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**ПРАКТИЧЕСКАЯ ГРАММАТИКА  
АНГЛИЙСКОГО ЯЗЫКА**

**Практическое пособие по теме  
“СЛОВООБРАЗОВАНИЕ” для студентов  
специальности 1 – 02 03 06 01 “Английский язык”**

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Практическое пособие по теме «Словообразование» ставит  
целью оказание помощи студентам в практическом овладении  
техникой словообразования при изучении курса  
«Практическая грамматика английского языка».

В пособии рассматриваются структурные особенности  
наиболее употребительных и продуктивных  
словообразовательных моделей современного английского  
языка с учетом их значения.

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## **Введение**

Предлагаемое практическое пособие по теме «Словообразование» ставит целью оказание помощи студентам в практическом овладении техникой словообразования при изучении курса «Практическая грамматика английского языка».

В данном практическом пособии рассматриваются структурные особенности наиболее употребительных и продуктивных словообразовательных моделей современного английского языка с учетом их значения.

Основной упор в практической работе по словообразованию делается на выполнение различного рода упражнений, материал для которых был подобран из современных аутентичных источников.

Ввиду того, что при выполнении некоторых упражнений могут возникнуть различного рода трудности, в практическое пособие включены образцы, по которым следует выполнять такие упражнения. Во многих упражнениях имеются также дополнительные указания, какие слова использовать при образовании того или иного производного, какие словосочетания желательно употребить и т. д.

На заключительном этапе работы с данным пособием по английскому словообразованию студентам предоставляется возможность самостоятельного контроля изученного материала в виде тестовых заданий с ключами.

## The structure of words and ways of word-building

In English there are 4 structural types of words depending on the difference of their morphemes:

1) The word consisting of only one root-morpheme is known as a simple one: *table, go, ten, green, now, etc.*;

2) The derivative is a word which consists of a stem and a suffix or a prefix. By the notion 'stem' we imply any word (or one of its forms) which participates in the word-building process and serves as the kernel of a new word, more complicated in its structure.

Here are some examples of derivatives: a) *develop/ment, journal/ist, friend/ship, quick/ly, person/ify, green/ish, etc.*; b) *dis/cover, im/perfect, un/able, ex-/pres dent, be/little, en/mesh, etc.* One should remember that in the words having several suffixes or prefixes the stem is that part to which the latest prefix or suffix was added. Thus, in the word *dictator* the stem is *dictat(e)*. To this stem the agent-noun suffix *-or* was added. But if we take the word *dictatorship*, the stem of the word will turn out to be *dictator*, because it is to this particular part of the word that the suffix *-ship* was affixed.

Stems, naturally, belong to definite parts of speech and are used in one of their meanings. It is clear, for instance, that the stem of the word *teacher* is nothing but a verb (a verbal stem) to which the suffix *-er* was attached. In the adjective *fruitless* the stem *fruit* is a noun (a nominal stem), in the adverb *quickly* — *quick* is an adjective (an adjectival stem), etc. In Modern English there is, however, not a small number of derivatives whose stems do not function in the language as separate words. A derivative in this case borders on a simple word. The non-coincidence of a stem with an independent word is very often the result of borrowing. In such words as: *acceler/ate, acceler/ation; barbar/ic, barbar/ity, barbar/ous, etc.* suffixes are easily recognized but the stem is not used as a separate word. This fact puts many such words on the brink of simple ones. The same result is achieved also when the meaning of either the stem or the affix is blurred and when phonetic changes make a derivative or a compound word hardly divisible.

The difficulty of distinguishing between purely derivative words and those intermediate between derivative and simple ones is enlarged by the fact that suffixation is comparatively often accompanied by certain changes in the stem of a word, such as the shift of its stress, some changes in pronunciation, the dropping of final vowels: *Cov entry* (n.) + ate = *to coventrate* (to bomb out); 'active +ity = ac'tivity.

All the suffixes are divided into 2 groups. The first consists of the so-called form-building suffixes. They otherwise are called endings. These suffixes are used to form different forms of one and the same word: *he plays, he played, played* (Participle II), *playing* (Participle I), *playing* (Gerund). The addition of these suffixes to a simple stem does not make a word derivative. The second group of suffixes comprises the so-called word-building suffixes. These are added to a word (stem) to form a new word:

*be+little* (adj.) = *to belittle* (v.) – умалять, преуменьшать; *green* (adj.) + *ish* = *greenish* (adj.) – зеленоватый; *beard* (n.) + *ed* = *bearded* (adj.) – бородатый; *(to)build*' + *ing* = *building* (n.) – строение, здание;

3) Compounds are words consisting of two or more stems: *hold-up* – задержка, остановка; *blackboard* (n.); *to daydream* – мечтать, грезить; *to week-end* – проводить конец недели; *heart-breaking* (adj.); *dark-blue* (adj.); *dog's-ear* – загнутый угол страницы; *prisoner-of-war*(n.); *point-blank*(adv.), etc.;

4) Compound-derivative words make the last subdivision of English words. As the name itself suggests, these are the words combining the features of compounds and derivatives. They are formed when a suffix or a prefix is added to a compound word (stem): *left-hand/ed, left-hand/e, sight-se/er, house-wif/ery, puppet-dogg/ish*, etc.

The productive ways of word building in English are: 1) affixation (derivation), 2) word-composition, 3) conversion, 4) abbreviation, 5) back-formation. Besides these, there are such nonproductive ways of word-building as stress-shift and root-inflexion. Affixation is subdivided into suffixation and prefixation.

### **Affixation (derivation)**

Affixation consists in adding a suffix or a prefix to a stem of a definite part of speech. It is a highly productive means of coining new words in Modern English. While analyzing any prefix or suffix 4 main characteristics should be mentioned:

1) The origin of this suffix (prefix). In English there are suffixes and prefixes descending from various languages. They may be of Germanic, Romanic (Latin, French and Italian) and Greek origin;

2) The productivity of the affix. It is observed that affixes have different scopes of productivity. As regards their productivity they may be: a) productive (or even highly-productive); b) semi-productive; c) unproductive, nonproductive;

3) The stems of what parts of speech it is added to;

4) Its meaning.

Besides these 4 points one must know that some suffixes or prefixes are endowed with additional emotional and stylistic features. Some of them have a derogatory, disparaging shade of meaning, others diminutive, still others caressing, and so on. From the point of view of style affixes may have, a colloquial, high-flown bookish coloring or be neutral to it.

## **Suffixation**

### ***Noun suffixes***

These are, in their turn, divided into:

1) The suffixes denoting persons and things (objects);

2) The suffixes denoting abstract notions, qualities, etc.

**-er.** This Germanic suffix is combined with a great variety of both verbal and nominal stems and is polysemantic.

**a)** A large number of nouns derived from verbs denote persons following some special trade or profession: *driver, drawer, plasterer, baker*. There are cases when **-er** is added not to a verbal but to a nominal

stem to denote occupation, profession: *gardener, geographer, farmer, jeweler, potter*;

b) Very often verbal derivatives in **-er** denote persons doing a certain action generally or at the moment in question. It is possible to coin new agent- nouns from practically all verbs available: *to bathe — bather, to announce — announcer, to believe — believer, to choose — chooser, to defend — defender, to grumble — grumbler, to listen — listener, to offend — offender, to own — owner*;

c) **-er** often helps to form nouns denoting things which ‘do what the stem denotes’: *cutter — резец; fighter — истребитель; hatcher — инкубатор; hasher — мясорубка; amplifier — усилитель*;

d) In some cases derivatives in **-er** denote persons who live in a certain country or locality. **-er** is added in similar occasions to nouns and adjectives: *Londoner, Britisher, New-Yorker, foreigner, outsider, Netherlander, villager*;

e) Very often the suffix is added to nouns without any visible meaning. Derivatives in **-er** denote in these cases persons or things connected in some way with what the noun stem expresses: *lunger — туберкулезник; facer — удар в лицо; header — удар головой (в футболе)*; etc.

The scope of such words in **-er** widens largely, if we take into account the so-called compound-derivative words. These encompass all the meanings typical of **-er**: *pearl-fisher — искатель жемчуга; machine-gunner — пулеметчик; tax-payer — налогоплательщик; free-thinker — вольнодумец; full-timer — человек, работающий полное время; mine-thrower — миномет; old-timer — старожил; six-footer — человек, ростом в 6 футов; sky-scraper — небоскрёб; single-seater — одноместный (самолёт и т. п.)*.

It should be remembered that many derivatives in **-er** have several meanings. It happens that a derivative in **-er** denotes a person, on the one hand, and a thing, on the other: a) *staggerer*: 1) тот, кто шатается, 2) потрясающее известие; b) *sweater*: 1) эксплуататор, 2) свитер; c) *trailer*: 1) тот, кто тащит, 2) прицеп; d) *wrapper*: 1) упаковщик, 2) халат, 3) обёртка, бандероль, 4) супер-обложка (книги).



**-or.** It is a suffix of Romanic origin which is mostly added to verbal and, much rarer, to nominal stems. The nouns formed with the help of **-or** denote both persons and things. As well as **-er**, the suffix **-or** occurs in words denoting:

a) professions, occupations: *actor, corrector, sailor, sculptor, translator*;

b) persons characterized by some action: *agitator, creator, demonstrator, narrator, negotiator, elector*;

c) things connected with the actions expressed by verbal stems: *ventilator, vibrator, regulator, perambulator, elevator, accumulator, razor*.

There are no strict rules where to use **-er** or **-or**. The only possible clues may be that **-or** is productive no longer (but in its 3d meaning), whereas the productivity of **-er** is practically unlimited. **-or** is nearly never used in compound-derivatives, **-er** absolutely dominating there. **-or** is added in the majority of cases to Romanic stems (mostly verbs, and very often in **-ate**); **-er** is freely added both to Romanic and Germanic stems. The words in **-or** have, as a rule, a learned scientific character as compared with **-er**-derivative which mostly have none. **-or** is not added to stems other than those of verbs and, sometimes, nouns. That is why such words as *a oner* – нечто исключительное, великолепное; *изумительный человек* (numeral stem); *a fiver* – банкнота в 5 фунтов (the same); *a goner* – погибший человек (Participle II); etc. are possible only with the suffix **-er**. Mind also that English nouns in **-or** often correspond to Russian nouns in **-op**, **-ёр**: *actor* – актёр; *sculptor* – скульптор; *director* – директор; *conductor* – кондуктор, дирижёр.

**-eer.** This is a semi-productive suffix of French origin. It is met with in a small number of nouns denoting only human beings. Being added to noun stems, **-eer** denotes a person who is in a way connected with what the stem denotes: *engineer* – инженер; *mountaineer* – 1) горец, 2) альпинист; *gazetteer* – (амер.) журналист; *cameleer* – погонщик верблюдов.

In several cases words in **-eer** has a disparaging coloring: *pulpiteer* проповедник; *sonneteer* – стихоплет.

**Note:** The main stress in **-eer**-nouns always falls on the suffix.

**-ist.** It is a very productive suffix of Greek origin. The suffix is added primarily to noun stems, and, rarer, to adjectival ones. Words in **-ist** are: a) agent- nouns: *colonist*; *plagiarist* – *плагиатор*; *tourist*; b) ‘persons occupied with’ (professions are included here): *propagandist*, *satirist*, *violinist*, *clarinetist*, *guitarist*, *tankist*, *geologist*; c) adherents of a certain social system, political teaching, creed; followers of a certain trend in literature or arts: *capitalist*, *Esperantist*, *defeatist*, *modernist*, *monopolist*, *royalist*, *revisionist*, *abstractionist*. The words in **-ist** used in this meaning are correlated with the nouns in **-ism** denoting the corresponding teachings, creeds, trends and systems.

An important thing must also be remembered about the suffix **-ist**: the overwhelming majority of nouns in **-ist** (in its 3d meaning) may be used adjectivally and vice versa. Thus: *a defeatist* — *defeatist policy*; etc.

**-ee.** This is a productive suffix of French origin, which is coupled mostly with verbs. The words having this suffix are stressed on it. The meaning of the suffix is rather uniform; it helps to build nouns which denote persons subjected to the action expressed by the verbal stem (or persons at whom this action is directed): *presentee* – *получатель подарка*; *payee* – *получатель (денег)*; *promisee* – *лицо, которому дают обещание*. In English one can see the correlative pairs of words with the suffixes **-er** or **-or**, on the one hand, and the suffix **-ee**, on the other. The first word denotes the doer of an action, the second - the object of that action. Compare: *promisor* – *тот, кто обещает* — *promisee* – *тот, которому обещают*; *grantor* – *даритель* — *grantee* – *получающий ч.-л. в дар*; *trainer* – *инструктор, тренер* — *trainee* – *проходящий тренировку*. In some cases, when the suffix **-ee** is added to noun or adjective stems, words in **-ee** denote persons having some qualities or connected with certain actions: *absentee* – *отсутствующий, уклоняющийся (от службы, обязанности, и т.д.)*; *refugee* – *беженец*; *devotee* – *энтузиаст своего дела*; *bargee* – 1) *лодочник*, 2) *грубиян*.

**Note:** It is very often the case that nouns in **-ee** are translated into Russian by means of passive participles (причастиями настоящего или прошедшего времени страдательного залога): *adoptee* – *усыновленный*; *divorcee* – *разведенный, -ая*; *selectee* – *призванный в армию*.

**-ess.** This productive suffix was borrowed from the French language and is added to nouns with the view to form derivatives denoting feminine beings. When denoting women such nouns characterize them by their professions nationality, social position, or some quality: *baron* —

*baroness, director — directress, giant — giantess, god — goddess, heir — heiress, host — hostess, Negro — Negress, painter — paintress, poet — poetess, prince — princess, steward — stewardess. Animals: lion — lioness, tiger — tigress, leopard — leopardess.*

**Note:** If a noun denoting a male being ends in **-er, -or**, the sound [Э] is contracted in the corresponding **-ess**-nouns: *actor — actress, conductor — conductress, sculptor — sculptress, adventurer — adventuress, murderer — murderess.*

**-ese.** This semi-productive suffix is an Italian borrowing. It is, as well as **-ist**, a double-natured suffix, employed to form both nouns and adjectives (easily convertible into one another): *Burmese — бирманец* and *бирманский*. Being semi-productive by now, this suffix helps to form nouns (and adjectives) denoting: a) persons of different nationalities: *Japanese, Chinese, Portuguese*. The language spoken in the corresponding country is also rendered by the same word; b) persons dwelling in a certain place — on some Islands; in some cities: *Maltese — житель острова Мальта; Javanese — житель Явы; Viennese — житель Вены; Veronese — веронец.*

In a few cases the suffix **-ese** is used to form nouns denoting different styles of writing, speech: *journalese — газетный язык; telegraphese — телеграфный стиль.*

**Note:** When the suffix is added to words ending in **-a** this letter is dropped: *Genoa — Genoese, China — Chinese, Malta — Maltese.*

**-ster.** This is a semi-productive suffix of Germanic origin. The suffix is added both to nouns and verbs to form words denoting professions, callings: *brewster — пивовар; teamster — погонщик; huckster — мелочной торговец*. In some cases nouns in **-ster** denote things characterized by a certain quality: *speedster — быстроходный (автомобиль, лодка, и т.д.); roadster: 1) дорожный велосипед, 2) автомобиль-родстер* (but also: *завязтый путешественник*).

A great many words in **-ster** denoting persons carry a strong derisive or even derogatory coloring. Examples are: *daubster — плохой художник, мазилка; fibster — выдумщик, лгунишка; boomster — (Am. sl.) спекулянт; oldster — (разг.) старикашка; rhymester — рифмоплет; trickster — обманщик.*

**-ling.** Being a native Germanic suffix, **-ling** is occasionally resorted to for the formation of nouns having a diminutive meaning: *suckling* – малыш, сосунок; *duckling* – утенок; *firstling* – первенец; *seedling* – сеянец; *fondling* – любимец; *nestling* – птенец.

As it is clearly seen, many of these words, in addition to their diminutive coloring, also have a caressing shade. But it occurs frequently that nouns in **-ling** have a contemptuous ring: *princeling* – князек; *starveling* – заморыш; *underling* – подчиненный, мелкий чиновник; *priestling* – попик; *witling* – остряк.

**-ie (-y, -ey).** This is a semi-productive suffix which came into English in Scandinavian loan-words. Nowadays it is used to form nouns mostly from nouns and adjectives. Nearly all the words in **-ie (-y, -ey)** belong to colloquialisms and have emotional coloring. Some time it is derogatory: *rookie* – новобранец; *softy* – дурак; but mostly caressing and diminutive. With this sense it is added, first of all, to proper names: *Charley* < *Charles*; *Sandy* < *Alexander*; *Annie* < *Ann*; *Sammy* < *Samuel*; *Betsy*, *Lizzie* < *Elizabeth*.

Words of endearment and diminution in **-ie, -y, -ey**, are not rare also from common nouns: *auntie* – тетушка; *birdie* – птичка; *grannie* – бабушка; *sonny* – сынок; *doggy* – собачка; *kiddy* – (разг.) ребенок; *puppy* – щенок. Such words are very often used by children.

**-ette.** It is a semi-productive Romanic suffix. Nouns in **-ette (-et)** denote both human beings and things. Here are some nouns in **-ette** denoting females: *farmerette* – женщина-фермер; *usherette* – билетерша; *suffragette* – суфражистка (борющаяся за равноправие женщин). Nouns in **-ette** denoting things all have diminutival meaning: *cellar* — *cellaret*; *kitchen* — *kitchenette*; *leader* — *leaderette* – небольшая передовая статья; *piano* — *pianette*; *story* — *storiette*; *novel* — *novelette*.

**Note:** The main stress in **-ette**-nouns falls on the suffix.

**-let.** Nowadays this Romanic suffix is semi-productive. Being added to nouns (both persons and things), the suffix **-let** lends to them the meaning of diminution and, sometimes, of belittlement, disparagement. Examples are: *booklet* – книжечка; *brooklet* – ручеек; *cloudlet* – облачко; *droplet* –

капелька; *eaglet* – орленок; *owlet* – соенок; *ringlet*: 1) колечко, 2) локон; *wavelet* – мелкая волна; *kinglet* – царек; *princelet* – князек.

**-ite.** This is a semi-productive suffix of Greek descent, being added to both proper and common nouns it helps to build also nouns which denote: a) followers of different persons and adherents of different parties, artistic trends, religions etc.: *laborite* (=labourist) – лейборист; *Islamite* – мусульманин; b) inhabitants of some cities and other places or persons occupying certain seats: *Manhattanite* – житель Манхеттена; *pittite* – зритель амфитеатра.

Among the non-productive English suffixes denoting persons we shall make mention of only one. This is: **-ard (-art)** (Germanic, non-productive). It is met in several words having a pejorative coloring: *braggart* – хвастун; *dotard* – выживший из ума (от старости); *dullard* – тупица; *laggard* – лентяй, бездельник.

**-ism.** The suffix is closely linked with **-ist**, both being of Greek origin and added mostly to the same stems. The primary function of **-ism** is to denote: a) theories, teachings, dogmas: *Calvinism*, *Darvinism*, *fatalism*, *dualism*, *revisionism*; b) social formations: *socialism*, *capitalism*, *feudalism*; c) trends in arts or literature: *cubism*, *naturalism*, *modernism*, *primitivism*, *futurism*, *impressionism*; d) policies: *Toryism*, *radicalism*, *separatism*, *isolationism*. Besides these four spheres, the suffix **-ism** is met in a group of nouns denoting human qualities, behavior and having a strong negative sense: *dandyism* – щегольство; *hooliganism*; *egoism*; *alcoholism*; *toadyism* – подхалимство. There are also cases when the suffix **-ism** is used in nouns meaning ‘a phrase or a word characteristic of’ or ‘characterized by’: *Americanism*, *vulgarism*, *neologism*, *Londonism*, *provincialism*. The majority of words in **-ism**, **-ist** are international and are rendered in Russian by words in **-изм and -ист**.

#### Notes:

1 If **-ism** is added to words ending in **-e**, this letter is dropped: *cube* – *cubism*; *future* – *futurism*; *objective* – *objectivism*; *pure* – *purism*.

2 When the adjective to which **-ism** is added ends in **-ic** it changes its pronunciation for [is]: *catholic* — *catholicism*; *fanatic* — *fanaticism*.

3 In many cases the final syllable of an adjective or a noun is suppressed when the suffix **-ism** is added to it: *conservative* — *conservatism*; *feminine* — *feminism*; *hypnotic* — *hypnotism*.

4 Although English words in **-ism** mostly correspond to Russian in **-изм**, there are many cases when the regularity is not observed, the Russian language having a wider choice of abstract suffixes: *heathenism* – язычество; *fanaticism* – фанатичность; *dilettantism* – дилетантство, дилетантизм.

5 “A proof of the popularity of the suffix is the use of **-ism** as an independent word meaning ‘movement’, ‘system’ (*Jespersen*): *different isms*.”

**-ing.** This suffix of Germanic origin has a boundless capacity for stamping new words. It is added to verbal stems to form the so-called verbal nouns. These denote: a) processes, actions: *bombing*, *bleeding*, *breathing*, *dyeing*, *cleaning*; b) the natural outcome and result of an action: *building* – постройка, здание; *flooring* – настилка полов, настил, пол; *marking* – расцветка; *milling* – помол; some nouns of this type are used in the plural: *leavings* – остатки; *losings* – проигрыш, убыток; *gainings* – выигрыш, заработок; c) nouns in **-ing** may also denote the place where an action happens: *landing* – посадка, and also место посадки или выгрузки – lodging, dwelling; d) in many instances **-ing**-nouns name labour implements and other material objects: *tubing* – трубопровод; *suiting* – ткань для костюмов; *tiling* – черепичная кровля; *wadding* – вата, набивка.

**-ness.** It is a productive suffix of Germanic origin which is added nearly exclusively to adjectives. In a few cases **-ness** is attached to a pronoun: *sameness* – одинаковость; *nothingness* – ничто, небытие; to a numeral: *openess* – единство, тождество; to participles *goneness* – истощение; *assuredness* – уверенность; *fixedness* – неподвижность; *willingness*. There is, probably, one noun in **-ness** which seems to have been formed from an infinitival stem: *forgiveness*.

**-ness** is a monosemantic suffix: all the nouns with it denote some abstract quality, state or condition. The adjective stem prompts which.

**-ment.** This is a suffix of Romanic origin. Nowadays it is considered to be non-productive. The suffix is added exclusively to verbs which are Romanic in the greatest majority of cases: *to abridge* — *abridgement* – сокращение; *to accompany* — *accompaniment*; *to bombard* — *bombardment*; *to derail* — *derailment* – крушение (поезда). Nouns in **-ment** mostly denote processes, actions or results and products of these actions: *movement*, *enlargement*, *enslavement*, and *establishment*: 1) учреждение (process), 2) учреждение (result). Sometimes the result of

an action is quite a material object: *to embank* — *embankment* — *набережная*; *to pave* — *pavement* — *тротуар*.

**-ance, -ence (-ancy, -ency).** These four forms make, in fact, only one suffix, there being no radical difference in the meaning of the corresponding nouns derived with their assistance. When added to verbs (most of Romanic origin as the suffix itself) it helps to build nouns denoting processes, states and material results of those processes: *guidance, assistance, disturbance, resistance, and correspondence*: 1) *перепуска*, 2) *корреспонденция*; *allowance*: 1) *разрешение*, 2) *карманные деньги*. In those cases when **-ance, -ence** is added to adjectives, the corresponding nouns denote the state of 'being': *negligence* = *the state of being negligent*. Many adjectives, with which nouns in **-ance (-ence)** correlate, end in **-ant, ent**. The adjectival suffix **-ant** corresponds to **-ance, -ent** to **-ence**: *ignorant* — *ignorance*; *excellent* — *excellence*. The suffix **-ance (-ence)** is non-productive by now.

