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# English

Entry Level 3, Book 1

**GLH 3**

**Spelling**

Name	
Number	
Location	
Date Issued	





## > Introduction

This booklet is part of your learning programme.

Remember to read carefully and try your best. Don't worry if you get stuck, make a note on the booklet and move on to the next task. Try coming back to it later, see if you can work it out then.

If you are still stuck, remember to make a note at the end of the booklet.

Throughout the booklet, you will see that some words have been printed **blue and bold**. You will find more detailed explanations of each of these words in the 'Glossary' at the back of the booklet.



**Glossary** is a list of often difficult or specialised words with their definitions, placed at the back of a book. You may also know this as a word bank.

By working through this booklet, you will practise spelling trickier words, some of which you will need to know for your final assessment. By learning these skills, you will develop your knowledge of different spelling strategies.

## What Do the Symbols in this Booklet Mean?



Where you see this symbol, there is a skills practice or activity for you to complete.



Information, explanations and case studies are shown with this icon.



This shows you there is a glossary or word bank with the meaning and correct spelling of key words.



This icon shows where to write comments for your tutor to read.



This symbol lets you know there are some key points to remember.



## The Big Picture



You are studying Entry Level 3 English, which is taught over 55 Guided Learning Hours (GLH).

The programme covers the units listed below. The unit that you're working on today is ticked.

Booklet		GLH	
1	<b>Spelling</b>	3	✓
2	Punctuation		
3	Commas, Compound Sentences and Writing Detailed and Longer Texts		
4	Spelling with Prefixes, Suffixes and Homophones		
5	Finding the Meaning of Words		
6	Plurals and Grammar		
7	Use Appropriate Language for Purpose and Audience		
8	Logical Order, Paragraphs, Subheadings and Narrative Writing		
9	Using Bullet Points, Writing Reports and Using Layout Features to Find Information		
10	Text and Purpose		
11	Reading to Identify and Extract Main Points and Ideas		
12	Recap and Summary		

## Outcomes

These are the outcomes you can achieve by completing the learning activities in this booklet.

1

Create **mnemonics** to remember tricky spellings.

2

Recognise spelling patterns in words.

3

Identify spelling patterns with silent letters.

4

Proofread letters to check and correct spelling mistakes.

5

Organise words in alphabetical order by the first, second and third letter.



## Recap



A **recap** is an effective way of helping you to remember and apply what you have learnt. If this is your first booklet, it may help you to think about what you know already about this subject. Can you answer the following questions?



What was the last booklet you completed?



Can you remember what you learnt about?



Can you remember three key points from the booklet?

1

2

3



## Spelling Common Words



Common words are the words that we use often when we are writing, however, it is quite common for people to make mistakes when spelling these words. At this level, you are expected to be able to write all or most of these words correctly.

Throughout this booklet, some tasks will contain an 'easy', 'medium' and 'hard' section. You should aim to complete each section – however, if you find the words become too hard, you should write a note on the page to let your tutor know.

**There are many **strategies** to help you spell new or complicated words. One of the favourites is:**

**Look**

**Cover**

**Copy**

- You start by reading the word that you need to learn.
- You then cover the word and try to write it from memory.
- Uncover the word and check your attempt.
- If you made any mistakes, you should repeat the first three steps straight away.
- If you made no mistakes, you should move on to the next word. However, you should then return to this same word the following day or hours later to check that you have learnt this spelling.



## Spelling Common Words – Easy

In these tasks, you will practise using the 'Look, Cover and Copy' method. Follow the steps on the previous page to practise spelling the words given to you.



Task  
1

Word	1st Attempt	2nd Attempt	Final Attempt
because			
Tuesday			
Wednesday			
school			
between			
until			
before			
together			
behind			
something			
anything			
address			

## Spelling Common Words – Easy



Task  
2

Pick three of these words and write a sentence using each of them. Try to use the words you found the most difficult.

Remember to start and end your sentences with the correct punctuation.

1. ....

.....

.....

.....

2. ....

