Functional Skills English Level 2

Topic Workbook

10 Topics × 20 Questions = 200 Practice Questions

Topics covered:

- 1. Inference & Implied Meaning
- 2. Writer's Methods & Language
- 3. Comparing Texts
- 4. Synthesising Information
- 5. Evaluating Arguments
- 6. Formal Writing
- 7. Informal Writing
- 8. Spelling & Vocabulary
- 9. Grammar & Sentence Structure
- 10. Planning & Organisation

1. Inference & Implied Meaning

Q1.

Read: 'Sarah checked her watch for the third time, tapping her foot against the café table.' What can you infer about Sarah?

A) She is impatient or anxious about waiting
B) She is enjoying her coffee
C) She is tired and bored
D) She is cold

Q2.

'The manager smiled thinly and gestured toward the door.' What does 'smiled thinly' imply?

A) The smile was insincere or forced
B) The manager was genuinely happy
C) The manager was physically unwell
D) The manager couldn't hear properly

Q3.

'Despite his colleagues' congratulations, Mark stared at his shoes.' What does this imply?

A) He feels uncomfortable or undeserving of the praise
B) He is angry at his colleagues
C) He has hurt his foot
D) He is concentrating on his next task

Q4.

A job advert states: 'Only candidates who thrive under pressure need apply.' What is implied?

A) The job is stressful and demanding
B) The job is part-time
C) The employer pays very well
D) The role requires outdoor work

Q5.

'The neighbours' curtains twitched as the removal van pulled up.' What does this imply?

A) They are nosy or curious about the new arrivals
B) They are frightened
C) They want to help
D) They are closing their windows

Q6.

A review says: 'The portions were certainly generous — perhaps too generous for those watching their waistline.' What is implied?

A) The food servings are very large, which might not suit everyone
B) The food is unhealthy
C) The restaurant is expensive
D) The reviewer didn't enjoy the meal

Q7.

'Tom's resignation letter thanked the company but made no mention of his colleagues.' What might this suggest?

A) He had poor relationships with his colleagues

B) He forgot to include them

C) He is in a rush

D) He doesn't know how to write formally

Q8.

A charity leaflet states: 'Just £3 a month — less than the price of a coffee.' What is the implied message?

A) The donation is so small you won't notice it

B) Coffee is overpriced

C) The charity only needs small amounts

D) You should stop drinking coffee

Q9.

'The headteacher welcomed parents warmly but reminded them the meeting would finish promptly at 8pm.' What is implied?

A) Parents should not expect to stay late

B) The headteacher is unfriendly

C) The school is closing at 8pm

D) There is another event afterwards

Q10.

'Despite record profits, the CEO announced a pay freeze for all staff below management level.' What can you infer?

A) The company prioritises executive interests over ordinary workers

B) The company cannot afford pay rises

C) Staff are not working hard enough

D) The profits were unexpected

Q11.

A holiday brochure describes a resort as having 'a lively nightlife scene until the early hours.' What type of guest might this NOT appeal to?

A) Families with young children seeking a quiet break

B) Young couples looking for fun

C) Groups of friends

D) Adventure seekers

Q12.

'She thanked him for his honesty, though her jaw was tight.' What does her physical reaction imply?

A) She is angry or upset despite her polite words

B) She has a toothache

C) She is concentrating carefully

D) She agrees completely

Q13.

An estate agent's listing says: 'Ideal for those with vision and a love of DIY.' What is implied?

A) It needs significant renovation work

B) It is newly built and modern

C) It has a large garden

D) It is in a good location

Q14.

'The team celebrated loudly; Jake remained at his desk, headphones in.' What does Jake's behaviour suggest?

A) He feels excluded from the team or disagrees with the celebration
B) He is deaf
C) He is working on an urgent task
D) He doesn't like music

Q15.

A health leaflet says: 'Most people find that small changes make a big difference over time.' What is implied?

A) You don't need dramatic lifestyle changes — gradual steps work
B) You must change everything at once
C) Small changes have no real effect
D) Only doctors can help

Q16.

'He glanced at the price tag, then carefully returned the jacket to the rail.' What can you infer?

A) He cannot afford the jacket or considers it too expensive
B) He doesn't like the colour
C) He found the right size elsewhere
D) He is tidying the shop

Q17.

A school report states: 'Emma contributes enthusiastically, though would benefit from listening to others more carefully.' What is implied?

A) Emma talks too much and doesn't listen well
B) Emma is the best student
C) Emma is shy
D) Emma has hearing difficulties

Q18.

'The company's environmental policy runs to 47 pages. Their recycling bin was overflowing with plastic cups.' What is implied?

A) The company's environmental claims are hypocritical
B) The company cares deeply
C) They need a bigger bin
D) The policy is well-written

Q19.

'Councillor Roberts assured residents the development would bring jobs. He did not mention his brother-in-law owned the construction firm.' What is implied?

A) The councillor has an undisclosed conflict of interest
B) He forgot to mention it
C) His brother-in-law is not involved
D) The development will definitely bring jobs

Q20.

A product review says: 'The phone lasted almost a full day — impressive by modern standards.' What does 'by modern standards' imply?

A) Phone battery life is generally poor nowadays
B) This phone has the best battery ever

C) The reviewer uses their phone little
D) Older phones had worse batteries

2. Writer's Methods & Language

Q1.

'The factory belched thick smoke into the morning sky.' What technique is 'belched'?

A) Personification — makes the factory seem alive and disgusting
B) Simile
C) Alliteration
D) Onomatopoeia

Q2.

'The queue stretched on forever.' What technique is this?

A) Hyperbole — exaggeration for emphasis
B) Metaphor
C) Understatement
D) Irony

Q3.

'Is it really too much to ask for a reliable train service?' What technique is this?

A) Rhetorical question — implies the answer is obvious
B) A genuine question
C) A command
D) Formal language

Q4.

