

Lexis upgrade | Cooking **WORD BANK p. 135**

1 Read the following recipe and place the missing words in the correct space.

>>

mix cream hot melted sprinkle dishes boil chill



Place the chocolate, egg and flavouring in a blender and
 1.....*mix*..... Heat the cream until it is very 2.....
 and makes small bubbles around the edge. Do not 3.....
 Pour the hot cream into the blender. Blend until the chocolate
 has 4..... and the mixture is smooth. Pour into dessert
 5....., cover with clingfilm and 6..... until it is set.
 Serve with whipped 7..... and grated chocolate, if desired,
 or 8..... the whipped cream with a little cocoa powder.

Grammar upgrade

2 Change the sentences from active to passive. Use the agent.

>>

- 1 The teacher allowed us to use these art books.
We were allowed to use these art books by the teacher......
- 2 The music teacher wrote this interesting book last year.

- 3 The art students are restoring some frescos in the college chapel.

- 4 Turner painted this beautiful landscape in his youth.

- 5 Who designed this bridge?

- 6 A rich producer is funding their new album.

- 7 A famous pop singer sang the anthem before the final match started.

- 8 Philip Stark has just designed a new line of kitchenware.

3 Answer the questions with negative sentences in the passive. Keep the same verb tense.

>>>

- | | |
|--|--|
| 1 Do they sell concert tickets here?
<i>No, concert tickets aren't sold here.</i> | 5 Will they play the new songs?
..... |
| 2 Were they showing that new video clip
yesterday?
..... | 6 Have they changed the concert schedule?
..... |
| 3 Are they going to hold the concert here
tomorrow?
..... | 7 Have they already opened the stadium
gates?
..... |
| 4 Had they already sung her favourite song
when she arrived?
..... | 8 Did they sell their new CDs at the end of
the concert?
..... |

4 Change the sentences from active to passive without changing the verb tense.

- >> 1 They didn't boil the water. *The water wasn't boiled.*
 2 Have they melted the chocolate?
 3 They didn't whip the cream.
 4 They have added too much salt.
 5 We are going to pour hot cream on top of the cake.
 6 They will sell their biscuits on the Italian market.
 7 They produce great cheese in this dairy.
 8 They drink a lot of coffee in Italy.

5 Complete the passage with the passive form and the correct tense of the verbs in the box.

>> know own located maintain open reopen nickname close (x2) make

The Millennium Bridge ¹.....*is*..... officially*known*..... as the London Millennium Footbridge. It is a steel suspension bridge for pedestrians crossing the River Thames in London, England, linking Bankside with the City. It ²..... between Southwark Bridge (downstream) and Blackfriars Railway Bridge (upstream). The bridge ³..... and ⁴..... by the Bridge House Estates, a charitable trust overseen by the City of London Corporation. The bridge ⁵..... on 10 June 2000 for the first time. It ⁶..... the "Wobbly Bridge" after participants in a charity walk felt an unexpected swaying motion on the first two days after the bridge opened. The bridge ⁷..... later that day, and after two days of limited access it ⁸..... for almost two years while modifications ⁹..... to eliminate the wobble entirely. It ¹⁰..... in 2002.

Communication upgrade

6 MP3 006 Complete the dialogue with the passive form and correct tense of the verbs in the box. Then listen and check.

>>> find open lock force (x2) steal discover

Derek Have you heard the news?

Tricia No, what news?

Derek A painting ¹.....*has been stolen*..... from the local art gallery.

Tricia When did it happen?

Derek Last night but it ²..... this morning, when the doors ³.....

Tricia Was there any sign that the doors ⁴.....?

Derek No, the doors ⁵..... but the window ⁶.....

Tricia Was the painting on a ground floor room?

Derek No, it was in a room on the first floor. The thieves used a ladder, which ⁷..... nearby.

7 Rewrite the passage using the passive form whenever possible.

>>> The restaurant across the road was very run down until two young chefs rented it a few months ago. They redesigned the interior of the dining room themselves and renovated the kitchen. They created a new menu and attracted a lot of young people living in the area. They have been so successful that they have just bought the house next door and have made plans to enlarge the dining room to accommodate more customers.



CONSOLIDATION 2

INDIRECT SPEECH

WISH

PASSIVE

Units 5-8

1 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 Please don't open the window.

you

I'd rather you didn't open the window.

2 Fiona wanted to know the time.

what

Fiona wanted to know was.

3 We won't go out if the weather is bad.

won't

We the weather is good.

4 I would like you to be here!

wish

I here.

5 Catherine refused to let me go.

couldn't

Catherine go.

6 If I were you, I'd try to get some sleep.

advise

I to try to get some sleep.

7 What a pity we didn't see the match.

wish

I the match.

8 The old man introduced himself.

us

The old man name.

9 David told me the time of the next train.

what

David told train left.

10 The police inspector said I had killed Mrs Burns.

of

The police inspector killing Mrs Burns.

