

# PERSONAL DETAILS

Name: .....

Address: .....

.....

.....

.....

Telephone: .....

Email: .....

Mobile: .....

## In an emergency;

Contact Name: .....

Contact No: .....

## TIMETABLE

<b>Day</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>
8.45 -9.00am	Register	Register	Register	Register	Register
Session 1					
Session 2					
<b>break</b>					
Session 3					
Session 4a					
<b>My Lunchtime is from                      to</b>					
Session 4b					
1.30 – 1.35pm	Register	Register	Register	Register	Register
Session 5					
Session 6					
Session 7 or clubs					

# THE SCHOOL DAY

<b>Time</b>	<b>Period</b>
8.45 - 9.00 am	Registration
9.00 - 9.55 am	Session 1
9.55-10.45 am	Session 2
10.45 - 11.00am	Break
11.00 - 11.55 pm	Session 3
11.55 - 12.40 pm	Session 4a
12.40 – 1.30 pm	Session 4b
1.30 -1. 35 pm	Registration
1.35 – 2.20 pm	Session 5
2.20- 3.15 pm	Session 6
3.15 – 3.30 pm	Break
3.30 – 4.30 pm	Session [after school activities]

<b>HOMEWORK TIMETABLE</b>					
<b>Day</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>
<b>Subject 1</b>					
<b>Subject 2</b>					
<b>Subject 3</b>					

# SCHOOL TERM DATES 2007/8

## Academic Year 2007-2008

<b>TERM 1</b>	TRAINING DAY TRAINING DAY School Re-opens School Closes	Monday 3 Sept 2007 Tuesday 4 Sept 2007 Wednesday 5 Sept 2007 Friday 19 October 2007
<b>TERM 2</b>	TRAINING DAY School Re-opens School Closes	Monday 29 October 2007 Tuesday 30 October 2007 Friday 21 December 2007
<b>TERM 3</b>	TRAINING DAY School Re-opens School Closes	Monday 7 January 2008 Tuesday 8 January 2008 Friday 15 February 2008
<b>TERM 4</b>	School Re-opens School Closed Bank Holiday School Closed Bank holiday School Closes	Monday 25 February 2008 Friday 21 March 2008 Monday 24 March 2008 Friday 4 April 2008
<b>TERM 5</b>	TRAINING DAY School Re-opens School Closed Bank Holiday School Re-opens School Closes	Monday 21 April 2008 Tuesday 22 April 2008 Monday 5 May 2008 Tuesday 6 May 2008 Friday 23 May 2008
<b>TERM 6</b>	School Re-opens School Closes	Monday 2 June 2008 Wednesday 23 July 2008

## Map of Caroline Chisholm School



## SCHOOL UNIFORM.

BOYS	GIRLS
<p>White shirt Navy blue jumper Tie with Caroline Chisholm logo Grey trousers Blue blazer with Caroline Chisholm logo Dark socks Black shoes</p> <p><b>SPORTSWEAR</b></p> <p>Navy polo shirt Navy shorts Navy and gold rugby shirt Navy and gold socks Indoor trainers Outdoor trainers/boots</p>	<p>White blouse Navy blue jumper Grey skirt or Grey trousers Blue blazer with Caroline Chisholm logo Dark socks Black shoes</p> <p><b>SPORTSWEAR</b></p> <p>Navy polo shirt Navy shorts Navy and gold rugby shirt Navy and gold socks Indoor trainers Outdoor trainers/boots</p>
<p><b>OPTIONAL ITEMS</b></p> <p>Navy school track suit or own dark track suit Navy fleece with Caroline Chisholm School logo</p>	

### ***Trutex Direct Ordering Information***

By phone            0870 600 10 33 between 6am – 11pm, 7 days a week  
By website        just log on to [www.trutexdirect.com](http://www.trutexdirect.com)

### ***Delivery and Returns***

Are free and within 3 working days of order receipt, delivered direct to your home or specified address

***Payment*** by switch, visa, visa delta, mastercard, visa electron

## ABSENCE FROM SCHOOL

**If you are absent from school please ensure that your parent phones the school office on 01604 669200 before 9.30 a.m. to let us know why you are not in school.**

Parents should note that holidays should not be taken in term time and that permission will not normally be granted for such absences.

