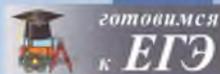


ЕГЭ



М.А. Бодоньи



АНГЛИЙСКИЙ ЯЗЫК

СЛОВООБРАЗОВАНИЕ

ПОДГОТОВКА К ЕГЭ

Задания В11 – В16

Раздел «ГРАММАТИКА и ЛЕКСИКА»



УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС
«АНГЛИЙСКИЙ ЯЗЫК. ПОДГОТОВКА К ЕГЭ»

Учебные пособия издательства «Легион» допущены к использованию в образовательном процессе приказом Минобрнауки России № 729 от 14.12.2009

Учебно-методический комплекс «Английский язык. Подготовка к ЕГЭ»

М. А. Бодонь

АНГЛИЙСКИЙ ЯЗЫК

ПОДГОТОВКА К ЕГЭ

СЛОВООБРАЗОВАНИЕ

ЗАДАНИЯ В11–В16

Раздел «Грамматика и лексика»

Учебно-методическое пособие



ЛЕГИОН
Ростов-на-Дону
2013

Рецензенты:

А. А. Меликян, кандидат филологических наук, доцент кафедры
западноевропейских языков и культур ФГБОУ ВПО

«Пятигорский государственный лингвистический университет»;

А. С. Юрин, учитель высшей категории МОБУ СОШ №9
с углублённым изучением английского языка г. Таганрога

Бодоньи М. А.

Б75 Английский язык. Подготовка к ЕГЭ: словообразование.
Задания В11–В16. Раздел «Грамматика и лексика»: учебно-ме-
тодическое пособие / М. А. Бодоньи. — Ростов н/Д : Легион,
2013. — 185 с. — (Готовимся к ЕГЭ.)

ISBN 978-5-9966-0413-5

Предлагаемое учебно-методическое пособие ориентировано на подго-
товку к выполнению заданий В11–В16 на ЕГЭ по английскому языку —
заданий на словообразование. Содержание книги базируется на авторской
методике развития лексических умений школьников с опорой на Кодифи-
катор ФИПИ.

Пособие состоит из четырёх глав: подготовительные упражнения, уп-
ражнения на употребление словообразовательных элементов (суффиксов
и префиксов), задания в формате ЕГЭ, основанные на текстах, проверяю-
щие уровень владения механизмом словообразования.

Издание адресовано обучающимся 10–11-х классов, которые готовятся
к ЕГЭ и повышают уровень владения английским языком, а также учителям
и методистам.

Книга дополняет учебно-методический комплекс «Английский язык.
Подготовка к ЕГЭ» и рекомендуется к использованию как самостоятель-
но, так и вместе с пособиями «Английский язык. Подготовка к ЕГЭ-2014.
Пособие с аудированием», «Английский язык. Подготовка к ГИА-9 и ЕГЭ.
Задания с развёрнутым ответом: личное письмо, эссе (C1, C2)» и др.

ББК 81.2Англ

CONTENTS

Preface.	4
Word Formation: General Terms	6
Word Formation: Suffix after Suffix	15
Verbs.	16
Nouns.	24
Adjectives	75
Adverbs	119
Word Formation: Prefix after Prefix	127
Word Formation Practice	136
Answer Keys.	145

PREFACE

Уважаемые выпускники и учителя английского языка!

Данное учебно-методическое пособие направлено на подготовку к выполнению заданий В11–В16 единого государственного экзамена по английскому языку. Эти задания позволят систематизировать аффиксы английского языка, представленные в Кодификаторе элементов содержания и требований к уровню подготовки выпускников общеобразовательных учреждений для проведения единого государственного экзамена по английскому языку, а также расширить лексический запас старшеклассников.

К элементам содержания, проверяемым на едином государственном экзамене по английскому языку, относятся аффиксы глаголов, существительных, прилагательных и наречий как элементы словообразования. Знание этих аффиксов характеризует владение выпускниками лексической стороной речи. Контроль сформированности употребления указанных элементов проходит в ходе выполнения заданий В11–В16. Их выполнение связано с возможными трудностями, которые определяются недостаточным уровнем осознания механизмов словообразования в английском языке. Кроме того, ошибки при выполнении данного задания могут быть связаны с неправильным определением части речи, образование которой необходимо в контексте предлагаемого предложения, затруднениями в правописании того или иного суффикса или префикса, а также с некорректным определением значения аффиксов. Очевидно, что для правильного выполнения указанных заданий требуются специальные средства обучения, ориентированные на достижение поставленных целей.