No certain rule may be stated where to use **ance (-ence)** and **-ancy (-ency)**. However there is a clear tendency towards using the form in **-ance** to denote action, state or quality, whereas **-ancy** denotes state or quality only.

**-cy.** This is a non-productive Romanic suffix. Being added to adjectives and nouns it helps to build nouns denoting states and qualities: *complicacy* — *запутанность*; *immaculacy* — *незапятнанность*; *obstinacy*; *bankruptcy*. In some cases, when the suffix is added to nouns, the words in **-cy** denote titles and ranks: *captaincy* — *звание капитана*; *chieftancy* — *предводительство*.

**-tion, -ation, -sion, -ion.** These numerous forms make only one suffix, being its variants in different positions. Added to verbs (Romanic in a greater part), this suffix forms nouns denoting actions or processes; sometimes such nouns denote capacity for a certain action. Nowadays this Romanic suffix is considered non-productive.

The different forms of the suffix depend on the final morphemes or, simply, phonemes of a verb. The most widespread form is **-ation**. It occurs mainly after the verbs which end in the suffixes **-ate, -fy and -ize**: *exaggeration, liberation, equalization, retaliation*. Verbs ending in a

consonant frequently take the ending **-ation** too: *tax/ation, tempt/ation, transform/ation, usurp/ation, expect/ation*, etc.

Verbs ending in **ct** [kt], **pt** [pt] take **-tion**: *exaction, injection, extraction, attraction, disruption, corruption, interception*. The final **t** becomes fused with the suffix.

The form **-sion** is met after **s**: *confession, obsession, oppression*.

**Note:** The main stress in **-tion**, **-sion**-nouns falls on the syllable which precedes the suffix: *selection, restriction, prosecution*. Nouns in **-ation** have the main stress on the last syllable: *prolongation, observation, imagination*.

**-ty, -ity.** This is a productive suffix of Romanic origin. The meaning of all the nouns in **-(i)ty** is rather uniform — they all denote abstract states and qualities: *safe — safety; active — activity; cordial — cordiality; minor — minority*. One of the major groups of adjectives to which the suffix **-ity** is added, is presented by those in **-able, -ible**: *changeable — changeability; attainable — attainability; edible — edibility*. Thus, it is sufficient to know one word of the couple, and the L second may be easily reconstructed.

#### **Notes:**

1 Nouns in **-(i)ty** are often translated into Russian by nouns in **-ость**.

2 The main stress in **-(i)ty**-nouns always falls on the syllable directly preceding the suffix:

*immo'bility, fri'volity, i'dentity.*

**-ery, -ry.** This is a productive suffix of Romanic origin. Semantically the words in **-(e)ry** fall into several groups. They denote: a) quality, manner of behaving: *bravery, braggery, flattery, peacockery, snobbery*; b) occupation, profession: *dentistry, housewifery, beggary, jugglery*; c) place of an action, sometimes living-place: *bakery, creamery, rookery, nursery, rosary*; d) collectivity; such nouns comprise quite a number of notions, ranging from classes of society to material objects: *peasantry, machinery, raggers, mimicry*.



**-al.** The suffix is of Romanic origin. New formations with it are not registered but nearly all of the existing words in -al are vital. Nouns in -al denote the act of doing: *arrival, rehearsal, recital, removal, acquittal*. In all the cases the suffix is attached to verbs.

**-age.** Although non-productive nowadays, this Romanic suffix is met in a great number of words. When coupled with verbs the suffix helps to build nouns denoting process, action or its result: *drainage, storage, pilotage*. A big group –age-nouns have a collective meaning: *clientage, leafage, herbage*.

**-ship.** (Germanic, semi-productive) Being selected to nouns and adjectives it helps to form nouns denoting state, condition, one's social position or dignity: *friendship; professorship; apprenticeship* – *ученичество; authorship; dictatorship*. There is also a group of -ship-nouns denoting different skills; *sportsmanship* – *спортивное мастерство; marksmanship* – *искусство стрелять; horsemanship* – *искусство верховой езды*.

**-hood.** (Germanic, semi-productive) It is met in nouns which denote the state or time of 'being a —': *childhood = the state (or time) of being a child*. Similar instances are: *babyhood, boyhood, brotherhood, widowhood*. When added to adjectives, -hood denotes state or condition: *falsehood, livelihood*.

**-dom.** (Germanic, semi-productive) The suffix added to nouns and adjectives denotes state or collectivity: *thralldom* – *рабство; freedom; officialdom* – *чиновничество; boordom* – *грубость*.

**-th.** (Germanic, non-productive) The suffix is met in less than a dozen words but they are quite needful. It is added to adjectives and denotes state: *breadth, warmth, width*. In a couple of cases it is added to verbs and denotes action: *growth, stealth*. Some of the -th-nouns have become indivisible because of certain phonetic changes of their stems (or even their dropping out): *wide* — *width; steal* — *stealth; long* — *length; broad* — *breadth*, and also *health, wealth*.

**-man.** The word *man*, which is coupled with a great number of nouns and adjectives, is on its way to be a regular suffix. Nouns in **-man** denote: a) professions, callings, trades and occupations. The stems, to which **-man** is added, may denote materials, instruments, implements and all possible devices one's activity is connected with: *radioman, taximan, yachtsman, tinman, ploughman, dustman*. Very often these noun stems denote offices or places connected with one's occupation: *policeman, councilman, tradesman, congressman*. b) when added to noun stems denoting places, **-man** sometimes helps to build nouns denoting persons living in these localities; with nouns and adjectives expressing nationalities or countries **-man** makes nouns which denote representatives of those states and nations: *plainsman – житель равнин; townsman; countryman; Irishman; Frenchman*. c) In a number of cases **-man**-words denote persons of different social positions, various qualities, etc.: *gentleman; freshman – первокурсник; yesman – подхалим, угодник; madman*.

#### Notes:

1 Very often the first component of **-man**-nouns retains the flexion of the old Genitive case -s: *cliffsman – альпинист; bandsman – оркестрант; guardsman – гвардеец; oarsman – гребец; statesman; salesman*.

2 The plural of nouns in **-man** is formed by means of changing **-man** into **-men**.

The specific use of **-‘s** and **-s**. It is known that some grammatical endings may acquire, sometimes, word-building functions. This is the case with the endings of the Possessive case and the plural of the noun.

**-‘s.** The ending of the Possessive case comes to be nearly a word-building suffix when it has a locative meaning and is not used to link nouns: *barber’s, my uncle’s. St. Paul’s*. One may freely add **-‘s** to the names of individuals and families to denote the place of their residence or shops belonging to them. Being added to the nouns denoting persons of different trades or professions, **-‘s** helps to designate their offices or shops: *photographer’s, baker’s, florist’s*. When used with the names of Christian saints **-‘s** helps to denote the names of churches, temples, hospitals, etc.

**-s.** The suffix of the plural is met in a number of nouns denoting sciences or hobbies: *physics, ballistics, numismatics*. The corresponding words without **-s** are adjectives.

## Adjective suffixes

**-ish.** This is a productive suffix of Germanic origin. Being added to adjectives it helps to build new adjectives meaning ‘somewhat’ ‘approaching the quality’ (of the stem-adjective), that is, denoting a weaker degree of the quality expressed by the adjectival stem: *reddish* – *красноватый*; *shrewish* – *хитроватый*; *baldish* – *лысоватый*. Such adjectives are rendered in Russian mostly by adjectives in **-оват**.

When the suffix **-ish** is added to nouns, such adjectives mean ‘having the nature of’, ‘looking like’, ‘belonging to’: *boyish* – *мальчишеский*; *childish* – *детский*; *owlish* – *похожий на сову*.

**Note:** The suffix **-ish** occurs also in a number of adjectives denoting persons of different nationalities: *English, Polish, Irish, Swedish, Spanish, Turkish*. The bulk of them are indivisible in Modern English.

Sometimes the suffix is added to proper names, thus forming adjectives meaning ‘looking or acting like a certain person’: *Quilpish* – *похожий на Квилла* (a personage from “The Old Curiosity Shop” by Ch. Dickens), *John-Bullish*, etc.

**-ful.** This suffix of Germanic origin is considered to be no more productive in English. Being added to nouns (and, sometimes, to verbs) the suffix helps to build adjectives denoting ‘full of’, ‘characterized by the quality or action expressed in the stem’: *harmful* – *вредный*; *forgetful* – *забывчивый*; *fruitful* – *плодотворный*; *eventful* – *богатый событиями*; *boastful* – *хвастливый*.

### Notes:

1 When adding **-ful** to those nouns which end in **-y**, preceded by a consonant, one should change **y-** into **-i**.

2 The adjectival suffix **-ful** should not be mixed up with the homonymous suffix **-ful** which helps to build nouns: *basketful* – *полная корзина*; *spoonful* – *полная ложка*; *handful* – *пригоршня*. The latter suffix is semi-productive.

**-less.** It is a productive suffix of Germanic origin. Being mainly added to nouns, it helps to build adjectives with the meaning ‘devoid of’, ‘having no’. Much rarer the suffix is attached to verbs: a) *aimless* – *бесцельный*; *defenseless* – *беззащитный*; *friendless* – *одинокий, без друзей*; *colorless* – *бесцветный*; *peniless* – *безденежный*; b) *tireless* – *неутомимый*; *tameless* – *дикий, неукротимый*.

### Notes:

1 It is seen that the adjectives of the verb + **-less** type mean: ‘one that does not’ (*tireless*

‘one that does not *tire*’) or ‘one that can’t be -ed’ (*tameless* ‘one that can’t be tamed’).

2 **-less**-adjectives are translated into Russian mostly by adjectives with the prefix – без.

3 **-less**-adjectives act as antonyms to adjectives having various suffixes: a) *powerful* — *powerless*; *thoughtful* — *thoughtless*; b) *windy* — *windless*; *worthy* — *worthless*; c) *bearded* — *beardless*; d) *changeable* — *changeless*; *profitable* — *profitless*; e) *shapely* — *shapeless*, etc.

**-ed** is a highly productive suffix of Germanic origin. When added to nouns, it helps to build adjectives meaning ‘having’, ‘characterized by’, sometimes ‘covered with’: *bearded* – бородатый; *gifted* – одаренный; *frenzied* – взбешенный; *propertied* – имеющий собственность, имущий; *ribboned* – украшенный лентами.

**-y.** It is a Germanic suffix the productivity of which nowadays is rather high. One must distinguish two meanings of the suffix -y: a) when added to nouns and, rarer, to verbs, the suffix means ‘looking like’, or ‘having the color of’, ‘characterized by’ (substance or action), very often ‘covered with’, ‘having many’: *chatty* – болтливый; *arrowy* – похожий на стрелу; *bloody* – кровавый; *swampy* – болотистый; *dodderly* – нетвердый на ногах (<to dodder ковылять); *carroty* – рыжеволосый; *dusty* – пыльный; *dreamy* – мечтательный; b) when added to adjectives, the suffix -y helps to build derivative adjectives denoting the lack of some quality. In this respect the suffix **-y** acts as a synonym of **-ish**: *greeny* – зеленоватый = greenish; *pinky* – розоватый; *baldy* – лысоватый.

**Note:** Very many adjectives in **-y**, especially those derived from verbs, have highly colloquial stylistic coloring (some of them are slangy and undignified): *cheeky* – нахальный; *classy* – первоклассный, шикарный; *scary* – жуткий.

**-ly.** This is a productive suffix of Germanic origin. Having developed from the noun *lic* which means ‘body’, ‘appearance’, the suffix **-ly** has somewhat retained its primary significance. Thus, added to nouns (mostly denoting persons), it helps to form adjectives meaning ‘looking like’, ‘having the qualities characteristic of’: *kingly* – королевский, величественный; *neighborly* – добрососедский, дружеский; *housewifely* – домашний, хозяйственный; *gentlemanly* – джентельменский; *cowardly* – трусливый.

In some cases **-ly** is affixed to nouns denoting things and abstract notions. Its meaning is retained: *worldly* – светский; *shapely* – хорошо сложенный; *mannerly* – вежливый, воспитанный; *leisurely* – медленный, ленивый, досужий. When attached to nouns denoting seasons

or periods of time, **-ly** helps to create adjective rendering periodic recurrences, regularities: *weekly* – *еженедельный*; *hourly* – *ежечасный*; *yearly* – *ежегодный*; *monthly* – *ежемесячный*.

**-like.** One can easily guess the meaning of this Germanic suffix. Having developed from an independent word, it is widely added nowadays both to common and proper names and helps to build adjectives meaning ‘looking like’, ‘inherent to’, ‘characteristic of’: *childlike* – *простой как ребенок*; *dreamlike* – *сказочный, призрачный*; *businesslike* – *деловой*; *catlike* – *похожий на кошку, кошачий, бесшумный*; *Brutus-like* – *действующий как Брут, похожий на Брута*.

**-able, -ible.** The suffix was borrowed with Romanic words but was singled out and is nowadays productive in English. To be more exact, only the form **-able** is productive, **-ible** being met mostly in indivisible derivatives. The suffix is added nearly exclusively to verbs and the corresponding derivative adjectives mean ‘capable’, ‘able to be -ed’: *decipherable* – *поддающийся расшифровке*; *eatable* – *съедобный*; *liveable* – *сносный*; *tameable* – *укротимый*; *refutable* – *опровержимый*. There are some adjectives in **-able** which have noun stems. Such words mean ‘characterized by’, ‘fit for’, ‘causing’: *comfortable*; *marriageable* – *достигший брачного возраста*; *objectionable* – *вызывающий возражения, предосудительный*; *honorable* – *почетный, честный, уважаемый*.

#### Notes:

1 Verbs ending in **-d, -t** preceded by a vowel or a diphthong change **-t** for **-s** in **-able**-adjectives: *permit* – *permissible*, *divide* – *divisible*.

2 As to the final **-e** one can't set a certain rule where it is retained in **-able**-adjectives and where it is not. Mostly, it is dropped before **-able**. It is always retained, however, when its omission might change the pronunciation of the preceding **g-** or **c-**: *changeable*, *chargeable*, *noticeable*.

3 The final **-y** is changed into **-i** as usual: *modify*—*modifiable*; *justify* — *justifiable*.

**-ous.** This suffix came into English from French. That is some words have only the why there is quite a number of words with it which are wholly indivisible in English. In those words where the stem can be detached from the suffix, it means ‘full of’, ‘abounding in’, ‘possessing the qualities of’, ‘like’. It is met nearly exceptionally with Romanic and Greek stems, mostly of abstract meaning: *gelatinous* – *студенческий*; *joyous* –

*радостный; desirous – желающий, жаждущий чего-либо; envious – завистливый; religious – религиозный; tendentious – тенденциозный.* The suffix is non-productive in Modern English.

**-ive (-ative).** It is a non-productive suffix of Romanic origin. The suffix means ‘having the nature or quality of’, ‘given or tending to’. Mostly the suffix is added to verbs of Romanic origin: *connective – соединительный, связующий; defensive – защитный, оборонительный; declarative – декларативный; restrictive – ограничительный.*

**-al.** It is also a non-productive suffix of Romanic origin. Being added to nouns (nearly all of them are of Romanic origin) the suffix helps to build adjectives with the meaning ‘of the nature of’, ‘typical of’: *dialectal – диалектальный; horizontal – горизонтальный; emotional – эмоциональный; conversational – разговорный, разговорчивый; professional – профессиональный.*

**Note:** When the noun ends in **-ment** the stress in the corresponding **-al**-adjectives falls on **-ment**: *ex’periment – experi’mental; ‘sentiment – senti’mental.*

**-ic.** This suffix came into English with Romanic words. Being adopted by English it, however, has not acquired great productivity and is mostly met with Romanic and Greek stems. The **-ic**-adjectives mean ‘typical of’, ‘inherent to’, ‘belonging to’: *Byronic, Romanic, naturalistic, neurasthenic, heroic, idiomatic, titanic.*

Many **-ic**-words are indivisible. It is often the case that the suffix **-ic** is coupled with the suffix **-al**, thus forming one semantic unit: *historic – historical, methodic – methodical, alphabetic – alphabetical.* Some words have only the **-ic**-form: *catholic, characteristic, dramatic, domestic, gigantic, metallic, organic, patriotic, phonetic, photographic, public, systematic,* etc. As compared with **-ic** the form **-ical** sounds more conversational.

**-ory, -ary.** These are various suffixes by their origin but there is no

great variety in them nowadays. Both of these Romanic (and non-productive) suffixes mean ‘belonging to’, ‘connected with’: *imaginary* – воображаемый, мнимый; *reactionary* – реакционный; *legendary* – легендарный; *contradictory* – противоречивый.

The suffixes are added to verbs and nouns.

**-ant, -ent.** The origin of these two forms of the suffix is Romanic. The suffix being added to verbs (also of Romanic origin), the resulting adjectives denote busy with a certain action, characterized by it: *correspondent*: 1) переписывающий, 2) соответствующий; *protestant* – протестующий; *reliant* – уверенный.

**Note:** A great number of adjectives in **-ant, -ent** have been substantivized in English.

**-en.** This is a non-productive suffix of Germanic origin. Being added to nouns, it helps to build relative adjectives: *flaxen* – льняной; *silken* – шелковистый; *wooden* – деревянный.

**-some.** The suffix (of Germanic origin, non-productive) was added to nouns, adjectives and verbs to form adjectives meaning “like”, ‘possessing the qualities of’, ‘causing’: *bothersome* – надоедливый; *frolicsome* – игривый; *quarrelsome* – вздорный, сварливый; *wholesome* – полезный.

**-an (-ian, -ean)** is a Romanic suffix, nowadays productive in English. It is frequent in adjectives derived from place names: *African*, *American*, *Crimean*, *Chilian*, *Roman*, etc. The suffix is often added to proper names, thus forming adjectives with the meaning ‘belonging to the period of’, ‘typical of’, ‘following the teaching of’: *Elizabethan*, *Lutheran*, *Forsytean*, *Shakespearian*. The suffix is sometimes coupled with common nouns: *suburban*, *republican*.

**-ward.** This Germanic, semi-productive suffix denotes direction: *leeward* – подветренный; *seaward* – направленный к морю; *inward* – внутренний.

**-ern.** This Germanic suffix is met only in 4 words: *western*, *eastern*, *southern* and *northern*.

### Adverbial suffixes

**-ly.** (Germanic, productive) This is the most productive suffix with the help of which adverbs of manner and time are formed. To make the first category of adverbs, **-ly** is added to adjectives and Participles I and II: *idle* + *ly* = *idly*; *joyous/ly*, *careful/ly*, *imploring/ly*, *admitted/ly*, *heated/ly*. Being added to nouns, **-ly** builds adverbs denoting repetition of action: *daily*, *weekly*, *monthly*.

**-ward(s).** (Germanic, semi-productive) Added to nouns and, sometimes, adverbs, the suffix forms adverbs denoting the direction of movement: *skyward(s)*, *kitchenward*, *westward*, *inward*.

**-wise.** (Germanic, semi-productive) The suffix is met in a limited number of adverbs denoting the manner of an action: *crosswise*, *slantwise*.

**-fold.** (Germanic, semi-productive) The suffix is added to numerals and has the meaning 'times': *eightfold*, *tenfold*, *hundredfold*.

### Verbal suffixes



**-ize.** This is originally a Greek suffix which came in English, however, with French borrowings. Nowadays it remains productive and is added to nouns and adjectives. The meaning of the suffix **-ize** is rather ill-defined, being much dependant on the meaning of the stem the suffix is added to. When an **-ize**-verb is intransitive, it means 'to become such as the stem', 'to acquire the qualities characteristic of': *crystal/lize* – кристаллизовать, *tranquil/lize* – успокаивать; *fossil/ize* – превращать в окаменелость; *material/ize* – материализоваться, осуществляться. When an **-ize**-verb is transitive it may mean 'to turn into (what the stem denotes)', 'to bring into the state denoted by the stem', 'to provide with': *crystallize* – кристаллизовать; *tranquillize* – успокаивать; *fossilize* – превращать в окаменелость; *materialize* – материализоваться, осуществляться; *monopolize* – монополизировать; *standardize* – стандартизировать, нормировать; *symmetrize* – делать симметричным. Other minor meanings of **-ize**-verbs, depending on the meaning of the stem, may include 'to cover with': *metallize* – покрывать металлом; 'to use or practise': *jargonize* – говорить на жаргоне; 'to subject to': *terrorize* – терроризировать; *scrutinize* – внимательно изучать (i. e. subject to scrutiny); 'to put into': *dockize* – ставить в док; 'to make ready for': *winterize*, etc.

**-ate.** This is a semi-productive suffix of Romanic origin. It is coupled mainly with Romanic stems and its meaning is ill-defined because nearly all the words with it are indivisible. Even in those few formations, which we witness in our time, the suffix **-ate** is added to a clipped stem: *Coventry* + **-ate** *coventrate* – разбомбить, подвергнуть уничтожающему налету.

**-(i)fy.** This suffix of Romanic origin is added to adjectives and nouns lending to them the meaning 'to make', 'to turn into' or 'to become': *uglify* – делать безобразным; *simplify* – упрощать; *frenchify* – офранцузить (ся).

As well as **-ate** and **-ize**, the suffix **-fy** is met in a number of indivisible words having Romanic stems: *satisfy*, *identify*, *magnify*, *pacify*, *ratify*, etc.

**-en.** This is the only Germanic suffix met in English verbs. Added to adjectives and, rarer, to nouns, it helps to build intransitive verbs meaning 'to become', and transitive ones meaning 'to make'. Nowadays the suffix is non-productive: *madden* – *сводить с ума* (to make mad); *sicken* – *заболевать* (to become sick); *lengthen* – *удлинять (ся)* (to make or become long).

### **Prefixation**

**A-.** (Germanic, semi-productive) This prefix represents the reduced form of the old preposition *on*. Nowadays it occurs in adjectives, adverbs and the words of the category of state. To form these, the prefix is attached to nouns and adjectives: *aside*, *afield*, *asleep*, *afresh*, *aloud*, *anew*, *afloat*.

**Be-.** (Germanic, semi-productive) This is a polysemantic prefix. In some cases one can trace its primary meaning '(to cover) all over, about, around': *bedew, besprinkle, besmirch*. It is also added to adjectives in **-ed** to 'lend to them either the meaning 'covered over': *a belabeled suit-case*, or, simply, a shade of humour, ridicule or disparagement: *beribboned, bespectacled, bemedalled*. Sometimes the prefix, used to form verbs from nouns and adjectives, means 'to turn into', 'to make': *befool, belittle*.

**Out-.** (Germanic, productive) One should distinguish between the pure prefix **out-**, meaning 'to surpass, exceed' and equivalent to Russian **непе-**, and the adjectival and adverbial **out-** used as a prefix and meaning '(situated or moving) beyond the limits of something': *to outnumber, outgeneral, outsit* but *outstanding, outpatient, outfitting*.

**Over-.** (Germanic, productive) The same is well applied to **over-**, where the genuine prefix meaning 'in excess, more than necessary' goes alongside the adverbial and adjectival **over-** used as a prefix. They, respectively, mean 'above' and 'upper': *to overload, to overwork* but *to overhang*, and *overshoe*.

**Up-.** (Germanic, semi-productive) Being used for the purposes of prefixation **up-** retains its adverbial or adjectival meaning, thus rendering the idea of upward movement or being in an upper position: *to uplift, to uproot, upgrowth, upbringing, upland*.