## CONTACTS

If you move house or your parents change their mobile/home phone numbers please ask them to send a note to Student Services so we have up to date contact numbers in a case of emergency.

## SIGNING IN AND OUT OF SCHOOL

If you are late for morning or afternoon registration please sign in at Student Services Office. If you need to leave school for an appointment you must have a note from your parent and sign out at Student Services at the time you leave.

## ILLNESS & ACCIDENTS

If you are ill or have an accident at school, tell a member of staff. They will refer you to the school nurse **or school reception in E Block** . If necessary your family will be contacted and asked to collect you. You must not make your own arrangements – the school staff will do it for you.

If you need to take medicine during the school day, leave it with your form tutor or the school nurse – do not carry it around with you. We are not permitted to dispense 'over the counter' medicines at school.

## **VALUABLES, LOST PROPERTY AND SECURITY**

Do not bring valuable items into school with you. The school cannot be held responsible if they get lost or stolen

Please ensure that all items which you own have your name and tutor group on them and every effort will be made to return lost items to you. If you have lost an item please report it to the office.

Always use the valuables box provided during P.E. lessons

Mobile phones must not be used in school time, and it is safer to leave them at home. If you must bring them, keep them in your bag out of sight

Please take any lost property you find to the office

Most people are trustworthy and honest, but sadly some are not. If you see a stranger around the school that looks suspicious, tell a teacher

Do not speak to strangers on the way to or from school or accept lifts from people you don't know

## **Health and Safety**

We all have a responsibility toward those around us and ourselves to ensure that we all remain safe in the school environment.

- If you see anything that could be a danger to other people, report it immediately to a member of staff
- Knives and other sharp items are not permitted in school
- Never wilfully misuse equipment, or tamper with things provided for safety purposes – such as fire extinguishers
- If you see a fire, set off the nearest fire alarm and exit the building as quickly and safely as possible – do not stop to collect your belongings
- Make sure you know where the fire exits are and how to use them

## Where can you go for help, support and advice?

If you need advice or support on any issue you can find it at school. You may want to talk about Bullying, Drugs, Sex, Family Issues and Friendships or just growing up.

The school has a team of staff who are trained in Child Protection issues. The staff are:

Mr Cox (ECM Manager)-Child Protection Officer.

Mr Downing (Principal)

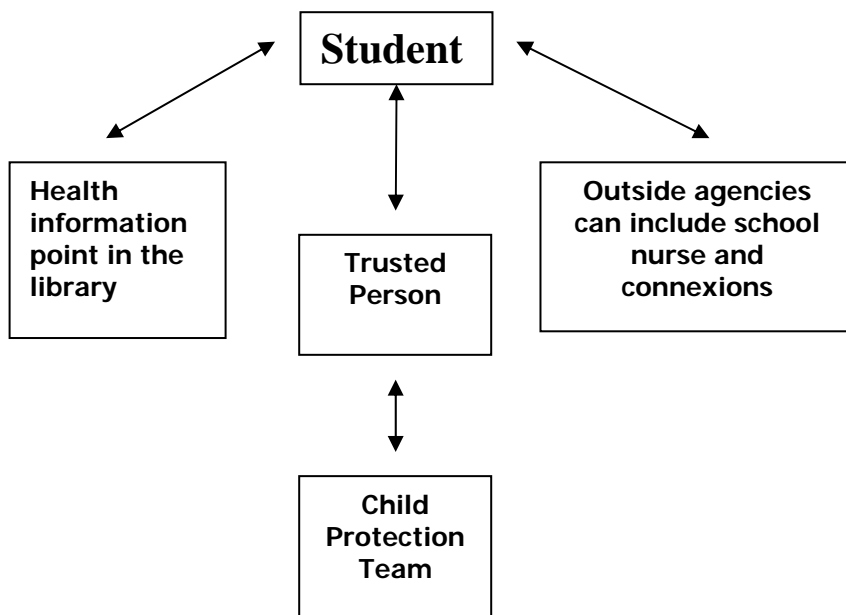
Mrs Patterson (Vice Principal)

Mrs Wooliscroft (LSA)

Mrs Blaize (Pastoral Care Assistant)

### Confidentiality

You can talk to any member of staff that you trust. However in some very rare cases they may need to let one of the Child Protection Team know so that further help can be provided. Members of the Child Protection Team may then need to talk to some people outside of school to see if they can help you. This will not necessarily be your parents or carers.



