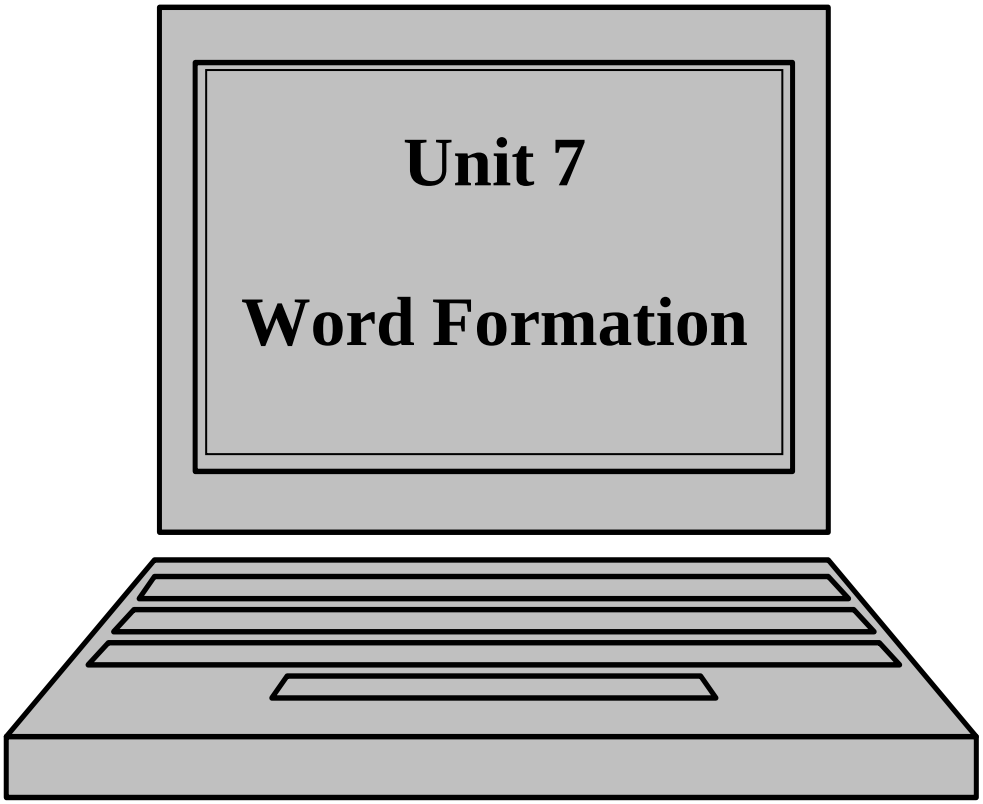
Unit 7

Word Formation



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INTRODUCTION

PREVIEW

Dear learner,

Welcome to the **seventh unit** in this course, ' **Grammar1**'.

This is the last unit in this book, and it presents word formation**.**

Please, note that there are two sections in this unit:

1. Affixations
2. Forming lexical words.

In this unit there are some exercises and their model answers, and self-assessment questions. At the end of this unit there is a list of references that the author has used and others for further reading.

Unit objectives



Dear learner by the end of this unit you should be able to:

- ✓ **define** affixation.
- ✓ **give** different types of affixation.
- ✓ **use** affixes properly.
- ✓ **mention** types of lexical words.
- ✓ **differentiate** between prefixes, infixes, and suffixes.

1. Affixations

Now, start by studying these words:

consider	employ	report
considers	employs	reports
considering	employing	reporting
considered	employed	reported
consideration	employment	reporter

Note that in spite of the changes that took place in the above words, we have one central part in each row, which remains the same: consider, employ, report. Each of these central parts is called the 'root' of the word, which by itself gives some sort of meaning similar to the one you find in the dictionary. Note also that when we add new smaller, or minimal units, at the beginning or at the end, to the roots of these words, their meaning is a little bit extended The smaller or minimal units which we add to the roots of words and which make some change in the forms of words are called 'affixes'. If the affix precedes the root of a word, it is called a 'prefix', and if it follows the root it is called a 'suffix'. An affix may also be inserted in the middle of the root and is called an 'infix', e.g. man, men, choose, chose. Notice the change in the medial vowels of these two pairs of words.

Thus, like Arabic, every English word has a root, or a 'base form'. It may, or may not, have one or more affixes preceding or following the root. The word 'consider' is a root as we can no longer divide it and still preserves its meaning and function. The same may be said about 'employ' and 'report'. The prefixes, suffixes, and infixes are called 'affixations' or 'additions', because we add them to the roots of words so as to change their base forms. An affix may, or may not, change the grammatical category of a word, e.g. boy + s =boys, write + s =writes. The grammatical category of nouns

(boy/boys) and verbs (write/writes) is still the same. But, love +ly =lovely, boy + ish =boyish. The grammatical category of 'love' and 'boy' has been changed from nouns to adjectives.