'The old house groaned and creaked in the winter wind.' What technique is used?

A) Personification — the house is given human qualities
B) Onomatopoeia only
C) Simile
D) Metaphor

Q5.

'Broken Promises, Broken Trust.' What techniques are used in this headline?

A) Repetition and parallel structure
B) Alliteration only
C) Metaphor
D) Hyperbole

Q6.

'Her smile was a mask hiding years of pain.' Identify the technique.

A) Metaphor — comparing her smile directly to a mask
B) Simile
C) Personification
D) Hyperbole

Q7.

'Transparency, accountability, and real change.' What technique is this list of three?

A) Rule of three — creates rhythm and emphasis
B) Alliteration
C) Repetition
D) Formal language

Q8.

'We cannot — must not — will not allow this.' What is the effect of the three-part structure?

A) Escalating intensity builds determination and defiance

B) The speaker is confused

C) The phrases all mean the same thing

D) It shows anger

Q9.

'It was minus three degrees. The pavement was his bed.' What is the effect of short sentences here?

A) They create stark impact, forcing the reader to confront harsh reality

B) They show lazy writing

C) They are always used formally

D) The writer ran out of ideas

Q10.

'Reckless, dangerous, and potentially catastrophic.' What effect does 'catastrophic' have in final position?

A) Climax — the list builds in severity, ending with maximum impact

B) It is the least important word

C) It balances the sentence

D) The writer doesn't agree with critics

Q11.

'She doesn't need your pity. She needs your £3.' What technique makes this effective?

A) Antithesis — contrasting pity with practical action

B) Rhyme

C) Repetition of 'she'

D) Alliteration

Q12.

'Paints a rosy picture' — what does this idiom suggest about reliability?

A) The report is overly optimistic and may be misleading

B) It contains paintings

C) It is about roses

D) It is very accurate

Q13.

'Every. Single. Day.' What is the effect of full stops between words?

A) It creates emphasis on each word individually, stressing frequency

B) It is a grammatical error

C) It shows counting

D) It indicates a list

Q14.

'The daily migration of the commuter herd.' What technique is this?

A) Metaphor — comparing commuters to animals suggests mindless mass movement

B) Simile

C) Personification

D) Hyperbole

Q15.

'Actions speak louder than words.' What is the effect of this proverb?

A) It challenges the council's claims — implying their behaviour contradicts their words
B) It is a command
C) It shows agreement
D) It introduces a new topic

Q16.

'If we lose this green space, it's gone. Forever.' What is the effect of 'Forever' as a one-word sentence?

A) It emphasises permanence through isolation — the finality hits harder
B) It shows uncertainty
C) It is a grammatical error
D) The writer cannot continue

Q17.

'So-called experts.' What does 'so-called' imply?

A) The writer doubts these people are genuine experts
B) The writer respects them highly
C) They are famous
D) It is a neutral description

Q18.

'The waiting room smelled of disinfectant and anxiety.' What technique is used with 'anxiety'?

A) Abstract made concrete — anxiety cannot be smelled, creating unease
B) Simile
C) Hyperbole
D) Onomatopoeia

Q19.

'YOU can make a difference' with 'YOU' in capitals. What is the purpose?

A) Direct address in capitals makes the reader feel personally responsible
B) It is a typing error
C) The writer is shouting angrily
D) Only one specific person can help

Q20.

'First they ignore you, then they laugh at you, then they fight you, then you win.' What technique creates the effect?

A) Anaphora and chronological progression build momentum toward a triumphant climax
B) It is simply a list
C) Alliteration
D) Rhyme

3. Comparing Texts

Q1.

Text A uses statistics while Text B uses anecdotes. What is the key difference?

A) Text A uses objective evidence for scale; Text B uses subjective evidence for emotional connection
B) Text A is more reliable
C) Text B is better
D) No real difference

Q2.

Text A is third person; Text B is first person. How does this affect credibility?

A) Third person creates objectivity; first person creates authenticity but may seem biased
B) Third person is always better
C) First person is always better
D) Person doesn't matter

Q3.

Text A calls the NHS 'under pressure' while Text B calls it 'in crisis.' What does this reveal?

A) Text B uses stronger language suggesting a more critical viewpoint
B) Both mean the same
C) Text A is more negative
D) Text B is being factual

Q4.

Text A presents both sides; Text B only presents arguments in favour. How would you describe each?

A) Text A is balanced/objective; Text B is one-sided/persuasive
B) Text A is confused
C) Text B is more honest
D) Text A is better

Q5.

Text A targets teenagers; Text B targets parents. How does audience shape content?

A) Writers adjust language, tone, and references to match what their audience finds accessible
B) Good writing works for all audiences
C) Formal is always better
D) Informal shows less intelligence

Q6.

Both texts agree exercise is beneficial but disagree on who is responsible. This is:

A) Agreeing on a premise but disagreeing on the solution
B) A complete contradiction
C) One being right, one wrong
D) Different topics

Q7.

Text A is from 2024; Text B from 2019. How might date affect comparison?

A) Text A may have more recent data; Text B's data might be outdated
B) Newer is always more accurate
C) Older is always more reliable
D) Date makes no difference

Q8.

Text A quotes 'Dr Smith argues...' Text B uses 'one teacher said...' Which carries more weight?

A) Named experts carry more authority as their credentials can be verified
B) Anonymous sources always lie
C) Named experts are always right
D) Both carry equal weight

Q9.

Text A (charity) uses emotive language. Text B (council) uses neutral language. How does tone affect readers?

A) Emotive triggers sympathy; neutral enables rational assessment
B) Neutral means the council doesn't care
C) Emotive means lying
D) Both should use the same tone

Q10.

Text A mentions the issue briefly in paragraph 5. Text B devotes the entire article to it. What does this suggest?