## ***Acceptable Use of the Caroline Chisholm School ICT Network***

*The computer network serves to support your learning and should be used according to the following guidelines:*

**The work/activity on the Network and the Internet must be directly related to your school work.**

**Do not disclose to anyone any password or login name you have been given. It is advisable to use a password that consists of a combination of numbers and text.**

**Under no circumstances should you view, upload or download any material which is likely to be unsuitable for children or schools.** This applies to any material of violent, dangerous, racist or inappropriate sexual content. If you are unsure about this, or any materials, you must ask a supervising member of staff.

**You must agree for supervisory staff to view any data you store on the network, or on disks you use on school's computers.**

**Private use of the Internet and email in school is strictly forbidden. Any inappropriate use of email will result in the removal of your email account. The receipt of inappropriate mail should be reported immediately to the supervising staff. You are not permitted to use Instant Messaging Services such as MSN Messenger or Chat facilities.**

**You may use the Internet to play games of an educational nature only in your free time.**

**Downloading program files from the internet or installing applications from other sources may contain damaging viruses and as such is strictly forbidden.**

**Do not give personal addresses, telephone / fax numbers of any students or teachers at Caroline Chisholm School.**

**Ensure that you take the necessary steps to reduce file sizes particularly when working with images and video.**

*By continuing to use this computer I agree to abide by these terms. I understand that any infringement of these terms will result in sanctions.*

**Name:** \_\_\_\_\_ **Tutor Group** \_\_\_\_\_

**Signed:** \_\_\_\_\_ **( Student )** **Date:** \_\_\_\_\_

***All students will be asked to sign a copy of this document***

**When using the Internet, in particular chat rooms make sure you keep to the following guidelines**

- **Always** use a nickname if using chat rooms: never give out your real name
- **Never** tell anyone where you live
- **Never** tell anyone which school you go to
- **Never** make arrangements to meet somebody in real life that you have met on line
- **Never** give anyone any information about your family
- **Never** send your photo to your chat room friends

**Remember: people you meet on the Internet may not be who they say they are and may intend to harm you.**

## **EQUAL OPPORTUNITIES**

Every person within our school has the right to work in an environment where they can make the best of their education. We therefore ask you to be aware of the following:

- Every person at school is regarded as being of equal worth, irrespective of race, creed, class, gender or disability
- We encourage everyone to make every effort to understand each person's individuality, culture and background
- We actively seek to develop mutual respect for everyone at school
- We actively oppose racism, sexism and all other forms of intolerance and will take action against anyone at school who is seen to be acting in such a manner
- As a school, we will work hard to ensure that there is no open or hidden discrimination within the school

# Homework

## Why Homework?

Homework checks you've understood what you've done in class, and helps you prepare for something that you might be doing tomorrow.

When doing your homework you will learn;

- Independence
- Organisation
- How to work at your own pace
- How to explore your own interests

## What is homework?

Homework could be any of the following;

- Preparing for a lesson
- Writing an essay or report
- Research - finding out information
- Learning for a test

## How should I do my homework?

- Find a tidy place to work, a messy desk equals a messy mind!
- Turn off the TV. Some people work better with music, some don't
- Use your planner, so you know when to expect homework
- Organise your time, don't leave everything last-minute
- Do certain tasks over a couple of nights. Learn for your maths test on Monday, then test yourself on Tuesday
- Don't start too late though or you won't have time to have a social life
- Make the most of local resources - your school library, public library and the Internet are great sources of information
- Ask family and friends to test you
- Try to work for 45 minute stretches taking 15 minute breaks
- Reward yourself for working hard



## Absence explanation sheet

Date of absence	From:		To:	
Reason [please tick] <input checked="" type="checkbox"/>	Illness	Dentist	Doctor	Total number of days absence:
Other reason:				
Signature of parent				

Date of absence	From:		To:	
Reason [please tick] <input checked="" type="checkbox"/>	Illness	Dentist	Doctor	Total number of days absence:
Other reason:				
Signature of parent				