FIRST CERTIFICATE LANGUAGE PRACTICE

2 Decide which answer (A, B, C or D) best fits each space.

The stolen bike

One morning last week I realized that my bike (1) stolen from my garden. I phoned the police and two officers called at my house the next day. They (2) me if I had seen or heard anything. I told (3) I had been out that evening, and hadn't noticed anything suspicious when I came home. 'If I had seen anything, I (4) you,' I replied. 'It was raining hard too. If the weather (5) so bad, I would have ridden my bike.' The officers told me that lots of people (6) their bikes stolen lately. 'The thieves (7) to have put the bikes in a van,' said one of the officers. 'I (8) I had known about that,' I said. 'I saw a black van that evening. In fact, it (9) opposite my house.' The officers asked me what the van's number (10) , but I couldn't remember. '(11) you saw the van again, (12) you recognize it?' one of them asked. 'It (13) painting. I remember that,' I replied. However, there was a happy ending to this story. After the officers had left, I (14) by a friend of mine. 'By the way,' she said, '(15) you want your bike, I'll bring it back this afternoon. I borrowed it a couple of days ago.'

- | | | | |
|----------------|---------------|--------------------|----------------------|
| 1 A had | B had been | C had had itself | D had not |
| 2 A reminded | B questioned | C told | D asked |
| 3 A them | B that | C if | D later |
| 4 A called | B would | C had called | D would have called |
| 5 A wasn't | B wouldn't be | C hadn't been | D wouldn't have been |
| 6 A had | B had had | C had to have | D hadn't |
| 7 A think | B are thought | C have thought | D are thinking |
| 8 A would | B realize | C wish | D thought |
| 9 A was parked | B had parking | C is parked | D has parked |
| 10 A is | B was | C had | D wrote |
| 11 A If | B When | C Remember | D Suppose |
| 12 A do | B can | C would | D if |
| 13 A needed | B had been | C looked like | D seemed |
| 14 A called up | B was phoned | C had a phone call | D heard some news |
| 15 A unless | B if only | C if | D as long as |

CONSOLIDATION 2 UNITS 5-8

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- | | |
|---|----------|
| 1 Excuse me, is somebody serving you, sir? | BEING |
| Excuse me, <i>are you being served</i>, sir? | |
| 2 I think we should go home. | WENT |
| It's..... home. | |
| 3 The painters painted our house last month. | HAD |
| We last month. | |
| 4 It's a pity that Charles always complains so much. | WOULDN'T |
| I so much. | |
| 5 Someone will meet you at the airport. | BE |
| You at the airport. | |
| 6 People think that train-robber Dave Martin has escaped. | HAVE |
| Train-robber Dave Martin escaped. | |
| 7 'Don't forget to buy some bread, Mum,' said Pauline. | REMINDED |
| Pauline buy some bread. | |
| 8 Have you received your salary yet? | BEEN |
| Have yet? | |
| 9 I think I'll manage to finish the letters by 4.00. | GET |
| I think I'll by 4.00. | |
| 10 My parents made me study every night. | WAS |
| I every night by my parents. | |

4 Put each verb in brackets into a suitable verb form.

A friend in the rain

Last week I (1) ~~was walking~~ (walk) home after playing tennis when it (2) (start) raining very heavily. 'Oh no, I (3) (get) soaked before I (4) (reach) home,' I thought. 'I wish I (5) (remember) to bring my raincoat.' But unfortunately I (6) (leave) it at home. How stupid of me! I (7) (always forget) to bring it with me. Luckily just then a friend of mine passed in her car and offered me a lift. '(8) (you go) home?' she asked, 'or (9) (you want) to go for a drink?' 'I think I'd rather you (10) (take) me home,' I said. 'If I (11) (not change) my clothes, I know I (12) (fall) ill, and then I (13) (not be able) to play in the tennis tournament next week. And I (14) (practise) hard for the last month.' 'I (15) (wait) for you to change if you (16) (like),' she told me. 'I think it's time you (17) (relax) for a change. You (18) (worry) too much about things lately. And people who (19) (worry) too much (20) (fall) ill more easily. It's got nothing to do with the rain!'

FIRST CERTIFICATE LANGUAGE PRACTICE

5 Put each verb in brackets into a suitable verb form.

The facts about sugar

Packet sugar from the supermarket (1) is extracted (extract) from either sugar cane or sugar beet. These products (2) (mix) with hot water, which (3) (dissolve) their natural sugar. Sugar (4) (also find) in fruit, some of which, such as dates and grapes, (5) (contain) very high amounts of sugar. To be a little more accurate, sugar should (6) (call) sucrose. Sucrose (7) (make up) of two substances: glucose, which (8) (use) for instant energy, and fructose, which (9) (last) longer as a source of energy. The sugar in fruit is mainly fructose. So when we (10) (eat) fruit, we (11) (also eat) quite large amounts of natural sugar. Some scientists (12) (believe) that too much sugar (13) (eat) in sweets, cake and biscuits. It (14) (say) to be generally bad for the health, although nothing (15) (definitely prove) so far. However, it (16) (known) that sugar (17) (cause) tooth decay. As one expert put it: 'If other foods (18) (damage) our body as much as sugar (19) (damage) our teeth, they (20) (ban) immediately.'

