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# English

Entry Level 3, Book 4

**GLH 3**

**Spelling With Prefixes, Suffixes  
And Homophones**

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.

As you work through this booklet, you will learn what root words are. You will also learn about prefixes and suffixes, how to use them and why they are important to know. You will undertake some written tasks to demonstrate your understanding of using prefixes and suffixes.

In the second half of the booklet, you will learn what a homophone is and why they are important to know about.

You will undertake some written tasks to demonstrate your understanding of using homophones.

## 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.



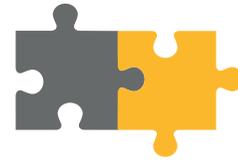
This icon shows where to write comments for your tutor to read.



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

## Outcomes

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

**1**

Explain what a root word is.

**2**

Explain what a homophone is and write sentences using the correct spelling.

**3**

Use prefixes and suffixes to change the meaning of a word.



## 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



## Root Words, Prefixes and Suffixes

In this first part of the booklet, you will learn what root words are. You will also learn about prefixes and suffixes, how to use them and why they are important to know. You will complete some written tasks to demonstrate your understanding of using prefixes and suffixes.



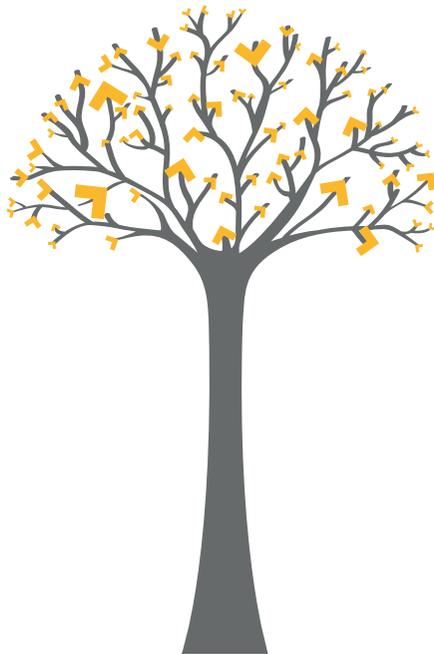
### What is a root word?

A root word is a word that has not had any extra letters added to the start or end. New words can be made from a root word by adding extra letters to the start or to the end.

### Example:

Let's look at an example of a root word... **help**

We can add extra letters to the word '**help**' to change the meaning:



helps

helpful

helped

helping

unhelpful

The root word helps you to understand what the word means.



Task  
1

Before you turn over, try and find as many **root words** as you can on this page! Underline them.





## Root Words, Prefixes and Suffixes



Task  
2

For this task, look at the words below and write the root word in the box. The first one has been completed for you.

<b>react</b>	<b>act</b>
<b>careless</b>	
<b>cooking</b>	
<b>unfriendly</b>	
<b>lovely</b>	
<b>misuse</b>	
<b>comfortable</b>	
<b>freezer</b>	



**Top tip** – look for a shorter word that means something on its own or a word within a word.



## Root Words, Prefixes and Suffixes



Task  
3

On the right, you have been given six root words. Connect these root words with the letters on the left that could be added to the beginning of them.



**Be careful** – some of the beginnings may join with more than one of the root words.

de	market
im	use
un	fair
mis	possible
tri	angle
super	press

An orange arrow points from the 'de' box to the 'press' box.



Task  
4

Write the new words below.

1. depress .....
2. ....
3. ....
4. ....
5. ....
6. ....

## Prefixes



**Prefixes** are a small group of letters that go at **the beginning** of root words. They change the meaning of words.

For this task, you have been given a few of the most common prefixes and their meaning.

Prefix	Meaning	Example
<b>re</b>	to do again	<b>rearrange</b>
The prefix ' <b>re</b> ' is added to the start of some root words.	' <b>re</b> ' gives the root word a different meaning.	The root word ' <b>arrange</b> ' can become ' <b>rearrange</b> ', which means to arrange something again!



Task  
5

Complete the table below. Use the example above to help.

Prefix	Meaning	Example	Write down two more examples of words with this prefix.
<b>bi</b>	two	bicycle	<b>biannual, bifocal</b>
<b>dis</b>	not	dislike	
<b>mis</b>	wrong	misbehave	
<b>pre</b>	before	<b>prehistoric</b>	
<b>over</b>	too much	overcook	
<b>un</b>	not	unhappy	

## Suffixes



**Suffixes** are a small group of letters that go at **the end** of root words. They change the meaning of words.

For this task, you have been given a few of the most common suffixes and their meaning.