Date of absence	From:		To:	
Reason [please tick] <input checked="" type="checkbox"/>	Illness	Dentist	Doctor	Total number of days absence:
Other reason:				
Signature of parent				

Date of absence	From:		To:	
Reason [please tick] <input checked="" type="checkbox"/>	Illness	Dentist	Doctor	Total number of days absence:
Other reason:				
Signature of parent				



# Merit Awards

*Collect merits  
in the  
squares on  
these pages*


## Merit Awards

***Collect merits  
in the  
squares on  
these pages***


# Merit Awards

*Collect merits  
in the  
squares on  
these pages*


## **Behaviour and responsibilities – a guide for parents**

We expect high standards from all students at Caroline Chisholm School. We encourage and reward students' efforts and their participation in school activities. We also reward acts of kindness, charitable and community activities. In general, praise should outweigh censure by at least 4 to 1.

### **Encouragement and rewards**

All staff take a positive approach in working with students. Praise should follow good efforts with work, progress, participation in activities, and charitable / community activities. The merit system is our formal way of rewarding students in years 7 and 8

- 1 merit: all staff can award merits and they are collected in students' homework diaries.
- 3 merits: All students are encouraged to achieve 3 merits within the first half term of the year as part of their personal challenge.
- 25 merits: Students who achieve this level can choose a reward from the prizes and vouchers in our Merits catalogue.
- 50 merits: Students who achieve this level can choose a higher value reward from the catalogue and they will also receive a special certificate.

In years 9-11, merits are replaced by a Credit system. This recognises high quality written work such as end of unit assessments, projects and coursework, but not ordinary homework, unless the outcome is significantly above and beyond expectation. It also recognises significant contribution to whole school, such as work in school production, sustained attendance and contribution to teams, or actions beyond expectation around the school.

In all year groups there are also collective prizes for merits and credits (eg. The form with the most merits) and sometimes whole year groups will receive a reward (e.g. trip, evening event) in return for collective progress / excellent behaviour.

Where students do not follow our code of behaviour, it is important for the sake of all students that firm steps are taken. For minor school matters, we will normally take steps in school without informing parents. For major matters (level 3 and above) we will normally inform parents.

**In all instances, we rely upon you for support. Parents who support the school's approach to behaviour will enable their children to get the most from school life. Parents who challenge the school's approach to behaviour will undermine their children's trust in school and make repeated misbehaviour more likely.**

### Sanctions

All staff will challenge lateness, disruption, untidiness, rudeness and any other poor behaviour, particularly that which affects other students' learning. Most sanctions are intended to give students a chance to put right what they have done wrong. The sanction imposed depends on the seriousness of a particular incident. We group these as follows:

- |         |  |
|---------|--|
| Level 1 | Examples: lateness, untidy work, poor effort. Usual sanctions include verbal warning, staying in at break, note to parents in homework diary.  |
| Level 2 | Examples: rudeness, rough behaviour, leaving litter, distracting behaviour in a lesson. Students who are rude or indulge in rough behaviour will normally write a letter of apology and lose free time. Litter or untidiness: students will put this right and do extra tidying. Year Head will be informed. |
| Level 3 | Examples: refusal to follow staff instructions, disruption in lessons, missing a lesson, bringing cigarettes to school, damaging school property. Possible actions: withdrawal from lessons, on-report, parents invited into school. A level 3 incident can lead to a student being excluded from school.    |
| Level 4 | Examples: violence, bullying*, verbal abuse of a member of staff, bringing banned substances to school. Parents will be informed. Level 4 incidents are likely to result in an extended exclusion from school and, in particularly serious cases; permanent exclusion from school is possible.               |

\*We define bullying as: persistent threats, unprovoked verbal abuse, intimidation or violent actions against another person.

