Homophone cloze exercises – Set 1

for E3 Functional Skills English and beyond

Name _____ Date _____

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Teaching notes

A set of differentiated exercises covering 6 of the 22 homophone spelling requirements for Entry Level 3 (E3) Reformed Functional English (others will be covered in future sets). Page 11 lists all the expected spellings at E3, including the 22 sets of homophones. Remember that each Functional Skills level subsumes all lower levels. For example, correct use of there/their/ they're is expected at Entry Level 2 (E2) and is therefore assumed knowledge for E3.

Stretch questions are optional and some will be challenging even for L1-2 learners.

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. Before using the sheets explore, through group discussion or otherwise, which homophones learners are familiar with and what they already know about them.

On the web you can find numerous tips and mnemonics for remembering some of the spellings featured here. However, the best ones are often those that learners make up for themselves!

Knowledge of common contractions is expected at Entry Level 1 (E1) so learners should already know that **who's** is short for **who is** *or* **who has**. Encourage them to use this knowledge to decide whether to use **whose** or **who's**.

For some learners a knowledge of basic grammar and parts of speech can also help. For example, pointing out that **bury** is a verb yet **berry** is a noun, and similarly for **steal** and **steel** (with exceptions!). However, this doesn't really help for fare/fair, etc.

Etymology may be of use. For example, **wh**ether starts with the same letters as the related word **wh**ich and means "which of two".

A similar worksheet for E2 homophones is available, and further E3 and Level 1-2 homophones exercises and crosswords will be available later this year.

If you have feedback or comments do get in contact @ *https://www.skillsworkshop.org/contact*.

Maggie Harnew, June 2021.

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Name _____ Date _____

A Write **whose** or **who's** in each gap.

1. Thomas is the boy _____ mum lives near to the park.
2. I don't remember _____ turn it is to pay.
3. _____ walking to the park with me?
4. Please can you tell me _____ in the garden?
5. Stefan is the child _____ going into hospital next week.
6. _____ computer are you using today?
7. _____ house is up for sale?
8. _____ offering to clean my car?
9. Do you know _____ giving the talk this evening?
10. Here's the girl _____ going to baby sit for us.
11. _____ coat is that?
12. _____ going to make a cup of tea?
13. _____ going to bed first?
14. _____ that man over there?
15. _____ the Prime Minister of England?

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B Write **whose** or **who's** in each gap.

Stretch

1. Do you know _____ going to arrive first?
2. _____ socks have been left on the floor?
3. _____ left their socks on the floor?
4. _____ left the door open?
5. Sarah is the patient _____ cut her hand.
6. She doesn't know _____ coat that is.
7. This is the book _____ author won the prize.
8. _____ dog is that over there?
9. If you go out, _____ looking after Tom?
10. _____ shoes are those under the table?
11. _____ putting the kettle on?
12. Do you know _____ moving in over the road?
13. Tomorrow we'll find out _____ won the competition.
14. _____ making all that noise?
15. I don't know _____ going to play the lead part.

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C Write **whether** or **weather** in each gap.

1. I'm fed up of this unsettled _____.
2. I'm buying that lampshade, _____ you like it or not.
3. In winter the _____ can be extremely cold in Canada.
4. The _____ has been very good this month.
5. I don't know _____ to wear my black shoes or my red ones.
6. _____ he likes it or not, I'm taking him out for dinner tomorrow.
7. I'm not sure _____ or not to go running in the morning.
8. She's doesn't know_____ to go today.
9. We're being hampered by the bad _____.
10. He doesn't know _____ to go today.

Stretch

11. The pine picnic table will _____ very quickly unless you protect it in winter.
12. I'm playing football _____ the _____ is good or bad.
13. I hope he can _____ the storm he's caused at work.
14. I don't know _____ the _____ will clear up or not!
15. _____ she goes or not depends on the _____.

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Name _____ Date _____

D Write **not** or **knot** in each gap.

1. Please do _____ come through the house in muddy boots.
2. I'm definitely _____going to their wedding.
3. They're going to tie the _____ in Mexico and I can't afford the air fare.
4. I learned to tie a reef _____ when I was in the Scouts.
5. She asked him _____ to buy cheap wine as it tastes terrible.
6. There's a huge _____ in my son's hair!
7. He's _____ well so he can't come into the office today.
8. Do _____ enter without permission.
9. The patient is _____ seeing visitors today.
10. Did you _____ hear the fireworks last night?

