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# English

Entry Level 3, Book 6

**GLH 3**

**Plurals and Grammar**

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 learn some strategies to help you to become more confident with grammar and your spelling of plurals. By developing your knowledge of spelling and grammar, you will improve your writing skills.

## 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	Spelling		
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		
<b>6</b>	<b>Plurals and Grammar</b>	<b>3</b>	
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

Spell plural nouns using the plural spelling rules.

2

Write sentences using subject-verb agreement.

3

Identify the correct verb **tense** in sentences.

4

Use **definite** and **indefinite articles**.



## 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



## Plural Spelling Rules



In the English language, we make small changes to words to give them a slightly different meaning. Sometimes these small changes involve changing one letter; at other times you may need to remove and add a few letters.

**How does the meaning change from the word on the left to the word on the right?**

cat



The word on the left means **one** cat.

We say this is a **singular** noun.

The word '**singular**' is very similar to '**single**'. This can help us to remember the meanings of singular and plural.

cats



The word on the right means **more than one** cat.

We say this is a **plural** noun.

The simplest way to think of a noun is that it is a thing.

It looks like you make a noun into a plural by adding an '**s**'.

Unfortunately, that is not always the way!

Luckily, there are some rules to follow and this booklet will help you to understand and use them.



## Irregular Plurals



The English language is often confusing. Some plural words don't end with an 's'. We say these are irregular.

Sometimes a part other than the end of the singular word changes.



**man**



**men**

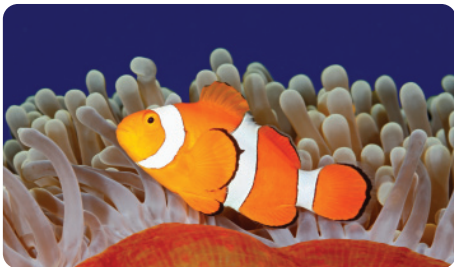


**woman**



**women**

Sometimes nothing changes!



**fish**



**fish**

## Irregular Plurals



Task  
1

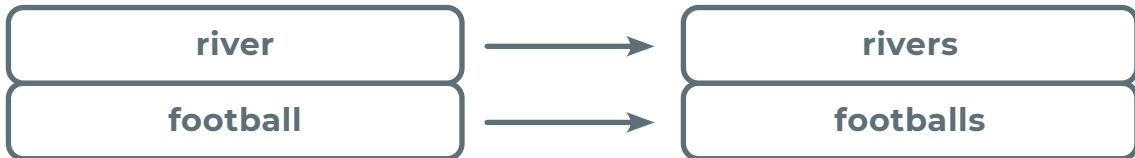
Here are some common nouns that have irregular plurals.  
Complete the table.

Singular	Plural
foot	
tooth	
child	
person	
mouse	
goose	
sheep	

## Plural Spelling Rules

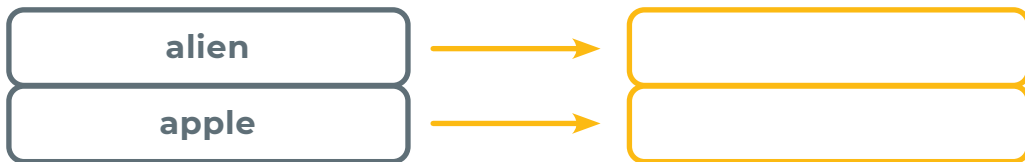
In most cases, you change the spelling of a singular noun to change it into a plural noun.

Most singular nouns need an 's' at the end to become plural.



Task  
2

Try it for yourself.

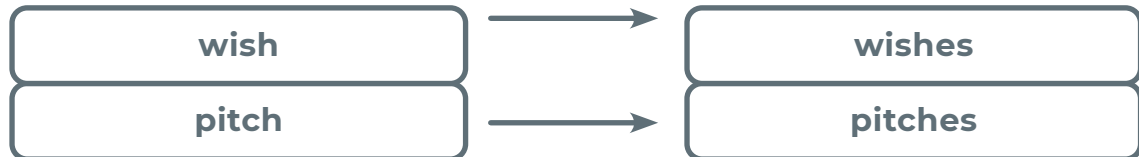


Write a sentence containing a plural noun that uses this spelling rule.

