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English

Entry Level 3, Book 5

GLH 3

Finding the Meaning of Words

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 develop your reading skills. You will start with learning strategies, which don't require a dictionary, to find the meaning of words. You will answer questions about finding the meaning of words, which are written in the style of the questions you'll answer in the functional skills assessment.

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	3	
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

Use the **context** of sentences to find the meaning of unknown words.

2

Find the meaning of unknown words using **contrast** clues.

3

Use **prefixes** to find the meaning of unknown words.

4

Answer assessment-style questions about finding the meaning of words.



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

Preparing for Learning Activity

Do you always understand everything you read?

“Forward-looking companies invest in deconstructed third-generation time-phases. It’s time to revamp and reboot our parallel digital options. We now offer diplomas in dot-com third-generation resources. My organisation believes in integrated digital programming.”



Task
1

What do you do when you don’t understand a word?

How can you work out the meaning of a word if there is no-one to ask and no way of looking it up?

Sometimes you can get away without understanding everything. When is it important to make sure you have understood everything properly?



Finding the Meaning



The Oxford English Dictionary has **defined** around 600,000 words in the English language. Considering most **native** English speakers know around 20,000-30,000 words, it is to be expected that you will sometimes find a word that you don't know the meaning of.

Your first thought might be to panic if you come across a word that you don't understand in your assessment. However, with practice you will be able to find clues to discover the meaning of words as you are reading.

Method 1 Using **Context** to Find Meaning

By reading the whole sentence (or sometimes a whole section of writing) you can begin to identify the meaning of an unknown word.

Look at this sentence:

This contains hazardous substances that may cause you harm.

Example: What could we assume the word 'hazardous' means based on how it is used in this sentence?

'Hazardous' could mean something that can hurt you.

Which word or **phrase in this sentence makes you think this?**

'May cause you harm'

The word hazardous has been used again below.

Although the journey was hazardous, she made it home safely.

Does your knowledge of the word hazardous now help you to understand this sentence?

Yes	No

Finding the Meaning from Context



Task 2

Read each sentence and work out the meaning of the word using the context of the sentence. Then explain which words and phrases you used as clues to help you to make this decision. Use the example on the previous page to help.

1. Jack bought a new computer but was told that companies create faster, newer computers so often now that his will be obsolete within six months.

1a. What could we assume the word **obsolete** means based on how it is used in this sentence?

.....

1b. Which clues in this sentence make you think this?

.....

2. The buildings are very dilapidated and will need a lot of repairs, including a new windows and roofs.

2a. What could we assume the word **dilapidated** means based on how it is used in this sentence?

.....

2b. Which clues in this sentence make you think this?

.....

3. The city council concurred with the recommendations from the committee and have agreed the refurbishment of the derelict properties.

3a. What could we assume the word **concurred** means based on how it is used in this sentence?

.....

3b. Which clues in this sentence make you think this?

.....

Finding the Meaning from Context



Task 3

Now read this text. Highlight or underline all of the words that are new to you or that you don't understand. Write them in the table underneath and using your own words work out what you think they mean based on the context of the writing.

Miriam looks forward to her weekly visits to the hair salon. She finds many magazines about politics and the economy to read. Every week, she reads the column in the Financial Times editorial; she thinks it is a good piece of journalism. She likes the author Fred Fig.

Jamal is also waiting for his haircut; he picks up the daily newspaper and reads the headlines. He likes to read current affairs and what is topical for the day.

Sarah is reading some of the magazines. In one of them there is a huge advertisement for the latest mobile phone and data packages. The advert explains about the latest innovations in mobile phones and the most recent generations of mobile networks.

Word	Meaning

Finding the Meaning from Contrast



Some clues can be found by looking at the other types of words used in the sentence.

Method 2

Using **Contrast** Clues to Find Meaning.

Sometimes, writers explain the meaning of a word by joining it with other words/phrases with opposite meanings, such as: **however, yet, on the other hand, instead of, but, while** and **although**.