**Under-.** (Germanic, semi-productive) In **under-** one can also distinguish between the prefix meaning of imperfection, incompleteness (which corresponds to Russian **недо-**), and adjectival and adverbial meanings 'to be in a lower position'. Examples may be: *to underestimate, underdo, underproduce* and *underlie, under-secretary, underground, undersized*.

**Mid-.** (Germanic, semi-productive) As its etymology suggests, the prefix denotes 'the middle', which may be applied to action, time and space: *mid-May, mid-river, mid-ocean, midday, mid-mile*.

**With-.** (Germanic, non-productive) The prefix is used only in several words and denotes opposition, departure: *to withstand, to withhold, to withdraw*.

**By-.** (Germanic, semi-productive) The prefix is met in a limited number of words where it has either the adjectival meaning ‘secondary’, ‘auxiliary’: *by-road, by-law, by-plot*, or retains its adverbial meaning ‘around’, ‘near’: *to by-pass – обходить; bygone – прошедший*.

**Fore-.** (Germanic, non-productive) The prefix has the meaning ‘before’ which refers both to time and place. It occurs in verbs and nouns: *to forecast, to foreshadow, forefather, forefinger, forerunner*.

**Mis-** helps to build verbs and, more rarely, nouns and adjectives. Being of Germanic origin, it, nevertheless, is added both to Germanic and Romanic stems. In verbs it helps to render the meaning ‘to do something in a wrong way, mistakenly, or badly’: *misprint, misread, misuse*, etc. In nouns and adjectives **mis-** helps to denote a bad quality, ill deed, wrong action, etc.: *misadventure, miscreated, misdirection*. The prefix has retained its productivity up to date.

**Un-.** (Germanic, productive) One should distinguish two meanings of **un-**. **Un-** denotes negation, on the one hand, and opposition, on the other. The first meaning occurs in adjectives of the **un-** + adjective, Participle I or II type and the nouns and adverbs derived from these adjectives. **Un-** denotes opposition in verbs, except such forms as **un-** + Participle I and II where it mostly denotes negation: *to undo, to unearth, to uncurl*, etc. As distinguished from **in-**, the negative **un-** is used primarily in adjectives of Germanic origin including derivatives in **-ful, -like, -ed, -some, -ly**, etc., and Participles in **-ed, -ing**: *uneven, unrest, unsightly, unbearded, unmindful, unchildlike, unbacked, unwilling*. **Un-** is affixed also to Romanic words having the same suffixes or used in Participial forms: *undetermined, uncompromising*. Nouns and adverbs formed from these adjectives retain the prefix **un-**: *uncleanness, unbecomingness, unaffectedly*.

**In-** being of Romanic origin, is met nearly exclusively in Romanic adjectives and nouns where it denotes negation.

**Un-** has a trend to be used in more colloquial or, at least, neutral words, whereas **in-** prefers more learned and bookish. Both prefixes co-exist in the words ending in **-ive, -ory** and **-able**: *unrestrictive, uncompulsory, unanswerable, unimaginable, unobtainable, and impassive, incorrigible, insufferable*.

**In-** has several variants depending on the follow in sound: it is **im-** before **p, b, m**; **ir-** before **r**, **il-** before **l**. It is **-in** before all other consonants and all vowels. The prefix **in-** is non-productive nowadays.

**Non-**. (Romanic, productive) The prefix mostly added to nouns and adjectives of Romanic origin. The words with **non-** generally have a literary, scientific or technical meaning: *non-compliance, non-cooperation, non-effective, non-ferrous, non-stop*.

**Dis-** is a productive polysemantic prefix of Romanic origin occurring predominantly in Romanic words. It may denote: a) negation, the absence of quality: *disproportionate, disagreeable, dissimilar*. b) The meaning of negation is well combined in some **dis-**adjectives and nouns with the meaning of opposition: *dissimilar, dissymmetrical, dissatisfaction*. Much more evident the meaning of opposition, of undoing and reversing is in verbs: *disroot, disregard, disqualify, dismount*. c) Very -often the prefix denotes 'to deprive of' (a rank, title, quality, some part, etc.): *dismember, discrown, disburden, disbranch*.

**De-**. This is a productive prefix of Romanic origin. Its meanings are a) 'to deprive of something, to take something away': *deforest, deplume, debar*; and b) 'to do the reverse': *nationalize — denationalize; centralize — decentralize*. In some cases the prefix **de-** helps to render the process of getting off some vehicle, running off some route, getting away from some place, etc.: *debus, derail, decamp*.

**Note:** Many verbs in **de-** are rendered in Russian by means of the verbs having the prefix **de-**.

**Super-**. (Romanic, semi-productive) The prefix means 'being in excess, being above smth.': *supernatural, supersonic, superexcellent*. The usage of **super-** words is mostly scientific bookish and technical.

**Hyper-**. (Greek, semi-productive) The prefix is synonymous with **super-**: *hyperfine, hypercritical, hypertension*. Its usage is extremely limited.

**Ultra-** (Romanic, semi-productive) The same meaning of superiority is observed in this prefix too: *ultra-colonialist, ultra-fashionable, ultra-violet, ultra-short (waves)*. In Russian it is rendered by the prefix **ультра-**.

**Co-** (Romanic, semi-productive) The prefix is met in nouns, verbs and adjectives to which it adds the meaning 'joint (ly), together, mutual (ly)': *co-partner, co-owner, to co-operate, to co-exist, co-educational*.

**Semi-** (Romanic, semi-productive) The prefix occurs in nouns and adjectives and means 'half': *semi-darkness, semi-official, semi-circle*.

**Re-** (Romanic, productive) The prefix is combined with a great amount of verbs and denotes repetition of an action or reversion to a former state: *re-write, retell, reconstruct, reimport*.

**Ex-** (Romanic, productive) The prefix is added to nouns denoting persons and means 'former; one who is no longer (in office)': *ex-champion, ex-soldier, ex-president*.

**Vice-** (Romanic, semi-productive) The prefix has the meaning 'in place of, second in rank' and is added to nouns denoting persons: *vice-admiral, vice-president, vice-chairman*. In Russian this prefix is often rendered by means of the prefix **внуче-**.

**Arch-** (Greek, semi-productive) This prefix denoting 'chief' is met in a limited number of nouns: *archbishop, archknave*. In Russian it is prefix **арху-**.

**Extra-** (Romanic, productive) It is used mostly in adjectives to which it adds the meaning 'beyond', 'over' and 'above', 'besides': *extra-official, extra-curriculum, extra-professional, extra-mural, extra-territorial*.

**Trans-** (Romanic, semi-productive) It means '(situated) beyond, on the other side, over, across'; '(passing) across': *Trans-Caucasian, — Siberian, — Atlantic, — Alpine, — continental*.

**Neo-** (Greek, semi-productive) This rare prefix means 'new': *neo-fascist, neo-realism*.

**En(em)-** (Romanic, non-productive) This is a polysemantic verbal prefix. Being added to nouns it mostly denotes 'to enclose in', 'to put into', 'to bring into the state of': *encave, encircle, encode, enrage, enslave*.

When combined with adjectives, the prefix means ‘to make’: *endear*, *enfeeble*, *embrittle*. Sometimes the prefix has no well-defined meaning and is used, evidently, with no other reason but emphatic or intensive: *enkindle*, *enwrap*, *enclose*.

**Note:** The variant **em-** occurs before **m**, **b**, **p**.

**Self-**. (Romanic, productive) The prefix forms numerous nouns and adjectives with reflexive meaning. These are rendered in Russian mostly by means of the words with the prefix **само-**: *self-defence*, *self-propelled*, *self-determination*, *self-centred*.

**Pro-**. (Romanic, semi-productive) Its meanings are: a) ‘deputy’: *prorector*, *pro-Chancellor*; b) ‘being in favour of’: *pro-fascist*, *pro-clerical*.

**Note:** In Russian this prefix is often rendered by *про-*.

**Inter-**. (Romanic, semi-productive) The prefix is added both to nouns, adjectives and verbs and means ‘mutual(ly)’ ‘reciprocal(ly)’ or is used with prepositional meaning ‘between’.

**Note:** In Russian it is rendered by the prefixes *между-* and *интер-*.

**Sub-**. (Romanic, productive) Being added to nouns and adjectives it lends to them the meaning ‘subordinate’, ‘secondary’, ‘lower’, ‘being under something’: *sub-class*, *sub-group*, *subconscious*, *subtitle*. In verbs it helps to denote an action which is in a way the detailing of the action denoted by the prefixless verb: *sublet*, *subdivide*, *subedit*.

**Pre-**. (Romanic, semi-productive) Being coupled with adjectives, nouns and verbs this prefix lends to them the meaning ‘preceding’, ‘previous’, ‘done before’: *prewar*, *to pre-determine*, *prehistoric*.

**Ante-**. (Romanic, semi-productive) As well as **pre-**, this prefix denotes precedence: *ante-diluvian*, *anteroom*.

**Post-**. (Romanic, semi-productive) The prefix means ‘after’, ‘behind’ and is the antonym of **pre-** and **ante-**: *pre-war* — *post-war*; *antemeridian* - *postmeridian*.

**Anti-**. (Greek, productive) This prefix should not be mixed up with **ante-**. Its meaning is ‘against’, ‘opposed to’, and it is very often the

antonym of **pro-**: *anti-fascist, anticonstitutional, antiaircraft, antitank*. In Russian the prefix is rendered by the prefixes **противо-** and **анти-**.

**Counter-**. (Romanic, semi-productive) This is a prefix synonymous with **anti-**. It is rendered in Russian by the prefixes **противо-** and **контр-**: *counterweight, counter-revolution*.

## Checking noun forms

**Ex. 1** The suffixes in the following list combine with nouns and verbs to form new nouns that refer to people or professions. Write down the noun or verb from which they have been formed in the space provided. The first one has been done for you.

<u>suffix</u>	<u>verb/noun</u>	<u>noun formed</u>
-ant	defendant	<i>defend</i>
_____	assistant	_____
-ee	trainee	_____
_____	addressee	_____
-ess	actress	_____
_____	princess	_____
-er	driver	_____
_____	painter	_____
-ian	historian	_____
_____	musician	_____
-ist	novelist	_____
_____	scientist	_____
-or	supervisor	_____
_____	visitor	_____

**Ex. 2** The suffixes in the following list are used to form nouns that refer to an activity, a process, or a state or condition. Look at the list of nouns formed from them. Write down the noun, verb, or adjective from which they have been formed in the space provided. The first one has been done for you.



<u>suffix</u>	<u>verb/noun/adjective</u>	<u>noun formed</u>
-al	<i>arrive</i>	arrival
-ance	_____	abundance
-cy	_____	constancy
-dom	_____	kingdom
-ence	_____	independence
-ful	_____	mouthful
-hood	_____	boyhood
-ing	_____	dancing

<u>suffix</u>	<u>verb/noun/adjective</u>	<u>noun formed</u>
-ion	_____	invention
-ism	_____	criticism
-ity	_____	sensitivity
-ment	_____	agreement
-ness	_____	happiness
-ship	_____	ownership

**Ex .3** If the underlined word is not a noun form, write the noun form.

*Example: The explore lasted six months and brought the team into many dangerous situations.*

*exploration*

1 Not even death is beyond the realm of commercialism.

2 The introduction of new various of apples and other crops has increased farm yield.

3 In 1975, the Ames test implicated peroxide in hair dyes as a cancer agent.

4 Smoke that escapes from a burning cigarette can be dangerous for bystanders.

5 The worshipers find tranquil in the great cool room.

6 Their insomnia was not caused by the high altitude but by the exciting.

---

7 Immigrated from a wide variety of countries have given the United States cultural diversity.

---

8 The restore of the old fort was completed over a year ago.

---

9 Transportation has been the major impede to development in the area.

---

10 Low employed among the young is being blamed for the rise in vandalism.

---

**Ex.4 Write the correct form of the underlined noun. Some underlined nouns are correct.**

**Example: The exploration was a big, good-natured man.**

**explorer**

**You should write “explorer” in the space because this is the noun form that is used for people.**

1 The furnishings of the house provide an insight into the social and domestic life on the estate.

---

2 A new colonization was established in Hawaii.

---

3 The disturb caused the seal to move her pups.

---

4 The existence of methane in the atmosphere is what gives Uranus its blue-green color.

---

5 The freeze killed all the new leaves on the trees.

---

6 The landing of the troops took place under the cover of night.

---

7 The important of children’s play is reflected in their behavior.

---

8 Inside the forest, the active is constant.

---

9 The earliest arrive had to endure the discomfort of wading across the river.

---

10 When the Red Cross brought food, the situation was mercifully improved.

---

**Ex. 5** Each of the sentences below contains a word printed in bold. Complete each sentence by using this word to form a noun which refers to a person who does a particular thing. Write down the answer in the space provided. The first one has been done for you.

- 1 If you are **employed** by a company, you are one of its *employees*.
- 2 A \_\_\_\_\_ is someone whose job is **politics**.
- 3 The \_\_\_\_\_s in a discussion are the people who **participate** in it.
- 4 The person who **conducts** an orchestra or choir is called the \_\_\_\_\_.
- 5 Your \_\_\_\_\_ is the person who **teaches** you.
- 6 A \_\_\_\_\_ is someone who earns their living by playing the piano.
- 7 If someone **examines** you, you are the \_\_\_\_\_ and he or she is the \_\_\_\_\_.

**Ex. 6** *-ion* combines with verbs to form nouns. Look at the following list of verbs. Write down the corresponding noun in the space provided. The first one has been done for you.

verb	noun	verb	noun
situate	<i>situation</i>	possess	_____
act	_____	realize	_____
explain	_____	connect	_____
decide	_____	create	_____
produce	_____	reduce	_____

**Ex. 7** *-ism* and *-ist*. Choose a word from the box to complete the sentences below. Write down the answer in the space provided. The first one has been done for you.

baptism	hooliganism	pessimist
typist	criticism	hypnotist
sexist	optimist	vegetarianism
feminism	terrorist	Vandalism

- 1 Many people still take their children to church for *baptism*.
- 2 Because I was such a \_\_\_\_\_ I had assumed I would fail my exams.
- 3 The popular image \_\_\_\_\_ of unfortunately tends to repel many women.
- 4 The Government is planning a crackdown on football violence and \_\_\_\_\_.
- 5 \_\_\_\_\_ is becoming increasingly popular because of the unhealthy image of meat.
- 6 \_\_\_\_\_ advertising in women's magazines frequently infuriates me.
- 7 She was a \_\_\_\_\_ in the office of The Inspector of Taxes.
- 8 The President warned troops of the increased danger of \_\_\_\_\_ attacks.
- 9 Some severe public \_\_\_\_\_ of the ban had been voiced.
- 10 I am an \_\_\_\_\_ and I still believe the situation can only get better.

**Ex. 8 -ship** Make sure you understand the different meanings of -ship. Underline the odd word out in each list and write a sentence to say in what way it is different.

- 1) workmanship, citizenship, musicianship, horsemanship;
- 2) chairmanship, ambassadorship, partnership, professorship;
- 3) spaceship, steamship, gunship, warship, cadetship;
- 4) membership, comradeship, friendship, relationship, kinship.

**Ex. 9** What is the abstract noun related to each of the following adjectives?

**Example:** *affectionate* = *affection*

affectionate	amused	attentive	equal
excited	graceful	happy	hopeful
kind	original	popular	resentful
secure	stupid	weak	wise

**Ex. 10** Which of the words in the list below is being described in the following sentences?

*Love; permanence; hope; jealousy; happiness; beauty*

- 1 \_\_\_\_\_ is no more than feeling alone among smiling enemies.
- 2 \_\_\_\_\_ is like coke; something you get as the by-product of making something else.
- 3 \_\_\_\_\_ is the power of being cheerful in circumstances which we know to be desperate.
- 4 \_\_\_\_\_ is a universal migraine.
- 5 The British love \_\_\_\_\_ more than they \_\_\_\_\_ have.'

**Ex. 11** -er/-or, -ee and -ist suffixes. Use the suffixes to give the names of the following.

*Example: A person who plays jazz on the piano – A jazz pianist*

- 1 The thing that wipes rain off your car windscreen.
- 2 A person who plays classical violin.
- 3 A person who takes professional photographs. (N.B. pronunciation)
- 4 A person who acts in amateur theatre.
- 5 The person to whom a cheque is made out.
- 6 A machine for washing dishes.
- 7 A person who donates their kidneys upon their death.
- 8 The person to whom a letter is addressed.

**Ex. 12** Do these words mean a thing, a person, or both?

*a cooker, a ticket-holder, a drinker, a typewriter, a record player, a cleaner, a smoker*

**Ex. 13** Nouns made from adjectives. Make nouns ending in necessary suffixes from the adjectives below. Place the following adjectives under the correct heading depending on the suffix added.

a) -cy; b) -ity; c) -ness; d) -ence

punctual

dark

vacant

fluent	convenient	weak
special	private	confident
popular	efficient	similar
present	bitter	kind
foolish	frequent	constant
intelligent	stupid	different
sad	independent	urgent
ill	equal	real

**Ex. 14 Replace the adjectives by the corresponding nouns in the text.**

Education in Australia is primarily the (1 responsible) \_\_\_\_\_ of the individual states.

In state (2 administrative) \_\_\_\_\_, the training and recruiting of teachers are centralized under an education department. Education is compulsory between the ages of 6 and 15 in all the states except Tasmania, where the age Limit is 16.

Most (3 childish) \_\_\_\_\_ start their schooling at the age of five. About 72 percent of students attend state schools. In addition to the state school system there are private schools, which are usually denominational and charge tuition fees. The (4 major) \_\_\_\_\_ of the private schools are Catholic. Special (5 provisional) \_\_\_\_\_ are made for children in isolated areas. These include Schools of the Art — where children use two-way radios, television sets, video and cassette recorders, and computers for the (6 participating) \_\_\_\_\_ in classroom instruction - and (7 correspondent) \_\_\_\_\_ schools.

Most children transfer from the primary to the secondary school level at the age of 12. Secondary schools provide five- or six-year courses that enable students to prepare for state examinations for university (8 entered) \_\_\_\_\_.

**Ex. 15 Replace the nouns by the corresponding nouns in the text.**

Ted Turner is an American business (1 execution) \_\_\_\_\_ and sports (2 enthusiasm) \_\_\_\_\_. He is considered to be one of the most influential television (3 administration) \_\_\_\_\_ of the late 20th century.

Born Robert Edward Turner III in Cincinnati, Ohio, he was educated at

Georgia Military Academy and Brown University. After his father committed suicide in 1963, Turner turned out the only heir and his (4 inheritor) \_\_\_\_\_ was the family billboard-advertising business. In 1970 he bought a failing television station in Atlanta and by 1975 Turner had transformed it into the first “superstation” by transmitting low-cost sports and (5 entertainer) \_\_\_\_\_ programs via satellite to cable systems throughout the country. This was a highly profitable (6 innovator) \_\_\_\_\_ that accelerated the spread of cable television nationwide.

In 1980 Turner launched Cable News Network (CNN), the first 24-hour television news station. Its live (7 cover) \_\_\_\_\_ of fast-breaking news around the world helped it to become a highly respected news organization, and it eventually achieved a global (8 view) \_\_\_\_\_.

In 1985 Turner purchased MGM/UA Entertainment Company, which was the (9 ownership) \_\_\_\_\_ of the Metro-Goldwin-Mayer (MGM) and United Artists (UA) film studios. Within months Turner sold most of the company, but he retained MGM’s massive library of films, which included such classics as *Gone With the Wind* and *The Wizard of Oz*.

In 1988 he launched Turner Network Television (TNT), on which many of the movies were shown. In 1996 entertainment giant Time Warner acquired Turner Broadcasting System (TBS), the parent company for all of Turner’s businesses, in a deal valued at \$7.6 bn.

The (10 acquirer) \_\_\_\_\_ made Time Warner the world’s largest media and entertainment company. Turner became vice (11 chairmanship) \_\_\_\_\_ of Time Warner’s board of directors and head of the (12 divider) \_\_\_\_\_ containing TBS businesses.

In 1997 Turner pledged to donate \$1 bn to the United Nations, one, of the largest single charitable (13 donor) \_\_\_\_\_ in history. He designated the money for UN humanitarian causes.

Turner is also the (14 foundation) \_\_\_\_\_ of the Goodwill Games, a quadrennial international sports (15 competitor). His generous (16 sponsor) \_\_\_\_\_ is known to many companies.

## Checking adjective forms

**Ex. 1** If the underlined word is not in adjective form, write the adjective form.

1 Our previous supervisor had better organizational skills.

---

2 Butch Cassidy was an outlaw fame for robbing trains.

---



3 Ranchers joined with state and federal governments in a cooperate control program.

---

4 The deerlike figures found in the Grand Canyon made from willow shoots and have been dated as far back as 2100 B.C.

---

5 In the theocracy that evolved in Tibet, religious and administrative power centered in one person.

---

6 The lands are available to people only for tradition purposes.

---

7 The Musin-Puskin collection features many rare and unknown works of historically interest.

---

8 Techniques such as aerial stereographic photography yield most the detail on a map.

---

9 The sacred mountain draws pilgrims who offer thanks for the bountiful and beauty land.

---

10 The bury place of the Macedonian king was unplundered.

---

**Ex. 2     The following suffixes combine with verbs to form adjectives: -able -ible -ed -ful -ive -ing .**

**Look at the verb printed in bold and write down the appropriate adjective in the space provided. The first one has been done for you.**

1 Mr Quickwater has a great many *admirable* qualities.

**admire**

2 There was an \_\_\_\_\_ story in the paper this morning.

**amuse**

3 I have extra French lessons with a \_\_\_\_\_ schoolmaster.

**retire**

4 He made himself \_\_\_\_\_ by handing round the coffee cups.

**use**

5 Deaths caused by reckless driving are \_\_\_\_\_.

**avoid**

6 He felt very \_\_\_\_\_ towards her and loved her dearly.

**protect**

7 The coat was \_\_\_\_\_ in shades of blue and green.

**pattern**

8 She slept on a \_\_\_\_\_ bed with rough, prickly sheets.

**collapse**

9 \_\_\_\_\_ paper tissues are more hygienic than handkerchiefs.

**dispose**

10 The photos made him look quite \_\_\_\_\_.

**attract**

**Ex. 3** The following suffixes combine with nouns and adjectives to form other adjectives: *-able; -al; -ary; -ful; -ic; -ish; -ive; -like; -ly; -ous; -y*.

Look at the noun or adjective printed in bold and write down the appropriate adjective in the space provided. The first one has been done for you.

1 The time seemed to stretch out in a *dreamlike* manner.

**dream**

2 There is the danger of an \_\_\_\_\_ explosion that could be caused by a gas leak.

**accident**

3 She thought how \_\_\_\_\_ he'd been and was not angry any more.

**fool**

4 The newspapers printed a shocking and \_\_\_\_\_ story.

**shame**

5 The sky was \_\_\_\_\_ and light rain was falling.

**cloud**

6 The hotel was large and \_\_\_\_\_.

**comfort**

7 Judy was very \_\_\_\_\_ about my work.

**compliment**

8 Most tinned fruits contain \_\_\_\_\_ amounts of sugar.

**excess**

9 She is such a \_\_\_\_\_ sweet-tempered child that everyone just naturally loves her.

**friend**

10 There were two letters from Michael, \_\_\_\_\_, warm, and full of information.

**humour**

**Ex. 4 Put one of the prefixes in each space in the phrase to make the words opposite in meaning: a) in-; b) im-; c) ir-; d) il-.**

1 \_\_\_\_\_accurate information; 2 \_\_\_\_\_imoral action; 3 \_\_\_\_\_capable of telling a lie; 4 \_\_\_\_\_regular service; 5 \_\_\_\_\_considerate of others; 6 \_\_\_\_\_patient driver; 7 \_\_\_\_\_logical response; 8 \_\_\_\_\_correct tuning; 9 \_\_\_\_\_rational fear; 10 \_\_\_\_\_definite answer; 11 \_\_\_\_\_personal force; 12 \_\_\_\_\_dependent thinking; 13 \_\_\_\_\_legible handwriting; 14 \_\_\_\_\_probable story; 15 \_\_\_\_\_different player; 16 \_\_\_\_\_polite gesture; 17 \_\_\_\_\_expensive present; 18 \_\_\_\_\_curable illness; 19 \_\_\_\_\_responsible man; 20 \_\_\_\_\_possible plan; 21 \_\_\_\_\_legal strike.