6 Underline the most suitable word or phrase.

- 1 If you *would help* / *hadn't helped* / *didn't help* / *helped* me, I wouldn't have passed.
- 2 Jan *said* / *said that* / *told* / *told to* the police officer she was lost.
- 3 It's time you *start* / *would start* / *started* / *have started* doing some serious training.
- 4 I wish you *don't talk* / *didn't talk* / *wouldn't have talked* / *weren't talking* so much!
You can be really annoying!
- 5 If you *had found* / *should find* / *will find* / *would find* that book, could you keep it for me?
- 6 Sorry, but I'd rather you *don't leave* / *didn't leave* / *wouldn't have left* / *won't leave* your bike there.
- 7 Can you tell me what time *does the library open* / *the library opens* / *open the library*?
- 8 My neighbours *have stolen their dog* / *have had their dog stolen* / *have their dog stolen*.
- 9 Peter *refused* / *confessed* / *denied* / *doubted* trying to break into the building.
- 10 If I were you, *I try* / *I'd tried* / *I'd try* / *I tried* again next year.

7 Complete the text with a word from the box. Use each word once only.

a advised	d decided	g know	j suppose	m whether
b asked	e doubt	h rather	k told	n wish
c been	f if	i said	l were	o would

A holiday in Scotland

If you go on holiday anywhere in the UK in summer, you never (1) what
 / kind of weather to expect. A few years ago some friends of mine (2) to go
 on holiday to Scotland, and I was (3) whether I wanted to go too. 'I (4)
 I could come,' I said, 'but I have already booked a holiday in Italy.' Then I told
 them that I had been to Scotland before, so they asked me (5) I could give
 them any tips. I (6) them to take plenty of warm clothes and raincoats.
 'If I (7) you, I'd carry umbrellas with you wherever you go,' I told them. 'I
 (8) whether you'll have a single sunny day, and it'll probably feel more
 like winter than summer!' 'We'd (9) not carry too much luggage,' they
 said. 'But (10) it rains every day?' I said. 'What will you do then?' I didn't see
 them again until we had both come back from our holidays. They were all very
 sun-tanned, and they told me that the weather had (11) really fantastic.
 '(12) we had taken your advice,' they said, 'we (13) have made a terrible
 mistake. Luckily we checked with the weather centre before we left, and we
 were (14) that it was really hot in Scotland. In fact, it is (15) to have
 been the hottest two weeks in July in Scottish history!'

First challenge

**1. Linking words
Subordinating conjunctions**

- Comparison/Manner: *as if / as though, as*
That old tree looks as though it's going to fall.
- Condition: *if, even if, unless, provided, as long as, on condition that*
You can't join the ski class unless you are insured.
- Concession/Contrast: *although / though / even though, whereas*
I understand your point of view although I don't agree.
- Purpose/Result: *so that, in order (not) to, so as (not) to*
Pam crept into the room so as not to wake the kids.
- Cause/Reason: *because, as, since, for*
I'll buy that camera after Christmas since it'll cost less.
- Time: *when, while, as, as soon as, till/until, once, by the time*
By the time we got home the baby was sound asleep.

REMEMBER

- The prepositions *despite* or *in spite of* followed by *-ing* form or *the fact that* can be used as an alternative to *although, though* and *even though*:
Although he was out of breath he didn't give in.
Despite / In spite of being out of breath he didn't give in.
Despite / In spite of the fact that he was out of breath he didn't give in.
- The conjunction *as* can be used:
 - with the meaning of *while*:
As I was packing my cases I realized I had forgotten my camera.
 - to state reason:
As those biscuits were on special offer I bought ten packets.
 - to express comparison/manner:
I've made the same mistake as I made before.

A**Underline the correct alternative to complete each sentence.**

- 1 *Once / By the time* the children have left school I'll be in my fifties. 2
Don't tell the boss anything *if / unless* he doesn't ask. 3 *Whereas /*
Although it was her first public performance, Jill sang confidently. 4 The
plane started to shudder *as / until* we were coming into land. 5 Ella cleaned
her glasses *so that / because* she could see more clearly. 6 *Since /*
Although I've never been to New York I can't tell you much about it. 7 We
enjoyed the trip *despite / while* the fact that the weather was very bad. 8
I washed the sprouts *while / till* waiting for the water to boil. 9 *As / As soon*
as we get to our holiday destination I know I'll start to relax. 10 I'll accept
the job *even if / as long as* they pay me well.

as
as tho
in ord
once
provid
where

B

Complete each sentence with a suitable linking word from the box.

as
as though
in order to
once
provided
whereas

- 1 Molly is going to college get a better qualification.
2 It's easy to study in the UK it's difficult to get a visa for the States. 3 The bank will lend us the money someone gives it a guarantee. 4 You'll feel more confident when you drive you've had some practice. 5 Oya was a bit shy at first she hadn't stayed with an English family before.
6 Zoe seemed upset and it looked she had been crying.

C

Rephrase each sentence using the linking word in brackets.

The graphics are brilliant despite the game not being very good. (even though)
The graphics are brilliant even though the game isn't very good.

- 1 I set the alarm because I was afraid of oversleeping the next morning. *(so as not to)*
2 Even though he had a bad cold he went out for a walk. *(in spite of)*
3 I had promised to visit him so I felt obliged to go. *(since)*
4 The police cordoned off the scene of the crime in order to inspect it. *(so that)*
5 Despite feeling rather sleepy Raymond decided to stay up and watch the late night film. *(although)*
6 I will never get married if I don't find my soulmate. *(unless)*
7 We followed the recipe carefully, but we made a terrible cake. *(despite)*
8 I hadn't understood the lesson, that's why I wasn't able to do my homework. *(as)*

D

Complete the sentences in a logical way using each of the conjunctions given.