A) Text B considers it the central focus; Text A treats it as secondary
B) Text A is poorly written
C) Text B is too long
D) The issue is more important in Text A

Q11.

Both quote '60% support' but Text A says 'clear majority' and Text B says 'only 60%.' What does this show?

A) The same data can be framed positively or negatively depending on the writer's position
B) One text has it wrong
C) 60% is neither majority nor minority
D) They contradict each other

Q12.

Text A ends with 'Write to your MP.' Text B ends with 'Can we afford to wait?' How do these differ?

A) Text A directly instructs; Text B prompts reflection leading to action
B) Text A is more polite
C) Text B is more effective
D) Both mean the same thing

Q13.

Text A uses short paragraphs; Text B uses long ones. What does this suggest?

A) Text A is for quick reading (web/tabloid); Text B for detailed engagement
B) Short paragraphs = lazy writer
C) Long paragraphs always better
D) Length doesn't matter

Q14.

Text A interviews affected people. Text B cites statistics. Which is stronger for which purpose?

A) Interviews for emotional impact; statistics for proving scale
B) Interviews always unreliable
C) Statistics always misleading
D) Both equally effective for all purposes

Q15.

Text A is by a journalist; Text B by someone affected. How might this affect bias?

A) Journalist may be more objective but less knowledgeable; affected person has authentic experience but may be biased

B) Journalists always unbiased

C) Affected people always exaggerate

D) Both equally biased

Q16.

Text A uses formal vocabulary; Text B informal. Both make the same point. What is the effect?

A) Text A targets educated/professional audience; Text B targets general audience and sounds accessible

B) Text A is showing off

C) Text B is poorly written

D) No difference in effect

Q17.

Text A supports a policy enthusiastically. Text B supports it with reservations. Text B's position is:

A) Qualified/conditional support — agreement tempered by concerns

B) Against the policy

C) Sitting on the fence

D) Complete agreement expressed modestly

Q18.

Both discuss immigration but Text A focuses on economics, Text B on culture. This shows:

A) The same topic can be approached from different angles — each prioritises different aspects

B) One is on-topic, the other isn't

C) They are different subjects

D) One angle is correct

Q19.

Text A uses hedging ('may,' 'suggests'). Text B uses definitive language ('will,' 'proves'). What does this reveal?

A) Text A acknowledges uncertainty; Text B is assertive but potentially overstates evidence

B) Text A is less reliable

C) Text B is always trustworthy

D) Hedging means ignorance

Q20.

The most useful framework for comparing texts is:

A) Compare purpose, audience, tone, evidence, language, and structure — explain HOW differences serve goals

B) State which you prefer

C) List every difference without analysis

D) Focus only on agreement/disagreement

4. Synthesising Information

Q1.

Text A: '60% prefer hybrid working.' Text B: 'Most employees want flexibility.' Relationship?

A) They support each other — Text B's general claim is evidenced by Text A's statistic

B) They contradict each other

C) Different topics

D) Text B disproves Text A

Q2.

Text A: 'Cycling reduces emissions.' Text B: 'More cycle lanes would encourage leaving cars at home.' Synthesise:

A) Cycle lanes are a practical solution to achieve the environmental benefit — infrastructure enables change

B) They are unrelated

C) Text B contradicts Text A

D) Text A is about pollution only

Q3.

Three texts: A says uniforms reduce bullying, B says they save money, C says they restrict expression. Synthesised conclusion:

A) Uniforms have social benefits but may cost individual expression — a trade-off exists

B) One text must be wrong

C) Only benefit arguments matter

D) Texts can't be combined

Q4.

Text A: 'Rural buses cut by 40%.' Text B: 'Increasing isolation among elderly rural residents.' Connection?

A) Reduced bus services may contribute to elderly isolation — transport cuts limit social access

B) Completely different issues

C) Text B caused only by old age

D) Text A disproves Text B

Q5.

Text A: 'Online learning offers flexibility.' Text B: 'Students feel disconnected.' Text C: 'Hybrid combines both.' Pattern?

A) A problem and benefit are both addressed by a third option — texts trace a progression toward solution

B) All disagree

C) Only Text C is correct

D) Online learning entirely negative

Q6.

Text A provides UK data; Text B provides US data. When synthesising, note:

A) Geographical differences mean direct comparison needs caution — cultural/legal differences affect relevance

B) Only UK data matters

C) US data unreliable

D) Can combine without caveats

Q7.

Text A (2019): 20% support. Text B (2024): 55% support. Best synthesis:

A) Public support has grown significantly — the trend matters as much as the numbers
B) Newer replaces older completely
C) One survey must be wrong
D) They cancel out at 37.5%

Q8.

Text A: fast food causes obesity. Text B: lack of exercise. Text C: poverty limits healthy food. Best synthesis:

A) Obesity has multiple interconnected causes — addressing only one is insufficient
B) Only one cause can be correct
C) Synthesis impossible as texts disagree
D) Text C is most important

Q9.

A table shows rising house prices. An article discusses low wages. A graph shows declining home ownership for under-35s. Synthesise:

A) Rising prices + low wages explain declining home ownership — sources tell a coherent story of unaffordability
B) Three separate topics
C) Only graph is useful
D) Table and article contradict

Q10.

Text A: exercise improves mental health. Text B: green spaces help. Text C: social connection helps. Synthesis:

A) Multiple factors support mental health — ideal solutions combine all three
B) Only one can be the real factor
C) They contradict each other
D) Exercise is the only proven method

Q11.

Text A is from government; Text B from a pressure group opposing it. When synthesising, consider:

A) Each source's potential bias — truth likely falls between the two positions
B) Government always right
C) Pressure groups always truthful
D) Both equally biased so neither useful

Q12.

An infographic: UK produces 100M tonnes of waste/year. Article: 'Britain faces a waste crisis.' How relate?

