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**FUNCTIONAL SKILLS**

English Level 2



**Area: Writing**

Criterion 21: Use correct grammar (e.g., subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g., to express probability or desirability).

**Singular and plural**

Singular means 1. If a word is singular, it is referring to 1 noun.

Plural means more than 1. If a word is plural, it is referring to multiple nouns.  
  
For example,

* The word ‘**cat**’ is singular. There is 1 cat.
* The word ‘**cats**’ is plural. There is more than 1 cat.
* The word ‘**person**’ is singular. There is 1 person.
* The word ‘**people**’ is plural. There is more than 1 person.

**Using the information provided above, answer the following questions.**

**Question 1**

Complete the table. The first one has been done for you.

|  |  |
| --- | --- |
| **Singular** | **Plural** |
| Woman | Women |
| Gentleman |  |
|  | Leaves |
|  | Foxes |
| Sheep |  |

**Pronouns and first, second and third person perspective**

Pronouns are sometimes used instead of nouns. We use them to identify who we are talking about.

**First person perspective**

In the first person, we write about ourselves and things that happen to us.

First person words include **I**, **me**, **my** and **mine**.

When other people are included in the sentence, we use the plural pronouns **we**, **our** and **ours**.

**Second person perspective**

When using the second person perspective, we write about people we are talking to. Second person singular and plural look the same:

* you
* your/ yours

**Third person perspective**

The third person plural refers to more than 1 person or thing.

Third person singular examples include **he/she**, **it**, **him/her** and **himself/herself**.

Plural third person includes **them**, **their** and **they**.

**Using the information provided above, answer the following questions.**

**Question 2**

Write two sentences for each perspective. One should be singular and one should be plural.

|  |
| --- |
| **First person perspective**  **Second person perspective**  **Third person perspective** |

**Subject-verb agreement**

Subject-verb agreement ensures that your sentence makes sense. The subject in a sentence must match the verb being used.

If a subject is singular, then the verb must also be singular.

If the subject is plural, then the verb must also be plural.

**Subject**

In a sentence, the subject is the noun that the sentence is about. The subject is usually the word which carries out the verb.

For example, the **dog** bit the man.

Although there are 2 nouns in the sentence above, it is the dog that does the verb. Therefore, the subject is the dog.

**Verb**

A verb is a doing word or action word. Verbs describe:

* actions (for example, jump)
* states (for example, like)
* occurrences (for example, became)

**Tense**

Tense is a form of verb that allows you to express time. Tenses show whether something is happening in the:

* past
* present
* future

**Using the information provided above, answer the following questions.**

**Question 3**

Complete the table below. Change each sentence so it is shown in the past tense, present tense and future tense. The first one has been done for you.

|  |  |  |
| --- | --- | --- |
| **Past tense** | **Present tense** | **Future tense** |
| They rode the underground. | They are riding the underground. | They will ride the underground. **OR**  They are going to ride the underground. |
|  | I am looking for a new job. |  |
|  |  | He’s going to do the washing up. |
| I became an expert in my role. |  |  |
|  |  | Ben is going to the park. |

**Question 4**

Rewrite each sentence to ensure correct subject-verb agreement.

|  |
| --- |
| 1. **Past tense**   He has ride a bike.   1. We go to the match.   We was walked to school.  **Present tense**   1. You walks across a bridge. 2. He has chips for lunch. 3. I do my homework.   **Future tense** (use **will** in your answer).   1. I made an electric plane. 2. They were in trouble. 3. She came to band practice. |

**Articles**

Articles are words that come **before** a noun. They show whether the noun is specific or general.

There are 2 types of articles:

* definite (the)
* indefinite (a/ an)

There is 1 definite article. This is the word ‘the’.

‘The’ is used to show that a noun is specific. For example, the book on the table is mine.

There are 2 indefinite articles:

* a (used before nouns beginning with a consonant **sound**)
* an (used before nouns beginning with a vowel **sound**)

Indefinite articles are used to show a noun is general. For example, I am an engineer.

**Using the information provided above, answer the following questions.**

**Question 5**

Add the missing article(s) into each sentence.

|  |
| --- |
| \_\_\_\_ sun sets in \_\_\_\_ west.  \_\_\_\_ old woman lives in \_\_\_\_ bungalow on my street.  She was \_\_\_\_ world-renowned scientist.  Have you ever seen \_\_\_\_ eagle?  \_\_\_\_ meeting will begin in \_\_\_\_ hour.  Red is \_\_\_\_ popular colour. |

**Question 6**

Your manager has asked you to improve your team’s communication.

