

To the Student

In Lesson 121, *Prefixes: Unit 1*, you will learn how to recognize and use prefixes.

In this book, you will find numbered parts that are called “frames.” Within these frames, you will be asked to fill in the blanks with a word or words to complete a sentence about prefixes. Write your answers on a separate piece of paper. Then look at the top of the next page in the book to check your answers. The wording of your answer may vary from the answer in the lesson. Be sure to write an answer for each blank in the lesson.

If you do not understand how to use this book or need assistance with certain frames, ask your instructor for help.

Now turn the page and begin.

1. This lesson is about *prefixes*. A **prefix** is added to the beginning of a word in order to change its meaning. To understand prefixes, you must first be familiar with *base words*.
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2. Three words similar in meaning to *base* are *root*, *core*, and *stem*. All four words—*base*, *root*, *core*, *stem*—refer to the same thing, the essential (vital or necessary) part of a word.
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3. In this lesson we will use the terms *root* and *base*. The *root* or *base* is *the most important part of a word*. It is the word from which other words are formed. The essential part of a word is called the _____ or _____.
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4. If you add the syllable *im* to the word *patient*, you get the word *impatient*. *Patient* is the most important part of the word *impatient*. *Patient* is the _____ or base word.
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5. The word *incorrect* has two parts—*in* and *correct*. What is the base or root word in the word *incorrect*? _____
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6. The word *supernatural* is formed by adding *super* to the beginning of the root word _____.
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7. Now look at the words below. What is the base or root word of each?

- | | | |
|----|------------|-------|
| A. | misplace | _____ |
| B. | unclear | _____ |
| C. | pregame | _____ |
| D. | interstate | _____ |

Answers to page 1:

- 3. root, base
- 4. root
- 5. correct
- 6. natural
- 7. A. place B. clear C. game D. state

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8. Many times a base word will be used without a prefix. *Man, time, friend, earth, usual, and angry* are all examples of base words that do *not* have prefixes.

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9. You probably recognize all the simple root words in Frame 8 and know their meanings. If a prefix is added to the beginning of one of these words, however, its meaning changes.

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10. *Prefixes* are syllables added to the _____ of base or root words to _____ their meanings.

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11. Look at the word *unsafe*. The root word is _____. These two words, *safe* and *unsafe*, mean different things.

Look at the difference in meaning:

- A. *Safe* means *away from harm or danger*.
- B. *Unsafe* means *not away from harm or danger*.

The syllable *un* changes the meaning of the root word _____.

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12. One or more syllables added at the beginning of a root word to change that word's meaning is called a _____.

Answers to page 2:

- 10. beginning, change
- 11. safe; safe
- 12. prefix

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13. Look at the diagram below to see how a prefix is added to a base word to form a new word:

prefix	+	base word	=	new word
super	+	human	=	superhuman

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14. Try this one. Write the new word on your paper.

prefix	+	base word	=	new word
in	+	human	=	_____

Inhuman means *not human* or *very cruel*.

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15. Here's another one. Write this new word on your paper.

prefix	+	base word	=	new word
sub	+	human	=	_____

Subhuman means *less than or below human*, such as an ape or a monkey.

Answers to page 3:

- 14. inhuman
- 15. subhuman

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16. Look at the words below. Now write the prefix and the base word for each.

word	prefix	base word
remake	_____	_____
misbehave	_____	_____
unhappy	_____	_____
incorrect	_____	_____
antifreeze	_____	_____

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17. When a prefix is added to a root word, it _____ the meaning of the root word. To increase your vocabulary, you need to know some of the most common prefixes.

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18. An easy prefix that you probably already know is *re*.

Re means *again*, or *to do again*.

If you *reclose* a jar, you close it _____.

If you *reclaim* some land, you claim it _____.

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19. *Re* means to do something _____.

Since *re* is added to the beginning of a root word, it is a _____.

Answers to page 4:

- 16. re, make; mis, behave; un, happy; in, correct; anti, freeze
- 17. changes
- 18. again; again
- 19. again; prefix

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20. Now look at these words. What does each word mean?

word	meaning
renumber	_____
relive	_____
react	_____
rebuild	_____
reenact	_____
return	_____
repaint	_____

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21. Not all words which begin with *re* contain prefixes. Some examples of words which do not contain prefixes are:

- A. rental
- B. reptile
- C. read

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22. *Re* is a prefix if it comes _____ a base word.

The word *regroup* _____ (does/does not) have a prefix.