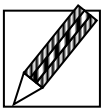
A root may also be called a 'stem'. Thus, the word 'report' consists of the stem 'port' and the prefix 're-'. Again the word 'employer' consists of the stem 'employ' and the suffix '-er'. Sometimes, a word may consist of two roots, in which case it is called a 'compound' word, e.g. foot + ball =football, black + board = blackboard, eye + sight =eyesight.

Let us now deal with these affixations in more details.

1.1 Prefixes

A prefix is an affix, which precedes a stem of a word. Because it can never stand alone, and it has to be affixed to a stem**,** it is called 'bound'. There may be more than one prefix in a word, but they must occur in a fixed order, e.g. un +re +ward = unreward.

Exercise 1



re= to do something again, e.g. arrange something, then rearrange it (=arrange it again) .

Add the prefix 're-' to each word, and then fill in the blanks with the correct word.

consider, turn, tell, build, read, fill, arrange .

1. Audrey did not like her kitchen, so she _____the cupboards and the shelves.
2. Sara liked that book, so she _____it.
3. My youngest son loves to hear me tell and _____stories.
4. Mr. Jackson borrowed one of my books and _____ it.
5. I first considered the matter, but my friend asked me to _____it before I take action.
6. The floods destroyed the farmer's cottage, so he had to _____it.

SAQs

1. The prefixes: 'ir-, un-, im-, in-' all mean not, e.g. irregular =not regular, unimportant = not important, incomplete =not complete.

Add the prefixes 'ir-, un-, in-, im-, to the correct words, then fill in the blanks with these words.

responsible, polite, rational, sensitive, insane, aware, relevant,important

1. An _____ person usually behaves insensibly.
2. He is _____ because he does not respect other's feelings.
3. He comes late to work and speaks a lot in the telephone. Such_____ behaviour made him lose his job.
4. It is _____ to speak in a very loud voice.
5. She is _____ of the danger that might occur to her if if she drives in the highway by herself.
6. First, make the necessary arrangements, then you may think of other _____ things.
7. Your remarks are _____ to our topics.
8. When you behave without logic or reasoning, people call you an _____ person.

2. The prefix 'over' = too much, too many, e.g. 'to overdo something' is to do it over and over again.

Add 'over-' to each of the following words and use the correct word forms to complete these sentences:

weight, cook, slept, heated,eating,populated, crowded,use

1._____ can cause stomach diseases .
2. Khartoum has become densely _____ with at least six millions of people living in it.
3. Beware an angry dog, because such an _____ animal can be dangerous.
4. If you _____ meat, it will become hard and uneatable.
5. Mariana paid a lot of money at the airport, because her luggage is _____.
6. Let us go outside for fresh air as this hall is _____ with all these guests.
7. It is not so nice for ladies to _____ the lipstick and other types of cosmetics.
8. I lost the 6.00 train, because I _____ .

3. Making Negative Words

You can use prefixes to form negative words, e.g. un+ ⟶ common uncommon, which means 'not common'. There are four common prefixes which all give the negative forms of words when they are added at the beginning. These are: 'un-, in-, im-, dis-'. Examples:

(a)

kind	unkind
fair	unfair
likely	unlikely
fasten	unfasten
usual	unusual
lock	unlock
selfish	unselfish
known	unknown

(b)

like	dislike
agree	disagree
charge	discharge
appear	disappear
honest	dishonest
approve	disapprove

(c)

convenient	inconvenient
educated	uneducated
aware	unaware
necessary	unnecessary
complete	incomplete
correct	incorrect
dependent	independent
significant	insignificant
separable	inseparable

(d)

possible	impossible
probable	improbable
measurable	immeasurable
mature	immature
moral	immoral
mortal	immortal
passable	impassable
polite	impolite

1.2 Suffixes

A suffix is an affix, which is added at the end of the stem. Like prefixes, all suffixes are 'bound', because they can never stand alone and must follow stems of words, e.g. add + ed = added, warm+th = warmth,girl + s =girls.

Exercise 2



1. Noun +y ⟶ adjective, e.g. sun +y ⟶ sunny, ⟶ water + y ⟶ watery, cloud + y ⟶ cloudy. Note the spelling of these words as you may need to drop the final 'e' in words such as juice +y ⟶ juicy. Note also that you add 'n' in the case of sun +y ⟶ sunny.