# SUMMARY OF STUDENT'S PERSONAL PROGRESS

subject	Assessment period 1		Assessment period 2		Assessment period 3		Assessment period 4		Assessment period 5		Assessment period 6	
	NC level/ GCSE	Approach to learning	NC level/ GCSE	Approach to learning	NC level/ GCSE	Approach to learning	NC level/ GCSE	Approach to learning	NC level/ GCSE	Approach to learning	NC level/ GCSE	Approach to learning
English												
Maths												
Science												
Technology												
Humanities												
P.E.												
V.P.A												
Spanish												
ICT												
French												
Geography												
History												
Prod. Des.												
Statistics												
Finance												
Drama												
Music												
Art												
Business												
average approach to learning grade												

## ACADEMIC STUDENT TARGETS FOLLOWING REPORTS

Census point	Target agreed with tutor	Achieved?	date
1			
2			
3			
4			
5			
6			

# STUDENT TARGET CARDS

Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Target 1: \_\_\_\_\_

Target 2: \_\_\_\_\_

Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Target 1: \_\_\_\_\_

Target 2: \_\_\_\_\_

# How will Citizenship & PSHE be taught at Caroline Chisholm School?

## What is Citizenship?

Citizenship education equips you with the knowledge, understanding and skills to play an active part in society as informed and critical citizens who are socially and morally responsible. It aims to give you the confidence and conviction that you can act with others, have influence and make a difference in your communities.

## What is PSHE?

Personal, social and health education (PSHE) helps to give you the knowledge and understanding to lead confident, healthy and independent lives. It aims to help you understand how you are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up.

## How will it be taught?

At Caroline Chisholm you will be taught the Citizenship & PSHE requirements throughout every subject area. This means for example, that when you are studying The Holocaust in Humanities or Bullying in Drama, you are learning about the Citizenship aspect of Prejudice.

At KS3 you will not have discrete Citizenship and PSHE lessons but there will be occasions when visiting speakers will come in to talk to groups, or you will take part in 'theme days' e.g. school elections and Japan Day.

At KS4 Citizenship and PSHE will also be taught throughout the curriculum, but you will also have a session once a week that covers many of the required issues such as family life, careers and other life skills.

Your teacher will inform you of which aspects of Citizenship & PSHE you are covering and will ask you to record after these lessons. You will also be asked to evaluate how well you have understood the particular piece of work/activity/unit.

# CCS School Council

## Purpose

The school council has a series of aims. These aims are designed to contribute to the development of teaching and learning within the school and allow the pupils to be involved in this process.

The school council aims to:

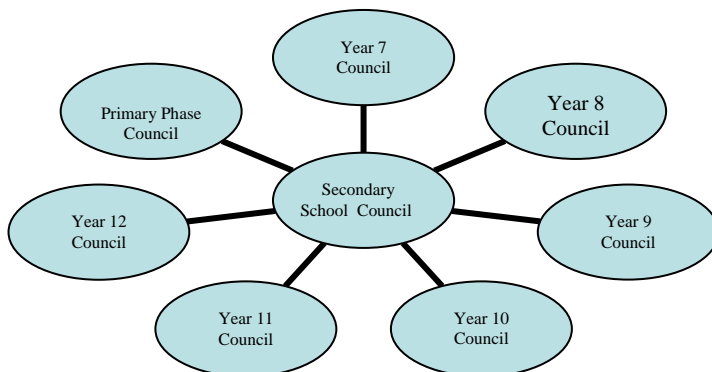
- Give the pupils a forum to voice their opinions
- Build relationships between pupils, members of staff and the local community
- Involve pupils in decision making and policy making
- Improve behaviour, attendance and motivation.
- Give pupils the opportunity to gain different experiences

## Members

The secondary school council is made up by 2 representatives from each year council, which is made up from 2 representatives from each form group. The secondary school council is also linked to:

Teaching staff  
School governors  
Local authority  
Parents

Management team  
Other school councils  
Local community  
Feeder schools



## Meetings

Year council meetings and whole school council meetings will be held before or after school. The year meetings are held every 4-5 weeks and the whole school council every 2 weeks. This enables information to be shared effectively and allows everyone in the school to be involved.

**Remember it is your school and your school council. Everyone can be involved!**



# SOME USEFUL INFORMATION FOR ENGLISH

## Homophones

**allowed** (adjective. Permitted) **aloud** (adverb. Out loud; with noise)

**bear** (noun. A big furry animal) **bare** (adjective. Naked)

**break** (verb. To make come apart) **brake** (noun. A device for stopping a vehicle)

**heard** (verb. Past tense of the verb 'to hear') **herd** (noun. A group of large animals)

**he'll** (contraction for 'he will'), **heal** (verb. To make well; cure) **Heel** (noun. The rounded, rear part of the human foot, below the ankle)