## Plural Spelling Rules

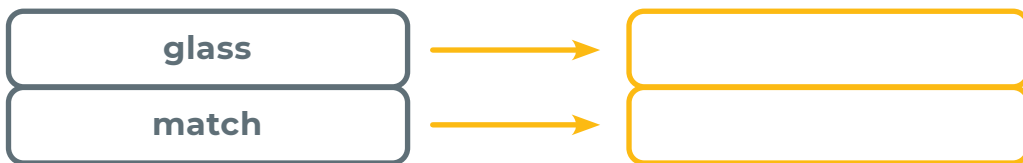
Singular nouns ending in 's', 'ss', 'sh', 'ch', 'x' or 'z' need an 'es' at the end to become plural.

You can think of words that end in these letters as hissing or buzzing words.



Task  
3

Try it for yourself.



Write a sentence containing a plural noun that uses this spelling rule.



Task  
4

Tick the plural words that are spelt wrong. Now spell them correctly.

<b>bats</b> <input type="checkbox"/>	<b>dishs</b> <input type="checkbox"/>	<b>bookes</b> <input type="checkbox"/>	<b>friendes</b> <input type="checkbox"/>
<b>foxes</b> <input type="checkbox"/>	<b>watchs</b> <input type="checkbox"/>	<b>learners</b> <input type="checkbox"/>	<b>misss</b> <input type="checkbox"/>



## Plural Spelling Rules



A quick recap. There are 5 vowels in the English alphabet.

A

E

I

O

U

All the other letters are called consonants.

Singular nouns ending in a **vowel** and then 'y' are made plural by adding 's'.

toy

tray

day

key

toys

trays

days

keys



Task  
5

Try it for yourself.

way

monkey

Write a sentence containing a plural noun that uses this spelling rule.

## Plural Spelling Rules

Singular nouns ending in a **consonant** and then '**y**' are made plural by taking off the '**y**' and adding '**ies**'.

penny	→	pennies
spy	→	spies
baby	→	babies
city	→	cities



Task  
6

Try it for yourself.

daisy	→	<input type="text"/>
puppy	→	<input type="text"/>

Write a sentence containing a plural noun that uses this spelling rule.

## Nouns That End in Y

Use the information from the last page to highlight 8 mistakes in this text.



Task  
7

### Are you looking for work?

We are a group of agencies that offer vacancies in a wide variety of industrys.

We are looking for people who can work as spys to check the customer service levels in our numerous agencies.

### Do you have the qualitys we need?

You will need to be punctual, polite and well presented. You will need to be available to work dais and nights at short notice.

No experience necessary. We will provide full training opportunitys.

Choose two of your words and explain why they were wrong.



## More Rules

Singular nouns ending in 'f' or 'fe' are made plural by dropping the 'f' or 'fe' and adding 'ves'.

wife	→	wives
loaf	→	loaves
leaf	→	leaves
half	→	halves



Task  
8

Try it for yourself.

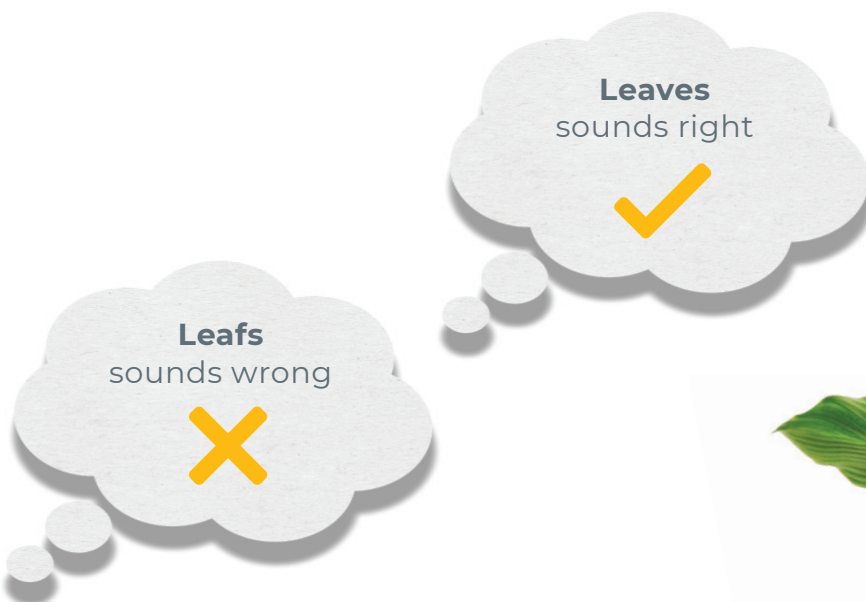
life →

There are some exceptions to this rule. For these words we just add 's'.

