Homophone cloze exercises – Set 2
for E3 Functional Skills English and beyond

Name _____ Date _____

Classic English skills workshop

Contents

Teaching notes

A set of differentiated exercises covering 6 of the 22 homophone spelling requirements for Entry Level 3 (E3) Reformed Functional Skills English. Page 10 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.

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 (including on skillsworkshop) you can find numerous tips and mnemonics for remembering some of the spellings featured here (for example: a de**ss**ert is sweet and so has lots of s's for sugar in it – or is full of **s**weet **s**tuff). However, the best mnemonics 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 **he'll** is short for **he will**. Encourage them to use this knowledge to help decide whether to use **he'll**, **heal** or **heel**.

For some learners a knowledge of basic grammar and parts of speech can also help. For example, pointing out that **heal** is a verb yet **heel** is generally a noun – with a few exceptions!

Stretch 🏋 questions are optional and some will be challenging even for L1-2 learners. Page 7 (desert, dessert) is particularly challenging due to the change in pronunciation when desert is used as a verb. In addition, the **EXTRA Stretch** question on this page will be difficult even for teachers!

A similar worksheet for E2 homophones is already available, along with E3 - Set 1 (whose/who's, whether/weather, not/knot, fare/fair, steal/steel and bury/berry. A further, third set for E3 will be available later this year.

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

Maggie Harnew, May 2023.

Name _____ Date _____

A   Write **accept** or **except** in each gap.

1. I like all foods _____ eggs.

2. Everyone is here _____ Declan.

3. I hope you'll _____ my apology and we can be friends again.

4. When are you going to _____ that you were wrong?

5. Please _____ this gift with our very best wishes.

6. We love everything about the house _____ the kitchen.

7. I can't possibly _____ that! It's far too expensive.

8. I have no choice! I'll have to _____ the salary they've offered me.

9. I'd be delighted to _____ your offer. Thank you.

10. I can meet you any day next week _____Thursday.

Stretch 🏋

11. _____ for the weather, it was a great day out.

12. Everyone has a partner _____ me!

13. Charity shops _____ almost all items _____ electrical goods.

14. All the family, _____ Sally and Ezra, were there.

15. If you did _____ a bribe, you will be charged with corruption.

Name _____ Date _____

| **B** | Write **brake** or **break** in each gap. |

1. We need a short coffee _____.

2. Please be careful that you don't _____ that ornament.

3. I need a _____ from driving otherwise I'll fall asleep.

4. _____ time in this school is at 11am.

5. Squeeze the _____ pedal firmly when you do an emergency stop.

6. Bones _____ more easily in old people.

7. I think the front bike _____ needs replacing.

8. I can't believe that he'd _____ the law!

9. Please check the _____ fluid in the van.

10. The lever for the back _____ is on the left.

Stretch

11. _____ the silence if you want to save your relationship.

12. _____ it up immediately or I'll call the police.

13. If you _____ too hard, you'll skid.

14. I think the business will _____ even this year.

15. _____ the chocolate into small pieces so it melts quickly in the microwave.

Name _____   Date _____

C   Write **he'll** or **heel** or **heal** in each gap.

---

1.   _____ be home by nine o'clock.

2.   I have no idea what _____ do next.

3.   This cream will help your arm to _____ up.

4.   I don't like shoes with a high _____.

5.   I hope _____ be able to come to the party.

6.   There's a hole in the _____ of my sock.

7.   _____ pain is a common foot condition.

8.   The _____ of her boot broke off.

9.   Time will eventually _____ your grief.

10. The end of a loaf of bread is called the_____.

Stretch

11. When you knead bread, you push it down with the _____ of your hand.

12. The blister on my _____ will _____ faster if it's exposed to the air.

13. He was a total _____ and _____ spend at least 6 years in jail.

14.   She can't train the dog to come to _____.

15. After the divorce, _____ need time to _____ .

Name _____ Date _____

D Write **groan** or **grown** in each gap.