**here** (adjective. At or in the place) **hear** (verb. To receive sounds in the ear)

**meet** (verb. To make the acquaintance of someone) **meat** (noun. **Flesh** of animals used as food)

**no** (adverb. Certainly not) **know** (verb. To be certain of the facts, to understand clearly)

**piece** (noun. A part of something) **peace** (noun. freedom from war or fighting; calmness)

**plane** (noun. An airplane) **plain** (noun. An area of flat land; or adjective. Ordinary)

**seen** (verb. Past participle of 'to see') **scene** (noun. An episode, especially in a play, movie, or television show)

**some** (adjective. A portion; a few) **sum** (noun. An amount of money)

**tale** (noun. A story) **tail** (noun. Part of an animal's body that sticks out from its main part)

**there** (adjective. At or in that place) **their** (pronoun. Belonging to them)

**they're** (contraction for 'they are')

**throw** (verb. Past tense of 'to throw') **through** (preposition. In one side of something and out the other)

**to** (preposition. Toward) **two** (noun. the number between one and three) **too** (adjective. Also, in addition)

**wait** (verb. To stop or stay in place, expecting something to happen) **weight** (noun. the heaviness of something)

**waste** (verb. To make poor use of something) **waist** (noun. part of the body around the middle)

**week** (noun. seven days) **weak** (adjective. Not strong)

**whether** (conjunction. If; either) **weather** (noun. the condition of the atmosphere)

**which** (pronoun. A word that asks questions about people and things) **witch** (noun. a woman with evil supernatural powers)

**whole** (adjective. Complete; entire) **hole** (noun. an opening in the ground)

**write** (verb) to make letters and words with a pen or pencil) **right** (adjective. The opposite of left; also, correct)

## Commonly confused words:

**accept** (verb. To take what is offered or given) **except** (preposition. Leaving out; other than)

**affect** (verb. To influence, to change) **effect** (noun. a result, a consequence)

**breath** (noun. air that is taken into the lungs and taken out again) **breath** (verb. To take air into the lungs and let out again)

**conscience** (noun. the awareness of right and wrong) **conscious** (adjective. Awake and able to feel and think)

**quite** (adjective. Completely, entirely) **quiet** (adjective. Making no sound; with little noise; peaceful; still)

**thorough** (adjective. All that is needed; complete; perfect) **through** (preposition. From one end to the other)

## Contractions:

I'm = I am

I'd = I would; I had

I'll = I will

I've = I have

You'll = you will

You'd = you would; you had

You've = you have

He'd = he would, he had

He's = he is; he has

She'll = she will

She'd = she would; she had

She's = she is; she has

It'll = it will

It'd = it would; it had

It's = it is, it has (its = possessive)

We've = we have

We'd = we would; we had

We'll = we will

We're = we are

Who's = who is; who has

Who'd = who would; who had

That'll = that will

That'd = that would, that had

That's = that is; that has

Let's = let us

Aren't = are not

Can't = cannot

Couldn't = could not

Didn't = did not

Doesn't = does not

Don't = do not

Hadn't = had not

Hasn't = has not

Haven't = have not

Isn't = is not

Mustn't = must not

Shouldn't = should not

Wouldn't = would not

Wasn't = was not

Weren't = were not

Won't = will not

There's = there is; there has

There'd = there would; there had

There'll = there will

There've = there have

What's = what is; what has

That's = that is; that has

Who's = who is; who has

Here's = here is; here has

He'll = you are

## Conjunctions to structure an argument:

- as well as
- also
- moreover
- too
- next
- then
- first, second, third
- finally
- after
- in particular
- significantly
- notably
- in the same way
- likewise
- like
- therefore
- consequently
- although
- except
- as long as
- yet
- for instance
- in the case of
- for example
- whereas
- instead of
- alternatively
- otherwise
- unlike
- on the other hand
- meanwhile
- above all
- especially
- indeed
- equally
- similarly
- as with
- because
- thus
- however
- unless
- if
- apart from
- such as
- as revealed by

## Other commonly made mistakes:

Where / were

Our / are

Should be **could have** instead of could of. Also **should have**

'A lot' is two words

Only use one **and**, **but** or **because** in a sentence

Always write numbers as words

Use capital letters for all names

To and too

Use the words 'then' and 'so' rarely. Once in a paragraph at the most.