Add 'y' to turn the following nouns into adjectives then use each to fill in the blanks.

mud, dirt, rain, ice, wind, sun

1. There are no clouds in the sky. The weather is and rather hot.
2. The roads of our village are _____ after the heavy rain of yesterday.
3. They say that politics is a _____ game.
4. You must put on your raincoat in such a____ weather.
5. When something is as cold as ice they say it is cold.
6. When it is blowing hard, the weather is said to be .

SAQ

1. Noun + -ous → adjective, e.g. joy + ous=joyous, fame + ous=famous, danger + ous=dangerous. When there is a final 'e' in the root, it should be dropped. There are irregular ones, e.g. space = spacious.

Add '-ous' to the following nouns to form adjectives, and fill in the blanks with the correct word forms. The words are:

pore, fury, ridicule, grace, poison

1. When a person perspires excessively, they say that his skin is_____.
2. Do you know the meaning of 'in the name of Allah, the most _____the most Merciful'?
3. A _____ chemical can kill rats if it is mixed with food.
4. It is silly and _____ of you to dance like that in the presence of all guests.
5. An extremely _____ person cannot behave sensibly.

3. verb + '-ture' = noun.

Add '-ture' to the following verbs to form nouns, and then use them to fill in the blanks.

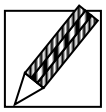
mix, sign, furnish, create, depart

1. Travelling passengers usually stay at the _____ hall until they are _____called to proceed to the plane.
2. To serve tea add tea bags, or tea leaves, to hot water. Then, pour the _____ into a pot.
3. When you present a cheque, the cashier must check the _____ before any payment.
4. Any _____ is created by the Almighty Allah.
5. You can buy an armchair from a _____ show room of any company.

1.3. Infixes

An infix is an affix that occurs in the middle of a word. Like prefixes and suffixes, infixes cause change, or inflection, in the forms of words.An infix may cause change in number or tense, e.g. man/ men, fall / fell, sleep / slept, rise / rose. Notice in all of these words, changing the medial vowel causes change in the forms of the words.

Exercise 3



1. A noun can be changed from singular into plural by changing the medial vowel of that noun. Again changing medial vowels of certain verbs results in a change of the tenses of these verbs.

Fill in the blanks with the correct forms you make from the following words.

rise, fall, woman, sell, freeze, choose

1. Last week the prices of meat _____ up, the reason why people could not buy, but the prices did not yet fall.
2. It was stormy, yesterday, so the branches of the tree broke and _____ down.
3. Men and _____ are two different sexes.
4. Mom forgot the milk in the freezer, so it _____.
5. Last night, I examined the cloth before I _____ the colour.
6. All the tickets were __, so we could not take the 7.00 bus.

SAQ

1. Single out the root of each of the following words, and say which of them are compound words.

steals, basketball, outstanding, boyish, infixes, enrich, lighthouse, faithful, teeth, submarine, loveliness, realize, usefulness

2. Study these verbs and put the correct verb form in each sentence

lose, ring, win, fight, feel

(1) My little daughter _____ her appetite; she is not eating well.
(2) Who _____ the bell a few minutes ago?
(3) Who _____ the tennis tournament yesterday?
(4) I _____ a lot to win this position.
(5) I _____ bad when my friend failed his exams.

2. Forming Lexical Words

2.1. Making Nouns

You see from the previous chapter, that every sentence must have a subj. and pred. The subj. is a noun (or a pronoun). Plenty of nouns can be derived from verbs, e.g. write → writer, teach → teacher, establish → establishment, develop → development, etc. Note that with verbs such as teach and write, we add the suffix '-er' to the base form of the verb. If the base form ends in 'e', then we add only an 'r', as in write → writer and dive diver.

Exercise 4

Form nouns from the following words by adding '-ity' or '-ance', making any other changes which are necessary. Find out the classes of words to which you affixed these suffixes.

Example: perform performance. Class: Verb.

attend, insure, annoy, possible, disturb,

equal, punctual, guide, stupid, appear, able

SAQs

1.Fill in the blanks with nouns you derive from the verb forms enlisted below.

Verb	Noun	
	–er (people)	(-ment)
run	runner	govern government
drive	driver	agree agreement
own	owner	(same form)
speak	speaker	order order
charge	charger	work work
		drink drink
		cost cost

1. Jimmy used the electric --------- to re-charge the battery of his car.
2. Mr. Smith is our school bus ---------.
3. There is an -------- between Egypt and Sudan concerning the Nile water.
4. Who is the --------- of this restaurant.
5. Nowadays, things are very expensive. The ------- of living is in fact very high.
6. Catherine has just finished her --------- and went home.
7. The -------- of our region has a cabinet of ministers.
8. Pepsi is considered as a soft ---------.
9. Law and ---------- are very essential for any civilized society.
10. Frank speaks well. In fact, he is an outstanding ---------.