.....

.....

.....

3. ....

.....

.....

.....

## Spelling Common Words – Medium



### Task 3

Some of these words contain the 'ough' spelling. Many people find this tricky as it contains some silent letters. **Remember these silent letters and you will find spelling these words much easier!**

When reading each word, try to pronounce them correctly. This will help you hear the different sounds each **syllable** makes.

Word	1st Attempt	2nd Attempt	Final Attempt
though			
although			
minute			
picture			
opposite			
enough			
purpose			
increase			
occasion			
especially			
available			
knowledge			

## Spelling Common Words – Medium



Task  
4

Pick four of these words and write a sentence using each of them. Try to use the words you found the most difficult.

Remember to start and end your sentences with the correct punctuation.

1. ....

.....

.....

.....

2. ....

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3. ....

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.....

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4. ....

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.....

## Spelling Common Words – Hard



### Task 5

Similar to the first group of words you attempted, some of these words contain double letters, which people often find confusing. For example, the 'c' and 'ss' in 'necessary' often has people using 'cc' and 'ss'.

Also, the use of 'ful' on the end of 'skilful' and 'successful' is often spelt incorrectly as we are used to spelling the word 'full' instead.

Word	1st Attempt	2nd Attempt	Final Attempt
necessary			
separately			
business			
sincerely			
interrupt			
skilful			
successful			
disappear			
professional			
occasionally			
disappoint			
independent			

## Spelling Common Words – Hard



Task  
6

Pick four of these words and write a sentence using each of them. Try to use the words you found the most difficult.

Remember to start and end your sentences with the correct punctuation.

1. ....  
.....  
.....  
.....
2. ....  
.....  
.....  
.....
3. ....  
.....  
.....  
.....
4. ....  
.....  
.....  
.....

## Mnemonics

Look, Cover and Copy was one method we could use to spell new and difficult words. Let's look at a second method...



**Mnemonics** (pronounced new-mon-ics) is another strategy that we use to remind us of trickier spellings. We often use little phrases or images to help remind us of the letters in words.

### Example:

The word **'because'** is a word some people find difficult, as the letters in the word don't match the sound we make when we say it. Therefore, we often see people write it in many different ways (becos, becoz, coz or cuz).

**Some people use this memorable phrase to remind them of each letter in 'because';**

<b>B</b>	<b>B</b> ig
<b>E</b>	<b>E</b> lephants
<b>C</b>	<b>C</b> an
<b>A</b>	<b>A</b> lways
<b>U</b>	<b>U</b> nderstand
<b>S</b>	<b>S</b> mall
<b>E</b>	<b>E</b> lephants



Another is **'necessary'**. Many people find the **'c'** and **'ss'** difficult to remember or get them mixed up. You practised this earlier; however here are two useful mnemonics to help you remember this spelling.



**Necessary =**

**1** coffee with **2** sugars



**Necessary =**

A shirt has **1** collar with **2** sleeves



## Mnemonics



Task  
7

Mnemonics are useful when spelling words which contain silent letters.

Use this page to create your own mnemonics for words you find difficult.

Challenge yourself by picking some of the words from the 'hard' section on page 14.

## Word Families

We can now look at the third method that you can use to help you with your spelling.

Many words contain similar sounds, which use the same pattern of letters. If you learn how to spell these sounds, you may find it easier to remember the spelling patterns.

<b>-ight</b> Word Family List	
<b>fight</b>	<b>knight</b>
<b>light</b>	<b>slight</b>
<b>night</b>	<b>delight</b>
<b>tight</b>	<b>bright</b>
<b>might</b>	<b>height</b>
<b>fright</b>	<b>twilight</b>

<b>-ou</b> Word Family List	
<b>about</b>	<b>out</b>
<b>shout</b>	<b>trout</b>
<b>mouth</b>	<b>amount</b>
<b>sprout</b>	<b>noun</b>
<b>announce</b>	<b>found</b>
<b>account</b>	<b>mound</b>