A) Infographic provides evidence supporting the article's general claim
B) Different types of waste
C) Article exaggerates
D) They contradict each other

Q13.

Text A: daily reading benefits children. Text B: reading scores falling. Text C: library closures up 30%. Synthesised argument:

A) Library closures may contribute to falling scores; daily reading is the solution libraries facilitate
B) Libraries unrelated to reading

C) Only Text A offers a solution

D) Text B proves Text A doesn't work

Q14.

Which approach to synthesis is LEAST effective?

A) Simply listing what each text says without making connections

B) Identifying patterns across sources

C) Noting where sources agree and differ

D) Drawing conclusions from multiple texts

Q15.

Text A: social media helps small businesses. Text B: social media increases anxiety in young people. These are:

A) Both true but about different aspects — the same thing can have positive and negative effects

B) Contradictory — one must be wrong

C) Completely different topics

D) Proof social media should be banned

Q16.

News article, charity report, and personal blog all discuss homelessness. Best combination for complete picture:

A) All three — news provides facts, charity provides data/solutions, blog provides human experience

B) Only news matters

C) Only blog matters

D) Only charity report matters

Q17.

Text A: 45% support. Text B: 55% oppose. Are these contradictory?

A) No — they're consistent (45% support = 55% oppose). Same data framed differently

B) Yes, they contradict

C) Depends on who conducted surveys

D) One must have wrong numbers

Q18.

Writing a report using four sources. Most effective approach:

A) Organise by theme rather than by source — weave evidence together under key arguments

B) Write a paragraph about each source

C) Only use most recent source

D) Copy relevant quotations from each

Q19.

Text A: electric cars 'will save the planet.' Text B: 'significant environmental costs in battery production.' Balanced synthesis:

A) Electric cars reduce emissions during use but have manufacturing costs — better than petrol but not perfect

B) Must pick a side

C) Text B proves they're bad

D) Text A proves they're good

Q20.

When asked to 'synthesise information,' an exam is asking you to:

A) Combine sources to form a coherent answer showing how they relate
B) Copy sections from each text
C) Choose the best text only
D) Disagree with all texts

5. Evaluating Arguments

Q1.

'Everyone I know thinks the bypass is terrible.' What weakness does this evidence have?

A) It is anecdotal — a small, unrepresentative sample
B) Completely reliable
C) Strongest type of evidence
D) No weakness

Q2.

'9 out of 10 dentists recommend our toothpaste.' What should a critical reader question?

A) How many surveyed, how selected, and what 'recommend' means
B) Nothing — it's factual
C) The remaining 1 is wrong
D) All dental advice should be trusted

Q3.

'Either we build this road or our town will die.' This is an example of:

A) A false dilemma — only two extreme options when others exist
B) A fair summary
C) Good dramatic language
D) A metaphor

Q4.

'We shouldn't listen to nutritional advice from someone overweight.' What logical flaw?

A) Ad hominem — attacking the person rather than their argument
B) A fair point
C) Not a flaw
D) Good critical thinking

Q5.

'Since we introduced cameras, crime dropped. Therefore cameras reduce crime.' What might be wrong?

A) Correlation doesn't prove causation — other factors may explain the drop
B) Perfectly logical
C) Nothing wrong
D) Crime always drops over time

Q6.

'Experts agree this policy will work.' What should you evaluate?

A) Which experts? How many? In what field? Do ALL agree?
B) If experts agree, it's true
C) Newspaper wouldn't publish if inaccurate
D) Expert consensus always reliable

Q7.

A writer argues against zoos using only poorly-run examples. This is potentially:

A) Cherry-picking — selecting only supporting evidence while ignoring counterexamples
B) Comprehensive review
C) Effective case studies

D) Good persuasion

Q8.

'The campaign must be ineffective because smoking rates haven't reached zero.' What flaw?

A) Setting an unrealistic benchmark — partial success is still success
B) A fair assessment
C) Zero is reasonable
D) Campaign should be abandoned

Q9.

'It is well known that...' without any source. This is:

A) An unsupported assertion presented as common knowledge
B) Perfectly acceptable
C) Formal academic language
D) Reliable indicator of truth

Q10.

A charity uses a single dramatic case study. Strengths AND weaknesses?

A) Strength: emotional impact. Weakness: one case may not be representative
B) No weaknesses
C) No strengths
D) Single case proves everything

Q11.

'The UK spends £5 billion on foreign aid.' Is this fact or opinion?

A) Presented as fact but without a source, accuracy cannot be confirmed
B) Definitely fact because it has a number
C) All numbers are facts
D) Opinion because it's in a newspaper

Q12.

'My grandfather smoked and lived to 95, so smoking can't be dangerous.' What is wrong?

A) One exception doesn't disprove statistical evidence — anecdotes don't override trends
B) Valid point
C) If one survived, risk is overstated
D) Grandparents are reliable sources

Q13.

'100,000 people agree this law should change.' Does the number make the argument valid?

A) No — popularity doesn't equal correctness. Evaluate logic and evidence instead
B) Yes — that many can't be wrong
C) 100,000 always proves a point
D) Only government decisions matter

Q14.

Article A says coffee is good for you. Article B says it's harmful. How should a critical reader respond?

A) Look at the actual studies: sample size, methodology, funding, and specific outcomes measured
B) Ignore both
C) Believe the most recent one
D) Believe whichever matches existing behaviour

Q15.

A writer uses emotional language throughout. Does this strengthen or weaken the argument?

A) It can be persuasive but less reliable — emotion may substitute for evidence
B) Always makes arguments stronger
C) Always makes arguments weaker
D) Emotion and logic are separate

Q16.

'If we allow same-day delivery, next they'll want it before they order.' This is:

A) A slippery slope fallacy — assuming inevitable escalation without evidence
B) A logical prediction
C) Effective humour
D) A factual claim

Q17.