A noun can also be the direct object of a sentence; it receives the action of the verb and answers the questions: 'What?' A noun may be derived from an adjective, e.g. able⟶ ability, electric electricity, etc.

2. Fill in the blanks with nouns you derive from the adjectives and verbs enlisted below:

Adj.	Noun(-ity)	Noun (same form)	verb
electri	electricity	change	change
able	ability	control	control
national	nationality	divorce	divorce
necessary	necessity		
possible	possibility		

(Different form)

N	V
	marry
marriage	
	choose
choice	
	excel
excellence	
	prevent
prevention	

1- Uninsulated electric wires can cause --------- failure.
2- There has been a great -------- in our daily life.
3- When you meet foreigners they usually ask about your --------.
4- A -------- is between a man and a woman.
5- A group leader must have more -------- of his group.
6- Air is necessary to man's life. It is for this --------- divers carry oxygen tubes under water.

7- In Europe, married couples can not easily get a ----------. They have to see lawyers and judges.
8- The blue car will be my best ------ out of all cars.
9- One ------- of spending my vacation is to go the mountains.
10- Walking for hours is a physical -------- which many people lack.

Nouns can also be formed by adding the suffixes '-dom', '-ship' or '-th' to the base forms of words. Of course, certain changes may take place in these words.Examples:

free	freedom	friend	friendship
king	kingdom	member	membership
wise	wisdom	scholar	scholarship
deep	depth	long	length
wide	width	strong	strength
grow	growth	heal	health
warm	warmth	broad	bredth

Many nouns are formed by adding the suffix '-ness' to an adjective, e.g. happy = happiness, dark darkness, etc. See these examples:

Adj.	N ('-ness')
weak	weakness
bright	brightness
kind	kindness
good	goodness
tidy	tidiness
lazy	laziness
easy	easiness
careful	carefulness
grateful	gratefulness

The suffixes ‘-ment’ and -ance’ may also be added to verbs to form nouns.

V	N (‘-ment’)		N (‘-ance’)
arrange	arrangement	insure	insurance
agree	agreement	perform	performance
move	movement	appear	appearance
govern	government	annoy	annoyance
measure	measurement	disturb	disturbance
argue	argument	allow	allowance
improve	improvement	guide	guidance

3- Say (a) whether the following words are adjectives or verbs, then (b) change them into nouns by adding ‘-ness’ or ‘-ment’.

pay, dark, measure, weak, good, govern, kind, lazy, untidy, improve, arrange, agree, encourage, neat, bright, clever, hot, sharp

2- Many nouns are made by adding ‘-tion’ (pronounced [ʃ∂n] or [ʃn] to the end of the verbs. Other changes are usually made, and the ‘tion’ may become ‘-sion’ (pronounced [ʒ∂n] or [ʒn]. Examples:

Verb	**Noun (V + ‘tion’)**
invent	invention
apply	application
inform	information
attend	attention
reduce	reduction
explain	explanation
compose	composition
prepare	preparation

2.2. Making Verbs

2.2.1. Root + ize =verb.

Some roots can be changed into verbs by adding '-ize'. The verb in this case, means 'to make into' or 'to cause to be', e.g. real + ize =realize,i.e. to make real, modern + ize = modernize = to make/ to be modern.

Exercise 5



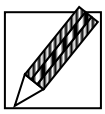
Add '-ize' to each of the following words, then use them to fill in the blanks.

memory, colony, modern, industrial, special, summary .

1- The British ---------- the Sudan from 1898 to 31st January 1956.
2- I do not want to renew my house, but I will--------- the entrance and the sitting room.
3- My friend is -------- in French linguistics.
4- I always ask my children to ---------- short suras from the holy Qur'an.
5- Our English teacher asked us to ---------- part of the short story she read to us in class.
6. The Sudan started with agriculture, but now the government wants to ---------- as fast as possible.

2.2.2. Adj. + en = V

Exercise 6



Add '-en' to these adjectives to make verbs, then use them to fill in the blanks.

sharp, hard, soft, short, flat, dark, sad, mad

1- To --------- them, soldiers are trained in the desert.
2- You can --------- a piece of metal by heating and beating it.
3- Children use toy sharpeners to ---------- pencils.
4- If this rope is too long you may ---------- it.
5- Bedouin's life is hard, but it is ---------- when they live in towns.
6- You can ---------- this colour by adding more brown.
7- It ---------- her to hear of her husband's bankruptcy.
8- It ---------- him when his house was completely flooded.

Although 'en' is famous for being a suffix, it may occur as a prefix with certain words, e.g. en +rich = enrich, en +trap = entrap.