Suffix	Meaning	Example
<b>ful</b>	Full of	joyful
The suffix ' <b>ful</b> ' is added to the end of some root words.	' <b>ful</b> ' gives the root word a slightly different meaning.	The root word ' <b>joy</b> ' can become ' <b>joyful</b> ', which means something is full of joy!



Task  
6

Complete the table below. Use the example above to help.

Suffix	Meaning	Example	Write down two more examples of words with this suffix.
<b>est</b>	most	tallest	
<b>ing</b>	doing now	cycling	
<b>less</b>	without	fearless	
<b>ly</b>	how something was done	quickly	
<b>er</b>	more (for adjectives)	taller	
<b>er</b>	someone's job	teacher	



When you add the suffix **-ly** to a word, it becomes an **adverb**. **Adverbs** tell you how something is done.





## Prefixes



Task  
8

Complete the sentences on this page and the next, using your knowledge of prefixes. The first one in each task has been done for you.

Which of these prefixes is needed to complete the following words?

de

dis

re

mis

over

1. Some people think that footballers are over paid.
2. It took the **historian** many years to \_\_\_\_\_ cover that there really was no treasure.
3. When he found out about the lie, he completely \_\_\_\_\_ reacted.
4. Sam had spent the whole night \_\_\_\_\_ vising for his test.
5. The gallery felt as though the artist was \_\_\_\_\_ respecting them.
6. Even though he had been warned, the man continued to \_\_\_\_\_ treat his dog.
7. It is recommended that you \_\_\_\_\_ frost your freezer regularly.
8. As the snow got heavier, the green grass began to \_\_\_\_\_ appear.
9. She didn't \_\_\_\_\_ serve to be treated so harshly.
10. He really \_\_\_\_\_ minds me of someone I used to know.



## Prefixes



If your prefix ends in a vowel and your root word starts with the same vowel, you need to put a hyphen between them.

### Example:

**re** + enter = **re-enter** (not reenter)



Task  
9

Choose a root word that could complete these sentences using the prefix shown in bold.

1. Hoping that the lost goods would **re** \_\_\_\_\_ , Dave said nothing about losing them.
2. You will do better if you **co** \_\_\_\_\_ as a team.
3. Sometimes lions show their teeth as a **dis** \_\_\_\_\_ of strength.
4. In poor weather conditions, drivers can be slower to **re** \_\_\_\_\_ .

**REOPENING**

## Prefixes



Task  
10

### Some trickier tasks

Can you think of words that begin with one of the prefixes below that would complete the sentences?

de

dis

re

mis

over

1. When other scientists felt something was not right, Dr. Williams spent many hours attempting to \_\_\_\_\_ the data.
2. The wealthy businessman had his house transferred brick by brick halfway across the world with the intention of \_\_\_\_\_ it on land he had bought in Africa.
3. In order to \_\_\_\_\_ the car alarm, she had spent a lot of time researching its complex **mechanisms**.
4. One of the perks of the job was that he was able to buy \_\_\_\_\_ biscuits at very cheap prices at the end of each shift.
5. His GPS navigating system tried politely to \_\_\_\_\_ him down a muddy, dirty track.



## Recap

So far in this booklet, you have learnt that:

A <b>root word</b> is a word that has a meaning that can be changed when you add certain letters before or after it.	✓
A <b>prefix</b> is a group of letters that go <b>before</b> a root word to change its meaning. (eg. re- mis- de-)	✓
A <b>suffix</b> is a group of letters that go <b>after</b> a root word to change its meaning. (eg. -ful -less -ly)	✓
Understanding prefixes and suffixes helps you to spell words correctly.	✓





## 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.)

## Homophones

In this section of the booklet, you will learn what a homophone is and why they are important. You will undertake some written tasks to demonstrate your understanding of using homophones.



### Dictionary Definition

**Homophones** are words that are spelled the same way but have different meanings.

- For example, the word rose can mean the flower or the past tense of rise.

Some homophones are spelled differently and have different meanings but are **pronounced** the same way.

- Right and write are homophones.

If you use the wrong spelling, it can mean something completely different.

The **flowers** look good



The **flours** look good



Look at that **hair**



Look at that **hare**



## Homophones



Task  
11

Choose some homophones of your own and show how they can be misunderstood. You can draw a picture or write a sentence with each.

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## Near Homophones



**Near homophones** are different words that sound almost the same when you say them.

### Example:

**Dessert** – a sweet dish eaten at the end of a meal.



**Desert** – an area of land, which consists of only sand and rock, with usually a very hot climate.



You need to use the correct spelling to avoid confusion. Would you want a bowl of sand instead of your dessert?