**Ex. 5 Adjectives made from nouns. Make adjectives ending necessary suffixes from the nouns below. Place the following nouns under the correct heading depending on the suffix added: a) -ly; b) -ous; c) -ic.**

1) metal; 2) ghost; 3) week; 4) suspicion; 5) glory; 6) poison; 7) climate; 8) industry; 9) order; 10) fame; 11) friend; 12) humour; 13) democracy; 14) mystery; 15) economy; 16) adventure; 17) danger; 18) year; 19) poet; 20) part.

**Ex. 6 -able and -ible combine with verbs to form adjectives. Look at the following list of verbs. Write down the corresponding adjective in the space provided. You will need to compare the entries for -able**

and *-ible* to see which ending is used. The first one has been done for you.

verb	adjective	verb	adjective
accept	<i>acceptable</i>	value	_____
divide	_____	comprehend	_____
notice	_____	irritate	_____
enjoy	_____	depend	_____
convert	_____	permit	_____

**Ex. 7 *anti-*** can be used with two different meanings. Write ‘A’ in the space provided if it means that one thing opposes another. Write ‘B’ if it means that one thing prevents another from happening.

1 Following the appalling behaviour of the English football fans in Italy many people were anti-English. \_\_\_\_\_

2 Anti-seasickness tablets should be taken two hours before starting a journey. \_\_\_\_\_

3 After fitting the anti-theft device to her car, she hoped it would not be stolen again. \_\_\_\_\_

4 The anti-apartheid movement in South Africa gained a lot of publicity when Nelson Mandela was released. \_\_\_\_\_

5 Although it is more than two years since his wife died, he is still taking anti-depressants. \_\_\_\_\_

6 Put anti-freeze in your radiator to prevent the water from freezing overnight. \_\_\_\_\_

7 It was the first serious anti-war demonstration for fifteen years. \_\_\_\_\_

8 Toothpastes containing fluoride and anti-bacterial properties should be able to virtually eradicate tooth-decay. \_\_\_\_\_

9 The General took control of the army at the height of the anti Ceausescu protests. \_\_\_\_\_

10 The Church is managing to survive in the face of a great deal of anti-religious propaganda. \_\_\_\_\_

**Ex. 8 *-bound*** can be used with three different meanings. Write ‘A’ in the space provided if it means that someone or something is restricted in some way. Write ‘B’ if it means that someone or

something is travelling in a particular direction. Write 'C' if it indicates the sort of covering that something has.

1 He removed a small, rectangular cloth-bound package from the bottom of his bag. \_\_\_\_\_

2 No one seemed to have any idea what had happened to the luggage belonging to the four London-bound passengers. \_\_\_\_\_

3 Britain is still considered by many to be a class-bound society. \_\_\_\_\_

4 Morris Zapp slouched in the seat of the eastbound aircraft. \_\_\_\_\_

5 Many young mothers become depressed because they are housebound. \_\_\_\_\_

**Ex. 9** Write one sentence for each of the words listed below to show that you understand what they mean: *class-bound, duty-bound, homeward-bound, leather-bound, snowbound*

**Ex. 10** Look at the statements below. Are they true or false? Write 'True' in the space provided if you think they are true. Write 'False' if you think they are false.

1 A cross-party agreement involves two or more political parties.

2 A cross-channel ferry sails across more than one channel.

3 A cross-border dispute occurs across the frontiers of different countries.

4 A cross-cultural organization involves or deals with more than one culture.

5 A cross-country race is a race in which two or more countries are involved.

**Ex. 11** Choose a word to complete the sentences. Write down the answer in the space provided. The first one has been done for you.

*Extra-bright; extra-hot; extra-sensory; extra-terrestrial; extra-curricular; extra-long; extra-special; extra-hard; extra-mild; extra-strong.*

1 I'm going to buy you an *extra special* present as a reward for all your hard work this year at school.

2 Many students benefit greatly from involvement in \_\_\_\_\_ activities.

3 Everyone agreed that this summer's exams were \_\_\_\_\_, which probably accounted for high failure rate.

4 Because this house is going to be 3 storeys high, the foundations have to be \_\_\_\_\_.

5 There has been a concentrated search for \_\_\_\_\_ life on Mars.

6 Woolen clothes should be washed with an \_\_\_\_\_ detergent.

7 I don't believe in \_\_\_\_\_ perception or flying saucers either.

8 \_\_\_\_\_ children often get bored at school because the work is too easy.

**Ex. 12 hyper-. Choose a word to complete the sentences below. Write down the answer in the space provided. The first one has been done for you.**

*Hyperactive; hypercreative; hyperinflation; hypersensitive; hyper-critical; hyper-alert; hypermarket; hyper-cautious; hyperdevoted; hyper-modern.*

1 The man became *hypersensitive* to the slightest movement around him.

2 Boulogne and its \_\_\_\_\_ are a popular destination for shoppers.

3 He had a small, vicious, \_\_\_\_\_ dog, always on the look-out for intruders.

4 Teenagers tend to be \_\_\_\_\_ of their own parents.

5 Councillors outlined plans for a \_\_\_\_\_ shopping precinct in the city centre.

6 I found him to be much more lively than I expected, almost \_\_\_\_\_.

7 The Chancellor took steps to stabilize the economy and cut \_\_\_\_\_.

8 Many parents are \_\_\_\_\_ and do not allow their children enough freedom.

**Ex. 13 -less. Look at the statements below. Are they true or false? Write 'True' if you think they are true. Write 'False' if you think they are false.**

1 A person who is careless is unable to love or care for others.

2 If you are expressionless, it is difficult for people to see how you are

feeling.

3 It is possible to become breathless when you are feverish.

4 A tuneless piece of music has not been tuned to a particular radio station.

5 If someone is spineless, they do not have a spine.

**Ex. 14 off-.** Look at the statements below. Are they true or false? Write 'True' if you think they are true. Write 'False' if you think they are false.

1 If you buy an off-peak rail ticket, you are paying the highest price for it.

2 An off-court argument between two tennis players happens away from the tennis court.

3 An offshore oilrig is situated in the sea, away from the shore.

4 If a soldier is off-guard, he has moved away from the place where he usually does his guard duty.

5 If something is off-centre, it is not exactly in the middle of a space or surface.

**Ex. 15 -size and -sized.** What is the meaning of the suffixes -size and -sized in the following sentences? Write 'A' if it means that one thing is the same size as another. Write 'B' if it means that something is a suitable size for a particular purpose. Write 'C' if it describes how big something is.

1 She bought a child-size bike for his 8th birthday.

2 A new button-sized coin has just been issued by the Bank of England.

3 Our new car? It's just an average-size family car.

4 Although he detested eating liver, his aunt always insisted on putting a finger-size slice on his plate.

5 Could you buy me a medium-size tin of peas and a jumbo-size packet of cornflakes?

6 They always take a pocket-size calculator with them when they do the shopping.

7 The racing car had a man-size space for the driver but no more.

**Ex. 16 Super-.** The following sentences all contain words beginning with super-. The sentences have been divided in two and mixed up. Read both parts of all the sentences and decide which halves go together. Write the appropriate letter next to the numbers at the bottom.

- |  |  |
|--|--|
| 1 The vast supertankers we have nowadays       | a) must have been a superhuman feat.               |
| 2 Jumping over that wall                       | b) especially the super-heavyweights.              |
| 3 A new superstore has just opened,            | c) super-modern design.                            |
| 4 My aunt loves watching wrestling and boxing, | d) are a danger to the environment                 |
| 5 The new office blocks were built to a        | e) and you can get almost anything you need there. |

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

**Ex. 17 Well-.** Look at the statements below. Are they true or false? Write 'True' if you think they are true. Write 'False' if you think they are false.

- 1 If someone is well-nourished, they generally eat a lot of food.
- 2 A well-dressed man always wears smart or elegant clothes.
- 3 A well-cut suit is a suit that has been cut into many pieces.
- 4 If you have a pair of well-worn shoes, your shoes have been used so often that they look rather old.
- 5 If a theatre critic writes about a well-acted play, she means that there were a lot of people acting in the play and its duration was much longer than usual.
- 6 If someone is well-balanced, they are balancing correctly so that they do not fall over.
- 7 A well-known fact is known by a lot of people.
- 8 If you refer to someone's well-being, you are referring to whether they are healthy and happy and enjoy their life.
- 9 A well-read person has read a lot of books.
- 10 Someone who is well-meaning uses words very precisely.



**Ex. 18** Practise using words with negative prefixes. Contradict the following statements in the same way as the example.

**Example:** *He's a very honest man. I don't agree. I think he's dishonest.*

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 1 I'm sure she's discreet.          | 6 He's very efficient.              |
| 2 I always find him very sensitive. | 7 I always find her responsible.    |
| 3 It's a convincing argument.       | 8 He seems grateful for our help.   |
| 4 That's a very relevant point.     | 9 I'm sure she's loyal to the firm. |
| 5 She's always obedient.            | 10 He's a tolerant person.          |

**Ex. 19** Which negative adjective fits each of the following definitions?

- 1 \_\_\_\_\_ means not having a husband or wife.
- 2 \_\_\_\_\_ means impossible to eat.
- 3 \_\_\_\_\_ means unable to read or write.
- 4 \_\_\_\_\_ means not having a job.
- 5 \_\_\_\_\_ means fair in giving judgment, not favouring one side.
- 6 \_\_\_\_\_ means unable to be replaced.

## Checking adverb forms

**Ex. 1 Form the adverbs from the following adjectives by adding suffix -ly:**

*shaky, guilty, rosy, greedy, clumsy, busy, pretty, noisy, hasty, heavy, uneasy, steady, happy, angry, gay, shy, dry, complete, nervous, clever, quiet, genuine, absolute, peaceable, noticeable, real, sympathetic, appreciative, strange, beautiful, free, uncomfortable, brave, polite, enthusiastical, immense, cheerful, careful, wonderful.*

**Ex. 2 If the underlined word is not in adverb form, write the adverb form.**

1 Pesticides are necessary to maintain high crop yields in a world with a decreasing acreage of Arabic land and a steadily expanding population.

2 Millions of dollars are donated year to the Red Cross to aid people in disaster-struck areas.

3 Scientists can observe a chemical's effect in rats and reasonable expect a like effect in humans.

4 While undeniable appealing, burros have also been destructive.

5 The anthropologist unearthed rows of large stones, clearly the foundation of another building.

6 In communes, the land and products are collective owned.

7 The mildly paranoid person may lead a relatively normal life.

8 Because of his family ties, he frequent came back to the town.

9 In early American colonial settlements, secular education was virtual nonexistent.

10 The departure appears to have taken place hastily.

**Ex. 3 State whether the italicized words are adjectives or adverbs.**

1 He came close to Godfrey and breathed into his waistcoat.

2 He was also his closest companion and his closest friend.

3 Our sympathy had always been close, and was growing closer as we grew older.

4 He had worked very hard, it would be too cruel if all that industry were futile.

5 I don't want to be too hard on you.

6 His hair was straight and long.

7 He sat up straight in his chair, and asked what I wanted to see him about.

8 Could you show me the nearest way to the Red Square?

9 She turned full on me, when I was sitting near the window with my back to the sunlight.

10 First I considered myself to be standing high on a very high mountain with a straight wide mouth; and I pulled my mouth straight and wide, I made my eyes close down at the far corners, widening at the inner corners.

11 Would you mind telling me how long you're staying up here?

12 It's simply that I find these long silences intolerable. 13 I went further out in the lake to pass it. The 'lake was much narrower now.

14 He did not ask any further questions.

15 I do think you might have caught an earlier train from Cambridge.

16 You might have come a little bit earlier.

17 I'm a better singer than he now.

18 I think we should work far better to get rid of such mistakes.

19 I'm afraid I can't walk very fast.

20 My watch is ten minutes fast.

## Checking verb forms

**Ex. 1** If the underlined word is not in verb form, write the verb form.

1 Roaches tolerant and even thrive in climatic extremes.

2 The container, which was fashioned from a skull, is for ceremonial offerings.

3 Many farmers fertilize their crops with fish emulsion and cattle manure.

4 The painting symbols the impermanence of the body.

5 Each year bees pollinate about three billion dollars' worth of bee-dependent crops.

6 The old man explanation his life as one of the nine monks in the monastery.

7 Thirty centuries ago Phoenicians were the first to establishment colonies on the coast of modern-day Tunisia.

8 The lake provides recreation multitudes who patronize the tourist for the facilities.

9 Many cultures still dramatically verbal their pasts in song.

10 Bold steps have improved the economy.

**Ex. 2** *-en, -ify, and -ize* combine with nouns and adjectives to form verbs. Look at the following lists of adjectives and nouns. Put the corresponding verb in the space provided. The first one in each list has been done for you.

### adjective

hard

modern

### →verb

*harden*

### noun

horror

memory

### →verb

*horrify*

<u>adjective</u>	<u>→verb</u>	<u>noun</u>	<u>→verb</u>
deep	_____	beauty	_____
intense	_____	sympathy	_____
false	_____	apology	_____
Fat	_____	glory	_____
sterile	_____	length	_____

**Ex. 3** Look at the following sentences. Complete them by writing down the correct form of one of the verbs in the lists above. Write the correct form in the space provided. The first one has been done for you.

- 1 He apologized for interrupting her.
- 2 She tried to \_\_\_\_\_ her room with posters and plants.
- 3 A study has been ordered into the feasibility of \_\_\_\_\_ the airport's main runway by two hundred metres.
- 4 However much they \_\_\_\_\_, they all felt it was her fault.
- 5 Soya is excellent food for \_\_\_\_\_ cattle.
- 6 She laughed and that seemed to \_\_\_\_\_ her voice.
- 7 £40,000 had been spent on \_\_\_\_\_ the station.
- 8 \_\_\_\_\_ the bottles by immersing them in boiling water for fifteen minutes.

**Ex. 4** Insert a negative verb to fit each of the sentences below. Put it in the correct form.

*Example: The runner was disqualified after a blood test.*

- 1 Children (and adults) love \_\_\_\_\_ parcels at Christmas time.
- 2 I almost always find that I \_\_\_\_\_ with his opinion.
- 3 I'm sure he's lying but it's going to be hard to \_\_\_\_\_ his story.
- 4 After a brief speech the Queen \_\_\_\_\_ the new statue.
- 5 It took the removal men an hour \_\_\_\_\_ our things from the van.
- 6 His phone was \_\_\_\_\_ because he didn't pay his last bill.

**Ex. 5 Replace the nouns by the corresponding forms of the verb in the text.**

Today it is generally (1 recognition) \_\_\_\_\_ that Italian-Spanish navigator Christopher Columbus did not (2 discovery) \_\_\_\_\_ the Americas, which were already (3 inhabitancy) \_\_\_\_\_ by native peoples. However, he (4 promotion) \_\_\_\_\_ the European exploration of these lands at the end of the 15th century. This single act of courage and skill, thought foolish or suicidal by many at the time, set in motion global population shifts and advances in human knowledge that profoundly changed \_\_\_\_\_ history.

Europeans (5 finding) \_\_\_\_\_ a new land to inhabit and (6 exploitation) \_\_\_\_\_ however, Columbus's discovery also began a clash of cultures that (7 proof) \_\_\_\_\_ disastrous for the aboriginal peoples \_\_\_\_\_ of \_\_\_\_\_ the \_\_\_\_\_ Americas.

Based on his studies of contemporary maps and accounts, as well as on his sea travels to various European ports, Columbus (8 belief) \_\_\_\_\_ that he could reach East Asia— what he called “the Indies”—by sailing west from Europe. Finding royal backing for such a plan was not easy, however, and it was almost ten years before King Ferdinand of Aragon and Queen Isabella of Castile (9 agreement) \_\_\_\_\_ to support his voyage in \_\_\_\_\_ 1492.

Columbus was foremost a navigational genius and (10 completion) \_\_\_\_\_ four successful trips from Spain to the islands now known as The West Indies. On the other hand, as many scholars have since pointed out, his motives were primarily financial and personalized—he was seeking new lands for Spain and riches and glory for himself.

Another aim was to (11 conversion) \_\_\_\_\_ the native peoples he (12 encounter) \_\_\_\_\_ to Christianity. He even forced several natives to return to Spain with him to (13 testimony) \_\_\_\_\_ to Ferdinand and Isabella of the riches of this new land. However, scholars (14 consideration) \_\_\_\_\_ that in these actions and views Columbus was no better or worse than other Europeans of his time.

Columbus died in 1506, just a few years after his last voyage. He never set foot on the North American mainland. The many explorers who followed him opened up the continent for European colonization and (15 alteration) \_\_\_\_\_ humanity's view of the world. Columbus's achievements were key in the transition from the Middle Ages to the modern age.

## Test yourself

**Ex. 1 Read the following short story. Write down the correct noun in the space provided beneath the story using the words in bold to help you. The first one has been done for you.**

Whilst at college, I remember listening to a lecture given by a rather pompous (1) who was discussing the values of strong (2) in politics. Firstly he presented his (3) of(4), then continued by arguing that (5) by a political leader was a positive attribute as resolute decisions could be made but that the basic (6) in society could still be maintained. He felt strongly that schools did not provide the kind of (7) needed for the development of good leadership qualities which should be instilled from early (8). He felt also that modern society encouraged qualities such as (9) and (10) and gave no positive (11) to the young. However, when an earnest young student explained that he would like to become a (12) or a (13) in industry, and asked about courses to follow, the politician said, with a curt (14), “That’s a silly question to ask me! I am a politician not a careers adviser!”

1 <b>politics</b>	<i>politician</i>	8 <b>child</b>	_____
2 <b>leader</b>	_____	9 <b>lazy</b>	_____
3 <b>define</b>	_____	10 <b>cynic</b>	_____
4 <b>leader</b>	_____	11 <b>guide</b>	_____
5 <b>dominate</b>	_____	12 <b>politics</b>	_____
6 <b>free</b>	_____	13 <b>manage</b>	_____
7 <b>encourage</b>	_____	14 <b>dismiss</b>	_____

**Ex .2 Replace the nouns by the corresponding adjectives in the text. There is an example at the beginning.**

Latin is the language of (1 ancientry) ancient Rome and the (2 neighbour) \_\_\_\_\_ territory of Latium. With the spread of Roman power Latin was carried to every part of known ancient world and became the (3 dominancy) \_\_\_\_\_ tongue of western Europe. It was the language of scholarship and diplomacy until the 18<sup>th</sup> century and of the Catholic liturgy until the late 20<sup>th</sup>.

The colloquial speech of (4 culture) \_\_\_\_\_ Romans appeared in the works of (5 variety) \_\_\_\_\_ writers, notably in the comedies of Plautus, letters of Cicero, the *Satires* of Horace and the *Salyricon* of Petronius Arbiter. It is characterized by freedom of syntax, by the presence of (6 numeration) \_\_\_\_\_ interjections, by the (7 frequency) \_\_\_\_\_ use of Greek words. This (8 colloquialism) \_\_\_\_\_ speech of polite society is not to be confused with the language of the (9 poverty) \_\_\_\_\_ and uneducated classes, which shows a greater disregard for syntax, a love of new words, and a striving for simplicity, especially in word order. Latin was the language of letters in (10 west) \_\_\_\_\_ Europe in the Middle Ages. Even for the people in (11 generalization) \_\_\_\_\_, Latin continued to be a living language, because the church provided a (12 hugeness) \_\_\_\_\_ mass of ecclesiastical literature in both prose and poetry. The language, however, underwent many (13 essence) \_\_\_\_\_ changes. The syntax was further simplified, new words were adopted from various sources, and new meanings came into existence; nevertheless, Latin changed far less during this period than did either French or English.

In the 15th and 16th centuries New Latin, also called Modern Latin, came into being. The writers of the Renaissance produced a new and (14 brilliancy) \_\_\_\_\_ Latin literature that was closely (15 imitation) \_\_\_\_\_ of Latin classical writers and especially of Cicero. Almost all books of importance, (16 science) \_\_\_\_\_, philosophic and (17 religion) \_\_\_\_\_, were written in Latin at this time, including the works of the (18 Holland) \_\_\_\_\_ scholar Desiderius Erasmus, the English philosopher Francis Bacon, and the English physicist Isaac Newton, and Latin was the medium of diplomatic intercourse among (19 Europe) \_\_\_\_\_ nations.

Not until the end of the 17th century did Latin cease to be an (20 internationalism) \_\_\_\_\_ tongue. During the 18th and 19th centuries, however it remained the language of classical school, and even in the 20th century (21 scholarship) \_\_\_\_\_ treatises are sometimes composed in Latin. The Roman Catholic still uses Latin as the language of (22 officiality) \_\_\_\_\_ documents.

**Ex. 3 Choose the correct word in brackets.**

- 1 The birds were flying (high, highly) and low.
- 2 He was (high, highly) intelligent.



3 He had found out that Saw- bridge's family had lived (close,closely) to mine.

4 Philip, smoking a cheap cigar, observed Clutton (close, closely).

5 Meanwhile Martin's own reward was coming (near, nearly).

6 We were (near, nearly) smashed up on the shore several times.

7 I'm sure you. know how (deep, deeply) I sympathize with you.

8 With her beautiful expressive eyes she looked (deep, deeply) into his.

9 During his last year at St Luke's Philip had to work (hard,hardly).

10 I need (hard, hardly) say that I agree with you.

11 Suddenly she stopped (short, shortly), and disengaged herself from her companion.

12 He was joined (short, shortly) by a stewardess.

13 They stick you with everything if you don't look (sharp, sharply).

14 He looked at her (sharp, sharply).

15 "Open (wide. widely)," he ordered gently and examined each eye in turn in the bright pencil of light.

16 This word is (wide, widely) used in spoken English. 17 The officer leaned down and looked (close, closely) at Ralph.

17 There were three desks, one with an electric typewriter, and all with papers, books, and files piled (high, highly).

18 His heart beat so that he could (hard, hardly) breathe. 20 He drank long and (deep, deeply).

19 He had an eye for colour which was more (high, highly) trained than that of anyone in the department.

20 Ralph said nothing more, but waited while the procession came (near, nearly).

21 He was (deep, deeply) moved.

22 She suddenly felt that he was (wide, widely) awake. 25 The doctor answered him (short, shortly).

**Ex. 4 Replace the nouns by the corresponding forms of the verb in the text.**

The name Manhattan (1 derivative) \_\_\_\_\_ from an Indian word means "island of hills." In 1524 the island, then (2 inhabitancy) \_\_\_\_\_ by Native Americans, was probably seen by the Italian navigator Giovanni da Verrazzano. In 1609, the English traveler Henry Hudson made an extensive exploration of the area, and the Dutch laid claim to the island on that basis. In 1624 the Dutch established trading post

on southern Manhattan Island. To secure the claim, Peter Minuit, (3 appointment) \_\_\_\_\_ as the director general of the Dutch colony of New Netherland by his government, purchased the island from the Native Americans in 1626' for goods (4 value) \_\_\_\_\_ at about 60 guilders, or approximately \$24. The permanent settlement began the same year at the outpost, which Minuit named New Amsterdam, and it became the administrative center of New Netherland.