2.2.3. Irregular Verbs

Present	Past	Past Participle
become	became	become
drive	drove	driven
catch	caught	caught
sing	sang	sung
choose	chose	chosen
mean	meant	meant
fall	fell	fallen

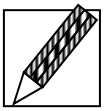
Exercise 7



Fill in the blanks with the correct verb forms

1. The vase _____ from the stand and broke.
2. They have just _____ a big fish which destroyed the fishing net.
3. General Aboud _____ president of Sudan in 1958.
4. I waved my hand for them to stop, but they away.
5. Our professor _____ to tell us about the exam, but he ran short of time
6. We met yesterday, dined, and _____ a lot of songs.
7. I have already _____ my roommate.

Exercise 8

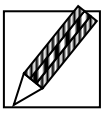


Study the following irregular verb forms and choose the correct form for each of the blanks.

Present	Past	Past participle
bear	bore	born
drink	drank	drunk
blow	blew	blown
shine	shone	shone
burst	burst	burst
spread	spread	spread
set	set	set

1. When she heard the news she _____ in a cry.
2. Fishermen got up at 5.00 and _____ their nets.
3. Romours usually has just ____ quickly from place to place.
4. The sun _____. What a bright day!
5. The wind _____ the farmer's hut last night.
6. People, in hot countries, _____ a lot of water every day.

Exercise 9



Write the noun forms of these verbs and use them to complete the sentences below:

eat, ski, make, steel, cook, translate

1. _____ too much causes indigestion .
2. ____ is a popular sport in the snowy mountains of the Alps.
3. I love _____ tea, but not _____ .
4. When we were too young our parents used to tell us that _____ is wrong.
5. _____ from Arabic into English is difficult .

SAQ



Study these verb forms and use in sentences of your own.

Present	Past	Past Participle
lit	lit	lit
let	let	let
hang	hanged	hung
fly	flew	flown
lead	led	led

2.2. 4. Verb + ing = a Gerund or Present Participle verb form.

A gerund is in fact a noun, e.g.

Walk + ing = walking:

walking is good exercise (subj.)

He is walking along the beach. (Present Participle)

You should note the spelling changes that might occur in different words, e.g. swim ⟶ swimming (add 'm'), write ⟶ writing (omit 'e').

2.3. Making Adjectives

2.3.1. Verb + ive =Adj.

The adjectival suffix '-ive' can be added to the stem of certain verbs to make adjectives, e.g. collect + ive =collective, protect +ive +protective.

Add '-ive' to the following verbs to make adjectives:

act, imagine, alternate, relate, communicate, abuse, talk

2.3.2. The suffixes '-al, -able, -ful', which all mean 'full of" or 'having', can be added to verbs or nouns to make adjectives, e.g. enjoy +able =enjoyable, beauty + ful =beautiful. You should notice the correct spelling of these adjectives. Change 'y' to 'i' before '-al' and '-ful'. Remember an adjective is usually before a noun or after the verb 'be'; it can also occur at the end of a sentence: France is a beautiful country. France is beautiful.

He is a clever boy.

The boy is clever.

SAQ

Make adjectives from the words below, and use them to fill in the blanks. Underline the nouns or pronouns these adjectives describe.

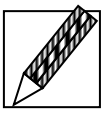
skill, nation, notice, commerce, disagree, care, enjoy, use, advise, coast

1. Normally, fishermen live in the -------- areas.
2. Signs saying 'Fish and Chips, are ---- in the streets of London.
3. Be ---------- when you are mending electric appliances.
4. I am --------- to all the points you raised.
5. Our ---------- anthem was written immediately after Independence from the British colonization.
6. I like fishing, because it is an ---------- hobby.
7. I do not think talking a lot is a ---------- habit.
8. Buying and selling are ---------- activities.
9. George is a --------- worker, because he fixes appliances perfectly and quickly.
10."Take my word," he said, "it is not --------- to spend all your money in such trivial things".

3. Regular Verb + ed =Adjective

The past participle form of a verb can be used as an adjective. In regular verbs, the past participle ends in '-ed' ; in irregular verbs it ends in '-n' or '-en'.

Exercise 10



Form past participles from these verbs and use them as adjectives to fill in the blanks:

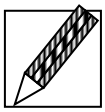
speak, fall, limit, make, destroy

1. Certain companies have _____ number of workers, because they want to cut their expenses.
2. These cookies are tasty, because they are home _____
3. His _____ words were very harsh and embarrassed all of us.
4. The _____ tree obstructed the road and made the traffic difficult.
5. All the _____ houses were built after the war.

2.3.3. The suffix '-less'

By adding '-less' to a large number of words we get adjectives, which mean 'not having', or 'without'.