Предлагаемое учебно-методическое пособие — авторская методика развития лексических умений школьников на основе осознания механизмов словообразования в английском языке. В ее основе лежит система упражнений, применение которых расширяет лексический запас школьников на основе осознания процессов словообразования в английском языке, обогащает лексическую сторону речи, а также предупреждает возможные ошибки, связанные с некорректным употреблением аффиксов. При разработке содержания особое внимание было уделено элементам словообразования, представленным в Кодификаторе, владение которыми становится объектом контроля в ходе ЕГЭ по английскому языку.

Пособие состоит из четырех глав. В первой главе «Word Formation: General Terms» представлены общие сведения, важные для осознания механизмов словообразования, а именно строгий порядок слов в английском языке, части речи, типы аффиксов (суффикс и префикс).

Во второй и третьей главах «Word Formation: Suffix after Suffix» и «Word Formation: Prefix after Prefix» конкретизируется употребление словообразовательных элементов (суффиксов или префиксов), входящих в число элементов содержания, проверяемых на едином государственном экзамене по английскому языку и указанных в Кодификаторе. Структура работы с каждым аффиксом идентична: описание значения аффикса, модели образования слов, выполнение упражнений на восприятие механизма словообразования, осознание значения, передаваемого словообразовательным элементом, освоение особенностей написания, самостоятельное употребление в микро- и макроконтексте. Особую роль в ходе освоения механизмов словообразования приобретают предлагаемые в каждом блоке задания на построение словообразовательных цепочек. Мы обращаем внимание на необходимость постоянной работы со словарем, это важно для того, чтобы учащиеся не просто механически выполняли предлагаемые задания, а осознавали значения изучаемых слов. В некоторых случаях мы сопровождаем упражнения сносками, в которых представлен перевод на русский язык.

В четвертой главе учебного пособия «Word Formation Practice» представлены задания в формате ЕГЭ, основанные на аутентичных текстах, выполнение которых направлено на оценку уровня владения лексической стороной речи на основе владения механизмами словообразования.

Таким образом, выполнение упражнений, представленных в учебно-методическом пособии, обеспечивает эффективную подготовку и успешное выполнение заданий В11–В16 раздела «Грамматика и лексика» в ходе ЕГЭ по английскому языку.

Желаем успешной сдачи экзаменов!

Замечания и предложения, касающиеся данной книги, можно присылать по почте или на электронный адрес: legionrus@legionrus.com.

Обсудить пособия, оставить свои замечания и предложения, задать вопрос можно на официальном форуме издательства <http://forum.legionr.ru>.

WORD FORMATION: GENERAL TERMS

1. A. Read the task¹, analyze it and answer the questions below².

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами B11–B16, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы B11–B16.

UK: Conservation and Environment

B11 Going for a walk is the most popular leisure activity in Britain. Despite its high _____, POPULATE

B12 created to conserve the _____ beauty, NATURE

B13 expectations of _____ with the need to VISIT

¹ Демонстрационный вариант контрольных измерительных материалов единого государственного экзамена 2013 года по английскому языку. Режим доступа: <http://www.fipi.ru/view/sections/226/docs/627.html>

² При выполнении данного задания не целесообразно образовывать слова на основе словообразовательных моделей. Учащиеся просматривают текст, анализируют требования к заданию и выполняют упражнения, представленные ниже.

B14 _____ ever since scientists discovered the hole in the ozone layer. In 1997 the UK subscribed to the Kyoto Protocol binding developed countries to reduce emissions of the six main greenhouse gases. The Protocol declares environmental _____.

B15 _____ are taking part in one of the largest international projects that is undertaken to protect endangered species.

B16 _____ are taking part in one of the largest international projects that is undertaken to protect endangered species.