cafe	→	cafes
chef	→	chefs

You can't guess which words won't follow the rules. You just have to try to remember them as you come across them.

With this rule, you can often say the word aloud to work out whether it will change to -ves or you just add 's'.



## ➤ And Finally...

Singular nouns ending in 'o' are made plural by adding 'es'.

potato	→	potatoes
hero	→	heroes
tomato	→	tomatoes
domino	→	dominoes



Task  
9

Try it for yourself.

torpedo →

There are some exceptions to this rule. For these words we just add 's'.

piano	→	pianos
photo	→	photos

## Your Turn



Task  
10

Circle the 6 spelling mistakes in this.

I work in a restaurant. Yesterday, they sent me out to buy potatos and some loafes of bread. When I got back, they asked me to stack the tins of tomatos on the shelves. After that, I had to wash all the knives and forks so that the cheves didn't get any complaints.



Choose 2 of the mistakes and explain why they were wrong.



## Recap

Plural means more than one of something.

The most common way to spell plural words is to add an **'s'**.

If a word ends in **'s', 'ss', 'sh', 'ch', 'a'** or **'z'** you need an **'es'** at the end.

If a word ends in a vowel then **'y'** just add an **'s'**.

If a word ends in a consonant then **'y'** take off the **'y'** then add **'ies'**.

If a word ends in **'f'** or **'fe'** take those letters off and add **'ves'**.

If the word ends in **'o'** add **'es'**.

There are some plural words that don't follow any of the rules.

You just have to remember them!

## Using the Rules



Task  
11

See how many plural words you can make from these letters.  
You can only use each letter once in a word.

A E E I S T C H V P L

.....



Task  
12

Use some plurals to complete this diary entry.

**Monday 1st April – the day I woke up with double vision.**





**Let's keep going**

**ROW**



**WWW (What Went Well)**

**EBI (Even Better If)**

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**Next steps**

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





## Subject-Verb Agreement

To understand what we mean by subject-verb agreement, you should know these terms:

<b>Verb</b>	A word used to describe an action, feeling or happening.
<b>Subject</b>	Usually a noun; who or what is doing the action.

Every sentence will contain a **subject** and a **verb**. Look at this sentence:

The **rabbit ran** across the field.

The subject of the sentence is '**rabbit**'. This whole sentence is about the rabbit.

The verb of the sentence is '**ran**'. It tells us what action the subject was doing.

Subject-verb agreement simply means the verb form has to match with the **subject**.

The subject of a sentence is often a **personal pronoun**.

Personal Pronoun	Verb Form	Verb Form	Verb Form
I	walk	drive	like
you (single)	walk	drive	like
he/she/it	walks	drives	likes
we	walk	drive	like
you (group)	walk	drive	like
they	walk	drive	like

You probably do it naturally – here are some examples.

I walk over the fields.

I drive to work.

They like dog biscuits.

She walks over the fields.

He drives to work.

It likes dog biscuits.

## Have a Go



Task  
13

Fill in the correct verb form in these sentences.

### Run

1. They \_\_\_\_\_ an English class.
2. She \_\_\_\_\_ an English class.

### Take

1. I always \_\_\_\_\_ the long way.
2. It always \_\_\_\_\_ the long way.

### Talk

1. You \_\_\_\_\_ too loudly.
2. He \_\_\_\_\_ too loudly.



The personal pronouns can be replaced by a name or thing but the same rules apply.

<b>He</b> walks around.	<b>Bob</b> walks around.
<b>She</b> walks around.	<b>Mrs Smith</b> walks around.
<b>It</b> walks around.	<b>The baby deer</b> walks around.
<b>You</b> walk around.	<b>Group 1</b> walk around.
<b>We</b> walk around.	<b>The English students</b> walk around.
<b>They</b> walk around.	<b>The other people</b> walk around.