1. Please don't _____ every time I ask you to do something!

2. He's _____ into a nice young man.

3. No one recognises him since he's _____ a beard.

4. He let out a huge _____ when he heard the bad news.

5. My grandson has _____ 8cm this year!

6. All she does is moan and _____ .

7. The shoes were too big but she's _____ into them.

8. Our children have all _____ up and fled the nest.

Stretch

9. The injured animal gave a terrible _____ as the vet tried to save it.

10. Having _____ out of his fear of flying, he developed a passion for travel.

11. _____ all you want but I'm going ahead with my plans.

12. The scaffolding began to _____ under the weight of the bricks.

13. His interest in spiders has _____ into an obsession!

14. The table started to _____ with the weight of food.

15. _____ men were reduced to tears at the end of the film.

Homophone cloze exercises – Set 2
for E3 Functional Skills English and beyond

Name _____ Date _____

E   Write mail or male in each gap.

1.   The _____ peacock is far more colourful than the female.

2.   There are more _____ than female students in the Motor Vehicles Dept.

3.   As the office junior, his job was to sort the _____ every morning.

4.   A _____ cow is called a bull and a _____ deer is called a stag.

5.   She found an important message in her junk _____.

6.   _____ order catalogues are not as popular as they used to be.

7.   In the UK a _____ postal worker is called a postman.

8.   One of the top _____ names for babies is Noah.

9.   Royal _____ is the UK's national postal service.

10.   Look in your _____ box for an email notification.

Stretch

11.   The police are looking for a slim dark-haired _____ in his forties or fifties.

12.   The clothing company does a big _____-out once a week.

13.   Chain _____ is found in old suits of armour.

14.   In the US a _____ postal worker is called a _____ man.

15.   Use the green envelopes for the college internal _____ system.

Name _____ Date _____

F   Write **desert** or **dessert** in each gap.

1.   In the summer we eat a lot of fresh berries for _____ .

2.   The Sahara _____ is the largest hot _____ in the world.

3.   She made a delicious _____ for Sunday lunch.

4.   Antarctica is an example of a cold _____ .

5.   My favourite _____ is ice cream with chocolate sauce.

6.   There is a separate _____ menu.

Stretch

7.   Don't you dare _____ me! I need your support.

8.   If they _____ her in the _____ , she could die from exposure.

9.   On the map the _____ areas are shown in yellow.

10.   If you _____ us now, there's no coming back!

EXTRA Stretch !

11.   The thief got his just _____ s when he was sent to prison.

12.   A group of lapwings is called a deceit or a _____ .

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	/əl/
come, done, some, other, brother, money, Monday, does	/ʌ/	one, someone, anyone	/wʌ/
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