A text argues both for and against before concluding. What is the advantage?

A) Builds credibility by showing awareness of counterarguments
B) Confuses the reader
C) Weakens the argument
D) Shows the writer can't decide

Q18.

'Unemployment is at its lowest since 2008.' A critical reader should ask:

A) How is it measured? Does it include underemployment, zero-hours, people who stopped looking?
B) Nothing — it's official
C) Whether the reporter is biased
D) Whether 2008 is relevant

Q19.

'Leading scientists support this' vs 'Professor Smith of Cambridge supports this.' Which more credible?

A) The second — specific, named, verifiable credentials
B) The first implies many scientists
C) Both equally credible
D) Neither credible

Q20.

The MOST important question when evaluating an argument:

A) Does the evidence actually support the conclusion, or could it support a different one?
B) Do I personally agree?
C) Is the writing well-formatted?
D) How long is the text?

6. Formal Writing

Q1.

Which opening is most appropriate for a formal report to a council?

A) 'This report examines the impact of proposed parking changes on local businesses.'
B) 'So basically, the parking thing is going to cause massive problems.'
C) 'Hi everyone, I wanted to talk about parking.'
D) 'PARKING DISASTER: Why the council's plan will DESTROY our high street.'

Q2.

In a formal letter beginning 'Dear Sir/Madam,' the correct sign-off is:

A) Yours faithfully
B) Yours sincerely
C) Best wishes
D) Cheers

Q3.

Which uses passive voice appropriately for a formal report?

A) 'The data was collected over a six-month period.'
B) 'I collected the data over six months.'
C) 'We got all the data in about six months.'
D) 'Someone collected data for ages.'

Q4.

Which subheading is most appropriate for a formal article?

A) 'Potential Benefits of the Proposal'
B) 'Why This Is Amazing'
C) 'The Good Stuff'
D) 'Benefits!!!!'

Q5.

Which transition introduces a counterargument formally?

A) 'However, it must be acknowledged that...'
B) 'But then again...'
C) 'On the flip side though...'
D) 'Yeah but some people think...'

Q6.

Which expresses disagreement most formally?

A) 'While this approach has some merit, significant concerns remain.'
B) 'This is completely wrong.'
C) 'I totally disagree with this rubbish idea.'
D) 'Nah, that won't work.'

Q7.

Which demonstrates appropriate hedging in formal writing?

A) 'The evidence suggests further investigation may be warranted.'
B) 'This is definitely true.'
C) 'It's probably fine, to be honest.'
D) 'I reckon this might be a thing.'

Q8.

A formal report presents recommendations. Which format is most effective?

A) Numbered list with action verbs ('Implement...', 'Review...', 'Allocate...')
B) A long paragraph listing everything
C) Bullet points starting with 'Maybe we could...'
D) A separate appendix

Q9.

Which correctly uses a colon?

A) 'The report identified three issues: staffing, budget, and equipment.'
B) 'The report identified: three issues.'
C) 'Three issues: were identified.'
D) 'The report: identified three issues.'

Q10.

In formal writing, which replaces 'a lot of'?

A) 'A significant number of' or 'considerable'
B) 'Loads of'
C) 'Tons of'
D) 'Well quite a few'

Q11.

Which sentence structure opens a formal article effectively?

A) Clear topic sentence stating the issue, followed by context
B) A rhetorical question followed by a joke
C) A long personal anecdote
D) A quote from social media

Q12.

What is wrong with: 'The results were really good and showed we did loads better than last year'?

A) Informal language and vague quantifiers — formal writing requires specific, measurable language
B) Nothing — it communicates clearly
C) It's too short
D) Not enough technical vocabulary

Q13.

Which paragraph ending links effectively to the next section?

A) 'Having established the current situation, the following section examines solutions.'
B) 'Anyway, moving on...'
C) 'That's enough about that.'
D) 'Next bit coming up!'

Q14.

In a formal complaint letter, which tone is most effective?

A) Firm but professional — clearly stating problem, impact, and desired resolution
B) Angry and threatening
C) Sarcastic and mocking
D) Apologetic and uncertain

Q15.

Which formal report conclusion is strongest?

A) 'The evidence indicates proposed changes would bring benefits, provided concerns in Section 3 are addressed.'

B) 'So yeah, it's basically fine.'

C) 'This is the best thing ever.'

D) 'More research is needed.' (no specifics)

Q16.

Select the correctly punctuated formal sentence:

A) 'Furthermore, the committee recommends that all staff, regardless of grade, should complete the training.'

B) 'Furthermore the committee recommends, that all staff regardless of grade should complete the training.'

C) 'Furthermore: the committee recommends that all staff should complete the training.'

D) 'Furthermore the committee, recommends that all staff should complete the training.'

Q17.

A formal report should generally be written in which person?

A) Third person ('The investigation found...') for objectivity

B) First person ('I think...')

C) Second person ('You should...')

D) Any person

Q18.

Which connective introduces additional supporting evidence?

A) 'Moreover' or 'Furthermore'

B) 'Plus'

C) 'Also like'

D) 'And another thing'

Q19.

A formal article on a controversial topic should:

A) Present multiple viewpoints with evidence before stating a reasoned conclusion

B) Only present the writer's opinion

C) Avoid taking any position

D) Use emotional language to persuade

Q20.

Correct format order for a formal report:

A) Title → Introduction → Findings → Conclusion → Recommendations

B) Conclusion → Findings → Title

C) Recommendations → Title → Conclusion

D) No standard order exists

7. Informal Writing

Q1.

Which opening is most appropriate for an informal email to a friend?

A) 'Hey! Hope you're doing well. I wanted to pick your brain about something...'
B) 'Dear Sir/Madam, I am writing to enquire...'
C) 'To Whom It May Concern...'
D) 'RE: Formal correspondence regarding matter of importance'

Q2.

In an informal message giving advice, which tone works best?