## Applying the Rules



Task  
14

Write the correct form of **fill** in each space.

1. A group of us \_\_\_\_\_ all the spaces.
2. My friend \_\_\_\_\_ out forms all day.
3. The construction men \_\_\_\_\_ the holes before they start.
4. Your team \_\_\_\_\_ that end.
5. My sister \_\_\_\_\_ me with hope that I can do this.
6. The sun \_\_\_\_\_ the sky with a warm glow.

For verbs that end with hissing or buzzing sounds (see page 13) you will need to add '**es**' to change the form.

I catch	→	He catches <b>es</b>
We watch	→	It watches <b>es</b>
They wish	→	She wishes <b>es</b>



Task  
15

Make the 5 corrections needed for this to be correct:

I wants to apply to be an enhanced prisoner please. I keeps my cell tidy. I attends education every morning. I works hard in the workshop every afternoon. My supervisor wish to support me in my application.

## Verb Tense

Verbs can tell you when something was done as well as what is being done. We call this changing tenses.

### We use different tenses to say when something takes place.

We use past tense to talk about things that have happened.

I **watched** the latest episode last night.

We use present tense to talk about things that are happening right now.

I'm **watching** that episode now.

We use the future tense to talk about things that we predict will happen.

I will **watch** the next episode later.

### Look at how the verb 'love' changes with tense.

Past tense	Present tense	Future tense
He loved	He loves He is loving	He will love



Task  
16

Are these sentences past, present or future?

	Past	Present	Future
Sharon wants it to stop raining.			
Sharon has been to the cinema.			
Sharon is going to bed.			
Sharon will read this new book later.			
Sharon played Monopoly.			

## Verb Tense



Task  
17

Complete the **paragraph** below by adding the right past tense verbs.

I \_\_\_\_\_ up at 10 o'clock and \_\_\_\_\_ to the shop to buy a paper. Then I \_\_\_\_\_ some toast and \_\_\_\_\_ a coffee. I \_\_\_\_\_ to the news on the radio. In the afternoon, I \_\_\_\_\_ the football on TV with my friends. Everybody \_\_\_\_\_ in a good mood.



The most common way to change to the past tense is to add '**ed**' to the end of our verbs.

<b>Present tense</b>	I work at B&Q
<b>Past tense</b>	I worked at B&Q

Verbs that follow this pattern are called **regular verbs**.

Unfortunately, a lot of the most frequently used verbs in English do not follow the pattern.

These are called **irregular verbs**.

## Verb Tense



Task  
18

You probably use these irregular past tense verbs a lot.  
Complete these tables.

Present	Past
say	
make	
go	
take	
come	
see	
know	
get	

Present	Past
give	
find	
think	
tell	
become	
leave	
feel	
put	



Task  
19

Choose four of the **past tense verbs** from the previous task and write a sentence using each. The verb form does not change when the subject changes.

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

## Have A Go

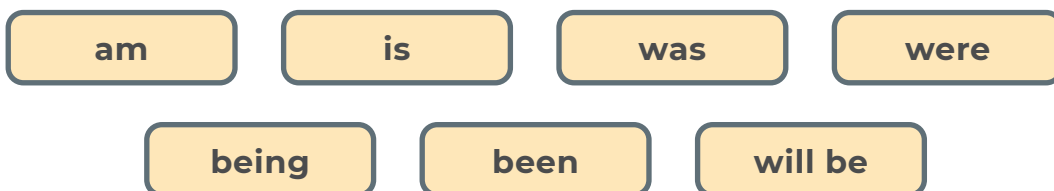


Task  
20

Circle the correct verbs in this **paragraph** to make it be in the past tense. The first one has been done for you.

The Model T was a motorcar that was first produced in 1908. It **becomes** / **became** the first affordable motorcar that **made** / **makes** it possible for middle class American families to travel freely. Henry Ford **produced** / **is producing** the vehicle using assembly line production, and by 1927 **he sees** / **he saw** the fifteen millionth Model T roll off his assembly line. In 1914, Ford **will decide** / **decided** to only make this model available in black, which perhaps **helped** / **had helped** to keep the production costs down.