Write a list of top tips for effective communication.

Use the articles ‘**a**’, ‘**an**’ and ‘**the**’ correctly.

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| --- |
|  |

**Modality devices**

Modal verbs are verbs. They are used to:

* show probability (possibility)
* necessity (how much something is needed)
* ask questions
* make requests or suggestions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Would | Could | Should | Must | May |
| Will | Can | Shall | Ought | Might |

He **goes** to work.

This is an event that definitely happens.

He **could go** to work.

There is a possibility that the man will not go to work, although he is able to.

She played a tune for the Queen.

This sentence shows the girl chose to play a tune. The event happened.

She **ought to** play a tune for the Queen.

This sentence suggests the girl is being pressured into playing a tune. However, she may choose not to play a tune for the Queen.

**Using the information provided above, answer the following questions.**

**Question 7**

Read each sentence carefully and insert the correct modal verb.

|  |
| --- |
| 1. You \_\_\_\_\_\_\_\_\_\_\_\_\_ follow the instructions carefully when assembling the furniture to avoid any mistakes. 2. \_\_\_\_\_\_\_\_\_\_\_\_\_ I borrow your charger? My phone’s battery is almost dead. 3. We \_\_\_\_\_\_\_\_\_\_\_\_\_ celebrate our anniversary by going somewhere special this year. 4. You \_\_\_\_\_\_\_\_\_\_\_\_\_ not park here; it’s a reserved spot. 5. She \_\_\_\_\_\_\_\_\_\_\_\_\_ finish her project tonight if she doesn’t get distracted. 6. The council \_\_\_\_\_\_\_\_\_\_\_\_\_ be in touch to confirm the plans. |

**Question 8**

Write a sentence using each of the following modal verbs.

|  |
| --- |
| **Would**  **Will**  **Should**  **Might**  **Can**  **Ought to** |

**Exam practice 1**

You recently adopted a dog from Highfield Rescue Centre. The centre have asked you to email them to update them on the dog’s progress.

Write an email to the centre explaining how the dog has settled in, how you are adjusting to life with a new pet and what dog training you would like to do in the future.

You should take approximately 30 minutes to complete this task.

Ensure you use correct:

* subject-verb agreement
* tense
* definite and indefinite articles
* modality devices
* sentence structures

|  |
| --- |
|  |

**Answers**

**Singular and plural**

**Question 1**

|  |  |
| --- | --- |
| **Singular** | **Plural** |
| Woman | Women |
| Gentleman | Gentlemen |
| Leaf | Leaves |
| Fox | Foxes |
| Sheep | Sheep |

**Pronouns and first, second and third person perspective**

**Question 2**

Please note that these are example answers. The singular or plural pronouns have been underlined in each.

First person perspective (singular): I can’t believe it’s sugar free!

First person perspective (plural): Could we attempt to recruit more employees?

Second person perspective (singular): If you would like to bring a guest, you can.

Second person perspective (plural): Make sure to submit your reports by the end of the day.

Third person perspective (singular): When he first became a writer, he was unsure if he would succeed.

Third person perspective (plural): The company have great reviews and they hold classes for beginners every Wednesday.

**Subject-verb agreement**

**Question 3**

|  |  |  |
| --- | --- | --- |
| **Past tense** | **Present tense** | **Future tense** |
| They rode the underground. | They are riding the underground. | They will ride the underground. **OR**  They are going to ride the underground. |
| I was looking for a new job. | I am looking for a new job. | I will be looking for a new job. |
| He was doing the washing up. **OR**  He did the washing up. | He is doing the washing up. | He’s going to do the washing up. |
| I became an expert in my role. | I am becoming an expert in my role. **OR**  I am an expert in my role. | I will become an expert in my role. |
| Ben went to the park. | Ben is going to the park. | Ben will go to the park. |

**Question 4**

Past tense

He rode a bike.

We went to the match.

We walked to school. **or** We were walking to school.

Present tense

You walk across the bridge. **or** You are walking across the bridge.

He has chips for lunch.

I am completing my homework.

Future tense

I will make an electric plane.