1. What should you do in the task?
2. How should you transform the words?
3. Should you transform the words grammatically?
4. Should you make any word formation changes?
5. What does the word formation mean?
6. Choose the variant which shows the process of word formation:
a. work — worked b. nature — natural c. nice — nicer d. child — children

B. Choose the words below to complete the task.

- B11** a. population b. populated c. popular d. popularization
B12 a. naturally b. natural c. naturalize d. unnatural
B13 a. visits b. visitors c. visiting d. visited
B14 a. serious b. more serious c. seriously d. the most serious
B15 a. protected b. protection c. protects d. protecting
B16 a. science b. scientist c. scientists d. sciences

Useful Information

Задание на словообразование как объект контроля в ходе ЕГЭ по английскому языку направлено на выявление уровня сформированности навыков оперирования лексическими единицами на основе предложенных текстов. При выполнении заданий особую трудность для учащихся представляет:

1. Осознание строгого порядка слов в английском языке и умение определять место части речи в предложении,
2. Знание правил словообразования, понимание значения суффиксов и префиксов английского языка,
3. Соотнесение суффиксов с частями речи,
4. Знание особенностей написания слов английского языка.

2. Read the following information. Answer the questions.

Язык постоянно пополняется новой лексикой, новыми словами. Это определяется развитием науки, техники, появлением новых механизмов, приборов и т. п. Кроме того, происходит постоянное сотрудничество с представителями разных языков и культур, что также влияет на появление новых слов. В английском языке существует несколько способов образования новых слов:

- 1) аффиксация, т. е. образования нового слова на основе аффиксов (суффиксов и префиксов)
- 2) образование сложных слов путем соединения простых слов:
week + end → weekend
- 3) заимствование слов из других языков: guard, army, victory — французские заимствования.

При выполнении задания на словообразование важно понимать, из каких компонентов состоит слово.

Корень (word root) — основной элемент слова, который содержит основное значение слова, и он не может быть разделен на меньшие частицы без потери передаваемого смысла.

Суффикс добавляется к слову после корня и привносит дополнительную информацию к основному значению.

Префикс добавляется к слову в начале перед корнем и привносит дополнительную информацию к основному значению.

1. What does the process of word formation mean?
2. What is the difference between suffixes and prefixes?
3. Do you know any English suffixes? Name them.
4. Do you know any English prefixes? Name them.
5. Why is it important to understand the mechanisms of word formation for learners of English?

3. A. Read the following words. Divide them into 4 groups and complete the table.

work, numerous, misleading, misunderstanding, job, teacher, bed, piano, misfortune, careless, overheat, disapproval, international, government, unlike, possibility, bag, unfortunately, overload, disappoint

<i>The word has a suffix</i>	<i>The word has a prefix</i>	<i>The word has a suffix and a prefix</i>	<i>The word has neither a suffix nor a prefix</i>

Parts of speech

Noun is a type of word that is usually the name of something such as a person, a place, a thing, a quality or an idea: *mouse, table, information, peace*.

Verb is a type of word that usually tells about an action or a state and is the main part of a sentence: *to play, to suppose, to inform*.

Adjective is a 'describing' word; the main role of which is to give more information about the object: *nice, wonderful, amazing*.

Adverb is a word that changes or qualifies the meaning of a verb, an adjective, other adverb, a clause, a sentence or any other word or phrase: *early, quickly, happily*.

4. Complete the table. Define which part of speech each word from the table refers to. Check in the dictionary if you have doubts.

	<i>noun</i>	<i>verb</i>	<i>adjective</i>	<i>adverb</i>
work				
early				
characteristic				
play				
will				
export				
magnificent				
stone				
record				

Noun
Adjective
Adverb
Verb

The agency is led by its ... (11).

B. Choose the right variant for each missing word.

- | | | |
|-----------------------|-------------------|-------------------|
| 1. A. continental | B. continent | C. continentally |
| 2. A. annual | B. annuary | C. annually |
| 3. A. invitation | B. invite | C. inviting |
| 4. A. opportunistic | B. opportunity | C. opportune |
| 5. A. logically | B. logic | C. logical |
| 6. A. respectability | B. respective | C. respect |
| 7. A. constitution | B. constitutional | C. constitute |
| 8. A. particularity | B. particularly | C. particular |
| 9. A. religion | B. religious | C. religiously |
| 10. A. completely | B. complete | C. completion |
| 11. A. administration | B. administrate | C. administrative |

WORD FORMATION: SUFFIX AFTER SUFFIX

Изучение словообразования в английском языке при подготовке к ЕГЭ ориентировано, прежде всего, на изучение особенностей процессов аффиксации, которые основаны на использовании аффиксов при образовании новых слов. В Кодификаторе элементов содержания и требований к уровню подготовки выпускников общеобразовательных учреждений для проведения единого государственного экзамена по английскому языку указаны следующие элементы словообразования¹:

Суффиксы как элементы словообразования

Суффиксы глаголов:

-ize/ise.