The verb 'to be' has several different forms



Depending on where you come from, it can be acceptable to use them in different ways when you speak in the past tense.

### London

"I tasted them and thought they was ok."

### Yorkshire

"It were tipping it down and we was soaked."



## Standard English

In standard written English, there are correct ways to use each one.

I was

You were

He/she/it was

You were

They were

We were



Remember '**one**' was, '**lots**' were.

'**You were**' is the odd one out.



Task  
21

Choose was or were to complete each sentence correctly.

1. I \_\_\_\_\_ reading my book.
2. The officers \_\_\_\_\_ talking in the office.
3. All of us \_\_\_\_\_ going to the gym.
4. It \_\_\_\_\_ raining so we couldn't go out for exercise.
5. My wing \_\_\_\_\_ called for association.
6. We \_\_\_\_\_ called for association.



Task  
22

Use everything you have learnt to rewrite this in the past tense.

I am very healthy. I go to the gym every day and I love it.  
I meet up with a group of friends at the gym and we exercise together. This makes it more fun. I eat lots of fruit.  
I get 8 hours sleep every night. I feel great.

## > Determiners



**Determiners** are words that are used before a noun to show which particular example of the noun you are referring to.



Articles are words that tell us whether a noun is **general** (indefinite) or **specific** (definite).

**The** = **definite article** (used for nouns that are specific)

**A** = **indefinite article** (used for nouns that are general and begin with a consonant)

**An** = **indefinite article** (used for general nouns that begin with a, e, i, o or u)

### Example:

<b>A</b> giant tortoise can live for 120 years.	The noun in this sentence is general. It is talking about all tortoises.
<b>The</b> oldest tortoise in the world, called Jonathan, is 188 years old.	The noun in this sentence is specific. It is talking about one tortoise in particular.

Using the incorrect article can change the meaning of a sentence. This means that it is important to be able to use the correct one when speaking or writing.

<b>“Give me a book”</b>	This means the person wants any book, they are not specifying which one.
<b>“Give me the book”</b>	This means the person wants a particular book.

The article can tell us if the noun is known to the person speaking or writing. These sentences are taken from the same story.

<b>A witch was standing at the door.</b>	‘A’ is used when the witch is first introduced in the story.
<b>The witch flew away on her broom.</b>	‘The’ is used after she is introduced as she is now known to the reader.

## Determiners

Remember to use 'an' instead of 'a' if the next word starts with a vowel.



**An** elephant sat on me    **not**    **A** elephant sat on me.



Task  
23

Complete these sentences by using the correct article (a/an/the).

The first one has been completed for you.

1. There's **a** strange man knocking on **the** door.
2. I would love \_\_\_\_\_ ice cream. Could I have \_\_\_\_\_ scoop of \_\_\_\_\_ mint chip, please?
3. Did you see \_\_\_\_\_ butterfly? It flew past \_\_\_\_\_ window.
4. I saw \_\_\_\_\_ film last night. Jo liked it but I thought it was \_\_\_\_\_ worst film ever.
5. My sister recommended \_\_\_\_\_ art tutor, but \_\_\_\_\_ tutor is busy all year.
6. \_\_\_\_\_ moon is bright tonight and is shining on \_\_\_\_\_ surface of \_\_\_\_\_ sea.

## Some Other Common Determiners

**Possessive determiners** tell you who owns the noun.



**My** shoes are sensible.



**Your** shoes are silly

**Demonstrative determiners** tell you which noun or nouns you are talking about.



**These** cows are small.



**Those** cows are far away.

**Quantitative determiners** tell you about amounts.



I ate **most** of the cake.



I ate **some** of the cake

A good choice of determiner helps to make your writing clear and easier to understand.

## Have A Go



Task  
24

Circle the best determiner to go in the sentence.