Exercise 11



Add '-less' to each of these words, and then use them to fill in the blanks.

hope, end, worth, taste, care

1. Counting seems to be an --------- exercise.
2. Do not make ---------- mistakes. You can always correct them before writing.
3. Do not spend more money in this old TV, because it has become _____ .
4. This soup is _____ .
5. _____ people are lazy, because they are aimless .

2.3. 4. Regular Adjective + ‘-er’ and ‘-est’

There are three degrees of adjectival composition: positive, comparative, and superlative. To make a comparative form, you add ‘-er’ to a regular adjective, and to form a superlative you add ‘-est’. examples:

(a)	(b)	(c)
Positive	Comparative	Superlative
No Comparison	Between two only	Between more than two
short	shorter	shortest
long	longer	longest
big	bigger	biggest
large	larger	largest
small	smaller	smallest
easy	easier	easiest
nice	nicer	nicest
cold	colder	coldest
hard	harder	hardest
warm	warmer	warmest

Remember, the above rule works with regular adjectives only. For irregular adjectives you should use ‘more’ and ‘most’. It is wrong to use ‘more’ and ‘most’ with regular adjectives. Never say: ‘It is more warm’ or ‘most warm’. For example, say: difficult, more difficult, and most difficult. But say: good, worse and worst.

SAQ

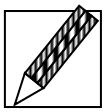


Make comparative and superlative adjectives from the following positive forms:
great, fat, late, dirty, wonderful, heavy, anxious, clean, tidy, expensive, cheap, rude, funny, thin, thick, mad, helpless, old, sweet, cheerful, light,

2.3. 5. Adjective Endings

Some common adjective endings are '-al, -able, -ful, -less, -t,-ive -ous'.

Exercise 12



Form adjectives from the following verbs and nouns:

Verb	Noun	Adjective
prevent	prevention	
differ	difference	
experiment	experiment	
succeed	success	
……..	religion	
believe	belief	
suit	…	

2.4. Making Adverbs

An adverb tells us when (time), where (place) and how (manner) the action of a verb is done. In other words it adds to the meaning of the verb it modifies. Like adjectives, adverbs have different forms, regular and irregular. Irregular adverbs are such words as, yesterday, tomorrow, today, which do not normally accept any affixations. But regular adverbs are those which we can form by adding '-ly' to the end of adjectives, e.g. short + ly = shortly, quick + ly =quickly, greedy + ly =greedily. Note this rule of spelling:

(a) If the adjective ends in '-le', omit the 'e' and add 'y', e.g. possible/ possibly, improbable/improbably.
(b) If the adjective ends in '-y', omit the '-y' and add '-ily', e.g. happy/ happily, lucky/luckily.

2.4. 1. Adjective + ly = Adverb

SAQ



Change the following adjectives into adverbs. Select five of these to fill in the blanks.

merry, easy, loud, slow, honest, strange, immediate, sincere, idle, lazy, bad, beautiful, careful harsh, nice, pleasant, foolish, correct

1. I can ---------- move this log of wood.
2. She left --------- after dinner to catch the train.
3. Some people speak ---------- in the microphone which causes an unpleasant noise.
4. Clara holds the glasses very ---------, because they are breakable.
5. The little girls sang --------- in the school party.

2.4. 2. Adverb Comparison Degrees

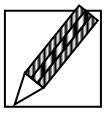
Like adjectives, there are three degrees of Comparison Adverbs:

positive, comparative and superlative, e.g. early, earlier, earliest. Also, we have irregular forms of adverbs, e.g. well, better, best. Now learn these adverbs:

(a) Positive (No comparison)	(b) Comparative (Between two only)	(c) Superlative (Between more than two)
quickly	more quickly	most quickly
badly	worse	worst
little	less	least
well	better	best
early	earlier	earliest

beautiful	more beautiful	most beautiful
often	more often	most often
hopefully	more hopefully	most hopefully
intelligently	more intelligently	most intelligently
expensively	more expensively	most expensively

Exercise 13



Complete the following sentences with suitable adverbs . Here are some adverbs to help you :

least, quickly, early, highly, well, little

(1) Fijuna speaks _____ Lisa speaks _____ than her, but Clara speaks _____ than both of them.
(2) She usually comes _____, the other secretaries come than her, but their boss comes _____ .
(3) Mr. Macmillan walks _____, his friend Pip walks , but James is the quickest walker .
(4) Some birds fly _____, but airplanes go _____, and space rockets go the _____ of them all .
(5) Their team plays _____, but ours plays than their team.
(6) My friend has _____ money, but I have even than him . James has the _____ money of us all .

2.4. 3. Adverbs Position

Many adverbs can occur in the three positions: front of a sentence, in the middle or at the end, e.g.