## Near Homophones



Task  
12

Can you think of any other near homophones?

## Homophones – Here/Hear and One/Won



### Hear/Hear and One/Won

Do you know which one to use?

**Here** – refers to the place.



**Hear** – refers to sound.  
Hear contains the word 'ear'.



**One** – is the number (1).



**Won** – is when you win something.



## Homophones – Here/Hear and One/Won



Task  
13

Complete these sentences using the correct spellings of these homophones. The first one has been done for you.

Homophones – Here/Hear and One/Won	
Please sit <u>here</u> .	here/hear
Can you _____ the music?	here/hear
Trevor _____ the card game.	one/won
Can I have _____ ?	one/won
Which _____ did you buy?	one/won
Put the boxes over _____ .	here/hear
Did you _____ what I said?	here/hear
Who _____ the top prize?	one/won



Task  
14

Write at least two of your own sentences using these four words correctly.

## Homophones – Their/There/They're



The words **their**, **there** and **they're** can be confusing.  
Do you know which one to use?

Their	There	They're
<p>The word <b>'their'</b> is used when showing something belongs to somebody.</p>	<p>The word <b>'there'</b> is used to show the location of something or someone. It can also be used to explain that someone or something is present.</p> <p>It contains the word here (<b>there</b>) – which also refers to a location.</p>	<p>The word <b>'they're'</b> is a shortened form of they are. <b>'They're'</b> is a contraction.</p> <p>Say 'they are' to yourself to decide if you should use <b>'they're'</b> in a sentence.</p>



<p>It is <b>their</b> car.</p> <p><b>Their</b> son goes to my gym.</p> <p>I went to <b>their</b> house for dinner.</p>	<p>The house is over <b>there</b>.</p> <p><b>There</b> you are.</p> <p>Can you park the car <b>there</b>?</p>	<p><b>They're</b> coming to the football match.</p> <p>Sam said <b>they're</b> going to be late.</p> <p>I don't think <b>they're</b> very nice.</p>
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## Homophones – Their/There/They're



Task  
15

Complete these sentences using the information on the previous page. The first one has been done for you.

### Homophones – Their/There/They're

“Look at the beautiful rainbow over there!” gasped Mo.

The one with the white fence is \_\_\_\_\_ house.

Do you think \_\_\_\_\_ hiding?

Put the book over \_\_\_\_\_ on the shelf.

\_\_\_\_\_ bus was running late.

The cold wind made \_\_\_\_\_ teeth chatter.

Could they be in \_\_\_\_\_ ?

Salt and vinegar are the best; \_\_\_\_\_ my favourites.

Ava and Lucas put \_\_\_\_\_ hands up at the same time.

Are you sure \_\_\_\_\_ not real?

The new presenter got \_\_\_\_\_ slides in a muddle.

I went \_\_\_\_\_ last summer too!

Is \_\_\_\_\_ a doctor anywhere near?



Task  
16

Write one of your own sentences. Use all three of these words correctly in the same sentence.

## Homophones – To/Too/Two



These words all sound the same, but they are spelled differently and have different meanings.

**Do you know which one to use?**

To	Too	Two
<p><b>'To'</b> can come before a noun.</p> <p><b>'To'</b> can come before a verb.</p>	<p><b>'Too'</b> can mean 'as well' and also.</p> <p><b>'Too'</b> can also be used to show excess.</p>	<p>The word <b>'two'</b> means the number '2'.</p>



<p>The men are going <b>to</b> the gym.</p> <p>They went <b>to</b> London.</p> <p>I need <b>to</b> go to work today.</p> <p>I'm going <b>to</b> tidy the garden tomorrow.</p>	<p>May I come running too?</p> <p>I like cakes, but I like biscuits <b>too</b>.</p> <p>I have eaten <b>too</b> much food.</p> <p>The bag was <b>too</b> heavy.</p>	<p>There are <b>two</b> dogs running in the park.</p> <p>I have <b>two</b> brothers and one sister.</p>
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### Helpful Hint

If you can put the **'t'** sound instead of the word and it makes sense, then it is the word **'to'**.

"I went **to** bed."

## Homophones – To/Too/Two



Task  
17

Complete these sentences using the information on the previous page. The first one has been done for you.

Homophones – To/Too/Two	
The dog wants to come <u>too</u> .	to/too/two
Can I have pasties _____ please?	to/too/two
There are _____ ways to solve this.	to/too/two
You have _____ sign it first.	to/too/two
Can I come _____ ?	to/too/two
When I went _____ town I saw Bob.	to/too/two
There are _____ many people in here.	to/too/two
It's _____ loud!	to/too/two



Task  
18

Write three of your own sentences using these three words correctly.