Answers to page 5:

20. number again; live again; act again; build again;
enact again; go or come back again; paint again
22. before; does

-
23. In the examples below, look for a root word to help you recognize prefixes. Which words have the prefix *re*? _____

- A. reboil
B. recheck
C. reign
D. reaper

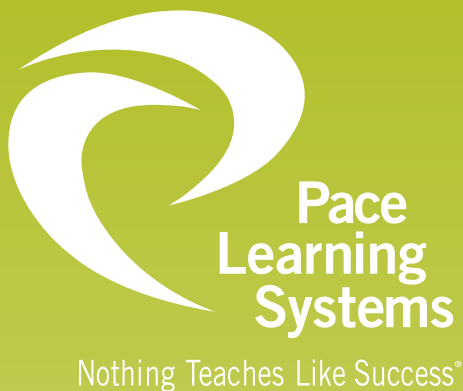
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24. Sometimes you may not be able to recognize a root or base word to determine if you have a prefix.

In the word *repeat*, for example, *re* is a _____, but you may not recognize *peat* as a root word.

Because many of our words come from other languages, we do not always recognize the root word. However, you will be able to pick out the root words in the examples we are studying.

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25. Another common prefix is **pre**, which means *before*.

You know the meaning of the word *flight*. If you add the prefix *pre* to *flight*, you get the new word _____, which means _____ the flight.



Reading At Your Own Pace English At Your Own Pace Math At Your Own Pace

English At Your Own Pace (EAYOP)
Study Schedule

Student's Name: _____ Date: _____

Instructor's Name: _____

Directions to the Student:

1. Find the lesson with the same title in the EAYOP system.
2. Read the page titled "To The Student," and follow the directions to complete the lesson and the practice test.
3. Enter the entry(s) you work on the lesson and record under the column label **Done Worksheet**.
4. Record how much time you spent in the lesson in minutes, under the column label **Time in Lesson**.
5. Enter the date you pass the Mastery Test, under the column label **Date Completed**.
6. Ask your instructor to enter the Mastery Test Score under the column label **Mastery Test Score**.

Lesson Number	English At Your Own Pace (EAYOP)	Done Worksheet	Time in Lesson	Date Completed	Mastery Test Score
100	Singular and Plural Nouns				A ____ R ____
105	Pronouns				A ____ R ____
110	Verbs				A ____ R ____
115	Adjectives and Adverbs				A ____ R ____
120	Prepositions				A ____ R ____
200	Sentence Recognition				A ____ R ____
205	Introduction to Sentence Combining				A ____ R ____
210	Combining Sentences				A ____ R ____
215	Introduction to Paragraphs				A ____ R ____
220	Paragraph Development				A ____ R ____
225	Sentence Sequence				A ____ R ____
300	Capitalization				A ____ R ____

English At Your Own Pace
Practice Test
Lesson 200: Sentence Recognition

For Numbers 1 through 10, choose the sentence that is correctly written and that is not a fragment or a run-on. Write the answer to each question on your paper.

1. A. Traveling on the road to Memphis.
B. Juan traveled on the road to Memphis.
C. After Juan traveled on the road to Memphis, Juan traveled on the road to Memphis.

3. A. Noel rides a bike the bike is blue.
B. Noel rides a blue bike.
C. Riding a blue bike.
D. Before Noel rides a blue bike.

Math At Your Own Pace
Practice Test Answer Key
Lesson 405: Perimeters

Scoring Directions: Each item is worth 10 points. Passing score is 90.

Answer	Skill Tested	Frames to Review
1. B	perimeter of a rectangle	1-10
2. A	perimeter of a polygon	1-31
3. D	perimeter of a square	1-4, 15-17

At Your Own Pace series

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Figures of Speech
Cause and Effect
Conclusions and Generalizations

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Prefixes: Unit 1-2
Words in Context: Unit 1-2
Advanced Homonyms
Introduction to Character
Fact and Opinion

English At Your Own Pace

Singular and Plural Nouns
Verbs
Possessives
Intro to Sentence Combining
Intro to Paragraphs
Sentence Sequence
Commas: Unit 1-2
Quotation Marks

Pronouns
Adjectives and Adverbs
Sentence Recognition
Combining Sentences
Paragraph Development
Capitalization
End Marks
Colons and Semicolons

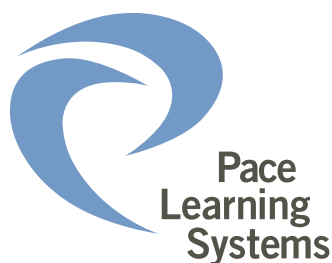
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Dividing Whole Numbers
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to Mixed Numbers
Adding Fractions
Subtracting Fractions
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The Standard System of
Measurement
Perimeters
Solid Geometric Figures

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Multiplying Whole Numbers
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At Your Own Pace (AYOP) lessons have my mid-level students overcoming learning deficits in reading, language, and math, AND understanding why they have struggled. AYOP does just what it promises - it replaces struggles with successes - as the students work through lessons at their own pace.

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