A) Warm, supportive, and honest — like speaking face-to-face
B) Cold, formal, and detached
C) Commanding and bossy
D) Vague and non-committal

Q3.

Which demonstrates appropriate use of contractions?

A) 'I wouldn't worry — you've got plenty of time to decide.'
B) 'I would not be overly concerned regarding this matter.'
C) 'dont worry bout it ur fine'
D) 'I personally would not recommend excessive concern.'

Q4.

An informal email delivering disappointing news. Best approach?

A) Acknowledge with empathy, be honest, then offer support or a positive next step
B) Just blurt out the bad news
C) Avoid the bad news entirely
D) Write three pages before getting to the point

Q5.

Which closing suits an informal email to a friend going through a difficult time?

A) 'Take care of yourself. I'm here whenever you need to talk.'
B) 'Yours faithfully'
C) 'Please do not hesitate to contact me.'
D) 'Laters!'

Q6.

Which technique organises informal advice without being too structured?

A) Natural paragraph breaks with conversational transitions ('The other thing I'd say is...')
B) Numbered bullet points with headers
C) Formal subheadings
D) One massive paragraph

Q7.

Which informal sentence correctly uses a dash for emphasis?

A) 'I know you're worried — but honestly, you've got this.'
B) 'I know you're worried, but honestly, you've got this.'
C) 'I know you're worried but honestly you've got this.'
D) 'I know — you're worried but honestly you've got this.'

Q8.

Informal writing should still avoid:

A) Offensive language, unclear expression, and ignoring the reader's feelings
B) Any humour
C) All slang and idioms
D) Starting sentences with 'And' or 'But'

Q9.

Which demonstrates best use of rhetorical questions informally?

A) 'What's the worst that could happen? You try it, don't like it, move on.'
B) 'May I enquire whether you have considered outcomes?'
C) 'What???????? Why would you even think that???'
D) 'Rhetorical question: have you thought about this?'

Q10.

An informal email discussing pros and cons should:

A) Present both sides naturally with your personal recommendation clearly stated
B) Use a formal table
C) Only mention positives
D) Refuse to give an opinion

Q11.

Which best balances humour with genuine advice?

A) 'I'm no expert (as you well know!) but go for it. What have you got to lose? Joking — you'll be great.'
B) 'Ha ha ha LOL don't do that.'
C) 'In my professional opinion, having carefully considered...'
D) 'Whatever. Do what you want.'

Q12.

Which transition works naturally between pieces of informal advice?

A) 'The other thing I'd mention is...' or 'Oh, and one more thought —'
B) 'Furthermore, it should be noted...'
C) 'Moving to point 2.3...'
D) 'Secondly...' 'Thirdly...' 'Fourthly...'

Q13.

When writing informally about a sensitive topic, you should:

A) Be honest but kind, acknowledge complexity, avoid being judgemental
B) Tell them exactly what to do
C) Avoid the topic entirely
D) Use formal, clinical language

Q14.

Which correctly punctuates an informal aside in parentheses?

A) 'I think you should go for the interview (even though I know you're nervous about it).'
B) 'I think you should go for the interview, (even though I know you're nervous about it.)'
C) 'I think you should go (Even though I know you're nervous.)'
D) 'I think you should go for the interview (even though I know you're nervous about it.)'

Q15.

Respectfully disagreeing with a friend's plan — best approach:

A) 'I hear you, and I get why — but can I be honest? I'm a bit worried about...'
B) 'You're completely wrong.'
C) 'That's fine I guess. Whatever.'
D) 'I must formally object to your proposed course of action.'

Q16.

Which informal email shows good paragraph structure?

A) Greeting → main point → supporting thoughts → sign-off (each in own paragraph)
B) Everything in one long block
C) Each sentence as its own paragraph
D) No paragraphs — stream of consciousness

Q17.

Which use of ellipsis (...) is effective in informal writing?

A) 'I'm not saying you shouldn't try... I just want you to go in with eyes open.'
B) 'So... I... was... thinking...'
C) 'The results were... interesting.' (overused for suspense)
D) All equally effective

Q18.

An informal email about a work decision should:

A) Share genuine opinion while acknowledging you don't have all the information
B) Tell them what to do forcefully
C) Refuse to share your opinion
D) Write a formal pros and cons analysis

Q19.

Which demonstrates effective direct address in informal writing?

A) 'You know what you're like — once you commit, you see it through.'
B) 'One should consider one's strengths.'
C) 'People who are committed tend to succeed.'
D) 'It is recommended that the individual evaluate capabilities.'

Q20.

What distinguishes good informal writing from bad?

A) It's clear, purposeful, and considers the reader — relaxed in tone but thoughtful
B) Uses as much slang as possible
C) Never uses proper punctuation
D) Is as short as possible

8. Spelling & Vocabulary

Q1.

Which uses correct spelling of commonly confused words?

A) 'Their decision to accept the offer was not affected by the weather.'
B) 'There decision to except the offer was not effected by the whether.'
C) 'Their decision to except the offer was not affected by the weather.'
D) 'There decision to accept the offer was not effected by the whether.'

Q2.

'The new policy will have a significant ___ on staff morale.'

A) effect (noun: result/impact)
B) affect (verb: influence)
C) affect (noun)
D) effect (verb: bring about)

Q3.

Which uses 'practice' and 'practise' correctly?

A) 'I need to practise my spelling before the practice test.'
B) 'I need to practice my spelling before the practise test.'
C) 'I need to practise my spelling before the practise test.'
D) 'I need to practice my spelling before the practice test.'

Q4.

Which is the correct spelling?

A) accommodation
B) accomodation
C) accomadation
D) acomodation

Q5.

'The company is ___ to changes in the market.'

A) responsive
B) responsable
C) respondsive
D) responseve

Q6.

Which correctly uses 'who's' and 'whose'?