In 1664 Charles II of England granted his brother, the duke of York a large area (5 inclusion) \_\_\_\_\_ Manhattan Island. A fleet of English warships (6 armament) \_\_\_\_\_ to the teeth seized New Amsterdam in the same year, and the settlement was renamed New York in honor of the duke. The town was retaken by the Dutch in 1673, but a year later they ceded it back to England.

During the 18th century, New York became one of the fast (7 development) \_\_\_\_\_ commercial centers of the British colonies in America. It subsequently became of revolutionary activities by in patriots. In 1776, American were forced to evacuate the city, which remained under British occupation until the end of the American Revolution.

From 1785 to 1790 New York was the seat of the U.S. government. With the first exchange (8 foundation) \_\_\_\_\_ in 1792 New York soon became the nation's (9 leadership) \_\_\_\_\_ and commercial center.

## Keys

### *Ex. 1*

- 1 politician
- 2 leadership
- 3 defence
- 4 leadership
- 5 domination
- 6 freedom
- 7 encouragement
- 8 childhood
- 9 laziness
- 10 cynicism
- 11 guidance
- 12 politician
- 13 manager
- 14 dismissal

### *Ex. 2*

- 1 ancestry
- 2 neighboring
- 3 dominant
- 4 cultured
- 5 various
- 6 numerous
- 7 frequent
- 8 colloquial
- 9 poor
- 10 western
- 11 general
- 12 huge
- 13 essential
- 14 brilliant
- 15 imitative
- 16 scientific
- 17 religious
- 18 Dutch
- 19 European
- 20 international
- 21 scholarly
- 22 official

### *Ex. 4*

- 1 derived
- 2 inhabited
- 3 appointed
- 4 valued
- 5 including
- 6 armed
- 7 developed
- 8 founded

## Prefixes and suffixes: creating new meanings

### *Suffixes: productive suffixes and word classes*

#### *Productive suffixes*

Some suffixes are productive [used to create new words]. You therefore need to understand their meaning if you are reading contemporary English. You might also feel adventurous enough to try coining [creating] some words of your own. The meaning of the example words below is clear from the meanings of the root and the suffix. (In the word **washable**, **wash** is the root and **able** is the suffix.)

**-able** can be used productively, whereas **-ible** never is. It combines with verbs to form adjectives. Note that **-able** means ‘can be’: a **washable** jacket is one that can be washed. **disposable** nappies, **predictable** results, **avoidable** problems, a **manageable** situation.

**-conscious** combines with nouns to form adjectives that describe people who consider one aspect of their lives especially important: **health-conscious** person, **class-conscious** society, **safety-conscious** company, **time-conscious** workforce.

**-esque** combines with the names of famous people to form adjectives that describe something or someone similar in style: **Picassoesque** paintings.

**-free** combines with nouns describing something undesirable to form adjectives to describe nouns without that undesirable aspect: **stress-free** life, **tax-free** shop, **additive-free** food.

**-rich** combines with nouns (often chemical or organic substances) to form adjectives to describe nouns with a lot of that substance: **fibre-rich** diet, **calcium-rich** foods.

**-led** combines with nouns and nationality adjectives to form adjectives describing things that are controlled or influenced by the original noun or nationality: **community-led** initiative, **student-led** protest, **worker-led**

*uprising.*

**-minded** combines with adjectives or nouns to form new adjectives describing people with particular characters, opinions or attitudes: *like-minded friends [with similar interests]*, *career-minded young women*, *money-minded managers*.

**-proof** combines with nouns to form adjectives describing things that can resist the damage or difficulty caused by that noun: *ovenproof dish*, *waterproof jacket*, *soundproof room*, *idiot-proof instructions*.

**-related** combines with nouns to form adjectives to describe one thing as connected with another: *stress-related absence from work*, *age-related earnings*, *tobacco-related illness*.

**-ridden** combines with nouns to form adjectives describing people or things with a lot of that noun: *guilt-ridden person*, *crime-ridden city*. Note that if a person is *bedridden*, they have to stay in bed because they are ill.

**-worthy** combines with nouns to form adjectives that describe people or things that merit whatever the original noun refers to: *newsworthy incident [worth reporting in the news]*, *praiseworthy action/pupil [deserving praise]*

### ***Different word classes***

**-ly** is not only an adverb ending, it also forms quite a few adjectives: *lively children [full of energy]*, *costly holiday [expensive]*, *leisurely walk [relaxed]*, *miserly man [mean with money]*

**-ant** is most familiar as an adjective ending (relevant information, distant hills) but it can also make nouns from verbs to describe a person: *an applicant for a job*, *an insurance claimant*, *a police informant*, *a quiz Contestant*, *an occupant of a house*.

**-en** makes adjectives from nouns (*woollen jumper*, *golden hair*) but it also makes verbs from adjectives: *to moisten your lips*, *to sweeten tea*, *a situation worsens*, *a face reddens*.

**Ex. 1 Complete Table 1 with your own examples.**

**Table 1**

<i>suffix</i>	<i>new example in phrase</i>	<i>suffix</i>	<i>new example in phrase</i>
-able	<i>a debatable issue</i>	-minded	
-conscious		-proof	
-free		-related	
-rich		-ridden	
-led		-worthy	

**Ex. 2 Match each adjective on the left with the two nouns it best collocates with.**

**Example:** student-led – *rebellion, demonstration*

- 1 additive-free
- 2 avoidable
- 3 disposable
- 4 guilt-ridden
- 5 high-minded
- 6 newsworthy
- 7 oil-rich
- 8 ovenproof
- 9 soundproof
- 10 stress-related

**Ex. 3 Which of the suffixes could combine with the words below to make new words? Note that there is more than one possibility for each word.**

*Age; dust; Byron; sugar; work*

**Ex. 4 Rewrite the sentences using the suffix given in brackets.**

**Example:** *The weather can't be predicted. (-able) – The weather is unpredictable.*

- 1 Poisonous mushrooms can be easily identified (-able).
- 2 He thinks so much about his career that he has no time for his family (-minded).
- 3 The new phone boxes are supposed to be indestructible by vandals (-proof).
- 4 During the Civil War, the country was totally overcome by terror (-ridden).
- 5 The soil on that farm contains a lot of nutrients (-rich).
- 6 The bank decided that he did not have enough income to allow him credit (-worthy).

**Ex. 5 Using a suffix make up words with the following meanings.**

- 1 operating in the style of the current President of the USA.
- 2 food for vegetarians must be this.
- 3 connected with class.
- 4 containing a lot of vitamins.
- 5 can be dry-cleaned.
- 6 very aware of people's clothes.
- 7 initiated by the government.

**Ex. 6 Are the following words adverbs, adjectives or verbs? Check in your dictionary.**

*Dampen; dearly; roughen; kindly; friendly; silken; masterly; darken*

**Prefixes: creating new meanings**

**Preposition-based prefixes: different meanings**

**Over-** may indicate (a) an excess of something, or (b) something that covers or dominates something, or (c) the crossing of some kind of barrier.

a) EXCESS: That film was **overrated** in my view. [People said it was better than it really was] it was a hard restaurant, with an **overpriced** menu.[too high prices];

b) COVER: In this program, you can choose to **overwrite** the existing file or to save it as a new file. [cover/replace the old text with the new

text]. Our garden is **overshadowed** by the block of flats next door. [the flats cast a shadow over our garden]. She always felt **overshadowed** by her older, more successful, sister. [metaphorical use, felt less important than];

c) CROSS: He **overstepped** the mark when he said that. [crossed a barrier into offensive/unacceptable behaviour]. Will you be staying **overnight**? [from one day to the next).

**Under-** may indicate: a) less than the desired amount, or b) something below another thing, or c) some kind of negative behaviour.

a) LESS: Don't **underestimate** the time it will take. [think it will be less than it really is]. The company is seriously **understaffed**. [lacking staff];

b) BELOW: It's quite wet **underfoot**. Did it rain last night? [on the ground, beneath your feet]. The **underlying** question is a very difficult one. [the deeper question];

c) NEGATIVE: I wish you would not **undermine** everything I do. [attack, weaken]. He did it in a very **underhand** way. [secretly and possibly dishonestly].

**Up-** can suggest a change of some kind, often positive. The airline **upgraded** me to business class. [changed my ticket to a better class]. There has been an **upturn** in the economy. [sudden change for the better].

**Cross-** (from *across*) usually indicates a link between two separated things.

**Cross-border** cooperation has led to a number of arrests of drug smugglers. [across the frontiers of two or more countries]

**Cross-cultural** misunderstandings often happen. [between people of different cultures]

### *Less frequent prefixes*

**Con-/corn-** often suggests mixing things together. It often occurs in verbs of communication. **converse**      **commiserate**      **condolences**  
**congeal**    **contaminate**

**E-** can give the idea of something coming out of something. They were **ejected** from the restaurant for bad behaviour. [formal: thrown



out]. The machine **emitted** a loud noise and then stopped working.  
[formal: gave out]

**A(d)-** often means adding something to something or that things are connected. Sometimes the 'd' is replaced by doubling the following consonant.

The building **is adjacent to / adjoins** the hotel. [formal: is next to]  
She gave me an **annotated** edition of Shakespeare's works. [with notes added]

**Pro-** can often suggest pushing something forward or increasing it.  
**promote proliferate procrastinate procreate**

**Ex. 1** Decide which of the meanings of *over-* and *under-* are most obvious in the words in bold. Use the labels (a), (b) or (c). Circle the correct letter. Use a dictionary if necessary.

1 I really think she **overstated** her case, and lost a lot of sympathy.

a b c

2 The plane's **undercarriage** failed to open and it crashed.

a b c

3 A detailed list of awards is given **overleaf**.

a b c

4 He has a very **overbearing** personality.

a b c

5 The project was **underfunded** from the outset.

a b c

6 During the cruise, a child fell **overboard** and drowned.

a b c

**Ex. 2** Rewrite these sentences using words from the theory.

*Example: Cooperation across the frontier has been very good. –  
Cross-border cooperation has been very good.*

1 The hotel gave me a luxury room instead of the ordinary one I'd booked.

2 Would you like to spend the night there or come back the same day?

3 The problem that lies under the surface is a very serious one.

- 4 Misunderstandings between cultures are, sadly, very frequent.  
 5 I think this hotel charges too much.  
 6 It's slippery walking just here. Be careful.  
 7 The company experienced a rise in popularity since it changed its name.  
 8 I felt that what she said was critical of my position and weakened it somewhat.  
 9 It would be a mistake to think Frances was less intelligent than she really is.

**Ex. 3 Which of these words may be used with the prefix *a(d)*? Circle YES or NO. How is the prefixed word written? Use a dictionary if necessary.**

1 locate	YES	NO	.....
2 verse	YES	NO	.....
3 state	YES	NO	.....
4 mission	YES	NO	.....
5 pertain	YES	NO	.....
6 minister	YES	NO	.....
7 drain	YES	NO	.....

**Ex. 4 Write sentences to illustrate the meaning of these words. Use a dictionary if necessary.**

*Promote; proliferate; procrastinate; procreation*

**Ex. 5 What is the approximate meaning of the prefixes highlighted in the following words? Use a dictionary if necessary.**

- 1 **a**bdicate, **a**bscond, **a**bduct;  
 2 **a**blaze, **a**float, **a**drift;  
 3 **e**xtraterrestrial, **e**xtraneous, **e**xtracurricular;  
 4 **i**nterrelated, **i**nterdepartmental, **I**nternet;  
 5 **i**ntravenous, **i**ntradepartmental, **i**ntranet.

**Common well-established word parts**

The dash (-) in this column indicates whether the word part is usually found at the beginning, in the middle or at the end of a word (Table 2).

**Table 2**

<i>word part</i>	<i>meaning</i>	<i>example</i>
<b>auto-</b>	self	an <b>autonomous</b> country [self-ruling]
<b>bio-</b>	life, living things	<b>biodegradable</b> packaging [able to decay naturally]
<b>cyber-</b>	relating to computers and robots	a <b>cybercafé</b> [café where customers can use computers with the Internet]
<b>de-</b>	opposite action	to <b>decolonise</b> a country [remove colonists from]
<b>-graph-, -gram</b>	writing	a <b>monograph</b> [long article or short book on a subject that the writer has studied for a long time]
<b>-gress-</b>	step, walk, go	a <b>congress</b> [a conference, i.e. a meeting where people come together]
<b>-ics</b>	an area of study or knowledge	<b>obstetrics</b> [the study of childbirth]
<b>-phon-</b>	sound	<b>phonetics</b> [the study of human speech]
<b>-ology</b>	study	<b>criminology</b> [the study of crime]
<b>pre- (opposite = post-)</b>	before	<b>prepaid</b> postage [paid for in advance]
<b>retro-</b>	back, backwards	<b>retroactive</b> law [taking effect from a date in the past]
<b>techno-</b>	relating to advanced machines	<b>technophobia</b> [fear of using technological machines such as computers]
<b>tele-</b>	over a distance	<b>telepathic</b> experience [feeling something from a distance]

**Ex. 1** Using the information from the table, explain the basic meanings of these words.

*Example: biography = writing about life*

*Telegram; to retrogress; telephone; graphology; autobiography; to destabilise; phonology; autograph.*

**Ex. 2** Can you think of five more words using only those word parts listed in the table and any other basic endings like *-ist* or *-ical*?

**Ex. 3** Look at the following prefixes: *cyber; retro; auto; techno; tele; pre; post; phon*. Use your dictionary to find two new words beginning with these prefixes and write them in your vocabulary notebook.

Choose only words that use the prefixes studied in this unit. *Postman*, for example, clearly has not been formed using the prefix *post-*.

**Ex. 4** Rewrite these sentences, replacing the underlined words with a word that includes the word part given. Use a dictionary if necessary.

**Example:** *I had to put off my trip to Japan. (POST)= I had to postpone my trip to Japan.*

1 She asked the star for his signature on the back of her table napkin. (GRAPH)

2 She took a degree in the science of crime at Stockholm University. (OLOGY)

3 The novel is largely based on the writer's own life. (BIO)

4 It's exhibition looking back at the painter's life and work. (RETRO)

5 He believes you can cure yourself by telling yourself you are cured. (AUTO)

6 Working at home and keeping in contact with the office by phone, fax and modern is becoming increasingly common. (TELE)

7 Some areas are now deliberately trying to become less industrial. (DE)

8 Crime committed through the Internet is a growing cause for concern. (CYBER)

**Ex. 5** Rewrite these sentences, replacing the underlined word with an explanatory phrase.

**Example:** *Most of the time planes fly on autopilot.*

*Most of the time planes fly automatically, controlled by a computer rather than a pilot.*

- 1 The firm makes job applicants do a graphology test.
- 2 Johnny loves his cyberpet.
- 3 Matt's a techno-wizard!
- 4 He's giving a paper at a pre-conference event in Spain.
- 5 Is it OK if I post-date this cheque?

### ***How to understand unfamiliar words***

Many other prefixes are used in English. Here is a list of prefixes which are useful in helping you to understand unfamiliar words. Some of these words are used with a hyphen. Check in a dictionary if you're not sure (Table 3).

**Table 3**

<b><i>prefix</i></b>	<b><i>meaning</i></b>	<b><i>examples</i></b>
anti	against	anti-war, antisocial, antibiotic
auto	of or by oneself	autograph, auto-pilot, autobiography
bi	two, twice	bicycle, bi-monthly, biannual, bilingual
ex	former	ex-wife, ex-student, ex-president
ex	out of	extract, exhale, excommunicate
micro	small	micro-computer, microwave, microscopic
mis	badly/wrongly	misunderstand, mistranslate, misinform
mono	one/single	monotonous, monologue, monogamous
multi	many	multi-national, multi-purpose, multi-racial
over	too much	overdo, overtired, oversleep, overeat
post	after	postwar, postgraduate, post-revolutionary
pro	in favour of	pro-government, pro-revolutionary
pseudo	false	pseudo-scientific, pseudo-intellectual
re	again or back	retype, reread, replace, rewind
semi	half	semicircular, semi-final, semi-detached
sub	under	subway, submarine, subdivision
under	not enough	underworked, underused, undercooked

**Ex. 1 Answer the following questions. The answers are all in Table 3.**

- 1 What kind of oven cooks things particularly fast?
- 2 What kind of drug can help somebody with an infection?

- 3 What kind of company has branches in many countries?
- 4 How does a passenger aeroplane normally fly?
- 5 What is a student who is studying for a second degree?
- 6 What means 'underground railway' in the US and 'underground passage' in the UK?

**Ex. 2** Using Table 3 construct words or phrases to replace the underlined words.

**Example:** *He's in favour of the American approach. He's pro-American.*

- 1 The BBC tries to avoid pronouncing foreign words incorrectly.
- 2 Most people say they have to work too hard but are paid too little.
- 3 He dated his cheque with a date that was later than the real date.
- 4 She's still on good terms with the man who used to be her husband.
- 5 He made so many mistakes in the letter that he had to write it again.

**Ex. 3** Think of two more examples for each prefix given in the table.

**Ex. 4** Complete following Table 4.

**Table 4**

<i><b>abstract noun</b></i>	<i><b>adjective</b></i>	<i><b>verb</b></i>	<i><b>adverb</b></i>
contentment	content(ed)	to content	contentedly
argument			
emptiness			
intensity			
satisfaction			
sentiment			
strength			

## Roots: creating new meanings

Many words in English are formed from a set of Latin roots with different prefixes and suffixes. Knowing the roots of such words may help you to remember or guess their meaning when you see them in context. These words are usually fairly formal. In their formation, they can perhaps be seen as the Latinate, formal, equivalent of phrasal verbs.

Here are some examples of the more common Latin roots, with some of the verbs derived from them. In each case an example sentence is given with the meaning of the verb in brackets at the end. You'll find some easier to understand than others.

**spect:** see, look

You should **respect** your parents / the laws of a country. [look up to]  
The police **suspected** he was guilty but they had no proof. [had a feeling]  
Many pioneers travelled west in America to **prospect** for gold. [search]

**vert:** turn

I tried a word-processor but I soon **reverted** to my old typewriter. [went back]

Missionaries went to Africa to **convert** people to Christianity. [change beliefs]

The royal scandal **diverted** attention from the political crisis. [took attention away]

**port:** carry, take

How are you going to **transport** your things to the States? [send across]

Britain **imports** cotton and **exports** wool. [buys in, sells out]

The roof is **supported** by the old beams. [held up]

**duc, duct:** lead

She was **educated** abroad. [went to school]

He **conducted** the orchestra with great vigour. [led]

Japan **produces** a lot of electronic equipment. [makes]

**press:** press, push

She was **impressed** by his presentation. [full of admiration and respect]

This weather **depresses** me. [makes me feel miserable]

She always **expresses** herself very articulately. [puts her thoughts into words]

**pose, pone:** place, put

The meeting has been **postponed** until next week. [changed to a later date]

The king was **deposed** by his own son. [put off the throne]

I don't want to **impose** my views on you. [force]

Above you only have examples of verbs. Note that for all the verbs listed, there is usually least one noun and at least one adjective as well. Here are some examples (Table 5).

**Table 5**

<i>verb</i>	<i>person noun</i>	<i>adjective</i>	<i>abstract noun</i>
inspect	inspector	inspecting	inspection
advertise	advertiser	advertising	advertisement
deport	deportee	deported	deportation
introduce	introducer	introductory	introduction
oppress	oppressor	oppressive	oppression
compose	composer	composite	composition

**Ex. 1** Complete as much as possible of Table 6 with other forms of some of the words presented in the theory. Use a dictionary to help you if necessary.

**Table 6**

<i>verb</i>	<i>person noun</i>	<i>adjective</i>	<i>abstract noun</i>
Convert			
Produce			
Conduct			
Impress			
Support			
Impose			



**Ex. 2 Fill in the gaps in the sentences below using words from Table 5 from the theory.**

- 1 We stayed in a town surrounded by high mountains. I found it very \_\_\_\_\_.
- 2 He \_\_\_\_\_ from the USA for having a forged passport.
- 3 The magazine seems to have nothing in it hut \_\_\_\_\_ for cosmetics.
- 4 May I \_\_\_\_\_ you to my boss?
- 5 The tax \_\_\_\_\_ decided I owed a lot of money.
- 6 The new take-away pizza service has a very good \_\_\_\_\_ offer.
- 7 Business people always say that it pays \_\_\_\_\_.
- 8 Tchaikovsky \_\_\_\_\_ some wonderful ballet music.

**Ex. 3 Can you work out the meanings of the underlined words in the sentences below? To help you, here are the meanings of the main Latin prefixes:**

**intro:** within, inward  
**o, ob:** against  
**in, im:** in, into  
**re:** again, back  
**de:** down, from  
**ex:** out  
**sub:** under  
**trans:** across

- 1 She's a very introspective person and he's also very introverted.
- 2 He always seems to oppose everything I suggest.
- 3 They have a very good introduction programme for new staff in that company.
- 4 I don't think it is healthy to repress one's emotions too much.
- 5 Perhaps you can deduce what the word means from the way it is formed.
- 6 The documentary exposed corruption in high places.
- 7 She tried hard to suppress a laugh.
- 8 She transported the music for the flute.

**Ex. 4** Think of three other words based on each of the roots listed in the theory. Put each into an appropriate phrase.

**Ex. 5** Spelling changes. Rewrite each sentence by changing the underlined words, using a suffix. Make any spelling changes needed.

1 Most of his crimes can be forgiven.

Most of his crimes are \_\_\_\_\_.

2 The Club refuses to admit anyone not wearing a tie.

The Club refuses \_\_\_\_\_ to anyone not wearing a tie.

3 Her only fault is that she is lazy.

Her only fault is \_\_\_\_\_.

4 This firm has produced a lot in recent years.

This firm has been very \_\_\_\_\_ in recent years.

5 I found the book very easy and pleasant to read.

I found the book very \_\_\_\_\_.

**Ex. 6** Which word is the odd one out in each group and why?

- 1) brotherhood, neighbourhood, manhood, priesthood;
- 2) hair-restorer, plant-holder, step-ladder, oven-cleaner;
- 3) appointment, involvement, compliment, arrangement;
- 4) tearful, spiteful, dreadful, handful;
- 5) worship, kinship, friendship, partnership.

## Word composition

Word composition (словосложение) has always been a productive way of word building in English. It consists in putting together two or more forms of words (stems) to make one, compound, word.

One should, however, remember that compounds do not originate only from word composition. Though the main bulk of them are really the result of word composition, there are numerous compound words that came into being due to conversion and back-formation.

One may distinguish two ways of word composition. In one of them a compound originates from a word-combination (phrase) which becomes isolated and, thus, turns into a lexical unit. The resulting compound word retains the same order of the components as the corresponding word-combination: *Jack-of-all-trades* – *мастер на все руки*; *stay-at-home* – *домосед*; *at-home* – *прием*; *ready-money* – *наличные деньги*; *free-and-easy* – *непринужденный*; *would-be* – *мнимый*; *do-nothing* – *бездельник*, *crow's-feet* – *морщинки в уголках глаз*.

The second way of making compounds consists in putting together those words which did not constitute a word combination before becoming a compound word. Thus, it is possible that a compound word may have the order of its components that is not typical of a word combination: *lit by the moon* — *moon-lit*; *to go easy* — *easy-going*; *as blind as a bat* — *bat-blind*.

One of the typical features of English compounds is that many of them are unstable. This, naturally, refers to the first type of compounds, and especially to the nouns of noun + noun, adjective + noun type and all those words which comprise prepositions and conjunctions. Even the same author may use some lexical group as a word combination in one place and as a compound word in the other.