<b>-ear</b> Word Family List	
The '-ear' spelling is tricky, because it can have different sounds.	
These contain the sound you make in 'earth'.	These contain the sound you make in 'clear'.
<b>pearl</b>	<b>ear</b>
<b>pear</b>	<b>earring</b>
<b>earn</b>	<b>hear</b>
<b>heard</b>	<b>tear</b>
<b>search</b>	<b>dear</b>
<b>learn</b>	

<b>-ain</b> Word Family List	
<b>main</b>	<b>pain</b>
<b>rain</b>	<b>brain</b>
<b>chain</b>	<b>drain</b>
<b>grain</b>	<b>train</b>
<b>gain</b>	<b>plain</b>

## Word Families



### Task 8

On this page, you should think about matching spelling patterns in words.

This task has been split into easy, medium and hard sections. Try each section, even if you can't complete the whole table! Some have been completed for you to get you started.

Easy

<b>-ack</b>	<b>-ate</b>	<b>-ame</b>	<b>-eat</b>
<b>Back</b>	<b>Gate</b>	<b>Game</b>	<b>Treat</b>
<b>Crack</b>	<b>Crate</b>	<b>Shame</b>	<b>Heat</b>

Medium

<b>-ought</b>	<b>-aught</b>	<b>-dge</b>	<b>-age</b>
<b>Brought</b>	<b>Taught</b>	<b>Badge</b>	<b>Baggage</b>
<b>Bought</b>	<b>Distraught</b>	<b>Bridge</b>	<b>Luggage</b>

Hard

<b>terr-</b>	<b>ped-</b>	<b>sign-</b>	<b>-tion</b>
<b>Terrace</b>	<b>Pedicure</b>	<b>Signpost</b>	<b>Position</b>
<b>Terrain</b>	<b>Pedal</b>	<b>Signature</b>	<b>Promotion</b>





# Notes



A series of horizontal dotted lines for writing notes.

**Let's keep going**

**ROW**



# Feedback



## WWW (What Went Well)

.....

.....

.....

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.....

## EBI (Even Better If)

.....

.....

.....

.....

.....

## Next steps

.....

.....

.....

.....

.....

**Learner feedback** (Please provide some feedback for your tutor following the comments that you have just made on your work.)

.....

.....

.....

## Syllables



This is the fourth method you can use to help you with spellings.

Syllables are the chunks of sounds we hear when we pronounce a word.

### Example:

Say the word

**Rug**

You should only hear one sound. This is a word with one syllable.

However, now say the word

**Rugged**

Rugged can be broken into two sounds

**Rug – ged**

This is a word with two syllables.

**By breaking words down into syllables, we can hear the sounds of letters easier. This makes attempting to spell these words easier as we are less likely to miss letters.**

We can also remember the spelling of each of the shorter parts of a word to help us spell longer words.

### Example:

When we say 'interview' we can hear three sounds.

**in – ter – view**

Instead of having to remember the whole word and know how to spell it, you can remember it in three parts.

## Syllables



### Task 9

In this task, read the words and write how many syllables you can hear. Try saying the word out loud, rather than in your head.

Word	How many syllables can you hear?
pleasure	
debt	
knowledge	
average	



### Task 10

In this task, you should try and find words which have one, two, three and four syllables.

You may want to look through this book to find words or look at things around you to make this easier.

One syllable	Two syllables	Three syllables	Four syllables
golf	tutor	furniture	television
ball	breakfast	library	supermarket



## Silent Letters



We write silent letters in words but do not pronounce them.

Below are some examples – around 60% of words in the English language contain a silent letter!

**The English language has been developed over 1,400 years and it is still growing and changing now. During this time, there have been many changes to how we pronounce words. This has happened as we borrowed words from other languages, including German, Greek and Latin.**



This table contains some of the more common words that contain silent letters.