## Homophones – Were/Wear/We're/Where



These four commonly used words all sound similar but have very different meanings.

**Do you know which one to use?**

Were	Wear	We're	Where
The word <b>'were'</b> is used in the past tense when a group is involved.	The word <b>'wear'</b> refers to dressing or accessorising.  It can also be used when talking about something being damaged	The word <b>'we're'</b> is a shortened form of <b>we are</b> . <b>'We're'</b> is a contraction.  Say <b>'we are'</b> to yourself to decide if you should use <b>'we're'</b> in a sentence.	The word <b>'where'</b> is used when asking the location of someone or something.



There <b>were</b> lots of wasps at the picnic.  Both families <b>were</b> going on their holiday.  We <b>were</b> all fed up.	I <b>wear</b> a uniform to work.  He has to <b>wear</b> a suit for his interview.  You can't return shoes if they are damaged through <b>wear</b> and tear.	<b>We're</b> watching Coronation Street.  <b>We're</b> eating our dinner soon.	<b>Where</b> are my keys?  This is <b>where</b> I used to live.
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## Homophones – Were/Wear/We're/Where



Task  
19

Choose the homophone that fits the sentence and write it in the space. The first one has been done for you.

### Homophones – Were/Wear/We're/Where

Where are you going tonight?

What will you \_\_\_\_\_ today?

\_\_\_\_\_ going out later.

We \_\_\_\_\_ used to hard work.

This is \_\_\_\_\_ I live.

\_\_\_\_\_ will I find it?

I will do it when \_\_\_\_\_ finished.

Do I have to \_\_\_\_\_ a tie?

Those \_\_\_\_\_ all mine.

\_\_\_\_\_ going to lose this.



Task  
20

Write your own sentences using these four words correctly.

## Homophones

These are a bit trickier! Challenge yourself.



Task  
21

Choose the correct homophone from the word bank below to complete these sentences.

**stationary / stationery**

**allowed / aloud**

**guest / guessed**

**isle / aisle**

**father / farther**

**serial / cereal**

**desert / dessert**

**heard / herd**

**descent / dissent**

### Homophones

Due to a huge spillage in the supermarket \_\_\_\_\_ **aisle** \_\_\_\_\_ , we had to wait to get milk.

We are not \_\_\_\_\_ to use the fire exit apart from in emergencies.

“Please welcome our most **esteemed** \_\_\_\_\_” announced the presenter to the audience, as the actor entered the assembly hall.

I wish I could eat my favourite \_\_\_\_\_ every day, but I am trying to reduce my sugar intake.

After learning about scorpions and rattlesnakes, I am in no hurry to visit a \_\_\_\_\_ .

As the \_\_\_\_\_ of wildebeest grazed, a **solitary** lioness crept up on the weakest member.

I decided to make my \_\_\_\_\_ breakfast-in-bed for his birthday.

All the vehicles on the motorway were \_\_\_\_\_ due to a lengthy traffic jam.

The passengers were all relieved when the plane began its \_\_\_\_\_ into Paris after a particularly bumpy journey.

## Homophones



Task  
22

Look at the following table. Try to complete the columns using a homophone and a definition for each word.

Word	Definition	Homophone	Definition
brake	To stop a car/bike	break	To damage something
missed		mist	
fair			
meat			
steal			
knot			



Task  
23

Select five homophones from those you have learned and put each of them into a full sentence. Check your spelling.

- 1.
- 2.
- 3.
- 4.
- 5.

## Recap

In the second part of this booklet, you have learnt that:

Homophones are words that sound the same but mean something different.	✓
If you use the wrong one, your sentence will not make sense.	✓





<b>Bifocal</b>	Usually of a pair of eyeglasses – having lenses each with two parts with different focal lengths, one for distant vision and one for near vision.
<b>Descent</b>	A descent is the action of going from a higher place to a lower place. You might say, “I made my descent down the mountain.”
<b>Dissent</b>	To dissent is to disagree with an opinion that most people have. You may choose to dissent with someone in a debate about the best pizza toppings.
<b>Esteemed</b>	If someone is esteemed, you value them greatly. You have a high opinion of them and judge them positively.
<b>Historian</b>	A historian is someone who studies and writes about history.
<b>Mechanisms</b>	Parts of a machine.

## **Next Steps**

Now you have completed Booklet 4, 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