Суффиксы существительных:

-er/or, -ness, -ist, -ship, -ing, -sion/tion, -ance/ence, -ment, -ity.

Суффиксы прилагательных:

-y, -ic, -ful, -al, -ly, -ian/an, -ing, -ous, -ible/able, -less, -ive.

Суффикс наречий:

-ly.

В настоящей части пособия мы предлагаем изучение аффиксов, знание которых проверяется в ходе экзамена. Работа над ними направлена на осознание значения, образования и принадлежности к той или иной части речи. Кроме того, предлагаемые задания являются полезными с точки зрения расширения лексического запаса. Именно поэтому освоение правил словообразования должно обязательно включать и работу со словарем, поиск значений слов.

¹ Кодификатор элементов содержания и требований к уровню подготовки выпускников общеобразовательных учреждений для проведения единого государственного экзамена по английскому языку. Режим доступа: URL: www.fipi.ru/view/sections/227/docs/628.html

VERBS

Suffixes *ize/ise*

— используются для образования глаголов на основе прилагательных и существительных

1 модель: NOUN + IZE/ISE

2 модель: ADJECTIVE + IZE/ISE

— обозначают действия и процессы

formal + *ize* → *formalize* (оформлять)

scandal + *ize* → *scandalize* (возмущать, шокировать)

11. Read the words in the first column. Match them with the related words in the second column. Underline their suffixes.

1. memory
2. special
3. industry,
4. sympathy¹
5. ideal
6. drama
7. criticism
8. scandal

- a. industrialize
- b. dramatise
- c. memorize
- d. scandalize
- e. criticize
- f. specialize
- g. idealize
- h. sympathize

12. Divide the words into groups according to their word formation model.

emphasis² → emphasize, neutral → neutralise, sympathy → sympathize, modern → modernise, symbol → symbolize, special → specialize

<i>Noun → Verb</i>	<i>Adjective → Verb</i>

¹ sympathy — сочувствие; сострадание

² emphasis — выразительность, сила.

Useful Information

Применение суффикса *-ise* или *-ize*, как правило, определяется американским или британским вариантами английского языка (*-ize* — американский вариант английского языка, *-ise* — британский вариант английского языка): *organize, organise; recognize, recognise*.

Но существуют глаголы, которые имеют закрепленное написание суффиксов, и менять их нельзя: *advertise, formalize, summarize*.

13. A. Make the verbs from the following nouns using the suffixes *-ise/ -ize*. Translate them.

	<i>British English</i>	<i>American English</i>
character		
apology		
symbol		
nation		
sympathy		
crystal		

14. Read the words in the table below. Find related words in the puzzle and complete the table below.

C	T	M	O	K	F	P	P	R	Y
D	R	E	A	L	I	T	Y	O	T
S	Y	M	B	O	L	R	F	A	Z
A	P	O	L	O	G	I	Z	E	F
G	C	R	I	T	I	C	I	S	E
P	R	I	V	A	T	I	Z	E	U
S	A	Z	A	S	D	F	G	T	T
S	U	E	Q	U	A	L	I	Z	E

<i>Related words</i>	<i>Verbs (-ize)</i>
memory	
	realize
	symbolize
apology	
	criticize
equal ¹	
private	

15. A. Name the verbs which are explained. Underline related words in the definitions.

1. to express or make an apology _____
2. to distinguish² or mark as a characteristic _____
3. to represent by a symbol or symbols _____
4. to consider or represent smth as ideal _____
5. to make modern in appearance or style _____
6. to become neutral _____

B. Complete the word formation chains below using the words from the definitions.

<i>adjective</i> →	<i>verb</i>

<i>noun</i> →	<i>verb</i>

¹ equal — равный, одинаковый; идентичный, равносильный

² distinguish — различить; разглядеть, рассмотреть

16. A. Complete the following word chains using the words from the table below.

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>	<i>Adverb</i>
apology		apologetic	
	idealize	ideal	
legality			legally
		harmonious	harmoniously
	symbolize		symbolically

apologize, symbol, harmony, ideal, harmonize, apologetically, symbolic, ideally, legalize, legal

B. Determine what part of speech it is necessary to use in the following sentences. Complete them using words from part A.