Stretch

11. He felt nervous and had a huge _____ in his stomach.
12. A _____ is a unit of speed used by ships.
13. One _____ means a speed of one nautical mile per hour.
14. Are you _____ going to the party tomorrow?
15. A large _____ in the plank made it unusable for Lee's DIY project.

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E Write **fare** or **fair** in each gap.

1. The bus _____ is very expensive.
2. My favourite ride at the _____ is the dodgems!
3. The _____ is coming to town!
4. Her hair is so _____ it's almost white.
5. The school is having a summer _____ in June.
6. We recommend factor 50 for _____ skin.
7. What is the _____ from here to the city centre please?
8. The boot _____ is on Sunday and the gates open for sellers at 8.00am.

Stretch

9. All's _____ in love and war!
10. I try to be _____ and treat all the children equally.
11. I think he has a _____ chance of passing his driving test.
12. The new restaurant specialises in Lebanese _____.
13. The railway _____ is more expensive than the air _____!
14. How did he _____ in his exams?
15. The barometer is pointing to '_____' so let's go ahead with the picnic.

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Name _____ Date _____

F Write **steal** or **steel** in each gap.

1. Who on earth would _____ an old, rusty bicycle?
2. Be careful! A pickpocket can _____ your wallet in seconds.
3. There's a delay in getting the _____ girders for the new building.
4. Don't you dare _____ my idea!
5. The factory produces hundreds of tonnes of _____.
6. China is the world's largest _____ producer.
7. The security advisor says that nothing is too small to _____ .
8. The shop owner installed _____ shutters.
9. A stainless _____ sink is easy to clean.

Stretch

10. The new car was an absolute _____! It's only done 20,000 miles.
11. I had to _____ myself before I could visit her after the accident.
12. You had better _____ yourself for bad news.
13. The trapeze artist had nerves of _____.
14. Sheffield is famous for its _____ industry.
15. He's going to _____ the show with that performance!

Homophone cloze exercises – Set 1

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Name _____ Date _____

G Write **berry** or **bury** in each gap.

1. What's your favourite type of _____?
2. When I was a child, I loved to _____ my dad in sand at the beach.
3. I'd like mixed _____ cheesecake for dessert please.
4. I've never seen my dog _____ a bone.
5. That's a really large and juicy looking _____! I bet it's delicious.
6. They're going to _____ her in the new churchyard.
7. Face the facts and don't _____ your head in the sand!
8. Our _____ smoothie is very popular and full of vitamin C.
9. The birds destroyed my raspberry plants. There's not a single _____ left!

Stretch

10. I just watched that squirrel _____ a _____!
11. The chocolate makers _____ a single _____ inside each chocolate.
12. Can't you two stop arguing and _____ the hatchet?
13. She decided to _____ her feelings and move on with her life.
14. The kids are pretending to _____ gold in the garden!
15. Forest fruit muffins is just one of the many _____ recipes in this book.

Functional Skills Entry Level 1 – Expectations for reading & spelling

Words have been chosen because they are common words.