They will be in trouble.

She will come to band practice.

**Articles**

**Question 5**

The sun sets in the west.

An old woman lives in a bungalow on my street.

She was a world-renowned scientist.

Have you ever seen an eagle?

The meeting will begin in an hour.

Red is a popular colour.

**Question 6**

Please note that these are example answers. The articles have been underlined in each.

* The skill of active listening is really important for showing you are paying attention.
* When you are speaking, use a clear and concise manner.
* Positive body language shows you are an open person. This creates a welcoming environment.
* If a team member would like feedback, make sure it is timely and constructive.
* Use an appropriate channel for your message. For example, email or telephone.

**Modality devices**

**Question 7**

1. You must follow the instructions carefully when assembling the furniture to avoid any mistakes.
2. May/could/can I borrow your charger? My phone’s battery is almost dead.
3. We should celebrate our anniversary by going somewhere special this year.
4. You must not park here; it’s a reserved spot.
5. She will/might finish her project tonight if she doesn’t get distracted.
6. The council will be in touch to confirm the plans.

**Question 8**

Please note that these are example answers and learner responses will vary.

**Would** you like to join us for dinner tonight?

She **will** definitely be excited when she hears the news!

You **should** study for your exams to achieve good grades.

He **might** come to the party, but he's not sure yet.

**Can** you help me with this math problem?

You **ought to** see a doctor if you're feeling unwell.

**Exam practice**

**Exam practice 1**

Please note that this is an example answer.

|  |
| --- |
| **From:** [maxsowner@highfield.coz](mailto:maxsowner@highfield.coz)  **To:** [updates@highfieldrescuecentre.coz](mailto:updates@highfieldrescuecentre.coz)  **Subject:** Update on Max’s progress  **Date:** 14th February 2024  Dear Highfield Rescue Centre,  I am emailing to provide an update on Max, the dog I recently adopted from your centre.  Max has settled in wonderfully; he has quickly become a much-loved family member. Initially, he was a bit shy and apprehensive, but he’s gradually become more confident and comfortable in his new home. Max has bonded well with all family members and has taken a particular liking to our youngest child, who he often follows around and shows great affection to.  Unsurprisingly, Max enjoys play time, food and daily walks in the park: he has already made several doggy friends from visiting the local park. Max’s playful and gentle nature has brought immense joy to our home. Having Max around has also encouraged us to spend more time outdoors and engage in more physical activities, which has been beneficial for our family’s overall well-being.  Adjusting to life with a new pet has been an exciting experience for me (and all of my family). When I first brought Max home, I felt quite nervous, but having Max around has brought a lot of joy and activity into my daily routine. He’s made my home feel more lively and complete.  I am interested in enrolling Max in a dog training class soon to improve his obedience. Do you have any recommendations for training programmes in our area?  Thank you again for all the support you provided during the adoption process. Max has brought such happiness into my life, and I am grateful to Highfield Rescue Centre for making this possible.  Best regards,  Joe Bloggs |

**Your functional skills exam**

Your functional skills exams will consist of 2 papers.  
These papers will take place over the following time periods:

* Reading – 60 minutes
* Writing – 60 minutes

Further information on the format that your test will take can be obtained from your training provider.

**Hints and tips**

* Find out what format your exam will be in. It may be paper-based   
  or on-screen.
* Plan what you are going to revise in advance. Don’t leave it until the last minute.
* Do as many past papers as you can so you are prepared for the day. If possible, try to complete the past papers following the same format as the actual exam.
* Find a quiet place to study and revise. It helps to sit at a table or a desk, don’t revise in bed.
* Don’t stay up all night revising the night before your exam. It’s important to have a good rest so you feel refreshed and ready to go.
* Read the question 3 times. The first time to ensure you understand what is being asked, the second time to get an understanding of what you need to do, and a third time to figure out exactly what maths techniques you should be applying.
* If you are struggling with a question, skip it and come back to it later. Try not to sit getting worked up about a difficult question, it will only waste exam time. Move on and come back to it after you have answered the other questions.
* Take note of the number of marks available. This will give you an indication of how much working out you must show. For example, 1 mark will need an answer only and more marks will need you to show your working out.
* When you’ve finished the exam, go back and check your answers. If you still have time remaining, use it to check your answers and when you have checked your answers check them again.