1. It is easier to demand an ... than to deliver one.

- | |
|--------------|
| 1. Noun |
| 2. Verb |
| 3. Adjective |
| 4. Adverb |

a. apology b. apologize c. apologetic d. apologetically

2. Much free television can already be watched ... on computers and mobile phones.

- | |
|--------------|
| 1. Noun |
| 2. Verb |
| 3. Adjective |
| 4. Adverb |

a. legality b. legalize c. legal d. legally

3. The cat and the dog live in ... in the Jones' household.

- | |
|--------------|
| 1. Noun |
| 2. Verb |
| 3. Adjective |
| 4. Adverb |

a. harmony b. harmonize c. harmonious d. harmoniously

4. The waiter ... took the dish back to the kitchen and quickly brought Mr. Apple another one.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. apology b. apologize c. apologetic d. apologetically

5. We are happy to clarify this and ... for the mistake.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. apology b. apologize c. apologetic d. apologetically

6. They tend to ... the situation and to hope for the best.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. ideal b. idealize c. ideally

7. Even if the referendum itself does little, the vote will be of huge ... importance.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. symbol b. symbolize c. symbolic d. symbolically

8. The paintings reflect the human effort to create a ... blend of nature and art.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. harmony b. harmonize c. harmonious d. harmoniously

9. It would be ... if students could draw their diagrams on large pieces of construction paper.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. ideal b. idealize c. ideally

10. What I did was perfectly ...

1. Noun
2. Verb
3. Adjective
4. Adverb

a. legality b. legalize c. legal d. legally

11. Scientists don't know what all these ancient drawings, called petroglyphs, ...

1. Noun
2. Verb
3. Adjective
4. Adverb

a. symbol b. symbolize c. symbolic d. symbolically

17. Make new sentences using verbs (-ize, -ise) so they mean the same as the first ones.

Model: The realization that a catastrophe could occur¹ at any time sobered² them up. — They realized that a catastrophe could occur at any time and it sobered them up.

1. The main *characteristic* of her writings is an excellent taste.

2. I gave my old friend a smile of *recognition*.

3. He spoke with special *emphasis* on the subject of civil rights.

4. The owl is the *symbol* of wisdom and learning.

5. The *specialization* of a lot of Portuguese restaurants is seafood.

¹ occur — происходить, случаться

² sober — отрезвлять

Useful Information

При выполнении заданий В11 – В16 необходимо быть внимательным не только к правильному определению словообразовательных форм, но и к возможным грамматическим и орфографическим ошибкам.

Так, при употреблении глаголов необходимо определить правильную временную форму, соответствующую предлагаемому контексту.

18. Use the words given in capitals to form a word that fits in the space in the text. Pay attention to the grammar tenses you should use.

1. Our restaurant _____ in one type of meat, SPECIAL
so look for pictures of the animal you wish to eat before entering.
2. Yesterday he _____ to his wife and children for losing his temper. APOLOGY
3. We _____ just _____ for the mistake and we promise that it won't happen again. APOLOGY
4. He _____ his company 50 years ago. ORGANIZATION
5. We _____ in the last meeting that the situation was hopeless. RECOGNITION
6. I'm certain in the future everyone _____ his actions. CRITICISM

19. A. Analyze the test a pupil did. Determine types of mistakes in it: word formation mistakes (WF); grammar mistakes (G); spelling mistake (S).

The Guggenheim Museum Bilbao is a museum of modern and contemporary art, located in Bilbao, Spain.

The Basque government agreed to cover the

1. \$100 million construction cost and to subsidized the museum's US \$12 million annual budget. In exchange, the Foundation agreed
2. to manage the institution and orgarnize temporary exhibitions. ORGANIZATION

When the Guggenheim Museum Bilbao opened to the public in 1997, it was immediately hailed as one of the world's most spectacular buildings in the style of Deconstructivism.