- 1 We'd better read the instructions carefully so that...
in case...
even if...
while...
- 2 Although..., he decided to give in his resignation.
As soon as...
Even though...
As...
- 3 OK, I'll give you a hand provided...
in order to...
once...
as long as...

2. Linking words Text organizers

- To introduce an idea: *to begin with, first of all, firstly, secondly*
- To add ideas: *in addition, moreover, furthermore*
- To clarify an idea: *actually, as a matter of fact, in other words, to tell the truth*
- To express alternatives: *otherwise, or else, alternatively*
- To show contrasting ideas: *however, anyway, in any case, nevertheless, yet, on the other hand, in contrast*
- To give examples: *for example, for instance, that is to say*
- To express cause or reason: *thus, therefore, consequently, as a result, accordingly*
- To express opinion or support your view: *in my opinion, in my view, from my point of view, as far as I know*
- To relate ideas or events in time: *then, afterwards, meanwhile, in the meantime, finally, eventually, in the end*
- To refer to something: *as for, as regards, as far as... is concerned*
- To summarize ideas: *to sum up, in conclusion, to conclude, in general, on balance, on the whole, overall, all things considered*

A

Choose the correct alternative to complete each sentence.

- 1 This is a brainteaser. *Moreover / Nevertheless*, I'll manage to solve it.
- 2 The campsite was badly organized and *in addition / accordingly*, it was dirty.
- 3 He was refused political asylum and *therefore / anyway* was returned to his country.
- 4 I'd better back up my essay now, *or else / then* I'll risk losing all I've typed today.
- 5 There will be road works. *Alternatively / Consequently*, this exit will be closed.
- 6 *To sum up / First of all*, I'd like to welcome everyone to our annual dinner.
- 7 Dinner will be ready soon. *In the meantime / As a result*, have a glass of wine.
- 8 *Afterwards / All things considered*, it was a successful conference.
- 9 It is an expensive product, *however / in contrast*, it is worth the money.
- 10 Let's follow Jim's advice, *that is to say / as regards* visit the town before lunch.
- 11 We had some difficulties, but *actually / finally* we managed to find the hotel.
- 12 *In my opinion / For me* he is the best President this country has ever had.
- 13 You must adhere to the rules, *meanwhile / otherwise* you will face disqualification.
- 14 *As a matter of fact / As for* accommodation I'd suggest the B&B in Park Road.

Language booster

• Revision (Linking words)

A

Choose the correct alternative.

- 1 *While / As soon as* the weather improved we climbed to the top of the hill.
- 2 George and Jason plunged into the river *even though / despite* the water was terribly cold.
- 3 We arranged to meet early *so that / unless* we would have time for a chat before dinner.
- 4 You won't run any risks *as long as / until* you don't get separated from the guide.
- 5 *Even if / Provided* you agree to abide by the rules you'll be welcome to our club.
- 6 We decided to hire a van *as / so that* we wanted to travel all together.
- 7 The Reeds are a nice couple. *Although / Since* they're well off they lead a simple life.
- 8 *Once / As* I got off the train I met an old schoolmate I hadn't seen for ages.

B

Complete the sentences with a suitable linking word from the box.

*otherwise - however - moreover - afterwards - eventually - actually -
meanwhile - therefore*

- 1 "Why didn't you answer the questions?" "Well, _____, they were too difficult for me."
- 2 Don't forget to take your passport, _____ you won't be allowed to cross the frontier.
- 3 After working as a rep for years, Mr Grant _____ got a sales manager position.
- 4 I don't normally watch thrillers. _____, the one I saw last night was quite good.
- 5 The robbers were trying to open the safe. _____, an accomplice was on the lookout.
- 6 Video cameras are of great help to the police. _____, they deter potential criminals.
- 7 My project is behind schedule and _____ I'll be very busy in the next few weeks.
- 8 He promised to give me a hand, but _____ he unexpectedly changed his mind.

C

Match each sentence in column A with the most suitable ending in column B.

A

1. Candidates are known by a number
2. He's a very sociable person,
3. The woollen jumper wasn't my size
4. I want to take up that course
5. We asked a policeman for directions
6. Poor Ted. He didn't get the job

B

- a. even though it's quite expensive.
- b. in spite of his qualifications.
- c. as were completely lost.
- d. and yet he doesn't seem to have lots of friends.
- e. so as to avoid any prejudice of favouritism.
- f. and anyway I didn't like the colour.

Word formation

1. Prefixes

- *Prefixes* are letters or groups of letters that are added to the beginning of a word to change its meaning. Unfortunately there are no definite rules for their use so it is necessary to study the most recurrent changes or consult a dictionary if in doubt.