Middle: never, seldom, hardly, ever, almost, just, quite, nearly.
Middle or End: always, rarely, frequently, and very seldom.
Front, Middle or End: often, usually, sometimes, generally, occasionally.

More SAQs

1. Use the correct word form and fill in the blanks. Words

verb	Noun	Adjective
protect	protection	protective
continue	continuation	continuous
enjoy	enjoyment	enjoyable
agree	agreement	agreeable
imagine	imagination	imaginative

1. The factory workers usually get tired from the ---------- noises of the machines.
2. This beautiful scenery appeals to one's ----------.
3. If you ---------- working, your work is then enjoyable.
4. If you are all satisfied with our terms, we can sign the ---------- now.
5. He made a fence round his garden to ---------- it from being damaged.

2. Fill in the blanks with the correct forms of these words:
sharpen, spread, steering, repair, bright

1. Before rowing up the stream you should learn ---------- your boat.
2. His bike was broken, so he has to ---------- it.
3. You can ---------- butter and jam on a slice of bread.
4. This knife won't cut the meat, because it isn't sharp enough. You need to ---------- it.
5. Jimmy is bright, but his younger brother is the ---------- of all the family.

3. Complete the Adjective column by the correct form

Verb	Noun	Adjective
save	safety	
destroy	destruction	
protect	protection	
industrialize	industrialization	
colonise	colonisation	
memorize	memory	
act	action	
value	value	
encourage	encouragement	
educate	education	
produce	production	
poison	poison	
add	addition	
unite	union	
embarrass	embarrassment	
die	death	
revolt	revolution	

4. Fill in the blanks with the correct words.
joyfully, large, exited, sorrowful, destroy

1. Julie laughed hysterically because she felt ----------.
2. She cried when she learned about the ----------accident.
3. The actress shouted ----------, when she heard her name amongst the winners.
4. Smoking can ---------- your health.
5. He works as a salesman in a ---------- supermarket.

5. Complete the column with the correct word form.

Present	Past	Past Participle
lose		lost
	burst	burst
spread		
ring	rang	
		won
fight	fought	
run	ran	
take	took	
decide		decided
	united	united
store		stored
terminate	terminated	

6. A noun ending in '–ist' normally refers to a person, e.g.

A pianist is a person who plays a piano.

Study these words, and use them to complete the sentences below.

chemist, naturalist, artist, scientist, zoologist, guitarist, environmentalist.

1- Albert Einstein was a famous----------.
2- My child loves pets, and he plans to be a----------.
3- A person who plays the guitar is a----------.
4- Leonardo da Vinchi who painted the Mona Lisa is an Italian-------.-
5- A person who studies the environment is an ----------.
6- A ----------is subjected to chemical reactions.
7- When a poet writes about nature, he is called a----------.

OVERVIEW

No doubt, by now, you have covered most of the elements of basic grammar, and you are expected to be ready to start your second course in grammar.

ANSWER KEY

Exercise 1

1. re= to do something again, e.g. arrange something, then rearrange it (=arrange it again).

Add the prefix ‘re-’ to each word, and then fill in the blanks with the correct word.

consider, turn, tell, build, read, fill, arrange.

1. Audrey did not like her kitchen, so she rearranged the cupboards and the shelves.
2. Sara liked that book, so she reread it.
3. My youngest son loves to hear me tell and retell stories.
4. Mr. Jackson borrowed one of my books and returned it.
5. I first considered the matter, but my friend asked me to reconsider it before I take action.
6. The floods destroyed the farmer’s cottage, so he had to rebuild it.

Exercise 2

Add ‘y’ to turn the following nouns into adjectives, then use each to fill in the blanks.

1. There are no clouds in the sky. The weather is sunny and rather hot.

2. The roads of our village are muddy after the heavy rain of yesterday.
3. They say that politics is a dirty game.
4. You must put on your raincoat in such a rainy weather.
5. When something is as cold as ice they say it is icy cold.
6. When it is blowing hard, the weather is said to be windy.

Exercise 3

Fill in the blanks with the correct forms you make from the following words:

rise, fall, woman, sell, freeze, choose

1. Last week the prices of meat rose up, the reason why people could not buy, but the prices did not yet fall.
2. It was stormy, yesterday, so the branches of the tree broke and fell down.
3. Men and women are two different sexes.
4. Mom forgot the milk in the freezer, so it froze.
5. Last night, I examined the cloth before I chose the colour.
6. All the tickets were sold, so we could not take the 7.00 bus.