Silent Letters	<b>H</b>	Ache	Chaos	Echo	Scheme	School	Ghost
	<b>G</b>	Design	Sign	Cologne	Align	Assign	Champagne
	<b>K</b>	Knock	Knot	Knead	Knight	Knowledge	Know
	<b>C</b>	Ascend	Muscle	Scent	Scissors	Science	Scene
	<b>D</b>	Wednesday	Sandwich	Handkerchief	Handsome		
	<b>P</b>	Psychology	Receipt	Psychic	Pneumonia	Psychotic	
	<b>L</b>	Calf	Would	Half	Salmon	Could	Calm
	<b>U</b>	Biscuit	Built	Guess	Disguise	Circuit	Guilt
	<b>B</b>	Bomb	Climb	Plumber	Limb	Crumb	Debt
	<b>T</b>	Castle	Whistle	Rustle	Listen	Fasten	Soften
<b>W</b>	Answer	Wreck	Wrong	Wrestle	Write	Wrap	

## Silent Letters

Look at the list on the previous page of words with silent letters. Some of them have letter patterns, which may help you to remember their spelling.

In the task below, you should try to explain some of these spelling patterns and provide examples to show that you have understood spelling patterns and silent letters.

These tasks have been split into easy, medium and hard. Challenge yourself by attempting all three sections!

### Example question: what pattern do you see with 'silent k'?

'Silent k' tends to be at the start of a word and is followed by the letter 'n'

**Example: Knight, Knot, Knowledge**



Task  
11

#### 1. Easy: what pattern do you see with 'silent c'?

.....

.....

.....

.....

Example: .....

#### 2. Medium: what pattern do you see with 'silent t'?

.....

.....

.....

.....

Example: .....

There are more questions on the next page.

## Silent Letters



Task  
11

3. Hard: what pattern do you see with **'silent u'**?

.....

.....

.....

.....

Example: .....

4. Hard: what pattern do you see with **'silent g'**?

.....

.....

.....

.....

Example: .....

## Spelling Rules with Suffixes – Recap

In this part of the workbook, you will learn and practise different spelling rules for using suffixes.

Before we do this, let's recap on suffixes.



A suffix is a letter or small group of letters that goes on the end of a word to change the meaning of it.

### Example:

Original Word	Definition
Home	The place where one lives permanently.

After adding '-less' suffix	Definition
Homeless	The state of being unhoused or unsheltered, sometimes living on the streets.

Some suffixes have specific uses. Such as:

- Adding '**ing**' can change a noun into a verb, e.g. '**garden**' is a noun, '**gardening**' is a verb.
- Adding '**ed**' can change a verb to being in the past tense, e.g. '**jump**' becomes '**jumped**'.

They can sometimes change the original word's spelling. For example, we may have to double the last letter of the word before adding a suffix or change the last letter to another before adding a suffix.

In this next part, we will look at some of the rules you can learn about adding suffixes.

## Spelling Rules with Suffixes



**Double or not to double when we add a suffix to the end of a word?**

If a word ends in a consonant (**all of the alphabet except a, e, i, o and u as these are vowels**), you would double the final consonant before adding a suffix that begins with a vowel or 'y'.

**Example:**

**swim** = swimmer, swimming

**shop** = shopper, shopping, shopped

If a one syllable word ends with two consonants or two vowels and one consonant, you do not double the final consonant before adding a suffix that begins with a vowel.

**Example:**

**help** = helper, helping, helped

**read** = reading

**rush** = rushing, rushed

**laugh** = laughing, laughed

If a one syllable word has a short vowel sound, do not double the final consonant before adding a suffix that begins with a consonant.

**Example:**

**sad** = sadly

**fit** = fitness

**glad** = gladly

Use the information above to answer these questions.



Task  
12

Which is the correct spelling? Circle your answer.

**actualy**      **actually**

**stopped**      **stoped**

**diging**      **digging**

**fater**      **fatter**

**rotten**      **roten**

**fitness**      **fitness**

## Spelling Rules with Suffixes



**Silent 'e'.** Drop a silent e before adding a suffix that begins with a vowel.

**Example:**

**hope** = hoping

**joke** = joking

**ride** = riding

**believe** = believable

If a word ends with a silent e, do not drop the e when adding a suffix that begins with a consonant.