- **Opposites*** are conveyed by the following prefixes:

<i>dis-</i>	to disobey , disadvantage
<i>il-</i> (with certain words beginning with the letter "l")	illegal , illogically
<i>im-</i> (with certain words beginning with the letters "b", "m", "p")	immorality , impolite
<i>in-</i>	inaccurately , incorrect
<i>ir-</i> (with certain words beginning with the letter "r")	irrational , irregular
<i>non-</i>	non-resident , non-violent
<i>un-</i>	unacceptable , to unpack

* Some opposites are formed with the suffix *less* (see page 68)

- **Other prefixes**** are shown in the following chart:

Prefix	Meaning conveyed	Examples
<i>de-</i>	removing or the opposite of	deforestation , to deconcentrate
<i>mis-</i>	badly or wrongly, bad or wrong	to mispronounce , misprint , misfortune
<i>counter-</i>	against/opposite or in response to	counterpart , counterattack
<i>fore-</i>	before / in front of, in advance	forearm , to foretell
<i>re-</i>	again	rebirth , to reconstruct
<i>over-</i>	more than, completely, outer	overcrowded , overjoyed , overcoat
<i>out-</i>	much better, outside	outstanding , outcast
<i>under-</i>	below, inferior, not enough	underpass , undergraduate , underpaid

** Prefixes of Latin origin are also used in English. Among them remember: *anti*, *co*, *ex*, *extra*, *inter*, *multi*, *micro*, *macro*, *post*, *pre*, *pro*, *sub*, *super*, *trans*:
cooperative, *microwave oven*, *multiracial*, *subconscious*

- The prefixes *en-*, *im-* and *in-* can be used to form verbs:

- to **enable**, to **enlarge**, to **encourage**,...
- to **immigrate**, to **impose**, to **improve**,...
- to **inflate**, to **inflamm**, to **input**,...

REMEMBER

- *ability* → *inability* → **unable**
but *disability* → **disabled** (with reference to a physical or mental condition)
- *belief* → **disbelief** but *believable* → **unbelievable**
- *comfort* → **discomfort** but *comfortable* → **uncomfortable**
- *cover* → **discover** (find) / **uncover** (remove the cover from sth)
- *decision* → **indecision**
- *decisive* (very important / able to make decisions) → **indecisive**
but *decided* (obvious and definite) → **undecided** (not yet certain)
- *pleasure* → **displeasure** but *pleasant* → **unpleasant**
- *satisfy* / *satisfaction* → **dissatisfy** / **dissatisfaction**
- *satisfying* (that gives satisfaction) → **dissatisfying**
but *satisfactory* (sufficiently good) → **unsatisfactory**
- *sure* (connected with certainty) → **unsure**
but *secure* (connected with safety) → **insecure**

AForm derivatives of the words given by using the prefixes *in-* or *un-*.

- | | | | | | |
|----|--------------|----|--------------|----|------------|
| 1 | ability | 2 | able | 3 | acceptable |
| 4 | accurate | 5 | believably | 6 | beatable |
| 7 | certain | 8 | comfortable | 9 | common |
| 10 | complete | 11 | competitive | 12 | correct |
| 13 | decided | 14 | decision | 15 | dependent |
| 16 | to dress | 17 | employed | 18 | expectedly |
| 19 | expensive | 20 | experienced | 21 | familiar |
| 22 | to fasten | 23 | favourable | 24 | friendly |
| 25 | fortunately | 26 | known | 27 | limited |
| 28 | to lock | 29 | offensive | 30 | productive |
| 31 | safe | 32 | satisfactory | 33 | sincere |
| 34 | successfully | 35 | sufficiently | 36 | tolerant |
| 37 | usual | 38 | to veil | 39 | to wrap |

B

Form derivatives of the words given and put them into the appropriate column.

alcoholic - to approve - behaviour - belief - comfort - to connect - conformist - content - continuous - existent - fortune - honest - to interpret - to judge - legible - legitimate - literacy - logical - loyal - mature - mobile - morality - movable - obedience - orderly - patience - pleasure - politely - possible - prudent - regular - relevant - responsible - reverent - revocable - sense - smoking - to understand - use

dis-	il-	non-	im-	ir-	mis-

CForm derivatives of the words given using the prefixes *de-*, *counter-*, *fore-*, *en-* / *im-* / *in-*, *out-*, *over-* / *under-*, *re-*.

- | | | | | | |
|----|-----------|----|------------|----|----------------|
| 1 | assurance | 2 | break | 3 | burst |
| 4 | class | 5 | to compose | 6 | to contaminate |
| 7 | cooked | 8 | to cover | 9 | to danger |
| 10 | developed | 11 | doors | 12 | to estimate |
| 13 | to flame | 14 | to format | 15 | to frost |
| 16 | to fund | 17 | gradation | 18 | head |
| 19 | to large | 20 | to line | 21 | merit |
| 22 | name | 23 | to prison | 24 | revolution |
| 25 | runner | 26 | to sign | 27 | skirts |
| 28 | to trust | 29 | weight | 30 | word |

2. Word formation

2. Suffixes - concrete nouns

Suffix*	Meaning conveyed	Examples
-(e)er, -or, -ant, -ent, -ee	a profession or an occupation	engineer, teacher, actor, applicant, correspondent, employee
-er, -or	a use, a function	freezer, radiator
-ful	a measure or a quantity	spoonful, handful
-ian, -ician, -ist	a profession, a follower of a set of principles	librarian, musician, archaeologist, Buddhist
-ess	the feminine of certain professions, animals or titles	hostess, lioness, empress
-let, -ette	diminutive	leaflet, kitchenette

3. Suffixes - abstract nouns

Suffix*	Meaning conveyed	Examples
-(i)al, -ief, -age, -y, -th	an act or an action expressed by the root	denial, proposal, belief, shortage, delivery, growth
-ment	the result of an action	announcement, improvement
-(ie/i)ty, -ness	a state or a characteristic (generally added to adjectives)	society, continuity, poverty, sadness
-ance/-ence, -ancy/-ency	a characteristic, a state or a condition	guidance, absence, discrepancy, tendency
-acy	the state or quality of being...	accuracy, literacy
-ure	a process, a state	pressure, failure
-(e)ry	a condition, an activity	snobbery, cookery
-dom, -ship	the state of being...	freedom, citizenship
-hood	the state or time of being...	childhood, brotherhood
-ism	behaviour, political or religious principles	pessimism, socialism, Anglicanism
-sion, -(a/i)tion	a state or a process	exclusion, communication
-ing	activities, pastimes	studying, reading

*There may be changes in spelling: emperor → empress, waiter → waitress, poor → poverty, exclude → exclusion, anxious → anxiety, ...