A) 'Who's going to tell me whose jacket this is?'
B) 'Whose going to tell me who's jacket this is?'
C) 'Who's going to tell me who's jacket this is?'
D) 'Whose going to tell me whose jacket this is?'

Q7.

Select the correct spelling:

A) necessary
B) neccessary
C) neccesary
D) necessery

Q8.

'She gave me some useful ___'

A) advice (noun)
B) advise (verb)
C) advize
D) advyce

Q9.

'The team ___ a new strategy last month.'

A) devised (created/invented)
B) deviced
C) divised
D) deviesed

Q10.

'The building has ___ stood here for 200 years.'

A) definitely
B) definately
C) definatley
D) defiantly

Q11.

Select the sentence with correct 'its' and 'it's':

A) 'It's clear that the company has lost its way.'
B) 'Its clear that the company has lost it's way.'
C) 'It's clear that the company has lost it's way.'
D) 'Its clear that the company has lost its way.'

Q12.

Which word means 'to make certain or guarantee'?

A) ensure
B) insure
C) assure
D) insure

Q13.

Which is the correct spelling?

A) occurrence
B) occurence
C) occurance
D) occurrance

Q14.

Which uses the correct word?

A) 'The principal reason for the delay was bad weather.'
B) 'The principle reason for the delay was bad weather.'
C) 'The principel reason for the delay was bad weather.'
D) 'The principol reason for the delay was bad weather.'

Q15.

Select the correct spelling:

A) separate
B) seperate
C) separite
D) sepurate

Q16.

'I was ___ to hear about your promotion.'

A) pleased
B) pleesed
C) pleasd
D) pleassed

Q17.

Which means 'free from external control'?

A) independent
B) independant
C) independant
D) indipendent

Q18.

Which uses 'stationary' and 'stationery' correctly?

A) 'The stationary vehicle blocked access to the stationery cupboard.'
B) 'The stationery vehicle blocked access to the stationary cupboard.'
C) 'The stationary vehicle blocked access to the stationary cupboard.'
D) 'The stationery vehicle blocked access to the stationery cupboard.'

Q19.

Select the correct spelling:

A) immediately
B) immediatley
C) immediatly
D) imediately

Q20.

'The evidence was not ___ to convict.'

A) sufficient
B) sufficent
C) sufficiant
D) sufficiant

9. Grammar & Sentence Structure

Q1.

Which sentence is grammatically correct?

A) 'The team, which has been working together for three years, has produced excellent results.'
B) 'The team, which has been working together for three years, have produced excellent results.'
C) 'The team which has been working together for three years have produced excellent results.'
D) 'The team, which have been working together for three years, has produced excellent results.'

Q2.

Identify correct subject-verb agreement:

A) 'Neither the manager nor the employees were informed.'
B) 'Neither the manager nor the employees was informed.'
C) 'Neither the manager nor the employees is informed.'
D) 'Neither the manager nor the employees be informed.'

Q3.

Which correctly uses a semicolon?

A) 'The project was successful; however, several issues remain.'
B) 'The project was successful; and several issues remain.'
C) 'The project; was successful however several issues remain.'
D) 'The project was; successful however several issues remain.'

Q4.

Select correct parallel structure:

A) 'Strong communication, effective teamwork, and attention to detail.'
B) 'Strong communication, to work in teams, and being detailed.'
C) 'Strong communication, effective teamwork, and to pay attention.'
D) 'Communicating strongly, effective teamwork, and detail attention.'

Q5.

Which avoids a dangling modifier?

A) 'After reviewing the evidence, the committee reached a decision.'
B) 'After reviewing the evidence, a decision was reached.'
C) 'After reviewing the evidence, the building was closed.'
D) 'After reviewing the evidence, it became clear.'

Q6.

Identify correct apostrophe use:

A) 'The children's toys were in the neighbours' garden.'
B) 'The childrens' toys were in the neighbour's garden.'
C) 'The children's toys were in the neighbours garden.'
D) 'The childrens toys were in the neighbours' garden.'

Q7.

Which uses a colon correctly?

A) 'She had one goal: to finish the marathon before dark.'
B) 'She had: one goal to finish the marathon.'
C) 'She had one goal to: finish the marathon.'
D) 'She: had one goal to finish the marathon.'

Q8.

Select correct comma usage:

A) 'Despite the rain, which continued all morning, the event was well attended.'
B) 'Despite the rain which continued all morning the event was well attended.'
C) 'Despite, the rain, which continued all morning the event, was well attended.'
D) 'Despite the rain which, continued all morning, the event was well attended.'

Q9.

Which demonstrates correct subjunctive mood?

A) 'If I were in your position, I would accept.'
B) 'If I was in your position, I would accept.'
C) 'If I am in your position, I would accept.'
D) 'If I be in your position, I would accept.'

Q10.

Identify the complex sentence:

A) 'Although the company performed well, it decided to restructure.'
B) 'The company performed well.'
C) 'The company performed well and decided to restructure.'
D) 'The company performed well; it decided to restructure.'

Q11.

Which correctly uses 'fewer' vs 'less'?

A) 'Fewer applicants this year, meaning less competition.'
B) 'Less applicants this year, meaning fewer competition.'
C) 'Less applicants this year, meaning less competition.'
D) 'Fewer applicants this year, meaning fewer competition.'

Q12.

Select the sentence with no comma splice:

A) 'The deadline is tomorrow; therefore, we need to finish tonight.'
B) 'The deadline is tomorrow, therefore we need to finish.'
C) 'The deadline is tomorrow, we need to finish tonight.'
D) 'The deadline is tomorrow therefore, we need to finish.'

Q13.

Which relative pronoun completes: 'The company ___ profits doubled is expanding'?

A) whose
B) which
C) who's
D) that

Q14.