Example:

Although my twin sister and I look the same, our personalities are the **antithesis** of each other.



Starting with '**although**' tells you that the second part of the sentence will be different to what you expect. Therefore, we can guess that **antithesis** means opposite.



Finding the Meaning by Contrast



Task
4

Determine the meaning of each unknown word using the contrasting clues in the sentences.

I gave my friend **'coherent'** instructions, but he still didn't understand.

Definition:

We used to eat at that restaurant **'frequently'**, but now we don't go there very often.

Definition:

When Mark entered the college, he felt **'composed'**. However as soon as he started the assessment, he began to feel nervous.

Definition:



Root Words, Prefixes and Suffixes



Sometimes you can use your knowledge of other words to help you to find out the meaning of an unknown word.

Method 3

Look for a **Prefix** to Find Meaning.

Prefixes are letters added to the start of a **root word** to create a new word with a different meaning.



Task
5

We looked at prefixes in book 3.

Tick the correct meaning:

A root word is:	
Something that grows in the garden.	<input type="checkbox"/>
A word you shouldn't use in polite company.	<input type="checkbox"/>
A basic word that has a meaning.	<input type="checkbox"/>

A prefix is:	
A way of mending something.	<input type="checkbox"/>
A group of letters that go at the start of a root word to change its meaning.	<input type="checkbox"/>
A football match that happens before the start of the season.	<input type="checkbox"/>

Prefixes



Task 6

Here are some common prefixes and some examples of words that use them. Fill out the last column.

Prefix	Example	Meaning of prefix
anti	anti-clockwise, antifreeze	
de	demist, deactivate	
dis	disagree, disown	
il, im, in, ir	illegal, impossible, insecure, irregular	
mis	misunderstand, mislaid	
non	non-starter, non-payment	
over	overcook, overestimate	
re	reconsider, replay	
un	unhappy, unhelpful	

Prefix Challenge



Task
7

Write the longest word you can think of starting with each prefix. Score one point for each letter used.

Prefix	Example	Meaning of prefix	Total
anti			
de			
dis			
il			
im			
in			
ir			
mis			
non			
over			
re			
un			

Add all your scores up to find your **grand total**

Over 120 Fantastic – you have a great vocabulary .	
80 to 120 Good – shorter words can be just as useful.	
Under 80 Good Effort – try to learn a new word every day.	



Finding the Meaning Using Prefixes



Task 8

Use your knowledge of prefixes to explain the meaning of the bold words in these sentences.

I'm worried that he will '**disappear**' before he has paid.

Definition:

We need to '**reappoint**' someone to that job as soon as possible.

Definition:

Some people disrupt classes and '**de-motivate**' other learners.

Definition:

Because the map is so difficult to read, even skilled hikers '**misinterpret**' the directions and get lost.

Definition:

Finding the Meaning of Words in Everyday Life



Why is all this important?

Being able to read well helps you to gain knowledge and as the famous quote by Francis Bacon says

'Knowledge is power'

Ensuring that you understand what you read is a useful skill in many areas of life: following recipes, filling out forms, completing instructions in the workplace to name but a few. It also makes for a much more satisfactory reading experience.

A Quick Recap

Method 1 Using Context to Find Meaning.

By reading the whole sentence (or sometimes a whole section of writing) you can begin to identify the meaning of an unknown word.

Method 2 Using Contrast Clues to Find Meaning.

Sometimes, writers explain the meaning of a word by joining it with other words/phrases with opposite meanings, such as: **however, yet, on the other hand, instead of, but, while** and **although**.

Method 3 Look for a Prefix to Find Meaning.

Prefixes are letters added to the start of a root word to create a new word with a different meaning.



Finding the Meaning of Words in Everyday Life



Task 9

This extract is from the BBC news website on 30/3/2021.

Sir Lenny Henry has written an open letter urging black Britons to take the Covid-19 vaccine.

The comedian and actor said people should “trust the facts” and guard against **misinformation**.