REMEMBER

root	noun	root	noun
applaud	applause	laugh	laughter
behave	behaviour	live	life
bleed	blood	portray	portrait
breathe	breath	practise	practice
choose	choice	proud	pride
compare	comparison	prove	proof
die	death	see	sight
hate	hatred/hate	sell	sale
house	household	tell	tale
know	knowledge	think	thought

root	noun	verb
<i>broad</i>	<i>breadth</i>	<i>broaden</i>
<i>deep</i>	<i>depth</i>	<i>deepen</i>
<i>high</i>	<i>height</i>	<i>heighten</i>
<i>long</i>	<i>length</i>	<i>lengthen</i>
<i>strong</i>	<i>strength</i>	<i>strengthen</i>
<i>wide</i>	<i>width</i>	<i>widen</i>

• **The following concrete and abstract nouns from the same root:**

admire → *admirer* / *admiration*
advise → *adviser(-or)* / *advice*
analyse → *analyser* / *analysis*
announce → *announcer* / *announcement*
apply → *applicant* / *application*
assist → *assistant* / *assistance*
believe → *believer* / *belief*
depend → *dependant* / *dependence*
intrude → *intruder* / *intrusion*
succeed → *successor* / *success*

• **The following nouns with different meanings from the same root:**

act → *actor* / *actress* / *action* / *activity*
admit → *admittance* / *admission*
advert → *advertiser* / *advertisement* / *advertising*
appear → *apparition* / *appearance*
attend → *attendant* / *attendance* / *attention*
capable → *capacity* / *capability*
create → *creator* / *creature* / *creativity*
direct → *director* / *direction* / *directory*
employ → *employee* / *employer* / *employment*
enter → *entrant* / *entrance* / *entry*
hot → *heater* / *heat* / *heating*
pay → *payee* / *payer* / *payment*
permit → *permit* / *permission*
produce → *producer* / *product* / *produce* / *production*
receive → *recipient* / *receiver* / *receipt* / *reception(ist)*
society → *socialist* / *socialism* / *sociability* / *socialization(-isation)*

• **The following derivatives:**

critic (the person) → *criticism* (the behaviour) → *to criticize(-ise)*
economics (the discipline) → *economy* (the system) → *economist* (the person)
fan / *fanatic* (the person) → *fanaticism* (the behaviour)
optimist / *pessimist* (the person) → *optimism* / *pessimism* (the behaviour)
politics (the discipline) → *policy* (a plan of action or behaviour) → *politician* (the person)

A

Form concrete nouns using the suffixes *-(e)er, -or, -ant, ent, -ee, -ian, -ician, -ist*.

- | | | |
|-------------------|----------------------|-------------------|
| 1 auction _____ | 2 assist _____ | 3 attend _____ |
| 4 believe _____ | 5 botany _____ | 6 calculate _____ |
| 7 collect _____ | 8 cook _____ | 9 custom _____ |
| 10 decode _____ | 11 dry _____ | 12 electric _____ |
| 13 govern _____ | 14 guitar _____ | 15 history _____ |
| 16 instruct _____ | 17 interview _____ | 18 intrude _____ |
| 19 magic _____ | 20 mathematics _____ | 21 politics _____ |
| 22 preside _____ | 23 therapy _____ | 24 refer _____ |

B Form nouns from the roots given and put them into the appropriate column.

*arm - book - box - cup - duke - flat - hand - laundry - maison - manager -
mouth - pig - prince - star - steward - tiger - waiter*

-ful	-ess	-let	-ette

C Form abstract nouns using the suffixes *-(i)al, -ief, -age, -y, -th, -ment*.

<input type="checkbox"/> 1 achieve	<input type="checkbox"/> 2 approve	<input type="checkbox"/> 3 arrive
<input type="checkbox"/> 4 believe	<input type="checkbox"/> 5 break	<input type="checkbox"/> 6 cover
<input type="checkbox"/> 7 deep	<input type="checkbox"/> 8 deny	<input type="checkbox"/> 9 develop
<input type="checkbox"/> 10 die	<input type="checkbox"/> 11 discover	<input type="checkbox"/> 12 disagree
<input type="checkbox"/> 13 encourage	<input type="checkbox"/> 14 entertain	<input type="checkbox"/> 15 expire
<input type="checkbox"/> 16 long	<input type="checkbox"/> 17 injure	<input type="checkbox"/> 18 measure
<input type="checkbox"/> 19 mile	<input type="checkbox"/> 20 pay	<input type="checkbox"/> 21 propose
<input type="checkbox"/> 22 punish	<input type="checkbox"/> 23 refuse	<input type="checkbox"/> 24 relieve
<input type="checkbox"/> 25 state	<input type="checkbox"/> 26 store	<input type="checkbox"/> 27 survive
<input type="checkbox"/> 28 true	<input type="checkbox"/> 29 try	<input type="checkbox"/> 30 settle
<input type="checkbox"/> 31 unemploy	<input type="checkbox"/> 32 unite	<input type="checkbox"/> 33 wide

D Form abstract nouns from the roots given and put them into the appropriate column.