The relative criteria of a compound word are a uniting main stress on one of the components, the spelling of the components as one word or with hyphens, its semantic and grammatic unity.

Compound words may be idiomatic and non-idiomatic. A compound is considered non-idiomatic when the meaning of it is nothing but the sum of

the meanings of its components. It is idiomatic when its meaning is not equal to the sum of the meanings of its constituents and there is a transfer of meaning: *machine-made*, *book-selling*, *window-pane*, *to half-understand* but *greenbacks* (sl.) – деньги; *hardshell* – толстокожий; *die-hard* – твердолобый; *might-have-been* – утерянная возможность, неудачник.

Every part of speech has its peculiar structural types of compounds.

### **Compound Nouns**

A compound noun is a fixed expression which is made up of more than one word and functions as a noun. Such expressions are frequently combinations of two nouns, e.g. *address book*, *human being*, *science fiction*. A number of compound nouns are related to phrasal verbs.

The principal structural types of compound nouns are:

#### **1) Noun + noun**

That is the most widespread type of compound nouns. The first component characterizes the second from different aspects, denoting the designation of the object rendered by the second noun, its possession, the material it is made of, its origin, place, color or giving some other characteristics based on the properties of this object: *moonshine* (the shine of the moon), *money-bag* (a bag with or for money), *kidglove* (a glove made of kid leather) *silver-fox*, *sea-port*, *voltmeter*, *world-power*, etc. Sometimes the first component retains the ending of the Possessive case: *bull's-eye* – центр мишени; *salespeople* – продавцы; *heartsease* – анютины глазки.

Compound nouns may be written as two words, e.g. *tin opener*, *bank account*, or they may be written with a hyphen instead of a space between the words, e.g. *pen-name*, *baby-sitter*. Some expressions are occasionally written with a hyphen and occasionally as two separate words. For instance, both *letter box* and *letter-box* are correct. Sometimes they may be written as one word, e.g. *earring*.

Compound nouns may be countable, uncountable or only used in either the singular or plural. There are examples of each of these types below.

Usually the main stress is on the first part of the compound but sometimes it is on the second part. The word which contains the main stress is underlined in the compound nouns below.

alarm clock

blood donor

burglar alarm

assembly line

book token

contact lens

credit card  
heart attack  
pedestrian crossing  
tea-bag  
windscreen

handcuffs  
package holiday  
shoe horn  
windscreen  
wiperyouth hostel

Here are some examples of common countable compound nouns. These are never used with an article.

<u>air-traffic control</u>	<u>birth control</u>	<u>blood pressure</u>
<u>cotton wool</u>	<u>data-processing</u>	<u>family planning</u>
<u>food poisoning</u>	<u>pocket money</u>	<u>income tax</u>
<u>junk food</u>	<u>mail order</u>	<u>hay fever</u>

Here are some examples of common nouns used only in the singular.

arms race (countries wanting most powerful weapons)  
death penalty  
generation gap  
labour force  
mother-tongue  
sound barrier  
greenhouse effect  
welfare state  
brain drain (highly educated people leaving country to work abroad)

Here are some examples of common compound nouns used only in the plural.

<u>grass roots</u>	<u>luxury goods</u>
<u>human rights</u>	<u>kitchen scissors</u>
<u>race relations</u>	<u>road works</u>
<u>sunglasses</u>	<u>traffic lights</u>

Nouns of **the gerund + noun type** constitute a subgroup of the above-mentioned compounds. The first component of these nouns denotes the designation of the thing expressed by the second component: *jumping-rope скакалка*, *looking-glass*, *sowing-machine*, *writing-desk*, *smoking-room*, *shooting-range муп*. When a gerund is used as the second component, the word as a whole denotes action or process while the first component denotes the instrument, object, place or time of this action: *hay-making*,

*night-flying, profit-sharing, land-owning*. Sometimes adverbs act as the first components of these nouns: *on coming, forthcoming, incoming*.

## 2) Adjective + noun type

The first component of such nouns denotes some quality characterizing the object expressed by the second component: *sleepyhead* – *соня*; *heavyweight* – *тяжеловес*; *grandson*;

## 3) Compound nouns with linking conjunctions and prepositions

Such nouns are the result of the lexicalization of word combination: *man-of-war* – *военный корабль*; *son-in-law*; *penny-in-the-slot* – *автомат*; *dot-and-go-one* – *ковыляющая походка*; *hide-and-seek* – *игра в прятки*.

A large number of compound nouns are based on phrasal verbs.

Nouns based on phrasal verbs often have an informal feel to them and they are particularly common in newspaper reporting. Here are examples of such nouns in use:

*In response to the pay offer, there was a **walk-out** at the factory. [strike]*

*There is going to be a **crack-down** on public spending. [action against]*

*There has been a **break-out** from the local prison. [escape]*

*Last month saw a tremendous **shake-up** in personnel [change]*

*I never expected the **break-up** of the USSR. [collapse]*

A number of these nouns have economic associations:

*The **takeover** of one of our leading hotel chains has just been announced. [purchase by another company]*

*We're trying to find some new **outlets** for our products. [places to sell]*

*Take your things to the **check-out** to pay for them. [cash-desk]*

***Cutbacks** will be essential until the recession is over. [reductions]*

*We made a profit of £1000 on a **turnover** of £10,000. [money passing through a company]*

Some of these nouns are associated with technology and other aspects of contemporary life:

*What the computer produces depends on the quality of the **input**. [information that is put in]*

***Output** has increased thanks to new technology. [production]*

*We have a rather rapid staff **turnover**. [change]*

*Just after leaving school he went through the stage of being a **dropout**. [person who rejects society]*

*It will be a long time before the consequences of **fallout** from Chernobyl are no longer felt. [radio-active dust in the atmosphere]*

*I can easily get you a **printout** of the latest figures. [paper on which computer information has been printed]*

*A **breakthrough** has been made in AIDS research. [important discovery]*

Some of the words can be used in more general circumstances:

*Many of the problems were caused by a **breakdown** in communications. [failure]*

*The **outlook** for tomorrow is good — sunny in most places. [prospect]*

*There are **drawbacks** as well as advantages to every situation. [negative aspects]*

*The **outcome** of the situation was not very satisfactory. [conclusion]*

*TV companies always welcome **feedback** from viewers. [comments]*

*It was clear from the outset that the **set-up** would cause problems. [start; situation]*

*We parked in a **lay-by** on the **by-pass**. [parking space at the side of a road; road avoiding the centre of a town]*

*The **outbreak** of war surprised them. [start of something unpleasant, e.g. disease, violence];*

#### **4) Nouns of the verb + adverb type**

Such nouns were derived from the so-called composite verbs, that is, either free (syntactical) or phraseological combinations of verbs with adverbs (postpositions): *to make up (one's face) – сгруппировать — make-up – грим*. Compound nouns of this type may denote some action or process its material result, place or, finally, its doer: *send-off – проводы; lockout – массовое волнение; stand-by – надежная опора; runaway – беглец; runabout – легкий автомобиль*.

Besides these four types there are some more, which unite a smaller amount of words. The greater part of them are isolated word combinations. Among such compounds we find: *telltale – сплетник, болтун; standstill – остановка, бездействие; forget-me-not* (which include verbs in the Imperative Mood) or such former phrases and sentences as: *all-clear – сигнал отбоя; merry-go-round – карусель; know-all – всезнайка; know-how – умение, знание дела*.

#### **Compound Adjectives**

A compound adjective is an adjective which is made up of two parts and is usually written with a hyphen, e.g. *well-dressed, never-ending* and *shocking-pink*. Its meaning is usually clear from the words it combines.

The second part of the compound adjective is frequently present or past participle.

One can find five major structural types of compound adjectives:

1) In the adjectives of **the noun + Participle I and II type** the first component denotes either the doer and the Instrument of the action rendered by the Participle or its time and place: *awe-struck*, *air-borne*, *key-winding* – *заводящийся ключом*, *law-abiding* – *подчиняющийся законам*, *sea-going* – *отправляющийся в море*. The first element in compounds with Participle I very often denotes the object of the action: *land-owning*, *oil-bearing* – *нефтеносный*, *side-splitting* – *уморительный*;

2) **Adverb + Participle I or II**. The adverbial components of these compounds show the manner, time or place of the action rendered by the non-finite form: *hard-earned*, *dear-bought*, *inswept* – *обтекаемый*, *well-informed*, *long-suffering* – *многострадальный*. Mind that those verbs which are used in sentences as link-verbs and require an adjective, retain this adjective in the corresponding compounds: *good-looking*, *high-sounding*;

3) **Adjective + adjective type**. Such adjectives denote mostly color: *light-blue*, *dark-red*. The first component may sometimes have the suffix **-ish** denoting incompleteness of quality: *greenish-blue*;

4) **Noun + adjective type**. With the exception of such cases as: *foolproof*, *duty-free*, *heartsick*, *noteworthy* and others, which are equivalents of the word-combinations: *proof against fools*, *free of duty*, *sick at heart*, *worthy of note* etc., the bulk of the adjectives of this type have nouns which express comparison: *jet-black*, *snow-white*, *sea-green*;

5) **Participle II + adverb type**. It is clear that these adjectives were derived from the corresponding composite verbs: *to brush back* — *brushed-back hair*, *a made-up face*, *a turned-up nose*, *a grown-up person*.

A large number of compound adjectives describe personal appearance.

Here is a rather ***far-fetched*** description of a person starting from the head down.

*Tom was a curly-haired, sun-tanned, blue-eyed, rosy-cheeked, thin lipped, broad-shouldered, left-handed, slim-hipped, long-legged, flat-footed young man, wearing an open-necked shirt, brand-new, tight-fitting jeans and open-toed sandals.*

Another set of compound adjectives describes a person's character.



Here is a rather lighthearted description of a girl. The meanings are explained in brackets.

Melissa was **absent-minded** [forgetful], **easy-going** [relaxed], **good-tempered** [cheerful], **warm-hearted** [kind] and **quick-witted** [intelligent] if perhaps a little **big-headed** [proud herself], **two-faced** [hypocritical], **self-centred** [egotistical] and **stuck-up** [snobbish] (colloquial) at times.

Another special group of compound adjectives are those where the second part is a preposition. Some of these adjectives are listed below with a typical noun:

*an **all-out** strike [total]*

*a **burnt-out** car [nothing left in it after a fire]*

*a **broken-down** bus [it won't work]*

*a **built-up** area (lots of buildings in it)*

*a **hard-up** student [poor]*

***cast-off** clothes (no longer wanted by the owner)*

***worn-out** shoes [can't be worn any more; of people — exhausted]*

*a **drive-in** movie [you watch from your car]*

***well-off** bankers [wealthy]*

*a **run-down** area [in poor condition]*

Here are some other useful compound adjectives:

<i>air-conditioned</i>	<i>bullet-proof</i>	<i>cut-price</i>	<i>drip-dry</i>
<i>duty-free</i>	<i>hand-made</i>	<i>interest-free</i>	<i>last-minute</i>
<i>long-distance</i>	<i>long-standing</i>	<i>off-peak</i>	<i>part-time</i>
<i>record-breaking</i>	<i>remote-controlled</i>	<i>second-class</i>	<i>so-called</i>
<i>sugar-free</i>	<i>time-consuming</i>	<i>top-secret</i>	<i>world-famous</i>

You can vary the compound adjectives listed by changing one part of the adjective. For example, *curly-haired*, *long-haired*, *red-haired* and *straight-haired*; *first-hand* (knowledge), *first-class* (ticket) and *first-born* (child).

### Attributive Complexes

It is typical of Modern English to use various word- combinations and sentence-like units in the function of an attribute. This capacity of the language gives it a powerful means of -expressiveness. Among such attributive complexes one very often meets:

- 1) **Adjective + noun:** *an early-morning bad spirit;*
- 2) **Numeral + noun:** *a three-day conference;*
- 3) **Noun + conjunction + noun:** *a bread-and-cheese supper;*
- 4) **Adjective + conjunction + adjective:** *a black-and. white film;*
- 5) **Sentences (quotations, catch-phrases etc.):** *a show- how illustration, a buy-this-with-us advertisement.*

Many such word-combinations, especially nominal ones, become stabilized and isolated, thus turning into regular adjectives: *part-time, long-range, one-track, present-day, matter-of-fact, well-to-do, so-and-so*, etc.

### Compound-derivative adjectives

Although numerous, compound-derivative adjectives belong mostly to two structural types: 1) noun + noun + **ed** and 2) adjective + non + **ed**: *eagle-eyed, lionhearted, pug-nosed, shortsighted, broad-minded, bald-headed*. Compound-derivative adjectives with other suffixes are rare: *bread-and-buttery, other-worldly, stand-of fish*.

### Compound Verbs

The stock of English compound verbs gets replenished due to three ways of word building: word composition, conversion and backformation. By means of word composition are formed verbs of the adverb + verb and, much rarer, noun + verb types. The number of adverbial elements is practically limited by *half, back, cross, double* and *new*: *to half-understand, to backslide, to cross-examine, to new-create, to double-charge*.

Besides these, one also meets compound verbs formed as the result of the lexicalization of nominal word combinations, mostly of the adjective + noun and noun + noun type: *to April-fool* – *обмануть 1-го апреля* < *April fool*; *to dry-dock* < *dry dock*; *to cold-shoulder* – *оказать холодный прием* < *cold shoulder*.

### Compound Adverbs

Compound adverbs do not constitute a well-defined structural type. Among them we meet the adverbs of various types uniting, at times, only several words:

- 1) **noun + adjective:** *lip-deep;*
- 2) **adverb + noun:** *downhill;*
- 3) **noun + preposition + noun:** *eye-to-eye*. Some of compound adverbs have developed not by word composition but through conversion and have homonymous adjectives.

## Checking word composition

**Ex. 1** In some cases more than one compound noun can be formed from one particular element. What, for example, are the two expressions listed opposite with *blood* as an element and what are the two based on *control*? Complete the following compound nouns with a noun other than the one suggested opposite.

- |                 |                    |                  |
|-----------------|--------------------|------------------|
| 1 _____ token   | 2 junk _____       | 3 sound _____    |
| 4 blood _____   | 5 tea _____        | 6 mother _____   |
| 7 _____ tax     | 8 _____ processing | 9 _____ crossing |
| 10 _____ lights | 11 food _____      | 12 _____ race    |

**Ex. 2** What are they talking about? In each case the answer is a compound noun.

**Example:** *'I had it taken at the doctor's this morning and he said it was a little high for my age.'* – *Blood pressure*

- 1 'You really shouldn't cross the road at any other place.'
- 2 'It's partly caused by such things as hair sprays and old fridges.'
- 3 'She always has terrible sneezing fits in the early summer.'
- 4 'I can't understand why they spend so much money on something so destructive.'
- 5 'Working there is supposed to be much more stressful than being a pilot.'
- 6 'The worst time was when I dropped one at the theatre and spent the interval scrabbling around on the floor.'
- 7 'I don't think it should ever be used under any circumstances.'
- 8 'It's much easier not to have to make your own arrangements.'
- 9 'He can't possibly run away from the policeman with those on!'

**Ex. 3** Guess the meaning of the underlined compound word from the context.

1 Because of the accident there was a three-mile tailback along the motorway.

2 Police are warning of an increased number of break-ins in this area.

3 The papers are claiming the Prime Minister organized a cover-up.

4 Unfortunately, our plans soon suffered a setback.

5 I'm sorry I'm late. There was a terrible hold-up on the bridge.

6 The robbers made their getaway in a stolen car.

**Ex. 4** In each case the preposition element of the noun is given but the other part is missing. Choose from the list of possibilities.

*Work; hand; hold; clear; write; lie; turn; press*

1 Their car was a \_\_\_\_\_-off after the accident.

2 The lecturer distributed \_\_\_\_\_-outs before she started speaking.

3 Jack does a daily \_\_\_\_\_-out at the gym, starting with 20 \_\_\_\_\_-ups.

4 There is an interesting \_\_\_\_\_-up of the match in today's paper.

5 I'm giving my office a major \_\_\_\_\_-out this week.

6 Did you read about the \_\_\_\_\_-up at our bank?

7 There was a surprisingly large \_\_\_\_\_-out at the concert.

8 I love having a \_\_\_\_\_-in on Sundays.

**Ex. 5** Can you explain the difference between these pairs? Use a dictionary if necessary.

1 *outlook/look-out;*

2 *set-up/upset;*

3 *outlet/let-out;*

4 *outlay/layout*

**Ex. 6** Fill each of the blanks to form a new compound adjective. Use a dictionary if necessary.

1 \_\_\_\_\_  
\_\_\_\_\_-eyed  
\_\_\_\_\_

5 \_\_\_\_\_  
\_\_\_\_\_-made  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_ -proof

3 \_\_\_\_\_  
\_\_\_\_\_ -minded

4 \_\_\_\_\_  
\_\_\_\_\_ -necked

6 \_\_\_\_\_  
\_\_\_\_\_ -free

7 \_\_\_\_\_  
\_\_\_\_\_ -headed

8 \_\_\_\_\_  
\_\_\_\_\_ -hearted

**Ex. 7** List as many compound adjectives beginning with *self*, as you can. Mark them *P* or *N* for positive or negative characteristics, or write *neutral*.

**Ex. 8** Answer the questions by using a compound adjective which is opposite in meaning to the adjective in the question. Note that the answer may or may not have the same second element as the adjective in the question.

**Example:-** *Is he working full-time?* - *No, part-time.*

- 1 Isn't she rather short-sighted?
- 2 Is your brother well-off?
- 3 Would you say the boy's well-behaved?
- 4 Are her shoes high-heeled?
- 5 Is this vase mass-produced?
- 6 Do they live in south-east England?

**Ex. 9** Add a preposition from the list below to complete appropriate compound adjectives: *back; up; out; off; on; of*.

- 1 She's been doing the same low-paid job for so long that she's really fed- ... with it now.
- 2 The two cars were involved in a head- ... collision.
- 3 He has a very casual, laid- ... approach to life in general.
- 4 It'll never happen again. It's definitely a one- ... situation.
- 5 He's a smash hit here but he's unheard- ... in my country.
- 6 She bought a cut- ... paper pattern and made her own dress.

## Exercises on all parts of speech

### Ex. 1 Identifying suffixes.

Identify the following as a noun (N), a verb (V), an adjective (ADJ), or an adverb (ADV) by the word ending.

*Example: N department*

*You should write "N" in the space because the ending -ment indicates a noun.*

- |                       |                      |
|-----------------------|----------------------|
| 1 _____ perfectionist | 9 _____ ability      |
| 2 _____ energetic     | 10 _____ hasten      |
| 3 _____ childhood     | 11 _____ sponsorship |
| 4 _____ fantasize     | 12 _____ jovial      |
| 5 _____ graceful      | 13 _____ commemorate |
| 6 _____ eagerly       | 14 _____ publicly    |
| 7 _____ allowance     | 15 _____ happiness   |
| 8 _____ suitable      |                      |

### Ex. 2

a) Complete the following grid, paying particular attention to whether the required word is grammatically positive (+) or negative (—). See the examples provided.

1 efficient (adj +)	<i>efficiency</i>	(noun +)
2 respond (verb +)	<i>irresponsible</i>	(adj - )
3 benefit (noun+)	_____	(adj +)
4 complex (adj +)	_____	(noun +)
5 intellect (noun +)	_____	(adj +)

6 conceive (verb +)	_____	(noun -)
7 deceive (verb +)	_____	(adj +)
8 anxious (adj +)	_____	(noun +)
9 honesty(noun+)	_____	(adj -)
10 explain (verb +)	_____	(noun +)
11 photograph (noun +)	_____	(adj +)
12 attend (verb +)	_____	(adj -)
13 psychology (noun +)	_____	(adj +)
14 invest (verb +)	_____	(noun +)
15 appear (verb +)	_____	(noun -)

**b) Complete the following sentences with suitable words from the exercise above.**

1 A 'cheat' is someone who behaves in a \_\_\_\_\_ and \_\_\_\_\_ way.

2 There is a popular \_\_\_\_\_ that all British people are monarchists. This is simply not true!

3 Sara refused to provide the police with any \_\_\_\_\_ for the \_\_\_\_\_ of such a large sum of money.

4 The \_\_\_\_\_ effects of taking regular exercise are both physical and \_\_\_\_\_.

5 Children often feel a great deal of \_\_\_\_\_ about their first day at school.

6 Although Rita was often \_\_\_\_\_ in class, she had a virtually \_\_\_\_\_ memory and got top grades in all her exams.

7 The \_\_\_\_\_ of her arguments left us all in a state of confusion.

8 I like to relax with a good detective story — nothing too demanding or \_\_\_\_\_.

9 The \_\_\_\_\_ of our memories does not necessarily deteriorate with age.

**Ex. 3 Identifying forms of derivatives.**

**a) Identify the underlined word as a noun (N), a verb (V), an adjective (ADJ), or an adverb (ADV). Use word endings as clues.**

**Example: N Anger was voiced against the installation of nuclear missiles.**

1 \_\_\_\_\_ The Portuguese used to trade extensively with Bahrain in centuries past.

2 \_\_\_\_\_ Confirmation of the successful maneuvers of *Voyager 2* was not expected for several hours.

3 \_\_\_\_\_ The censorship committee threatened to take action against five publishing companies.

4 \_\_\_\_\_ The number of children per household has been steadily declining.

5 \_\_\_\_\_ From the practical point of view, one map system is as good as another.

6 \_\_\_\_\_ Marie Curie was the first scientist to win two Nobel Prizes in science.

7 \_\_\_\_\_ The entire business has been computerized for over two years.

8 \_\_\_\_\_ The Streets of desert towns were purposely made narrow to provide the maximum amount of shade.

9 \_\_\_\_\_ There were two courtyards in the house, one for reception and the other for private use.

10 \_\_\_\_\_ The book is well illustrated and appears to be extremely comprehensive.

**b) Extended practice: write as many forms as possible for the underlined words. Then use them in sentences.**

**Ex. 4 Forming negatives.**

**A large number of prefixes are used to form words with negative meanings. Some of the most common ones are listed below.**



*Dis-; il-; im-; in-; ir-; non-; un-.*

**Now look at the words listed below. Write down their negative forms next to the appropriate prefix.**

legal	smoker	capable	practical
athletic	security	relevant	possible
obey	officially	agreement	loyal
happy	rational	willingness	logical
mature	responsible	convenient	ability

**dis-** \_\_\_\_\_  
**il-** illegal; \_\_\_\_\_  
**im-** \_\_\_\_\_  
**in-** \_\_\_\_\_  
**ir-** \_\_\_\_\_  
**non-** \_\_\_\_\_  
**un-** \_\_\_\_\_

**Ex. 5** *-ful* can be used with two different meanings. Write 'A' if it refers to a quantity. Write 'B' if it describes a quality.

- \_\_\_\_\_ 1 He drank a mouthful of cold black coffee.  
\_\_\_\_\_ 2 My legs and back are stiff but not painful.  
\_\_\_\_\_ 3 He is one of the most powerful men in the country.  
\_\_\_\_\_ 4 He ate a bowl of natural yoghurt served up with a spoonful of honey.  
\_\_\_\_\_ 5 She had a whole houseful of furniture.  
\_\_\_\_\_ 6 The park lay quiet and peaceful in the early morning.  
\_\_\_\_\_ 7 He had nice sad eyes with beautiful lashes.  
\_\_\_\_\_ 8 Roger gathered a handful of stones and began to throw them.  
\_\_\_\_\_ 9 Pour a bucketful of cold water on top of the ash.  
\_\_\_\_\_ 10 He was full of youthful curiosity and idealism.