Homophone exercises for E3 Functional English and beyond. Curriculum mapping

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)
le**tt**er, be**tt**er	/t/	**w**oman	/ʊ/
di**ff**er, di**ff**erent, di**ff**icult,	/f/	m**o**ve, bl**ue**, bl**ew**, tr**u**ly, fr**ui**t, gr**ou**p, thr**ough**	/u:/
addre**ss**, promi**s**e, **c**ity, **c**ir**c**le, de**c**ide, noti**c**e, sin**c**e, senten**c**e, on**c**e, an**s**wer,	/s/	**eigh**t, **eigh**teen, **eigh**ty, w**eigh**, w**eigh**t, d**ai**ly, gr**ea**t, br**ea**k, ob**ey**, str**aigh**t	/ei/
sure, **s**ugar, pre**ss**ure, ma**ch**ine, spe**c**ial	/ʃ/	f**i**nd, beh**i**nd, qu**i**et, qu**i**te, **eye**, h**eigh**t,	/ai/
whole	/h/	th**ough**t, c**augh**t, n**augh**ty, c**au**se, **al**ways	/ɔ:/
a**rr**ive, ca**rr**y	/r/	f**or**ward(s), f**or**ty, f**our**teen, qu**ar**ter, theref**ore**	/ɔ:/ or /ɔ:r/
a**dd**, a**dd**ress	/d/	p**er**haps, th**ir**teen, th**ir**ty, s**ur**prise, **y**ear, **ear**ly, h**ear**d, l**ear**n, **ear**th	/ɜ:/ or /ɜ:r/
guard, **g**uide	/g/	rememb**er**, gramm**ar**, calend**ar**, s**ur**name, press**ure**, forw**ard**	/ə/ or /ɜ:r/
a**ge**, pa**ge**, stran**ge**,	/dʒ/	h**a**lf	/ɑ:/ or /æ/
brea**the**	/ð/	c**are**, b**ear**, b**are**,	/cə/ or /cər/
po**s**ition, po**ss**ess, potato**es**, cau**s**e	/z/	**our**, h**our**	/aʊə/ or /aʊr/
imagi**n**e	/n/	sev**e**n, d**e**cide, **a**ddress, **a**rrive, import**a**nt, prob**a**bly, wom**a**n, sec**o**nd, diffic**u**lt	/ə/
m**ea**n, p**eo**ple, bel**ie**ve, complet**e**, extrem**e**, everyth**i**ng, everyb**o**dy	/i:/	id**ea**, mat**e**rial	/ɪə/
b**u**sy, b**u**siness, min**u**te, b**ui**ld, wom**e**n, pr**e**tty	/ɪ/	si**x**, ne**x**t	/ks/
fri**e**nd, **a**nything	/e/	m**u**sic, b**eau**tiful, comp**u**ter	/ju:/
w**o**n, s**o**n, am**o**ng, y**ou**ng, t**ou**ch, d**ou**ble, tr**ou**ble, c**ou**ntry, s**o**mething, m**o**nth	/ʌ/	possib**le**, examp**le**, anim**al**	/əl/
w**a**tch, kn**o**wledge	/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

May 2023. Adapted by Maggie Harnew from an original contribution by Amanda Burgess (*55 Homophone worksheets, May 2010*). Entry Level 3 (E3) Reformed Functional English > writing > spelling > E3.17   Page 9 of 10

Homophone exercises for E3 Functional English and beyond. Curriculum mapping

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, **o**pp**o**site, **a**pp**ly**	/p/	commi**tt**ee, ach**ie**ve	/iː/
dou**b**t, de**b**t, a**tt**ach, minu**t**e	/t/	aver**a**ge, **e**quip, barg**ai**n	/ɪ/
scheme, o**cc**asion, a**cc**ording,	/k/	curi**o**sity, q**u**alify, q**u**alification	/ɒ/
pic**t**ure, ac**t**ual	/tʃ/	**i**sland	/aɪ/
rou**gh**, tou**gh**, cou**gh**, enou**gh**	/f/	th**ough**, alth**ough**,	/eʊ/
li**s**ten, fa**s**ten, whi**s**tle, criti**c**ise, re**c**eive, purpo**s**e, increa**s**e, re**c**ent, **c**entre, exer**c**ise, medi**c**ine, experien**c**e	/s/	b**ough**t, br**ough**t, **ough**t, theref**ore**	/ɔː/
espe**ci**ally, appre**ci**ate,	/ʃ/	sug**ar**, popul**ar**, particul**ar**, regul**ar**, centr**e**	/ə/ or /ɜːr/
guarantee	/g/	comp**e**tition, corr**e**spond, d**e**termined, d**e**velop, frequ**e**ntly, explan**a**tion, diction**a**ry, defin**i**te, thor**ough**, bor**ough**, d**e**scribe, exper**i**ment, purp**o**se, opp**o**site, supp**o**se, fam**ou**s, vari**ou**s, cert**ai**n	/ə/
knowle**dg**e, colle**g**e	/dʒ/	experi**e**nce	/ɪe/
ea**s**e, criti**c**ise, po**s**ition, cau**s**e	/z/	e**x**cellent	/ks/
mea**s**ure, trea**s**ure, plea**s**ure	/ʒ/	comm**u**nicate, comm**u**nity, ed**u**cation	/juː/
commi**tt**ee, bo**m**b, thu**m**b, cru**m**b, cli**m**b, conde**mn**, colu**mn**, autu**mn**	/m/	availab**l**e	/eɪ/
knot, **kn**ee, **kn**ife, **kn**owledge	/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