The letter has been signed by high-profile figures such as actor Chiwetel Ejiofor, YouTube star KSI and actress Thandie Newton.

Vaccination rates among black Britons are considerably lower than among white Britons. The **disparity** exists despite a widespread study suggesting black people are twice as likely as white people to catch the coronavirus.

Asked why there was caution in the black community about having the vaccine, Sir Lenny blamed an “element of mistrust” in the system.

He said people felt “certain institutions and authorities haven’t particularly done right by the black community in the past” so asked “why should they do something for us now? Why are they doing us all a big favour?”

Sir Lenny’s letter recognises these “**legitimate** worries and concerns”. But it adds: “We’re asking you to trust the facts about the vaccine from our own professors, doctors, scientists involved in the vaccine’s development, GPs, not just in the UK but across the world, including the Caribbean and Africa.”

What do the three highlighted words mean and which method did you use to work them out?

Word	Meaning	Method
Misinformation		
Disparity		
Legitimate		

Notes





Let's keep going

ROW



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.)

Finding the Meaning



Finding the meaning of unknown words will become easier with practice. By reading more, you will expose yourself to new words, which you can add to your **vocabulary**.

There are other methods, which we haven't discussed in this booklet, that you may already use. Additionally, you may realise that you already use these methods naturally without thinking about it (**subconsciously**).

In your assessment, you will be assessed on finding the meaning of a word. These questions can look very different in each sample assessment that you will see. Typically, they will provide you with a word/phrase taken from the text and ask you to explain the meaning or identify another word/phrase that could replace it in the text.

1. In the last section the word skip means:

- leap lightly and quickly
- leave something out
- throw rubbish away
- jump over a rope

Tick one

2. Which phrase in the third paragraph describes adults who are childlike?

3. In the section '**Take Notice**', what does '**Be curious**' mean:

- leap lightly and quickly
- leave something out
- throw rubbish away
- jump over a rope

Tick one

Finding the Meaning



For your reading assessment, you will have access to a dictionary. However, as the questions are asking you about the meaning of words/phrases in specific texts, you must demonstrate that you can find meaning using the context of the text.

On the following pages, you will practise answering assessment-style questions.



Task
10

Bill Gates

Bill Gates, co-founder of the Microsoft Corporation, is one of the richest men in the world. However, he and his ex-wife Melinda have given over 45 billion dollars to charities since 1994. This made them the 7th most philanthropic people of 2019.

What does 'philanthropic' mean?

Spending lots of money	
Owning a company	
Making new friendships	
Seeking to help others	

Replacing a Word in the Text



Task
11

Buying Fireworks GOV.UK

You can only buy fireworks (including sparklers) from registered sellers for private use on these dates:

- 15 October to 10 November
- 26 to 31 December
- 3 days before Divali and Chinese New Year

At other times, you can only buy fireworks from licensed shops.

The word licensed could be replaced with:

Large	
Approved	
Off-license	
Special	



Find the Meaning



Task
12

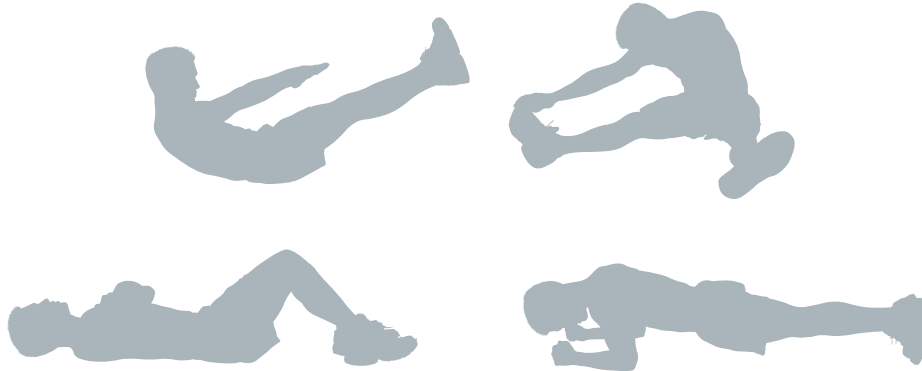
In Cell Fitness

(Extract from Financial Review 9/4/2020 by Joe Kwon)

There are few 'living quarters' as small as a prison cell, and doing time inside forces you to get creative in how you make use of your space.