Exercise 4

Form nouns from the following words by adding '-ity' or '-ance', making any other changes which are necessary. Find out the classes of words to which you affixed these suffixes.

attend	***attendance***	Class:	***Verb.***
insure	***insurance***	Class:	***Verb.***
annoy	***annoyance***	Class:	***Verb.***
possible	***possibility***	Class:	***adjective.***
disturb	***disturbance***	Class:	***Verb.***
equal	***equality***	Class:	***adjective.***
punctual	***punctuality***	Class:	***adjective.***

guide	***guidance***	Class:	***Verb.***
stupid	***stupidity***	Class:	***adjective.***
appear	***appearance***	Class:	***Verb.***

Exercise 5

Add '-ize' to each of the following words, then use them or to fill in the blanks.

memory, colony, modern, industrial, special, summary.

1- The British colonizedthe Sudan from 1898 to 31st January 1956.
2- I do not want to renew my house, but I will modernize the entrance and the sitting room.
3- My friend is specialized in French linguistics.
4- I always ask my children to memorize short Suras from the holy Qur'an.
5- Our English teacher asked us to summarize part of the short story she read to us in class.
6. The Sudan started with agriculture, but now the government wants to industrialize as fast as possible.

Exercise 6

Add '-en' to these adjectives to make verbs, then use them to fill in the blanks.

sharp, hard, soft, short, flat, dark, sad, mad

1- To harden them, soldiers are trained in the desert.
2- You can flatten a piece of metal by heating and beating it.
3- Children use toy sharpeners to sharpen pencils.
4- If this rope is too long you may shorten it.
5- Bedouin's life is hard, but it is softened when they live in towns.
6- You can darken this colour by adding more brown.
7- It saddened her to hear of her husband's bankruptcy.
8- It maddened him when his house was completely flooded.

Exercise 7

Fill in the blanks with the correct verb forms

1. The vase fell from the stand and broke.
2. They have just caught a big fish which destroyed the fishing net.
3. General Aboud became president of Sudan in 1958.
4. I waved my hand for them to stop, but they drove away.
5. Our professor meant to tell us about the exam, but he ran short of time
6. We met yesterday, dined, and sang a lot of songs.
7. I have already chosen my roommate.

Exercise 8

1. When she heard the news she burst in a cry.
2. Fishermen got up at 5.00 and spread their nets.
3. Rumours usually spread quickly from place to place.
4. The sun shone. What a bright day!
5. The wind blew the farmer's hut last night.
6. People, in hot countries, drink a lot of water every day.

Exercise 9

Write the noun forms of these verbs and use them to complete the sentences below:

eat, ski, make, steel, cook, translate

1. Eating too much causes indigestion.
2. Skiing is a popular sport in the snowy mountains of the Alps.
3. I love drinking tea, but not cooking.
4. When we were too young our parents used to tell us that steeling is wrong.
5. Translating from Arabic into English is difficult.

Exercise 10
Form past participles from these verbs and use them as adjectives to fill in the blanks:

speak, fall, limit, make, destroy

1. Certain companies have a limited number of workers, because they want to cut their expenses.
2. These cookies are tasty, because they are home made.
3. His spoken words were very harsh and embarrassed all of us.
4. The fallen tree obstructed the road and made the traffic difficult.
5. All the destroyed houses were built after the war.

4. The suffix '-less'

By adding '-less' to a large number of words we get adjectives, which mean 'not having', or 'without'.

Exercise 11
Add '-less' to each of these words, and then use them to fill in the blanks.

hope, end, worth, taste, care

1. Counting seems to be an endless exercise.
2. Do not make careless mistakes. You can always correct them before writing.
3. Do not spend more money in this old TV, because it has become worthless.
4. This soup is tasteless.
5. hopeless people are lazy, because they are aimless.

Exercise 12
Form adjectives from the following verbs and nouns:

Verb	Noun	Adjective
prevent	prevention	preventive
differ	difference	different
experiment	experiment	experimental
succeed	success	successful
……..	religion	religious
believe	belief	believable
suit	suit	suitable

Exercise 13

Complete the following sentences with suitable adverbs. Here are some adverbs to help you :

least, quickly, early, highly, well, little

(1) Fijuna speaks well,Lisa speaks better than her, but Clara speaks best than both of them.
(2) She usually comes early, the other secretaries come earlier than her, but their boss comes earliest.
(3) Mr. Macmillan walks quickly, his friend Pip walks more quickly, but James walks most quickly.
(4) Some birds fly highly, but airplanes go more highly, and space rockets go the most highly of them all.
(5) Their team plays well, but ours plays better than their team.
(6) My friend has little money, but I have even less than him. James has the least money of us all.

Terminology

Infixes

An infix is an affix that occurs in the middle of a word. Like prefixes and suffixes, infixes cause change, or inflection, in the forms of words.

An adverb

An adverb tells us when (time), where (place) and how (manner) the action of a verb is done.

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