home!
11. Magda _____ the raffle!
12. _____ of the kittens is not very well.
13. " _____, two, buckle my shoe" is an old nursery rhyme.
14. What will I do if no _____ comes to my party?
15. I'll buy you a new _____.

Homophone cloze exercises

for E2 Functional English

Name _____ Date _____

B Write the correct word in each gap. **too** **to** **two**

1. They are going _____ collect the rubbish on Monday.
2. There are _____ many people in the kitchen.
3. It is going _____ snow later.
4. The new offer is three items for the price of _____.
5. Matthew was going to come _____.
6. There is room for _____ in my car.
7. Can I have one _____?
8. My mobile phone is _____ years old.
9. The photographer said that he would take _____ more photos.
10. Do not make _____ much noise.
11. He likes _____ go swimming.
12. A double bed has room for _____ people.
13. I'm going _____ town later.
14. Go _____ the back door please.
15. This shirt has _____ buttons on each cuff.

Homophone cloze exercises

for E2 Functional English

Name _____ Date _____

C Write the correct word in each gap. **too** **to** **two**

1. I want _____ come _____.
2. Sophie was going _____ be _____ on Saturday.
3. We are going _____ the fair. Will you come _____?
4. There are _____ people coming _____ tea tomorrow.
5. Tomas is going _____ the gym and Ravi is going _____ the park.
6. _____ people are coming _____ see us later.
7. I am going _____ the doctor's and Sophie is coming _____.
8. She likes _____ go _____ the cinema.
9. I need _____ be able _____ hear the music.
10. He wants _____ come _____.
11. There are _____ people waiting _____ see the doctor.
12. They are going _____ the shops and I am going _____.
13. _____ many people go _____ the shops at Christmas time.
14. He wants _____ go _____ the cinema _____.
15. The boy was _____ tired _____ go _____ the cinema.

Homophone cloze exercises

for E2 Functional English

Name _____ Date _____

D Write **hear** or **here** in each gap.

1. Come _____ and get your coat on please.
2. They could not _____ the music.
3. Can you _____ the birds singing?
4. There's a cat over _____ by the fish pond.
5. He's gone to the doctor because he cannot _____.
6. The old man could not _____ very well.
7. I want my desk over _____ please.
8. We come _____ for dinner every Friday.
9. Did you _____ the fireworks last night?
10. I can _____ you talking.
11. I do not want to _____ from you again.
12. Did you _____ the rain in the night?
13. _____ are the answers to the questions.
14. I cannot _____ what you are saying.
15. Please come _____ and sit next to me.

Homophone cloze exercises

for E2 Functional English

Name _____ Date _____

E Write **their** or **there** in each gap.

1. The children are putting _____ toys away.
2. The computer over _____ is a better one.
3. That customer normally sits over _____ by the window.
4. _____ are plenty of free tables upstairs.
5. Please will you stand over _____.
6. _____ was a pig in the field.
7. The students put _____ books away at the end of the lesson.
8. _____ was a lot of noise in our street last night.
9. The cats were climbing up _____ pole.
10. I don't agree with _____ values but I don't want to get into an argument.
11. Please help the children put _____ coats on.
12. _____ suitcases were very heavy.
13. _____ is usually more space on the 9.30 train.
14. _____ is nothing in this shop that I like!
15. Parents want _____ children to do well at college.

Homophone cloze exercises

for E2 Functional English

Name _____ Date _____

F Write the correct word in each gap. **there** **their** **they're**

1. _____ not looking where they are going.
2. The children must tidy up _____ toys.
3. The builder is going over _____ to price up a job.
4. Fiza and Farid celebrated _____ third birthday last week.
5. Farid and Fiza have eaten all _____ lunch.
6. Do you think _____ having enough to eat?
7. Alfath and Ashraf can eat _____ snacks when we get to the park.
8. I cannot think where _____ going to put another bed.
9. Over _____ is where my parents live.
10. Marco and Lucy must make _____ own sandwiches this week.
11. The shop over _____ is where we buy our bread.
12. The girls are having _____ hair cut today.
13. How can they keep _____ chickens in those cages?
14. _____ having a wonderful holiday.
15. Have you seen all the cows in the field over _____?

Homophone cloze exercises

for E2 Functional English

Name _____ Date _____

G Write the correct word in each gap. **there** **their** **they're**

1. _____ going to be very late arriving at _____ hotel.
2. I'm going to buy _____ coats for _____ new school.
3. _____ having a party for _____ mother.
4. _____ having a noisy, late-night party over _____.
5. _____ is going to be thunder over _____ later.
6. We are going to buy _____ uniform over _____ in the school shop.
7. _____ not putting _____ coats in the right place.
8. If _____ not coming, I'll put _____ anniversary card in the post.
9. _____ are not many people out _____ today.
10. _____ are several really expensive items on _____ wish list.
11. _____ house is up for sale because _____ moving to Devon.
12. _____ going to stay with _____ daughter for a few days.
13. _____ is no more room in _____ suitcases for _____ shoes.
14. Please put _____ coats over _____ and _____ shoes over here.
15. _____ buying _____ tickets when they get _____.