*absent - accountant - ambiguous - anxious - appear - bitter - capable - careless - con-
sistent - continue - cruel - different - efficient - exist - familiar - generous - guide - imme-
diate - impolite - intimate - lonely - loyal - perform - pirate - private - proper - restless -
shy - social - truant - unhappy - useful - vacant - willing*

-(ie/i)ty	-ness	-ance/-ence	-ancy/-ency	-acy

E Form abstract nouns using the suffixes *-ure, -(e)ry, -dom, -ship, -hood, -ism*.

<input type="checkbox"/> 1 adult	<input type="checkbox"/> 2 bore	<input type="checkbox"/> 3 chemist	<input type="checkbox"/> 4 citizen
<input type="checkbox"/> 5 create	<input type="checkbox"/> 6 critic	<input type="checkbox"/> 7 cynic	<input type="checkbox"/> 8 depart

- | | | | |
|-------------------|-------------------|---------------------|-------------------|
| 9 expose | 10 fanatic | 11 friend | 12 jewel |
| 13 leader | 14 mix | 15 neighbour | 16 partner |
| 17 patriot | 18 please | 19 relation | 20 rob |
| 21 scholar | 22 slave | 23 social | 24 wise |

F

Form abstract nouns using the suffixes *-sion, -(a/i)tion*.

- | | | |
|--------------------|---------------------|-------------------|
| 1 add | 2 admire | 3 accuse |
| 4 attend | 5 civilize | 6 compete |
| 7 classify | 8 conclude | 9 confuse |
| 10 describe | 11 destroy | 12 exclude |
| 13 expand | 14 explain | 15 extend |
| 16 evaluate | 17 immigrate | 18 intend |
| 19 intrude | 20 invert | 21 omit |
| 22 oppose | 23 qualify | 24 receive |
| 25 repel | 26 revise | 27 revolt |
| 28 satisfy | 29 solve | 30 suggest |

G

Use the words given in capitals to form suitable nouns to complete the sentences.

- | | |
|--|------------------|
| 1 After years of _____ the volcano has started erupting again. | ACT |
| 2 The singer's _____ in public put paid to rumours that he was seriously ill. | APPEAR |
| 3 The first night _____ was so good that the play will certainly be a success. | ATTEND |
| 4 Thousands of _____ turned up for the local fun run for charity. | COMPETE |
| 5 I couldn't believe my good luck when I was asked to be the film _____ for <i>Screen</i> magazine. | CRITICIZE |
| 6 This is a small firm with no more than twelve _____. | EMPLOY |
| 7 My parents have given me _____ to have a party while they are away. | PERMIT |
| 8 Commentators believe that the Prime Minister's _____ will soon make him unpopular. | POLITICS |
| 9 My brother-in-law is the _____ of the hit West-End musical <i>Anything Goes</i> . | PRODUCE |
| 10 Keep all the _____ you get so you can claim for travel expenses. | RECEIVE |

H

Use the words given in brackets to form suitable nouns to complete the passage.

DYSLEXIA

Dyslexia affects around ten per cent of the (1) _____ (*populate*) in the UK. The word is Greek in origin and describes someone who has (2) _____ (*difficult*) in (3) _____ (*read*) and (4) _____ (*write*). It can be defined as a kind of (5) _____ (*order*) marked by an (6) _____ (*able*) to achieve progress in the above-mentioned areas despite intelligence and adequate (7) _____ (*educate*). There are several theories about what dyslexia is and what causes it. Recently (8) _____ (*science*) at Oxford University have made the (9) _____ (*cover*) that 73 per cent of dyslexics have nerve fibres in their central nervous system which don't properly process (10) _____ (*inform*). People with this condition tend to have fertile (11) _____ (*imagine*) and (12) _____ (*create*) so with the help of experienced (13) _____ (*special*) they can attain a good level of (14) _____ (*literate*).

4. Word formation

Suffixes - adjectives

Suffix*	Meaning conveyed	Examples
<i>-ate, -ary/-ory, -ar, -ant, -ent</i>	a quality or a characteristic	<i>desperate, revolutionary, compulsory, familiar, arrogant, confident</i>
<i>-ful, -less</i>	with or rich in, without	<i>useful, useless</i>
<i>-able, -ible</i>	possibility (that can be...), having the stated quality	<i>washable, responsible</i>
<i>-ious/-ous, -(at)ive, (as)ive, -y</i>	a special characteristic	<i>conscious, adventurous, attentive, persuasive, handy</i>
<i>-al, -istic, -ic**, -ical**</i>	belonging to a certain field or to a general category	<i>criminal, optimistic, pragmatic, political</i>
<i>-en</i>	made/composed of	<i>golden, woollen</i>
<i>-ly</i>	"as" or a period	<i>motherly, cowardly, monthly</i>
<i>-ish</i>	typical or like, approximately	<i>foolish, reddish, stylish</i>