I spent nine years in prison and had plenty of time to think about and formulate confined-space bodyweight training routines.

At times, inmates can spend up to 72 hours locked in their cells and training was an important way of staying positive in a very negative situation. It was a way to be free – because I could choose how I trained – but required discipline, and this helped me come out of prison both physically and mentally stronger and more resilient.



Which word in the second paragraph means develop?

.....

Find the Meaning



Task
13

DAILY NEWS
No. 49,725 THE BEST SELLING NEWSPAPER IN THE WORLD Today's Edition
National - World - Business - Lifestyle - Travel - Technology - Sport - Weather

Captain Tom Moore awarded a Knighthood

The total he has raised for NHS Charities Together has topped £32m.

When he was 99, he was catapulted into the global spotlight with his attempt, **initially**, to raise £1,000 for charity.

On 17 July 2020, he was knighted in the grounds of Windsor Castle, in the Queen's first official engagement in person since the lockdown period began in March that year.



By the time he closed his fundraising page at midnight on his 100th birthday, Capt Sir Tom had raised £32,794,701 for charities supporting the NHS.

'Initially wanted to raise £1,000'. What does initially mean?

Clearly	
To begin with	
To sign something	
Mostly	

Stretch and Challenge



Task
14

Finally, check that you have understood the tasks completed during this booklet. Try to answer each question without going back through the previous tasks.

Use clues in the sentence to find the meaning of unknown words. Choose the word which could be used to replace the unknown word in the sentence.

The coach _____ her for picking daises when she should have been defending the goal.

Criticised

Praised

Listened

He showed great _____ in the engineering competition and won first place.

Anxiety

Patience

Skill

I feel so gloomy and _____ on Wednesday mornings.

Miserable

Excitable

Hungry

This task continues on the next page.



Stretch and Challenge



Task
14

I don't wish to _____ your progress; I was merely trying to make sure you understand the instructions.

Slow	
Improve	
Exaggerate	

Hannah just wanted her husband to tell the truth, but he kept on being _____ .

Annoying	
Untruthful	
Lying	

We were given very _____ instructions, so we could not build the new bookcase.

Interesting	
Boring	
Poor	

Recap and Developing Your Skills

In this booklet you have learnt:

How to find meaning using context.	✓
Using contrast clues and finding meaning using prefixes.	✓

When have you used these skills in everyday life and when might they help you in the future?

Over the next couple of weeks, make a note of any unfamiliar words that you come across.



Task
15

Make a note of the words and where you read them. Using the methods that you have learnt, work out what you think they mean.

Word	Where I read it	Meaning



Context	The parts of a written or spoken sentence/ paragraph that surround a word/phrase to explain its meaning.
Contrast/ contrasting	Something being extremely different, often with the opposite meaning.
Defined	If you define something, you show, describe or state a clear explanation of its meaning or what it is like. E.g. a dictionary defines words.
Determine	To use evidence or facts to decide something. E.g. if you used evidence to solve a crime, you might be able to determine who the criminal is.
Native	A person born in the specific place. E.g. if you were born in Scotland, you are a native of Scotland.
Phrase	A small group of words.
Prefix	Groups of letters added to the front of words to change their meaning. E.g. if you add the prefix 'dis' to the word 'appear' you will get a contrasting word.
Recap	Sum up, restate, state again, to repeat the main points of an explanation or a description.
Root word	A simple word with no prefix or suffix (letters added to the start or end of a word to change their meaning).
Subconsciously	Your mind working in a way that you are not fully aware of.
Vocabulary	Your personal set of words, which you are familiar with. You add to your vocabulary every time you learn new words that you can then use in written and spoken communication.

Next Steps

Now you have completed Booklet 5, 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**