Functional Skills Entry Level 1 – Expectations for reading & spelling

Words have been chosen because they are common words.

Letters	Sound	Letters	Sound(s)
<u>can</u> , <u>act</u> , <u>look</u> , <u>back</u> , <u>school</u>	/k/	<u>put</u> , <u>push</u> , <u>pull</u> , <u>would</u> , <u>could</u> , <u>should</u> , <u>full</u> , <u>look</u> , <u>good</u>	/ʊ/
<u>off</u>	/f/	<u>do</u> , <u>to</u> , <u>into</u> , <u>who</u> , <u>too</u> , <u>you</u> , <u>group</u> , <u>two</u> , <u>room</u>	/u:/
<u>miss</u> , <u>cross</u> , <u>house</u>	/s/	<u>day</u> , <u>say</u> , <u>way</u> , <u>made</u> , <u>make</u> , <u>take</u> , <u>came</u> , <u>same</u> , <u>late</u> , <u>they</u>	/eɪ/
<u>who</u>	/h/	<u>high</u> , <u>right</u> , <u>might</u> , <u>find</u> , <u>mind</u> , <u>child</u> , <u>Friday</u> , <u>by</u> , <u>my</u> , <u>myself</u> , <u>reply</u> , <u>like</u> , <u>time</u> , <u>life</u> , <u>while</u> , <u>I</u> , <u>write</u>	/aɪ/
<u>write</u> , <u>wrote</u> , <u>wrong</u>	/r/	<u>out</u> , <u>about</u> , <u>without</u> , <u>around</u> , <u>now</u> , <u>how</u> , <u>down</u>	/aʊ/
<u>will</u> , <u>well</u> , <u>tell</u> , <u>still</u> , <u>hello</u>	/l/	<u>own</u> , <u>follow</u> , <u>so</u> , <u>no</u> , <u>go</u> , <u>old</u> , <u>over</u> , <u>open</u> , <u>most</u> , <u>only</u> , <u>both</u> , <u>told</u> , <u>hold</u> , <u>don't</u> , <u>close</u> , <u>show</u>	/əʊ/
<u>get</u> , <u>give</u>	/g/	<u>boy</u>	/ɔɪ/
<u>change</u> , <u>large</u>	/dʒ/	<u>saw</u> , <u>draw</u> , <u>walk</u> , <u>all</u> , <u>call</u> , <u>small</u> , <u>also</u> , <u>water</u>	/ɔ:/
<u>have</u> , <u>give</u> , <u>live</u> , <u>of</u>	/v/	<u>or</u> , <u>for</u> , <u>morning</u> , <u>door</u> , <u>floor</u> , <u>poor</u> , <u>more</u> , <u>before</u> , <u>warm</u> , <u>four</u> , <u>your</u>	/ɔ:/ or /ɔ:r/
<u>is</u> , <u>his</u> , <u>as</u> , <u>has</u> , <u>Wednesday</u>	/z/	<u>her</u> , <u>person</u> , <u>Thursday</u> , <u>Saturday</u> , <u>girl</u> , <u>first</u> , <u>work</u> , <u>word</u> , <u>world</u> , <u>were</u>	/ɜ:/ or /ɜ:r/
<u>come</u> , <u>some</u>	/m/	<u>fast</u> , <u>last</u> , <u>past</u> , <u>plant</u> , <u>path</u> , <u>ask</u> , <u>after</u>	/æ/ or /a:/
<u>know</u> , <u>done</u> , <u>one</u> , <u>gone</u>	/n/	<u>are</u> , <u>our</u>	/a:/ or /a:r/
<u>think</u>	/ŋ/	<u>air</u> , <u>where</u> , <u>there</u> , <u>their</u>	/ɛə/ or /ɛər/
<u>when</u> , <u>which</u> , <u>what</u> , <u>while</u> , <u>white</u>	/w/	<u>near</u> , <u>here</u> , <u>dear</u> , <u>year</u>	/ɪə/ or /ɪər/
<u>see</u> , <u>seem</u> , <u>feel</u> , <u>meet</u> , <u>week</u> , <u>eat</u> , <u>real</u> , <u>be</u> , <u>he</u> , <u>me</u> , <u>we</u> , <u>she</u> , <u>even</u> , <u>every</u>	/i:/	<u>the</u> , <u>between</u> , <u>until</u> , <u>today</u> , <u>together</u> , <u>number</u> , <u>other</u> , <u>after</u> , <u>never</u> , <u>under</u>	/ə/
<u>enjoy</u>	/ɪ/	<u>Tuesday</u> , <u>use</u> , <u>new</u> , <u>few</u>	/ju:/
<u>head</u> , <u>any</u> , <u>many</u> , <u>anyone</u> , <u>thank</u> , <u>said</u> , <u>again</u> , <u>says</u>	/e/	<u>little</u>	/əl/
<u>come</u> , <u>done</u> , <u>some</u> , <u>other</u> , <u>brother</u> , <u>money</u> , <u>Monday</u> , <u>does</u>	/ʌ/	<u>one</u> , <u>someone</u> , <u>anyone</u>	/wʌ/
<u>was</u> , <u>want</u> , <u>what</u> , <u>because</u>	/ɒ/		

In addition, Entry Level 1 students are expected to spell the words described below. Words in brackets are examples. Words and letters in bold are not examples; they are specific words or spellings that students are expected to both read and spell correctly.