**Ex. 6**

**a) -over.** Put the following words into the lists according to their meaning. The first one has been done for you.

*over-anxious*  
*overawe*  
*overcharge*

*overdo*  
*over-eighteen*  
*over-emphasize*

*overhang*  
*overhead*  
*over-forty*

**excess**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**age**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**position**  
*overhang*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**b) Write one sentence for each of the words listed below to show that you understand what they mean.**

*Overdo, overhang, over-eighteen, overcharge, over-anxious*

**Ex. 7 pre-** can be used with two different meanings. Write 'A' if it means that one thing happens before another. Write 'B' if it means that something has already been done.

1 I hate the pre-Christmas panic that seems to hit my family in the middle of December.

2 Eventually the pre-paid envelopes were sent from the mail order company.

3 His preconceived ideas made it impossible for anyone to get him to listen to their side of the argument.

4 There were many pre-fourteenth century portraits in the exhibition.

5 He married late and his wife predeceased him.

6 Bake the cake in a pre-heated oven for twenty minutes.

7 Zoe had invited us round early for a pre-dinner drink.

8 Some football players develop a special routine to cope with pre-match nerves.

9 We had been given tickets to a preview of the film.

**Ex. 8 under-**

**a) Put the words into the following lists according to their meaning. The first one has been done for you.**

<i>under-boiled</i>	<i>undergraduate</i>	<i>underpass</i>
<i>underclothes</i>	<i>underline</i>	<i>underpriced</i>
<i>under-equipped</i>	<i>under-manager</i>	<i>undersize</i>
<i>underestimate</i>	<i>undernourished</i>	<i>under-tens</i>

<b>beneath</b>	<b>insufficient</b>	<b>number</b>	<b>rank</b>
_____	<i>under-equipped</i>	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**b) Write one sentence for each of the words listed below to show that you understand what they mean.**

*Underestimate, undergraduate, underline, undernourished, under-tens*

**Ex. 9 Choose the correct prefix:**

1 In November 1969 President Nixon announced the . . . lateral (uni, bi, multi) . . . nunciation (in, de, re) by the US of the use of biological warfare.

2 Even though this action might be . . . versed (un, re, dis) by reactionary leadership in this country, it is couraging (mis, dis, en) that the President has taken this most constructive step.

3 Today, some 2700 laboratory workers have become . . . cidentally (in, ac) infected with viruses .. . mitted (ad, trans, de) by insects.

4 Anthrax, plague, tularemia might be . . . seminated (trans, dis, de) in their natural form or in the form of special “hot” strains that are drug . . . sistant (per, as, re) and might cause a lethal ...come (in, out, on).

5 The common cold can be transmitted via . . . haled (ex, mis, ad) droplets.

6 What would happen if the US were . . . fronted (co, de, con) with an epidemic that kept masses of sick people from work and caused the .. . infected (mal, dis, un) to stay at home?

7 The past million years or so have shown a pattern of glacial advances and .. . treats (un, contra, re), changes in rainfall pattern, and so forth, all having tremendous ...pact (off, inter, im) on the men alive at the time.

8 We do not have . . . stantial (re, sub, multi) historical data on which to base estimates of population before 1650; such estimates must be based on . . . stantial (circum, de, per) evidence.

9 Unfortunately, it is impossible to . . . dict (contra, pre, epi) exactly what will happen to the . . . all (under, over, super) temperature of the Earth over the next few decades or what the local . . . ffects (a, e) of changes will be.

10 Should the south polar region get colder, the Antarctic ice cap could be . . . stabilized (un, de, non) by an . . . crease (de, in) in its thickness.

11 Automobiles, aircraft, power plants, trash burning, . . . forestation (ex, extra, de) and many other devices and activities of mankind add to the turbidity of the atmosphere.

12 Under ordinary circumstances, he would have stayed in his . . . comfortable office while his ordinates (co, sub, extra) went out to work in the blazing noon heat.

13 The size of a population is essentially the result of additions and . . . tractions (pro, sub, re). Additions to local human populations consist of births and migrations (im, em); . . . tractions (pro, sub, re) consist of deaths and . . . igrations (im, em).

14 But their efforts have been hampered by the extremely small samples available: the amount of the . . . purity (neo, im, anti) in each drug tablet was . . . ceedingly (re, pro, ex) small.

15 Large dams in other usually . . . active (non, in, un) regions of the world have caused numerous earthquakes with magnitudes greater than 6, enough to do . . . stantial (per, circum, sub) damage to urban areas.

16 Although the horrible conditions that . . . vailed (de, pre, under) in the mines and factories during the early stages of the rise of industry are well known to all who have read the literature of the period, the . . . all (inter, over, with) conditions in areas . . . going (ultra, over, under) industrialization actually improved.

17 Fluorides are . . . charged (ex, re, dis) into the air from steel, aluminum, phosphate, glass, pottery and brick works.

18 Mankind is not . . . formly (con, uni, de) . . . tributed (con, dis, re) over the face of Earth.

19 High fertility and low . . . come (out, over, in) also tend to force children out of school and into the labor pool as early as possible.

20 In Latin America there has been an increasing flood of . . . poverished (un, im, de) peasants into urban areas.

21 Researchers fear that the museum's scientific collection of plants and animals will lose its vitality in the absence of . . . going (under, on, inter) research.

22 ...urbanites (non, under, sub), who take advantage of high-speed transport and general ... fluence (in, af, a) , attempt to enjoy the advantages of city and countryside simultaneously, working in the former and living in the latter.

23 ...stellar (co, inter, super) transport for surplus people presents an amusing project.

24 A second common ... conception (self, mis, contra) about nuclear power is that it can reduce our dependence upon fossil fuels to zero.

25 Deaths from starvation and ...nutrition (under, mal, sub) are commonplace.

26 ...posure (Dis Ex, Im) to radiation comes from several sources, including isotope therapy and X-ray diagnosis and therapy.

27 He grossly . . .rates (pen, de, under) the possible environmental consequences of these projected wars.

28 The ecological ... competence (im, in, un) of some development programs has been clearly seen.

29 Man's science and technology are ...compatible (in, un, dis) with his present attitudes to the environment.

**Ex. 10 Choose the correct suffix or prefix to complete the words from the text: a-, -able, -tion, -sion, ex-, -ment, re-, un-, under-, -ful, over-, -lye, dis-, -ence, -less, -ish, hypo-, -ry, in-, -ly, de-, -ness, -ity, ii-, super-, -ness, -ate, -ous, -ic, -ible, -al, -ty, -ant.**

## **Drug Taking**

1 A drug can be defined as a chemic\_ which \_ffects the mind.

2 Only the so-called "hard" drugs are addict \_. These include the opiates: opium, morphine, and heroine.

3 A drug addict comes to depend upon a drug so that his life is no longer bear\_ without it.

4 Moreover, if the drug supply is suddenly cut off an addict suffers withdraw\_ symptoms.

5 These are extremely \_pleasant and can be fatal. Marijuana and hashish are produced from the plant Indian hemp.

6 Vis\_ effects of the drug include reddening of the eyes caused by dila\_ of blood vessels, and \_largement of the pupils. Effects on the mind vary.

7 In general senso\_ aware is increased and ideas flow more quickly.

8 These drugs are not addict and there is no evid\_ that they harm the body. There is a danger that the drug taker's sense of judge\_ will be \_torted so that reck\_ or fool behavior can result.

9 LSD is an example of hallucinogen\_ drug, so-called because it gives rise to dramat \_ hallucinations.

10 The effects of an LSD "trip" are \_predictable and seem to depend upon the mood of the user immediately before taking the drug.

11 It could intensify aware\_ and percept\_ to the point at which the user \_goes mystical experiences, or it may intensify a \_pressed, fear, or angry mood with horrifying results.

12 An \_dose of LSD can result in \_sanity or death.

13 Opiates are \_tracted from the seed capsules of the opium poppy.

14 Opiates are medical\_ important as pain killers.

15 But drug takers use them because they give rise to feeling of well-being, content\_, and power.

16 \_fortunately when the effects wear off the taker becomes anxi\_ and \_pressed and is tempted to take another dose to \_store a good mood, a course which can lead to addiction.

17 Morphine, heroin, and other drugs which are often \_jected \_volve the risk of infection from dirty \_dermic needles.

18 Barbiturates are used medically to relieve anxie\_ and as sleeping pills.

19 But they are danger\_ because the dosage must be continually increased to be effect\_.

20 Amphetamines \_place the sleepi\_ \_duced by barbiturates with a feeling of mental alert\_.

21 Possess of the drugs described above is legal \_less they are being used under medical vision. The use and sale of these drugs can result in heavy fines and prison sentences.

(*Beckett B.S. Illustrated Huinaji and Social Biology. Oxford University Press, 1993*).

**Ex. 11 Insert the correct prefixes and suffixes to complete the following words in the text:**

One of the most . . . vastating social consequences of Russia's ...managed passage to a market economy in the last ten years has been the collapse of its health care system. Soviet-era conditions were poor, with long queues, tactless bureaucracy and ...even standards of medical care, but

to-day's problems are more acute. Public hospitals lack the most basic medicines and equipment and are nearly ...whelmed by an increasingly sick urban and rural population.

In spite of success... reform efforts in a few areas and the heroic efforts of dedicated doctors to ...provision their way around the shortages, the ...all statistics are grim. Male life ...pectancy has ...dined to just 60-62 years, compared with 75 years in the European countries. Russia's death rate now ...passes its birthrate. Some infectious diseases, including tuberculosis, diphtheria and polio, are again spreading at worry-some rates.

The resulting ...rosion of the labor force threatens Russia's hopes for economic ...vival, and perhaps for political stability as well. Neighbouring countries are threatened by the alarming spread of communic... diseases like drug resistant tuberculosis and AIDS.

...vitalizing health care must become one of Russia's most urgent problems.

...stantial resources will have to be directed into treatment and ...vention programs side help will be needed from western countries, international aid institutions like the world bank and private sources like European medical schools. Russia's wealth... people should consider funding charities ...dicated to health care improvements.

International assistance programs must be carefully planned to ...vent fraud and version. Foreign currency ought to be channeled into national child... immunization programs, providing needed vaccines, training and public education. Help is also needed in raising medical salaries, which are ... usually low. Even with attention and resources, the ...vival of public health care institutions will take years.

Moreover, private hospital clinics need to be better equipped and made more ...cessible to rural Russians.

A successful partner... between Russian and foreign cities has modernized maternity care, pediatric treat... and home care of the retired. The key element in these changes is not money but a series of ...change visits between different communities that introduces Russian doctors to more up-to-date methods and techniques. This partnership may succeed in large part because many famous medical men did not ...cumb to the passivity that paralyzes efforts to revitalize Russia's health care system.

**Ex. 12 Read the text below. Use the words below to form one word that fits in the numbered space in the texts. The exercise begins with an example.**

## Text 1 All at sea

Just after sunrise, Jack looked out of porthole the again. If anything, the sea was looking even(0) choppier than it had been the night before. The wind had (1)..... and was now accompanied by (2)..... rain. Jack's heart sank. He felt (3) ..... after yet another (4) ..... night spent tying things down and praying the yacht wouldn't sink under the relentless battering of the wind and the waves. With the radio broken, he had no chance of signaling for help and all he had for company was mile upon (5)..... mile of - mountainous seas between him and the (6) ..... of port. He realised he was in a (7)..... situation.

*0 choppy; 1 intense; 2 torrent; 3 dread; 4 sleep; 5 end; 6 safe; 7 despair*

## Text 2 Homeopathy

Our army of (1)..... and underpaid family doctors are daily disheartened to see the same people returning with the same problems. They know only too well that thousands of people suffer from (2)..... for which conventional treatment proves (3)....., no matter how many expensive or painful tests they are forced to (4)..... . However, all is not lost. Alternative medicine and, (5)..... , homeopathy is gaining (6) ..... as a valid form of treatment even though it remains hard to prove (7) ..... just how it works! Skeptics regard it as a fairly (8)..... form of hocus-pocus with active ingredients so diluted they wouldn't hurt a fly. But with so many devotees, it seems hard to ignore its potential any longer.

*1 work; 2 ail; 3 effect; 4 go; 5 particular; 6 recognize; 7 science; 8 harm*

**Ex. 13** Read the texts below. Use the words to form one word that fits in the numbered space in the texts. The exercise begins with an example (0).

### Text 1



From what we had read in the (0) advertisement, it promised to be the holiday of a lifetime— not only a quality hotel in a top (1)..... resort, but also (2) ..... cheap with it! We should have known it was too good to be true! We arrived at the airport to discover we only had (3)..... tickets and there was no guarantee we would be flying. Luckily, two places became free at the last minute and we took off. The flight lasted at least (4) ..... as long as it should have and by the time we arrived, we were both feeling rather (5) ....., probably because of the dubious in-flight meal we had had. We were met by our guide, who seemed (6) ..... incompetent and understood very little of what we said to him. Instead of the hotel we had seen in the photograph back home, he took us to a squalid little guesthouse much (7) ..... away from — the resort than we were expecting. We wanted to explain that there had been a dreadful mistake but it was (8) ..... trying to complain—nobody could understand us!

*0 advertise; 1 sea; 2 surprise; 3 stand; 4 two; 5 poor; 6 language; 7 far; 8 use*

## **Text 2 How to be sensitive**

Then asked to talk about themselves, some people, particularly men, become rather (1) .....Others become (2) ....., unable to sit still or look at their inquisitor. Others, however, become extremely (3) ..... delighted to have been given the opportunity to talk about themselves. Jenny falls into this latter category. One innocent question about her health can result in half an hour's in-(4)..... description of her backache or sleepless night. What's more, you daren't interrupt her for fear of offending her legendary (5)..... and being described an (6)..... egotist with no interest in other people! I have now learned that all (7)..... is futile and one simply has to grin and bear it.

*1 defend; 2 rest; 3 talk; 4 deep; 5 sense; 6 feel; 7 resist*

**Ex. 14** Read the two texts below. Use the words to form one word that fits in the same numbered space in the text. The exercise begins with an example (0).

### **Text 1 Gender on Screen**

Many (0) researchers have suggested that the media portray men and women in different and often (1)..... ways, arguing that this can lead to the (2)..... of gender stereotyping. (3)..... films are sometimes considered to be a 'male' genre with a limited range of characters for audience (4)..... Stallone, Schwarzenegger, Willis and Van Damme are (5)..... names, whose character types are fairly (6)..... The subject (here) of such movies will usually be male, white, young, aggressive, vengeful, strong, invulnerable and (7) ....., using weapons and moving the narrative-along. It is (8).....the body of the masculine hero that provides the focus of the spectators' gaze and visual pleasure.

*0 research; 1 limit; 2 produce; 3 act; 4 enjoy; 5 house; 6 predict; 7 emotion; 8 primary*

### **Text 2 Nappy Alarm**

Some babies bawl when they have a wet nappy, others carry on gurgling (1)..... leaving their mothers none the wiser and the baby at risk of nappy rash. Now novice British inventor, Paul Kimsey, has come up with a (2) ..... alarm which warns parents when it's time to change their baby's wet nappy. The electronic device placed in the nappy alerts the parent by sounding a (3)..... bleeper carried on a belt or in a bag. Mr Kimsey, 36, came up with the idea seven years ago after witnessing the (4)..... suffered by a relative's baby. He was (5)..... to develop it at the time as he was too busy running the family car mat manufacturing business. He has fine-tuned his idea (6)..... since that first (7).....

*1 content; 2 rely; 3 warn; 4 comfort; 5 able; 6 consider; 7 brain*

**Ex. 15** Read the texts below. Use the words to form one word that fits in the numbered spaces in the texts. The exercise begins with an example (0).

### **Text 1** Afraid of giving

Just as women are afraid of receiving, so men are afraid of giving. To extend himself in giving to others means to risk (0) correction and disapproval. These consequences are most (1)..... because deep inside his unconscious he holds an (2)..... belief that he is not good enough. This belief was formed and reinforced in (3)..... every time he thought he was expected to do better. When his (4)..... went unnoticed or were (5)..... deep in his unconscious he began forming the belief that he was not good enough. A man is particularly vulnerable to this belief. It generates within him the fear of failing. He wants to give but is afraid he will fail, so he doesn't try. If ..... his biggest fear is (6)..... he is naturally going to avoid any (7)..... risks.

*0 fail; 1 pain; 2 correct; 3 child; 4 accomplish; 5 appreciate; 6 adequate; 7 necessary*

### **Text 2** Cross-cultural misunderstandings

Many visitors to Britain find the natives' (1).....frequently rather strange and occasionally totally (2)..... One of the most common complaints is that we are cold and (3)..... In fact, all we are trying to do is to 'mind our own business' and not to interfere in other people's. This may also make us appear (4)..... in foreign visitors. We are also seen as far too (5)..... forever going round saying 'Sorry' and 'I beg your pardon'. Again, our main concern is to avoid any degree of (6)..... On the other hand, foreign visitors often appear (unintentionally) (7)..... to the British. What to a Spaniard is a wholly (8) ..... chick of the fingers to attract attention is highly insulting to a British barworker and practically guarantees a drink-free evening!

1 behave; 2 comprehend; 3 friend; 4 interest; 5 apology; 6 embarrass; 7 polite; 8 offend

**Ex. 16** Read the two texts below. Use the given words to form one word that fits in the same numbered space in the text. The exercise begins with an example (0).

### **Text 1 Take care in the sun**

The sun should be enjoyed but (0) overexposure can cause sunburn, leading to (1)..... skin ageing and increased risk of skin cancer. It is the ultraviolet rays which cause this; even in the UK they can damage your skin, and UV is much more (2)..... the nearer the equator you go. You should stay out of the sun during the 2 hours around midday, use shade at other times, a sun hat and (3)..... woven but loose clothing. (4)..... creams suitable for your skin type can help protect (5)..... exposed parts of the body. A further sun related risk is heatstroke, caused-by (6)..... Avoid strenuous activity during the hottest hours and make sure you drink plenty of (7)..... drinks (best is water which has been boiled or soft drinks from sealed cans or bottles) to replace body fluids.

0 expose; 1 mature; 2 power; 3 tight; 4 protect; 5 avoid; 6 heat; 7 alcohol

### **Text 2 Plastic surgery**

Most impressive is Dr Ohana's (1)..... to the individual needs of his patients, honed by (2)..... experience and his earlier career as a doctor. Born in Marrakech in 1951, Ohana grew up in an (3)..... household. When Ohana was 10, however, his father severed the nerves and tendons of a hand and he could no longer play a musical instrument. Moved by the devastating effect this had on his father and his (4)..... route to (5)..... Ohana decided to become a doctor. He became a surgeon, specialising in cancer patients. It was during this period that he learnt the (6)..... of finding out how patients feel (7)..... He believes it to be a crucial element in cosmetic surgery. 'No matter how able a surgeon is, the success

of an operation depends entirely on why the patient has come for a (8).....he says.

1 sensitive; 2 child; 3 art; 4 pain; 5 recover; 6 important; 7 emotion;  
8 consult

**Ex. 17 Read the texts. Form words that are required.**

**Example: 3. writing**

### **Text 1**

The Beat generation was a group of (1 convention) writers and artists in the 1950s. They reacted against the society of the time, especially the way everyone had to conform. They enjoyed the (2 free) of jazz music and used it as a model in their (3 write). They were interested in peace and the (4 simple) of nature rather than (5 complicate) technology. The word 'beat' meant both tired and beatific or (6 joy). The writers of this generation (7 call) beatniks, wanted to create a new kind of writing. "On the Road", by Jack Kerouac (1922-1969), was published in 1957. The novel is about (8 be) free and searching for meaning in life and had a (9 spontaneity) style. The poetry of Allen Ginsberg (1926-1997) was considered (10 tradition) because it did not follow the structure of accepted verse. Both writers were very good friends and included their (11 share) experience in their writing.

### **Text 2**

It may be (12 tempt) to communicate electronically and you may (13 routine) use a computer mailbox, telephone answering device, or a facsimile (14 transmit) to contact individuals. It is strongly urged you do not use any of these means to extend an invitation.

The very nature of (15 efficiency) electronic communication runs counter to an invitation intent, which is, to inject some (16 warm) and a personal touch into the request.

Choose the stationery or paper for your handwritten or printed messages with care. Off-beat colours and patterns, for example, do not compliment formal invitations. Paper (17 produce) with tiny flowers or curlicues may be (18 attract) but it is not appropriate for an invitation to major

stockbrokers. Examine the wares a large stationery (19 supply) handles for paper that is appropriate for your needs. You are (20 bind) to choose (21 wise) when you consider how the invitation will look to the individual who receives it. Does it set the stage for what is to follow?

When invitations are to be printed for you, don't rely too (22 heavy) upon recommended (23 word) you find in the printer's sample book. How often have you received one of these sample-book invitations and found it (24 distinct) different from the originator's style and form?

Your invitation, whether (25 extend) on behalf of your company, a professional organization, or yourself, should sound like the party or parties (26 host) the affair.

**Ex. 18 Replace the nouns by the corresponding adjectives and adverbs in the text.**

The epitaph on the tomb of the great artist in history summarizes his life. (1 simplicity) .....: "Il Divino Michelangelo." Indeed, Michelangelo Buonarroti was held be divine by his contemporaries — it the only way to explain his (2 tremendousness) ..... genius. Even though Leonardo's *Mona Lisa* arguably ranks as the millennium's most recognizable painting, Michelangelo's (3 totality) ..... body of work — his sculptures, paintings, and frescoes — is unequalled. Michelangelo's (4 popularity) ..... fame rest on the sculpture masterpiece *David* and the Sistine Chapel ceiling, but Italian artist had a (5 length) ..... and career.

He was born in 1475 in the village of Caprese and grew up in Florence, which was the art capital of the early Renaissance. His early success came as a sculptor, but he also excelled at painting, architecture and even poetry: The (7 fame) ..... dome on the top of Saint Peter's Basilica in Vatican City is a Michelangelo design. Michelangelo seemed to thrive on challenge and difficulty in his work. *David*, perhaps the most famous sculpture in world, was completed using a block discarded marble. The artist spent four years (8 flatness) ..... on his back (9 height) ..... on a scaffold in the Sistine Chapel to complete masterpiece painting on the ceiling.

Although ceiling paintings were usually considered unimportant and were reserved for figures because of their distance from the viewer, Michelangelo produced biblical scenes of power and subtlety on the chapel ceiling.

Michelangelo's best work offers a combination of detail and (10 exquisiteness) beauty that is unmatched, according to art historians. His attention to the (11 technique) ..... aspects of human anatomy, especially the male nude, is brilliant and (12 influence) .....

The artist's work is also (13 intellect) .....stimulating, grounded in mythology, religion, and other reference. (14 wideness) .....considered the greatest artist of his own time, Michelangelo is still seen as a key to the flowering of the Renaissance and is the standard against which all (15 subsequence) .....artists are measured.

**Ex. 19 Replace the nouns by the corresponding adjectives and adverbs in the text.**

The Internet is the computer-based worldwide information network. The Internet is composed of a large number of smaller interconnected networks. These networks may link tens, hundreds, or thousands of computers, enabling them to share information with each other and to share various resources, such as (1 power) ..... supercomputers and databases of information. The Internet has made it (2 possibility) ..... for people all over the world to (3 effectiveness) ..... and rather (4 cheapness) ..... communicate with each other.

Unlike (5 tradition) ..... broadcasting media, such as radio and television, the Internet is a decentralized system. Each connected individual can communicate with anyone else on the Internet, can publish ideas, and can sell products.

The Internet has brought new opportunity for businesses to offer goods and services online. In the future, it may have an (6 equality) ..... dramatic impact on (7 height) .....education as more universities offer Internet-base courses.