Identify correct reported speech:

A) 'She said that she would attend the following day.'
B) 'She said that she will attend tomorrow.'
C) 'She said that she would attend tomorrow.'
D) 'She said that I would attend the following day.'

Q15.

Which demonstrates effective short sentence for impact?

A) 'They debated for three hours, considered seventeen proposals, consulted five experts. They changed nothing.'

B) 'They changed nothing after debating for three hours and considering seventeen proposals.'

C) 'Nothing was changed.'

D) 'The committee, after much deliberation, changed nothing whatsoever.'

Q16.

Select the grammatically correct sentence:

A) 'Each of the students has submitted their assignment.'

B) 'Each of the students have submitted their assignment.'

C) 'Each of the students have submitted his assignment.'

D) 'Each of the students has submitted his or her assignments.'

Q17.

Which correctly punctuates direct speech?

A) '"I cannot attend," she explained, "because I have a prior commitment."'

B) '"I cannot attend" she explained "because I have a prior commitment"'

C) '"I cannot attend," she explained, "Because I have a prior commitment."'

D) '"I cannot attend", she explained, "because I have a prior commitment".'

Q18.

Which uses passive voice effectively?

A) 'Mistakes were made during implementation.' (actor unknown/softened blame)

B) 'The manager made mistakes.' (active)

C) 'I made mistakes.' (active first person)

D) 'Mistakes happened.' (active impersonal)

Q19.

Identify the sentence fragment:

A) 'Although the deadline was extended by two weeks.' (no main clause)

B) 'The deadline was extended by two weeks.'

C) 'The deadline was extended, and the team felt relieved.'

D) 'Extending the deadline helped everyone.'

Q20.

Which demonstrates effective sentence variety?

A) Mixing short/long sentences, varying openings, using different types

B) Only short simple sentences

C) Only long complex sentences

D) Starting every sentence with 'The' or 'It'

10. Planning & Organisation

Q1.

Before starting a formal writing task, identify FIRST:

A) Purpose, audience, and format — these determine everything else
B) How many paragraphs
C) Which vocabulary to include
D) The opening sentence

Q2.

Most effective planning method for a formal report:

A) Structured outline with sections and key points under each
B) Writing then reorganising
C) Starting with whatever comes to mind
D) Copying the reading texts' structure

Q3.

In a persuasive article, the most effective paragraph order:

A) Hook → weakest point → strongest point → counterargument addressed → powerful conclusion
B) Strongest first → weakest → conclusion
C) Random order
D) Counterargument first → your points

Q4.

What is the purpose of a topic sentence?

A) It introduces the main idea of the paragraph, helping the reader follow the structure
B) It makes the paragraph longer
C) It repeats the previous paragraph
D) Only needed in the first paragraph

Q5.

Best structure for an informal advice email:

A) Friendly opening → acknowledge situation → advice with reasons → encouragement → warm close
B) Jump straight into telling them what to do
C) Start with formal self-introduction
D) List options without recommendation

Q6.

How many main points for a 300-400 word article?

A) 3-4 well-developed points
B) As many as possible
C) Only 1 in extreme depth
D) 7-8 brief points

Q7.

Which connective moves to a contrasting point?

A) 'However' / 'Nevertheless' / 'On the other hand'
B) 'Furthermore' / 'Moreover'
C) 'Therefore' / 'Consequently'
D) 'Similarly' / 'Likewise'

Q8.

A conclusion should:

A) Summarise key findings, restate position, and suggest next steps
B) Introduce new arguments
C) Repeat the introduction
D) End abruptly

Q9.

When given bullet-pointed requirements in a writing task:

A) Use each as the basis for at least one paragraph — address all
B) Pick the easiest one only
C) Ignore them
D) Combine all into one paragraph

Q10.

The role of discourse markers in writing:

A) Guide the reader, signalling additions, contrasts, conclusions, examples
B) Unnecessary filler
C) Only for formal writing
D) Make writing more complicated

Q11.

For a 200-250 word email, planning should take approximately:

A) 3-5 minutes — note key points and their order
B) No planning needed
C) 15+ minutes
D) Planning wastes exam time

Q12.

Best paragraph structure for a formal argument point:

A) Point → Evidence → Explanation (PEE)
B) Evidence → Point → More evidence
C) Start with weakest evidence
D) Jump between multiple points

Q13.

When should you start a new paragraph?

A) New point, shifting perspective, changing time/place, or moving between argument/counterargument
B) After every sentence
C) After exactly 5 sentences
D) Only at 100 words

Q14.

Most effective opening for a formal article:

A) A striking fact or statistic that engages and establishes importance
B) 'In this article I am going to write about...'
C) A dictionary definition
D) 'Many people have many different opinions...'

Q15.

Best place to address the counterargument in a balanced argument:

A) After your main points but before conclusion — refute it, end strongly
B) At the very beginning
C) In the conclusion
D) Don't include counterarguments

Q16.

What makes an effective transition between paragraphs?

A) A sentence linking back to what was discussed AND introducing what's next
B) Starting with no connection
C) Using 'Moving on...' without context
D) Repeating the last sentence

Q17.

Clearest way to present recommendations in a formal report:

A) Numbered with action verbs and clear responsibility
B) Long paragraph listing all together
C) Vague suggestions like 'Something should be done'
D) Scattered throughout different sections

Q18.

Purpose of proofreading time in an exam:

A) Check spelling errors, missing words, unclear sentences, and question coverage
B) Not necessary if you wrote carefully
C) Only check spelling
D) Completely rewrite paragraphs

Q19.

Which is NOT a valid way to end a formal article?

A) Introducing a completely new argument not discussed in the article
B) A call to action
C) A thought-provoking question
D) A summary of key points

Q20.

The single most important factor for a good writing mark:

A) Directly addressing everything asked, in correct format, with clear organisation
B) Using the longest words
C) Writing as much as possible
D) Perfect spelling only