**Example:**

**care** = careless

**care** = careful

**care** = carefree

**home** = homeless

Use the information above to answer these questions.



Task  
13

Which is the correct spelling? Circle your answer.

likeing

liking

usful

useful

statment

statement

driving

driveing

peaceful

peacful

racing

raceing

Now, write two sentences using two of the correct spellings you found.

1. ....

.....

2. ....

.....

## Spelling Rules with Suffixes



**Adding the suffix 'ly'.** When ly is added to a word, the spelling of the root word does not usually change.

**Example:**

**kind** = kindly

**slow** = slowly

**active** = actively

There are some exceptions.

**Example:**

**terrible** = terribly

**true** = truly

**whole** = wholly

Plus, some others.



Task  
14

Use the information above to answer these questions.

Add the suffix 'ly' to these words and write a sentence using them. The first one has been completed for you.

1. Quick

He completed his tasks quickly. ....

.....

2. Perfect

.....

.....

3. Nice

.....

.....

4. Careful

.....

.....

## Spelling Rules with Suffixes



**Adding the suffix 'ful'.** When we add 'ful' to words, it never has two l's and the spelling of the root word usually does not change.

### Example:

**thank** = thankful

**forget** = forgetful

**spoon** = spoonful



Task  
15

Use the information above to answer these questions.

Add the suffix 'ful' to these words and write a sentence using them. The first one has been completed for you.

**1. Colour**

The wall was covered in colourful artwork.  
.....  
.....

**2. Respect**

.....  
.....

**3. Power**

.....  
.....

**4. Thought**

.....  
.....



## Spelling Rules with Suffixes



**Changing 'y' to 'i'.** If a word ends in a 'y', change the 'y' to an 'i' when adding a suffix.

### Examples:

**easy** = easier = easiest

**happy** = happiness

**fancy** = fanciest

Keep the 'y' if a vowel comes before it.

### Examples:

**joy** = joyful

**play** = player

**pay** = payment

Keep the 'y' if adding the suffix 'ing'

### Examples:

**study** = studying

**pay** = paying

**cry** = crying



Task  
16

Which is the correct spelling? Use the information above to answer these questions and circle your answer.

**babyes**

**babies**

**nastyness**

**nastiness**

**enjoyed**

**enjoied**

**annoiing**

**annoying**

**replied**

**replyed**

**business**

**busyness**



## Spelling Rules with Suffixes



Task  
17

Add the suffix to these words and write a sentence using them. The first one has been completed for you.

1. fly + es

There were flies by the bin. ....

.....

2. carry + ed

.....

.....

3. play + ing

.....

.....



## Homophones

In the next task, you will identify spelling mistakes in a piece of writing. Some of these mistakes are with the spelling of **homophones**. Before moving on to this task, take a moment to read the information below and complete the task about homophones.



Homophones are words that sound the same but have different meanings and different spellings. There are some homophones that can be confusing.



These words are spelt differently and have different meanings, but they sound the same. Say them aloud to yourself.

	Definition
were	Past tense of 'are'. <b>'They were busy.'</b>
where	Explains the place or position something or someone is in. <b>'Where do you live?'</b>
wear	When something is on someone's body, such as clothes. <b>'He will wear a suit to his interview.'</b>
we're	The contraction of 'we are'. <b>'We're going to have a good day.'</b>

	Definition
to	Is used to show motion. <b>'I am going to the shop.'</b>
too	Means 'also' or 'extremely'. <b>'She is coming too.' and 'It is too cold.'</b>
two	Refers to the number 2. <b>'We have two children.'</b>

# Homophones



Task  
18

Match the meaning of these homophones with the correct spelling.

Homophones	Definitions
would	The material from trees and shrubs.
wood	Past tense of 'will'.
are	The plural, present tense form for 'be'.
our	Something belonging to someone/thing.
witch	Used to ask questions or give more information.
which	A woman thought to have magic powers.
be	To explain when something occurs.
bee	A stinging winged insect.
know	Used to give a negative response.
no	To be aware of information.
right	The opposite of left or when something is a fact.
write	The action of making words on paper or screen.