In 1989 English computer scientist Timothy Berners-Lee introduced the World Wide Web. Berners-Lee (8 initials) ..... designed the WWW to aid communication between physicists who were working in different parts of the world for the European Laboratory for Particle Physics. As it grew, however, the WWW revolutionized the use of the Internet. During the early 1990s (9 increase) ..... large numbers of users who were not part of the scientific or (10 academy) ..... communities began to use the Internet, due in large part

to the ability of the WWW to (11 easiness) ..... handle multimedia documents. One survey found that there were 61 million Internet users worldwide at the end of 1996, million at the end of 1998, and an (12 estimate) .....320 million in 2000. Analysts estimate that more than 700 million people will use the Internet in 2001.

**Ex. 20 Replace the nouns by the corresponding adjectives and adverbs in the text.**

In the Protestant Reformation of the 6th century the church suffered an (1 enormity) ..... blow to its authority. One man enormity at the heart of that split: 'German theologian Martin Luther.

Luther, who was born in 1483, succeeded perhaps because he attacked the (2 notoriety) .....corruption of the medieval Catholic Church from the inside. A priest, Luther began questioning some of Catholicism's main tenets after becoming a professor of theology at the University of in 1508.

Although many others had condemned the corruption of the papacy and the church before, Luther focused his disputes (3 direction) ..... on certain church doctrines. (4 Direction) ..... among these was his belief that only God, not the Catholic Church, could grant redemption from sin. This conflicted (5 straightness) ..... with the church's policy of selling *indulgences*. The indulgence was a (6 monetarist) ..... payment that promised the soul's release from punishment after death for sins committed during a person's lifetime. It was a (7 popularity) .....and (8 success) .....way for the church to raise money. In 1517 Luther (9) attacked this and other church practices that had become corrupted, in his *Disputation on the Power and Efficacy of Indulgences*, (10 commonality) ..... known as the Ninety-Five Theses.

Thanks to the new printing technology of the time, Luther's writings were (11 wideness) ..... distributed, discussed, and debated. Historians consider his (12 revolution) ..... ideas the single most important contribution to the Reformation, a movement that (13 final) ..... shattered Catholicism's 1,200-year dominance in Europe and gave rise to Protestantism.

Luther's defiance touched off more than a century of religious warfare and nurtured an (14 emergency) .....spirit of nationalism throughout the continent as government rejected the authority of Rome and



established their own (15 nationality) ..... churches. In 1534, for, example, England's King Henry VIII passed a law that created an (16 independence) ..... Church of England, with himself as its head.

Luther was excommunicated in 1521, but he continued to (17 violence) ..... agitate against the Roman Catholic Church for the rest of his life. He was also the (18 principality) .....figure behind translating the Bible from the ancient Hebrew and Greek into German; this translation was important opening religious scholarship to without training in the ancient languages. Luther died in 1546, but his (19 influence) ..... heritage lives on in the religious world. Protestantism stands beside Roman Catholicism and Orthodoxy as one of the three main divisions of Christianity.

**Ex. 21 In the following texts replace the words by corresponding parts of speech.**

Galileo was born near Pisa in 1564 — the same year Shakespeare was born and Michelangelo (1 death) ..... In 1589, while a professor of mathematics at the University, Galileo began to conduct experiments testing Aristotle's (2 theorize) .....that the speed of a fall is (3 dependence) .....on the weight the falling object. Others had questioned the theory in the past, but Galileo the first to use scientific experiments to disprove it—by dropping objects of different (4 weigh) ..... from the Tower of Pisa, legend has it. This method of developing a hypothesis and then performing an experiment to see if the hypothesis true or false established physics as a (5 precision) ..... science, bringing science as a out of the realm of natural philosophy and into the modern era.

Galileo's (6 contribute) ..... to scientific knowledge were also (7 significance) ..... He built the first telescope for astronomical purposes, observed that the Milky Way consisted of articulated the laws of bodies in (8 move) ..... and discovered the Moon's craters, Jupiter's largest four satellites, sun and the phases of Venus.

Galileo's ideas (9 generation) .....much controversy at the time, none more than his support for the then-heretical notion that the Earth was not the centre of the universe. In his book *Dialogue on the Two World Systems*, Galileo (10 argument) .....the

Copernican theory, which held the Sun was the centre of the solar system. After the book was published was charged with and found guilty (11 heretic) ..... by the Roman Catholic Church.

He died in 1642, but the (12 firer) ..... of scientific revolution that he started still burn bright.

**Ex. 22 In the following texts replace the words by corresponding parts of speech.**

Born in Bonn in 1770, Beethoven is often linked with Austrian composers Joseph Haydn and Wolfgang Amadeus Mozart as a chief figure of the Viennese classical style. Beethoven (1 briefing) ..... studied with Mozart while in his teens, and the two might have become contemporary (2 rivalry) .....if Mozart had not died in 1791 at the age of 35. Beethoven moved (3) to Vienna in 1792 to study with Haydn, and he remained there the rest of his life. The student soon (4 surpassingly) ..... the teacher.

Beethoven's life and career were coloured by an unusual tragedy that gave him no (5 choose) .....but to change and adjust: he gradually (6 loss) ..... his hearing in the early 1800s and remained deaf for the rest of his life. Although he could no (7 longing) ..... perform in public 'and for a time even contemplated' suicide, Beethoven could still (8 composition) ..... . Some of his greatest works were written during and after the time of his hearing loss.

In (9 factual) ....., some scholars believe that the composer's (10 great) ..... came not in spite of his deafness but because of it, as it (11 freedom) ..... him to experiment with new forms. Experts say that much of the work Beethoven composed during his last period was (12 fathermost) ..... ahead of its time.

**Ex.23 In the following texts replace the words by corresponding parts of speech.**

Until the 19th century, women were (1 large) ..... powerless before the law. For large example, a married woman could not (2 proprietary) ..... hold in her own name, and in divorce

proceedings men were commonly awarded permanent (3 legalization) ..... care of children. And, of course, women were not (4 allowance) ..... to vote. Then, in the 19th century, the unthinkable happened: brave women began speaking up about the (5 equal) ..... in their lives. (6 slowness) ....., 50 percent of the world's population won largely equal (7 stand) ..... under the law.

One of the most vocal and important these women was Elizabeth Cady Stanton. Stanton was the (8 drive) .....force behind the first women's rights (9 convene) ..... in United States, held in 1848. A Declaration of Sentiments, based on the famous language of the U.S. Declaration of Independence, was (10 signature) ..... at the end of the meeting. The statement called property and custody rights for women, criticized men for barring women higher education and most professions and (11 proposition) ..... that women should have the right to vote — an (12 incredibility) ..... radical idea at that time.

Stanton and her group, the National Woman (13 suffer) ..... Association, began winning some battles as states changed their property laws so that women could own property. A constitutional (14 amend) ..... guaranteeing U.S. women the right to vote was first (15 introduction) ..... in 1878. Stanton and her cohorts also helped women in other countries in their struggles to win rights such as the vote.

However, Stanton did not believe that winning the vote alone would change the plight of women, and certainly not overnight. History has basically justified her (16 believe) ..... Although the battle for equal rights continues today in many places around the world, in 1920, 18 years after her death, the 19th Amendment to the U.S. Constitution was finally (17 passage) ....., giving U.S. women the vote.

**Ex. 24 In the following texts replace the words by corresponding parts of speech.**

Venice is the city and seaport in northeastern Italy. Venice is situated on 120 islands (1 formation) ..... by 177 canals in the lagoon between the mouths of the Po and Piave rivers, at the (2 northern) ..... extremity of the Adriatic sea.

Because of its historic role as a naval (3 powerful) ..... and (4 commerce) ..... centre, the city is known as the “Queen of the Adriatic.” A railroad and highway causeway connects

Venice with the mainland. Long sand bars, or barrier beaches, on the outer side of the lagoon serve as (5 protectionist) ..... against the sea. The islands on which the city is built are connected by about 400 bridges.

The Grand Canal, about 3 km (6 lengthen) ....., winds through Venice from northwest to southwest, (7 division) ..... the city into two (8 near) ..... portions. No motor vehicles are (9 permissive) ..... on the narrow, winding lanes and that (10 penetration) ..... the old city, and the bridges are for (11 pedestrianize) ..... only.

For centuries the most common method of transportation was by gondola, a flat-bottomed boat propelled by a single oar. Today, the gondolas are used mainly by tourists; motor launches carry almost all the freight and passenger traffic in Venice.

Modern Venice has faced many challenges, including (12 lose) ..... of population and physical damage from flooding, (13 pollute) ....., air and water (14 sink) ....., and age. After severe flooding in 1966, an international effort to (15 preservation) ..... historic Venice was coordinated by the United Nations Educational, Scientific and Cultural Organization (UNESCO), and many were renovated and preserved. Flooding has (16 occurrence) ..... throughout the history of the city; it is caused when high tides combine with storm winds. The sink age of buildings and other structures, (17 cause) ..... by the drainage of underground aquifers has been addressed by limits on groundwater usage and the construction of an aqueduct from the (18 nearly) ..... Alps.

## Test yourself

**Ex. 1 Replace the verbs by the corresponding nouns in the text.**

In the history of American (1 entertain) ....., no subject has been more popular than the Civil War. Whether in novels, television shows, or movies, some of the most beloved and durable works of popular culture have used the war as a point of (2 refer) ....., (3 depart) ....., or focus. But no work about the Civil War has attained the place of *Gone With the Wind*. It first won praise as a novel by Margaret Mitchell.

Born in Atlanta, Georgia, Mitchell grew up among (4 relate) ..... who had firsthand memories of the war and the 1864 (5 invade) ..... that burned their city to the ground.

After a brief, disastrous (6 marry) ..... she began supporting herself by writing for an Atlanta newspaper. Ailing from a (7 vary) .....of ills that plagued her until her (8 die) ..... in 1950, Mitchell retired from journalism in the mid-1920s and began writing her novel. She refused repeated requests to show her, manuscript to a curious (9 edit) ..... when he visited Atlanta on a scouting trip, in 1935. But when an (10 acquaint) ..... expressed surprise that Mitchell was capable of writing fiction, she angrily presented it to the agent as he was about to leave the city. He read the novel on a train, and knowing he had discovered a classic, he offered Mitchell a book contract.

Published in June 1936, *Gone With the Wind* became an instant publishing phenomenon. It sold 50,000 copies in one day, a million within six months, and an average of 3700 copies a day for rest of the year. In 1937 the novel won the Pulitzer Prize for fiction. By it had sold approximately 30 million copies, periodically returning to the bestseller list.

Even before the book was released was a feverish fight for the movie rights. David O. Selznick, a Hollywood mogul who had recently created his own studio paid Mitchell \$50,000, an astounding amount for that time. But despite Selznick's wishes, Mitchell refused to write a script or to have anything at all to do with the film's (11 produce) .....

Making of the film version, which more than three years, was an epic itself. Technical difficulties abounded an editing of enormous amounts of film footage slowed the process. In (12 add) ....., Selznick's (13 perfect) .....led him to use three different directors. Shooting began before the script was even complete.

*Gone With the Wind* premiered in Atlanta on December 15, 1939. The film became an even bigger (14 succeed) ..... than the book and won nine Oscars. By the 1970s an estimated 90 percent of the American public had seen the film in a theater or on television.

**Ex. 2 Replace the nouns by the corresponding adjectives in the text.**

The Newfoundland male is about 71 cm (1 height) ..... at the shoulder and weighs height 64 to 68 kg; the female stands 66 cm high and its weight is from 50 to 54 kg.

The Newfoundland has a (2 breadth) .....head; small, deeply get, dark- eyes; small ears lying (3 closeness) .....to head; a deep chest; a (4 density) water-resistant double coat, usually dull black color; and a broad (5 strength) ..... tail. The feet are large, strong, and webbed, for marshlands and shores.

Powerful swimmers, Newfoundlands are known to have rescued human beings from drowning and to have carried lifelines from shore to ships in distress. Today they are used primarily as watchdogs and companions, but they were once used to draw carts and carry burdens. Because of their being (6 loyalty) ....., tractable, and (7 intelligence) ....., Newfoundland dogs are ideal pets.

**Ex. 3 Replace the nouns by the corresponding forms of the verb in the text.**

Although, it is not known how humans and dogs first learned to exist, people soon discovered the many ways dogs could (1 riches) ..... their lives. Dogs have been used to hunt for food, herd animals, (2 guardian) ..... livestock and property, (3 destroyer) ..... rats and other pests, pull carts and sleds, (4 performance) .....rescues, and capture lawbreakers. They have been used during wartime as sentinels and message carriers.

Today trained dogs are used to alert deaf people to common household sounds, such as the ringing telephone or doorbell; (5 guidance) ..... the blind; or (6 retrieval) ..... objects for paralytics. Perhaps the most common of the many roles served by the domesticated dog, however, is that of companion. As animals with strong social tendencies, dogs typically (7 longing) ..... for close contact with their owners. And people (8 tendency) ..... to form loving bonds with dogs. This companionship often helps to (9 easiness) .....the pain and isolation of the elderly or people whose physical or mental health (10 requirement) ..... long-term period of recovery.

The Newfoundland is a breed of working dog, that (11 origin) ..... in Newfoundland from the crossbreeding of native strains with foreign breeds, the latter possibly the Great Pyrenees or the

boarhound. Most pedigree Newfoundlands of today are (12 descendance)  
..... from dogs bred in England.

**Ex. 4 Choose the correct prefix:**

1 This report ...vocates (pro, ad, sub) a long-term ...ventive (en, pre, in) strategy to control the insect population before it ...plodes (dis, ex, im)- a strategy that might ...clude (con, in, ex) ...grated (retro, inte, pro) pest management, training local workers to control . . .digenous (in, contra, anti) pests, and targeting early spraying at locust breeding areas.

2 Cities in developed countries are a source of wealth and power, generated through technology and manufacturing, and the goods they produce are ...changed (re, ex, over) for food from the countryside.

3 His voice, when he spoke, was deep and filled with ...solent (re, in, con) amusement.

4 When the maid came in to clean the room the next morning, she found Molly on the floor, ...conscious (in, semi, under).

5 This morning he was removed to a cell, and I, after going through all the police formalities, have hurried to you, to ...plore (ex, im, de) you to use your skill in .raveling (ir, un, mis) the matter.

6 With an apology for my ...trusion (pro, in, sub), I was about to . . . draw (un, mis, with), when he pulled me ...ruptly (con, ab, dis) into the room.

7 It's .. .evitable (in, un), perhaps, that the audience should sometimes communicate to the actor some expression of their feelings, however ...relevant (mis, ir, de) these may be.

8 But by now, after having passed through the ordeal so many times, she had .quired (re, ac, in) a certain ...chalance (in, non dis).

9 When a rib breaks like that, there is the added danger that it can ...forate (inter, per, pro) an organ.

10 Hot baths are ...indicated (under, contra, intra) in diseases of the cardiovascular system, in hemorrhages, and asthenia.

11 That Philip Jackson is an ...bodiment (im, em, mis) of economic individualism hardly needs demonstration.

12 We certainly cannot ...ford ((re, af, be) to ignore those passages in which Philip attributes all his . . .fortunes (un, mis, dis) to an evil influence that pushed him into . . . takings (under, sub, inter) beyond his reach.

13 An . . . judicious (mis, in, meta) remark or . . .appropriate (dis, in, un) behavior of the physician can cause an iatrogenic disease in the patient.

- 14 But as a matter of fact seven weeks ...lapsed (e, re, co).
- 15 It had cleared in the morning, and the sun was shining with a ...dued (un, sub, re) brightness through the dim veil which hangs over the great city.
- 16 It is ...jectured (re, con, contra) that he may have been hurrying down to catch the last train from Waterloo Station, and that in that haste and the extreme darkness, he missed his path.
- 17 The body ...hibited (pro, ex, in) no traces of violence, and there can be no doubt that the . . .ceased (re, de, con) had been the victim of an unfortunate accident.
- 18 The process seems to be . . .reversible (contra, in, ir).
- 19 The girl's ... normal (sub, pro, ab) behavior resulted in her being . . .ferred (pre, re, con) to a psychiatrist.
- 20 Care of patients is an ...dispensable (un, in, pro) part of medical treatment.
- 21 General care implies carrying out medical and prophylactic procedures ...respective (co, extra, ir) of the particular pathology character.
- 22 She had personally ...cruited (pro, re, in) him to head the department, which officially did not exist. He ...vised (re, super, under) a small band of highly trained thugs who quietly did the work of the department.
- 23 If the story broke, then some very powerful lawyers and their rich clients would fall hard, and these people were not ...customed (in, sub, ac) to falling.
- 24 He lay low in the raft, worked a plastic oar when necessary, and gently guided himself to a dark spot behind a row of cheap brick buildings thirty feet ...shore (on, a, ab).
- 25 All ...sequent (pro, sub, co) doses of the drug will only maintain this concentration at the required level.
- 26 My mother learned of the ...gagement (re, en, mis) when my brother returned, and offered no objections to his marriage.
- 27 A sleeping patient should be awakened for meals ...cept (ac, ex, contra) if he suffers from ...somnia (epi, in, dia).
- 28 The shock of his death was fading, and she found it easier to put ...side (contra, a, sub) the sound of the explosion and the roar of the fire.
- 29 These ...specific (a, non, in) side effects are the result of individual, congenital or ...quired (re, ac, sub) properties of the organism.
- 30 He met his fate while ...discreetly (un, in, mis) playing with a dangerous pet.



**Ex. 5 Read the text below. Form the words that are required.**

Mistakes may occur in day-to-day business, and these give cause for (1 complain) ..... . There might have been a (2 understand) ..... about the goods to be supplied; perhaps the warehouse clerk made an error in (3 address) ..... the parcels; sometimes a consignment is dispatched too late or delays are caused in transit; damage may have occurred during delivery; a (4 manufacture) ..... defect is (5 cover) ..... when a machine is used. The customer is (6 understand) ..... annoyed, yet this is no reason to write an angry letter of complaint. He will get better results if he takes the trouble to explain the problem clearly, and to propose ways in which matters can be put right. His company may make mistakes too: firms often have to manage with (7 sufficient) ..... trained personnel or to contend with a staff (8 short) ....., so mistakes and accidents happen. It is particularly necessary to exercise tact in (9 handle) ..... complaints. A disappointed customer cannot be put off with mere apologies- he is (10 entitle) ..... to know how the mistakes will be remedied; when he will receive the goods (11 order) what he is to do with wrong consignment or the (12 damage) goods he received; when he will receive a (13 place) for his defective machine, or it can be repaired quickly.

**Ex. 6 Read the two texts below. Use the words below to form one word that fits in the same numbered spaces in the texts. The exercise begins with an example (0).**

**Text 1 Graphology**

Graphology is the study of aspects of people's (0) handwriting to reveal their (1) ..... A graphologist would claim to be able to (2) ..... you by looking at such things as how you cross your 't's or dot your 'i's or whether your words slope backwards or forwards. Decreasing margins indicate (3) ..... or subordination, whereas increasing margins show (4) .....

Angular joins between letters are said to show strong will power and a certain (5) ..... to adapt. Many people are, of course, quite (6) of graphology and its claims to 'read' people's characters. When compared

with the results of established psychologists' tests, graphology has been shown to be generally (7)..... and a poor indicator of true character.

*0 write; 1 person; 2 category; 3 secure; 4 generous; 5 able; 6 dismiss; 7 rely*

## **Text 2 One good turn deserves another**

On his way to the all-important job interview at St Cake's, Rupert had foolishly stopped to help someone fix an old car, which was barely (1)..... This meant he arrived late and had oil marks on his shirt and jacket. He went into reception and was led into a waiting room with great (2)..... There were three other candidates there, who (3)..... stared in amazement at his clothes. Clearly, the (4)..... rule was smile at no-one and speak to no-one! The other three were, of course, immaculately dressed and (5)..... cool, calm and collected. Rupert suddenly felt completely (6)..... as he imagined a (7)..... scene with the interviewers barely able to hide their contempt for him as he sat, dirty and sweating, on the chair in front of them! After thirty interminable minutes, Rupert was finally called into the interview room. As he entered, a familiar-looking old man greeted him, 'Ah, Mr Chester, the man with the in-depth (8)..... of the old Rover 80!' Rupert smiled. Maybe he would get the job after all!

*1 road; 2 solemn; 3 repeat; 4 speak; 5 seem; 6 courage; 7 nightmare; 8 know*

**Ex. 7 In the following text replace the words by corresponding parts of speech.**

The United Arab Emirates (UAE) is the (1 federal) ..... of seven independent states located in the southeastern corner of the Arabian Peninsula. It is bordered by the Persian Gulf to the north, Saudi Arabia to the south and west, and Oman and the Gulf of Oman to the east. Before the (2 discover) ..... of oil in the 1950s, the UAE was a group of largely undeveloped emirates under the (3 protect) ..... of the British. Oil brought rapid (4 grow) ..... and modernization to the area, and the emirates became independent as the UAE in 1971. The city of Abu Dhabi, (5 location)

..... in the emirate of the same name, is the federal capital and the largest city.

The UAE's (6 prove) ..... oil reserves make up almost one-tenth of the world's (7 totality) ..... with about 90 percent in the emirate of Abu Dhabi and significant amounts in Dubai. (8 estimation) ..... natural gas reserves amount to about 3 percent of the world's total, with Abu Dhabi again (9 possession) ..... the largest share. Other mineral resources include (10 modesty) ..... deposits of chrome, iron, copper, and uranium. Since the 1960s the UAE has progressed from a largely subsistence (11 economic) ..... to a developed one that provides one of the world's highest (12 standardization) ..... of living. The main engine for the extraordinary growth and development of the economy has been the oil sector, although non-oil trade has played a (13 significance) ..... role and all the emirates have begun to diversify their economies. A unique feature of the UAE's economy is its (14 dependent) ..... of foreign labor. More than 90 percent of the workforce is made up of expatriates.

## Keys

*Ex. 1*

1 entertainment

*Ex. 2*

1 high

*Ex. 3*

1 enrich

*Ex. 4*

1 ad, pre, ex, in,

2 reference	2 broad	2 guard	inte, in
3 departure	3 close	3 destroy	2 ex
4 relative	4 dense	4 perform	3 in
5 invasion	5 strong	5 guide	4 semi
6 marriage	6 loyal	6 retrieve	5 im, un
7 variety	7 intelligent	7 long	6 pro, with, ab
8 death		8 tend	7 in, ir
9 editor		9 easy	8 ac, non
10 acquaintance		10 require	9 per
11 production		11 originated	10 contra
12 addition		12 descendants	11 em
13 perfectionism			12 af, mis,
14 success			under
			13 mis, in
			14 e
			15 sub
			16 con
			17 ex, de
			18 ir
			19 ab, re
			20 in
			21 ir
			22 re, super
			23 ac
			24 a
			25 sub
			26 en
			27 ex, in
			28 a
			29 non, ac
			30 in

**Ex. 5**

- 1 complaints
- 2 misunderstanding
- 3 addressing

**Ex. 6**

**Text 1**

- 1 personify
- 2 categorize

**Ex. 7**

- 1 federation
- 2 discovery
- 3 protectorate

4 manufacturing  
5 covered  
6 understandably  
7 insufficiently  
8 shortage  
9 handling  
10 entitled  
11 ordered  
12 damaged  
13 replacement

3 insecurity  
4 generosity  
5 ability  
6 dismissive  
7 unreliable

### **Text 2**

1 roadable  
2 solemnity  
3 repeatedly  
4 unspoken  
5 seemingly  
6 discouraged  
7 nightmarish  
8 knowledge

4 growth  
5 located  
6 proved  
7 total  
8 estimated  
9 possessing  
10 modest  
11 economy  
12 standards  
13 significant  
14 independence

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