NB: Participles can have the function of adjectives: *undecided, surprising*
 A few roots form adjectives with different meanings by adding different suffixes. Among them remember:

- *comprehensible* (that can be understood) / *comprehensive* (that includes a lot)
- *deathly* (like death) / *deadly* (fatal, causing death)
- *effective* (producing a result) / *efficient* (proficient)
- *ideal* (perfect) / *idealistic* (pursuing ideals)
- *imaginary* (existing only in imagination) / *imaginative* (showing creativity)
- *live* (not recorded music, concerts, etc.) / *alive* (not dead) / *lively* (vivacious)
- *sensible* (showing good sense) / *sensitive* (showing delicate feelings)
- *tasty* (food - having a nice taste) / *tasteful* (objects/people - showing good taste)

5. Suffixes - verbs

Suffix*	Meaning conveyed	Examples
<i>-en, -ify</i>	for transformation (in quality, condition or state)	<i>to darken, to lengthen, to purify</i>
<i>-ise/-ize</i>	for realization, implementation	<i>to sympathise/ize, to industrialise/ize</i>

6. Suffixes - adverbs

Suffix*	Meaning conveyed	Examples
<i>-ly</i>	to form many adverbs of manner from adjectives (including participles and ordinal numbers)	<i>easily, undecidedly, surprisingly, firstly</i>
<i>-wards</i>	to indicate "in the direction of"	<i>backwards, eastwards, afterwards</i>

NB: Adjectives in *-ic* or *-ical* form their adverbs in *-ically*: *optimistically, politically*

*There may be changes in spelling: *comply* → *compliant*, *persuade* → *persuasive*, *number* → *numerous*, *suspect* → *suspicious*...

**There is no rule to choose between *-ic* or *-ical*. In some cases both forms exist with a difference in meaning:
economic (referred to economics) / *economical* (not very expensive)
historic (connected with history) / *historical* (of importance in history)

AForm adjectives using the suffixes *-ate, -ary/-ory, -ar, -ant, -ent, -ful or -less.*

- | | | |
|-------------|-------------|--------------|
| 1 affection | 2 consist | 3 custom |
| 4 family | 5 fortune | 6 home |
| 7 plenty | 8 resist | 9 revolution |
| 10 satisfy | 11 shame | 12 stain |
| 13 thought | 14 tolerate | 15 vehicle |

B

Form adjectives from the roots given and put them into the appropriate column.

*adjust - advise - alternate - ambition - believe - bush - cooperate - continuity - courage
 - create - crisp - danger - effect - exclude - express - innovate - hand -
 luck - number - offend - persuade - religion - rely - sand - suit - sun - suspect -
 talk - taste - tolerate - vice - visibility - volume*

-able/-ible	-ious/-ous	-(at)ive/- (as)ive	-y

CForm adjectives using the suffixes *-al, -istic, -ic, -ical, -en, -ly, -ish.*

- | | | |
|--------------|---------------|--------------|
| 1 accident | 2 botany | 3 centre |
| 4 character | 5 chemistry | 6 child |
| 7 crime | 8 culture | 9 coward |
| 10 day | 11 education | 12 emotion |
| 13 energy | 14 function | 15 hero |
| 16 influence | 17 lead | 18 month |
| 19 music | 20 profession | 21 promotion |
| 22 real | 23 science | 24 season |
| 25 snob | 26 sympathy | 27 tragedy |
| 28 unlike | 29 week | 30 wood |

D

Form verbs or adverbs using the correct suffixes.

root	verb	root	verb	root	adverb
black		beauty		absolute	
fright		code		initial	
high		familiar		original	
sad		general		pessimistic	
strong		horror		shy	
threat		memory		strict	
wide		simple		unhappy	

• Revision (Word formation)

A Complete the following chart.

	verb	noun	adjective	negative adjective	negative adverb
1	to agree				disagreeably
2		approval	approving		
3	to care			careless	
4	to comfort			uncomfortable	
5		competition	competitive		
6			hopeful		hopelessly
7	to intend				
8			interesting		
9		need			unnecessarily
10	to obey	obedience			
11	to offend		offensive	inoffensive	
12		production	productive		
13		reason			unreasonably
14	to save	safety			

B Use the roots and the suggestions given in brackets to form suitable words to complete the text.

SAFEGUARD YOUR HOME

It is now (1) _____ (*wide* - adverb) accepted by the police and the insurance industry that the only way to stop the rising tide of (2) _____ (*burglar* - abstract noun) is to physically protect windows and doors. (3) _____ (*burglar* - concrete noun) are increasingly likely to be deterred by alarms and double glazing because by breaking glass they can enter and (4) _____ (*appear* - negative verb). They know that alarms are not often responded to (5) _____ (*quick* - adverb) enough or are sometimes ignored.

Now you need no longer fear the (6) _____ (*present* - abstract noun) of (7) _____ (*intrude* - concrete noun) if you sleep with your windows open. Safety (8) _____ (*secure* - abstract noun) Systems are the ultimate in effective protection. Not only are they (9) _____ (*vision* - adjective) deterrents, but they are also very strong. Fitted internally with an easy sliding (10) _____ (*act* - abstract noun) they can be left locked during the day without blocking out natural light.