## Proofreading

Your final task is a **proofreading** one. Find the mistakes and correct them by writing the correct spelling above the word or use a different colour pen if you have one. If you find a word that you think is incorrect, but you do not know the correct spelling, put a circle around it!

You can choose to do the easy, medium or hard sections. Try to challenge yourself – you may surprise yourself!

### Easy



Task  
19

Dear Governor,

I am riting to you becos I wood like you to consider my app for a sell move because I wood like to shair with my frend. This is verry important becoz we go to the saime classes in educashon and we will be able to help each other with hour studiing. We are both triing hard to pass are English and maths egsams so we can get a beter job.

**How many mistakes did you spot?**

### Medium



Task  
20

Dear Governor,

I am riting to you becos I wood like you to consider my app for a sell move because I wood like to shair with my frend. This is verry important becoz we go to the saime classes in educashon and we will be able to help each other with hour studiing. We are both triing hard to pass are English and maths egsams so we can get a beter job.

Continued on next page

## Proofreading

### Medium continued

It is reely important two us becos we want to set up a busyness wen we are released witch will bee in to months time. We hav been saveing our canteen so we can by sum paper, pens and envelopes to right letters in the evening and too plan wot we are going to do.

**How many mistakes did you spot?**

### Hard



Task  
21

Deer Governor,

I am riting to you becos I wood like you to consider my app for a sell move because I wood like to shair with my frend. This is verry important becoz we go to the saime classes in educashon and we will be able to help each other with hour studiing. We are both triing hard to pass are English and maths egsams so we can get a beter job.

It is reely important two us becos we want to set up a busyness wen we are released witch will bee in to months time. We hav been saveing are canteen so we can by sum paper, pens and envelopes to right letters in the evening and too plan wot we are going to do.

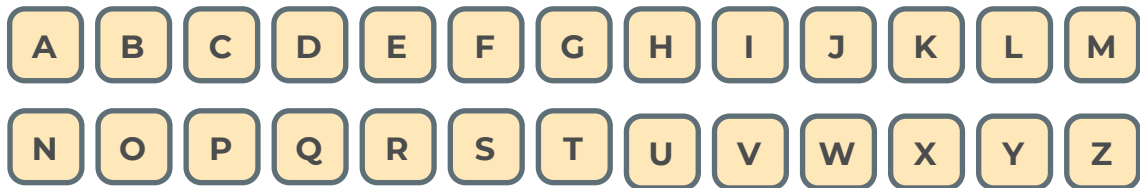
We reely want too bee successfull and our hopefull you will support us as we are both commited to making a fresh start and no our idea will work.

**How many mistakes did you spot?**

## ➤ Alphabetical Order

When you know the beginning of the spelling, you can use a dictionary to support you to spell a word.

If you are able to use alphabetical order, you will find it easier to use a dictionary.



Alphabetical order is a way of arranging words into the same **sequence** as the letters of the alphabet.

We use alphabetical order:

- looking through our phone contacts to find a certain name
- sifting through computer files
- locating a book at the library
- using an index in a book
- looking up a word in the dictionary

We sort letters and words in alphabetical order. This means to order them as they appear in the alphabet.

When sorting words into alphabetical order, we look at the first letter of the word.

### **Example:**

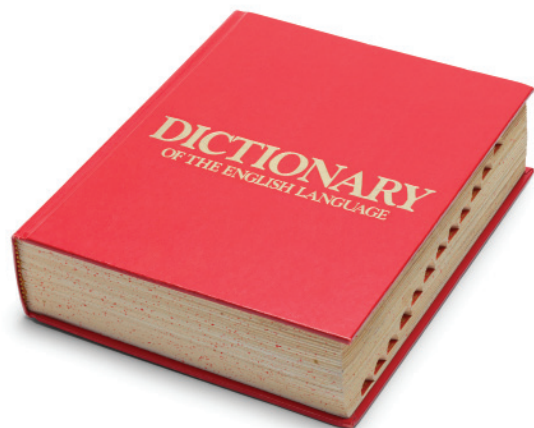
The word **car** comes before the word **door**, because 'c' comes before 'd' in the alphabet.