Letters	Sound	Letters	Sound(s)
can, act, look, back, school	/k/	**put, push, pull would, could, should, full, look, good**	/ʊ/
off	/f/	**do, to, into, who, too, you, group, two, room**	/uː/
miss, cross, house	/s/	**day, say, way, made, make, take, came, same, late, they**	/eɪ/
who	/h/	**high, right, might, find, mind, child, Friday, by, my, myself, reply, like, time, life, while, I, write**	/aɪ/
write, wrote, wrong	/r/	**out, about, without, around, now, how, down**	/aʊ/
will, well, tell, still, hello	/l/	**own, follow, so, no, go, old, over, open, most, only, both, told, hold, don't, close, show**	/əʊ/
get, give	/g/	**boy**	/ɔɪ/
change, large	/dʒ/	**saw, draw, walk, all, call, small, also, water**	/ɔː/
have, give, live, of	/v/	**or, for, morning, door, floor, poor, more, before, warm, four, your**	/ɔː/ or /ɔːr/
is, his, as, has, Wednesday	/z/	**her, person, Thursday, Saturday, girl, first, work, word, world, were**	/ɜː/ or /ɜːr/
come, some	/m/	**fast, last, past, plant, path, ask, after**	/æ/ or /aː/
know, done, one, gone	/n/	**are, our**	/aː/ or /aːr/
think	/ŋ/	**air, where, there, their**	/ɛə/ or/ɛər/
when, which, what, while, white	/w/	**near, here, dear, year**	/ɪə/or /ɪər/
see, seem, feel, meet, week, eat, real, be, he, me, we, she, even, every	/iː/	**the, between, until, today, together, number, other, after, never, under**	/ə/
enjoy	/ɪ/	**Tuesday, use, new, few**	/juː/
head, any, many, anyone, thank, said, again, says	/e/	**little**	/ə l/
come, done, some, other, brother, money, Monday, does	/ʌ/	**one, someone, anyone**	/w ʌ/
was, want, what, because	/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 /iː/ 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 & 11: the correspondences between sounds and letters shown in the tables are not exact and should be interpreted flexibly, especially where there are difference dues 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**	/3:/ or /3:r/
guard, guide	/g/	**remember, grammar, calendar, surname, pressure, forward**	/ə/ or /3:r/
age, page, strange,	/dʒ/	**half**	/a:/ or /æ/
breathe	/ð/	**care, bear, bare,**	/cə/ or /cər/
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**	/ɪə/
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

Functional Skills Entry Level 3 – Expectations for reading & spelling

The words have been chosen because they build on Entry Level 2 by including more of the common words that are often misspelt.

Letters	Sound	Letters	Sound(s)
appear, opposite, apply	/p/	**committee, achieve**	/i:/
doubt, debt, attach, minute	/t/	**average, equip, bargain**	/ɪ/
scheme, occasion, according,	/k/	**curiosity, qualify, qualification**	/ɒ/
picture, actual	/tʃ/	**island**	/aɪ/
rough, tough, cough, enough	/f/	**though, although,**	/eʊ/
listen, fasten, whistle, criticise, receive, purpose, increase, recent, centre, exercise, medicine, experience	/s/	**bought, brought, ought, therefore**	/ɔ:/
especially, appreciate,	/f/	**sugar, popular, particular, regular, centre**	/ə/ or /3:r/
guarantee	/g/	**competition, correspond, determined, develop, frequently, explanation, dictionary, definite, thorough, borough, describe, experiment, purpose, opposite, suppose, famous, various, certain**	/ə/
knowledge, college	/d3/	**experience**	/ɪe/
ease, criticise, position, cause	/z/	**excellent**	/ks/
measure, treasure, pleasure	/ʒ/	**communicate, community, education**	/ju:/
committee, bomb, thumb, crumb, climb, condemn, column, autumn	/m/	**available**	/el/
knot, knee, knife, knowledge	/n/		

In addition, Entry Level 3 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.

- common words with the following suffixes or endings
  -ion (e.g., competition, discussion)
  -ian (e.g., electrician, politician)
  -cious, -tious (e.g., suspicious, cautious)
  -cial, -tial (e.g., artificial, essential)
  -ation, -ant, -ance (e.g., observation, observant, observance)
  -ent, -ency (e.g., frequent, frequency)
  -able, -ably (e.g., comfortable, comfortably)
  -able, -ably, after 'ge' and 'ce', where 'e' is not dropped before adding the suffix (e.g., changeable, noticeably)
  -ible', '-ibly (e.g., possible, possibly)
- common words with hyphens to join a prefix to a root word, if the prefix ends in a vowel letter and the root word also begins with one (e.g., re-enter, co-operate)
- common words with letters representing sounds that are often not pronounced (e.g., desperate, separate, history, category, natural, business, favourite, government, environment)
- the following words that are homophones or near-homophones:

- **who's, whose**
- **accept, except**
- **berry, bury**
- **brake, break**
- **fair, fare**
- **groan, grown**
- **heel, he'll**
- **knot, not**
- **mail, male**
- **meat, meet**
- **missed, mist**
- **peace, piece**
- **plain, plane**
- **scene, seen**
- **weather, whether**
- **farther, father**
- **guessed, guest**
- **led, lead**
- **past, passed**
- **aloud, allowed**
- **desert, dessert**
- **steal, steel**

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