### Key Stage 3 Spellings

absence	comparative	fourth	occurrence	reference
accidentally	compelled	frantically	omitted	remember
accommodate	conceivable	generally	opinion	ridiculous
accumulate	conferred	government	opportunity	sacrifice
achievement	conscience	grammar	optimistic	seize
acquaintance	conscientious	grandeur	paid	sense
acquire	conscious	grievous	parallel	separate
acquitted	control	height	particular	separation
advice	controversial	heroes	pastime	severely
advise	controversy	hindrance	performance	shining
amateur	criticise	hoping	permissible	similar
among	deferred	humorous	perseverance	sincerely
analysis	definitely	hypocrisy	personal	specifically
analyse	definition	hypocrite	physical	specimen
annual	describe	immediately	picnicking	succeed
apartment	description	incidentally	possession	succession
apparatus	desperate	incredible	possibility	surprise
apparent	decision	independence	possible	technique
appearance	dining	inevitable	practically	temperamental
arctic	disappearance	intellectual	precede	tendency
arguing	disappoint	intelligence	precedence	tragedy
argument	disastrous	interesting	preference	transferring
arithmetic	discipline	irresistible	preferred	tries
ascend	dissatisfied	knowledge	prudence	truly
athletic	effect	laboratory	preparation	unanimous
attendance	eighth	laid	prevalent	undoubtedly
balance	eliminate	led	principal	unnecessary
battalion	embarrass	lightning	principle	until
beginning	eminent	loneliness	privilege	usually
belief	encouragement	lose	probably	village
believe	encouraging	losing	procedure	villain
beneficial	environment	maintenance	proceed	weather
benefited	equipped	manoeuvre	profession	whether
boundaries	especially	manufacture	Professor	weird
Britain	exaggerate	marriage	prominent	woman
business	excellence	Mathematics	pronunciation	women
calendar	exhilarate	maybe	pursue	writing
category	existence	mere	quantity	development
cemetery	explanation	miniature	quizzes	beautiful
changeable	familiar	mischievous	recede	evidence
changing	fascinate	mysterious	receive	unfortunately
choose	February	necessary	recommend	surely
chose	fiery	ninety	reference	imaginary
coming	foreign	noticeable	referring	outrageous
commission	formerly	occasionally	repetition	permanent
committee	forty	occurred	restaurant	original

## Prefixes and Suffixes.

Prefix	Meaning	Examples
Ante-	before, previous	Antenatal,
Anti-	against, opposing	Antidote, antibacterial
Auto-	self	Autobiography,
automatic		
Bi-	two	Bisect, bicycle, biannual
Dia-	through, across, apart	Diameter, diagnose
Dis-	away, off, down, not	Disappear, disintegrate
Hyper-	excessive, over	Hypothesis, hypothermia
Im-	not	Immature, improper
Inter-	among, between	Interact, interrupt
Mal-	bad, poorly, not	Malpractice, malfunction
Mis-	bad, poorly, not	Misfire, misspell
Non-	not	Nonsense, non-
specialist		
Post-	after, following	Postpone, postscript
Pre-	before, previous	Prevent, prevail
Trans	across, beyond, over	Transport, transact
Un	not, reverse of	Unhappy, unlock
<b>Suffix</b>		
-able	able to, likely	Capable, tolerable
-ance	act, condition, fact	Acceptable, vigilance
-ate	having, showing	Separate, desolate
-ation	action, state, results	Occupation, starvation
-en	to become, cause to be	Deepen, strengthen
-er	one who does	Teacher, carer
-ful	full of, marked by	Thankful, zestful
-fy	make, cause, cause to have	Glorify, fortify
-hood	state, condition	Statehood, childhood
-ible	able, likely, fit	Edible, possible,
divisible		
-ist	doer, believer	Socialist, psychologist,
-ity	state, quality, condition	Acidity, captivity
-less	lacking, without	Hopeless, countless
-ly	like, of the nature of	Friendly, positively
-ment	means, result, action	Refreshment,
-ous	marked by, given to	Religious, riotous
-ship	the art or skill of	Relationship,
-tude	quality, state, result	Magnitude, fortitude
-ty	quality, state	Enmity, activity