If two words begin with the same first letter, we then look at the second letter to decide on the alphabetical order.

### **Example:**

The word **cat** comes before the word **country** because 'a' comes before 'o' in the alphabet.

If a word has the same first two letters, we look at the third letter.



## Alphabetical Order



Task  
22

Can you help Sunny? Sunny has broken her mobile phone. She has just bought a new one and all of her contacts need to be updated in her new phone in alphabetical order.

Can you put the names in the correct alphabetical order?

Old Phone – Original Order			
Eric	Lydia	Andrea	Bob

I can see that A comes before B. Complete the table to show what would come next.

New Phone – Alphabetical Order			
Andrea	Bob		

However, we may have to sort words with the same first letter. If this happens, we look at the second letter in these words.

Old Phone – Original Order			
Linda	Leonard	Larry	Lucas

I can see that A comes before E. Complete the table to show what would come next.

New Phone - Alphabetical Order			
Larry	Leonard		

If the second letter of the words are all the same then we move to the third letter. If the third letter of all of the words are the same then we would move to the fourth letter. Can you see a pattern?

Old Phone – Original Order			
Elise	Ella	Eloise	Eleanor

New Phone - Alphabetical Order			



## Alphabetical Order



Task  
23

Practise putting words into alphabetical order.

Try to do this using the alphabet from memory. It might help to write the alphabet on this page if you know it (you could even do this in the exam!).

### Original Order

hammer

nails

screwdriver

ruler

### Alphabetical Order

### Original Order

interview

application

assessment

questions

### Alphabetical Order

### Original Order

caller

cancel

customer

cash

### Alphabetical Order

### Original Order

paragraphs

bullet points

bold

subheadings

### Alphabetical Order



## Feedback



**WWW (What Went Well)**

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**EBI (Even Better If)**

**Next steps**

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**Learner feedback** (Please provide some feedback for your tutor following the comments that you have just made on your work.)



<b>Homophone</b>	<p>Words that sound the same when pronounced but have a different spelling and meaning.</p> <p>Some of the most common homophones are 'there', 'they're' and 'their'.</p>
<b>Mnemonics</b>	<p>A mnemonic is a tool that helps us remember certain facts or large amounts of information. They can come in the form of a song or rhyme.</p>
<b>Proofreading</b>	<p>Proofreading is when you check writing for mistakes so that you can correct them.</p>
<b>Recap</b>	<p>Sum up, restate or state again; to repeat the main points of an explanation or a description.</p>
<b>Strategies</b>	<p>Used for describing a plan.</p>
<b>Syllables</b>	<p>A unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word.</p> <p>There are two syllables in water - wa-ter.</p> <p>There are three syllables in inferno - in-fer-no.</p>
<b>Sequence</b>	<p>A following of one thing after another.</p>

## **Next Steps**

Now you have completed Booklet 1, please return this to your tutor/trainer.

Your tutor/trainer will mark the work and provide you with some feedback showing what you have done well and suggestions on improvements.

The next booklet will be provided to you.



## Have Your Say



We would be interested in your opinion of this booklet.

1. Was there anything you found easy in this workbook? Yes No  
If you answered yes, what did you find easy?

2. Was there anything you found hard? Yes No  
If you answered yes, what did you find hard?

3. Is there anything that you would like your tutor to go over again? Yes No  
If you answered yes, what is this?

4. If your tutor provided learning aids, did you use them? Yes No  
If you answered yes, how were they useful?

5. Would you like more support? Yes No  
If you answered yes, one of our Support Staff will get in touch with you.

6. Do you have any questions?

7. What have you learnt from this booklet?



## Notes



## Notes