- all common words with one or two syllables, where the most probable correspondences between sounds and letters are the correct ones (e.g., it, nut, and, stop, rush, thing, himself)
- common two syllable words where /i:/ at the end is spelled with 'y' (e.g., twenty)
- common one or two syllable words with ay and oy, knowing that ay and oy usually correspond to /eɪ/ and /ɔɪ/ at the end of words (e.g., day, runway, boy)
- -ed for the past tense, when the root word remains unchanged (e.g., wanted, opened, jumped)
- the following contractions:

Mr, Mrs

n't (e.g., didn't)

'll (e.g., I'll)

're (e.g., we're)

's (e.g., it's)

Notes for tables on pages 9 & 10: the correspondences between sounds and letters shown in the tables are not exact and should be interpreted flexibly, especially where there are differences due to regional accent. The letters underlined in the 'Letters' columns correspond to the 'Sound(s)' in the adjacent column. These letters may need special attention for spelling.

The sounds are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for those using the programme of study to understand the symbols, as the letters underlined in the word examples give the sounds represented by the symbols. Students are not expected to understand or use IPA symbols.

Source: Subject content functional skills: English. DfE (Feb 2018) <https://www.gov.uk/government/publications/functional-skills-subject-content-english>

Functional Skills Entry Level 2 – Expectations for reading & spelling

The words have been chosen because they are common words that are not straightforward to spell.

Letters	Sound	Letters	Sound(s)
letter, better	/t/	woman	/ʊ/
differ, different, difficult,	/f/	move, blue, blew, truly, fruit, group, through	/u:/
address, promise, city, circle, decide, notice, since, sentence, once, answer,	/s/	eight, eighteen, eighty, weigh, weight, daily, great, break, obey, straight	/ei/
sure, sugar, pressure, machine, special	/ʃ/	find, behind, quiet, quite, eye, height,	/ai/
whole	/h/	thought, caught, naughty, cause, always	/ɔ:/
arrive, carry	/r/	forward(s), forty, fourteen, quarter, therefore	/ɔ:/ or /ɔ:r/
add, address	/d/	perhaps, thirteen, thirty, surprise, year, early, heard, learn, earth	/ɜ:/ or /ɜ:r/
guard, guide	/g/	remember, grammar, calendar, surname, pressure, forward	/ə/ or /ɜ:r/
age, page, strange,	/dʒ/	half	/ɑ:/ or /æ/
breathe	/ð/	care, bear, bare,	/cə/ or /cær/
position, possess, potatoes, cause	/z/	our, hour	/aʊə/ or /aʊr/
imagine	/n/	seven, decide, address, arrive, important, probably, woman, second, difficult	/ə/
mean, people, believe, complete, extreme, everything, everybody	/i:/	idea, material	/iə/
busy, business, minute, build, women, pretty	/ɪ/	six, next	/ks/
friend, anything	/e/	music, beautiful, computer	/ju:/
won, son, among, young, touch, double, trouble, country, something, month	/ʌ/	possible, example, animal	/əl/
watch, knowledge	/ɒ/		

In addition, Entry Level 2 students are expected to spell the words described below. Words in brackets are examples. Words and letters in bold are not examples; they are specific words or spellings that students are expected to both read and spell.

- words with prefixes where the root word remains unchanged (e.g., unsure, disappoint, mistake, return, subject, interact, supermarket, autograph)
- words with prefixes where in-, changes to il-, im-, ir-, before root words that begin with 'l', 'm', 'p', 'r' (e.g., illegal, immoral, impossible, irregular)
- words with suffixes where the root word remains unchanged (e.g., payment, witness, careful, careless, partly)
- words with suffixes where the last 'e' in a root word is dropped before adding a suffix beginning with a vowel (e.g., hoping, liked, safer)
- words with suffixes where a root word ends with a short vowel sound and a single consonant letter, and the single consonant letter at the end of the root word is doubled before adding a suffix beginning with a vowel or 'y' (e.g., chopped, winner, getting, sunny)
- words with suffixes where 'y' at the end of the root word is changed to 'i' before adding a suffix beginning with a vowel (e.g., ladies, replied, happier, happiest), but not before '-ing' to avoid 'ii' (e.g., replying)
- Words with suffixes ending in '-tion' (e.g., mention, question, position, action)
- common words with letters corresponding to sounds that are often not pronounced (e.g., February, library, often, every, everything, interest, ordinary)
- the following homophones: **there, their, they're; here, hear; one, won; to, too, two.**

Source: Subject content functional skills: English. DfE (Feb 2018) <https://www.gov.uk/government/publications/functional-skills-subject-content-english>