1. He didn't think he knew \_\_\_\_\_ English grammar but he got everything right on the test.  
**a.** some    **b.** much    **c.** all
2. It will be muddy outside because there was \_\_\_\_\_ rain yesterday.  
**a.** a lot of    **b.** none    **c.** any
3. \_\_\_\_\_ players have been warned but neither of them are taking it seriously,  
**a.** all    **b.** some    **c.** both
4. I saw \_\_\_\_\_ beautiful rainbow earlier on.  
**a.** a    **b.** an    **c.** the
5. It was \_\_\_\_\_ coat but he let her wear it.  
**a.** her    **b.** his    **c.** she
6. Have you used \_\_\_\_\_ type of fork lift truck before?  
**a.** these    **b.** those    **c.** this

## ▶ Email

It is important in the modern, digital world to be able to write and send **emails**. It is one of the most common ways of communicating. You can send emails from a variety of devices including PCs, tablets and phones. All of these have spell and grammar checkers, but they are only as good as the person using them. You still have to know which suggestions to accept.

### Remember

When you send an email, you need to fill out the address bars and write something in the subject line.

**To:** The email address of the person you are sending it to.

**From:** Your email address

**Subject:** A word or two that say what the email is about

Start with some sort of hello and finish with a goodbye like you would in a letter.

Write in full sentences with correct punctuation.



Task  
25

### Writing Task

Imagine that you have won a prize for some work that you have done.

**Write an** email to your friend to tell them about it.

Include:

- What you have won
- How you feel about it
- What you did to win it
- When you will get your prize

You will be marked on your use of **grammar** and **plural spelling** in particular. However, you should continue to use the **punctuation** skills you have learnt previously. Ensure that you **proofread** your email to check for mistakes, which you should then correct.

Use the space on the next page to plan your email.

## Email Planning



Task  
25

Use this space to plan your email.

You should use a casual/friendly tone when sending an email to a friend. For example, you can start the email with, “Hi John”, followed by a question or a personal update.


**Use the template on the next page to write your email.**



# Writing Task



Task  
25



The image shows a screenshot of an email composition window. At the top, there is a browser-style address bar with navigation icons (back, forward, search, refresh) and a menu icon. Below the address bar, the text "New message" is displayed. The main area contains three input fields: "To...", "From...", and "Subject...". At the bottom of the window, there is a toolbar with icons for text formatting (A), image insertion (img), emoji (smiley face), and attachment (paperclip). To the right of these icons is a trash can icon and a blue "Send" button.





**WWW (What Went Well)**

**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.)



<b>Communication Skills</b>	Being able to share your ideas and opinions in an effective way. This can be written or spoken and involves at least one other person.
<b>Definite article</b>	The definite article (the) is used before a noun to indicate that the identity of the noun is known to the reader.
<b>Demonstrative determiners</b>	Demonstrative determiners tell you which noun or nouns you are talking about.
<b>Email</b>	<p>A message sent electronically from one computer to another using the internet.</p> <p>On this programme, we practise writing emails on paper as we do not have access to a computer or the internet – but this practice will help you understand the format of an email.</p>
<b>General</b>	<p>Used when talking about all or most people or things.</p> <p>For example: “I do not like tomatoes” – this sentence talks about tomatoes in a general way, as it is talking about all tomatoes.</p>
<b>Indefinite article</b>	The word ‘a’ or ‘an’ used in English to refer to a person or thing that is not identified or specified
<b>Irregular verb</b>	A verb that does not follow the normal pattern of inflection.
<b>Paragraph</b>	A section of a piece of writing, usually dealing with a single theme and indicated by a new line.
<b>Plural</b>	Referring to more than one person or thing.
<b>Possessive determiners</b>	Possessive determiners tell you who owns the noun.
<b>Proofread</b>	The act of proofreading is reading your own writing to check for mistakes, which you can edit to correct.



<b>Punctuation</b>	The marks used in your writing to separate and show meaning. Punctuation includes full stops, question marks, commas and apostrophes (along with many others).
<b>Quantitative determiners</b>	Quantitative determiners tell you about amounts.
<b>Recap</b>	Sum up, restate, state again, to repeat the main points of an explanation or a description.
<b>Regular verb</b>	A verb that follows standard patterns in its inflection.
<b>Singular</b>	Referring to just one person or thing.
<b>Specific</b>	Used when talking about a single person or thing.  For example: "I do not like this tomato" – this sentence talks about one tomato in a specific way.
<b>Tense</b>	A set of forms taken by a verb to indicate the time of the action in relation to the time of the use.

## **Next Steps**

Now you have completed Booklet 6, 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





## Notes