3. Last year *The New Yorker* has characterized it as "a fantastic dream ship of undulating¹ form in a cloak of titanium." CHARACTERISTIC
4. The museum was opened as a part of a revitalization effort for the city of Bilbao. In its first three years, almost 4 million tourists visited the museum, helping to generate about €500 million in economic activity. The term, however, has also been employed by crvtics who have denounced the museum as a symbolic of cultural imperialism. REVITALIZE CRITICIZE SYMBOLIZE

B. Correct the mistakes made in the test above.

¹ undulating — волнистый.

NOUNS

Suffixes *-er/-or*

Модель образования:

VERB/NOUN + ER/OR,

обозначает лицо, называемое по роду занятий, или предмет (устройство) со специальной функцией.

Будьте внимательны! Употребление суффиксов *-er* или *-or* необходимо проверять по словарю.

Useful Information

Суффикс *-er*

1) образует существительные от глаголов или существительных, обозначающие лицо, называемое по роду занятий, профессии, привычкам, привычным занятиям; по взглядам и убеждениям; по происхождению и месту проживания

plumber — *водопроводчик*

financier — *финансист*

rider — *наездник*

leader — *лидер, вождь*

beginner — *начинающий, новичок*

winner — *победитель*

2) образует существительные со значением предмета или устройства со специальной функцией

eraser — *ластик, резинка*

conditioner — *кондиционер*

container — *контейнер*

Суффикс *-or*

1) встречается в существительных латинского и французского происхождения, обозначающих название действующего лица

inheritor — *наследник*

visitor — *посетитель, гость*

inventor — *изобретатель*

decorator — *декоратор*

2) образует названия приспособлений или предметов со специальной функцией

tractor — *трактор; тягач*

transistor — *транзистор*

ventilator — *вентилятор*

monitor — *монитор*

20. Read the words in the first column. Match them with the related words in the second column. Underline their suffixes.

- | | |
|--------------|--------------|
| 1. teach | a. trainer |
| 2. drive | b. sender |
| 3. build | c. inventor |
| 4. train | d. teacher |
| 5. write | e. writer |
| 6. send | f. container |
| 7. sing | g. decorator |
| 8. invent | h. builder |
| 9. contain | i. driver |
| 10. decorate | j. singer |

21. A. Divide the following words into two groups according to their meaning.

inventor, computer, cooker, winner, reactor, refrigerator, writer, recorder, manager, runner, printer, sailor, escalator, creator

<i>Animate objects</i>	<i>Inanimate objects</i>

B. Find their related words from the table.

compute, print, sail, manage, run, cook, win, escalate, refrigerate, write, record, react, invent, create

Which of these words require *-er* to form nouns?

Which of them require *-or* to form nouns?

22. Make nouns from the following words using the suffixes *-or* / *-er*.

	<i>-or</i>	<i>-er</i>
sail		—
sing	—	
extinguish ¹	—	
work	—	
possess		—
narrate ²		—
lead	—	
contain	—	
calculate		—
react		—
erase ³	—	
ride	—	
wait	—	

23. Read the words in the table below. Find related words in the puzzle and complete the table below.

S	F	G	C	O	K	K	L	T	N
M	S	T	R	D	R	A	W	E	R
I	N	V	E	N	T	O	R	A	N
X	D	D	A	U	G	N	I	C	N
E	U	U	T	A	S	D	T	H	B
R	S	M	O	K	E	R	E	E	S
W	P	Q	R	Q	W	U	R	R	U

¹ extinguish — гасить, ликвидировать (пожар), тушить² narrate — повествовать, рассказывать³ erase — стирать, соскабливать

<i>Related words</i>	<i>Nouns (-er/-or)</i>
to invent	
to write	
to create	
to draw	
to teach	
to mix	
to smoke	

24. A. Name the words which are explained. Underline related words in the definitions.

1. A person who *writes* books is a(n) _____
2. A person who *composes* music is a(n) _____
3. A person who *edits* written material is a(n) _____
4. A person who *plays* a game is a(n) _____
5. A person who *trains* athletes in a sport is a(n) _____
6. A person who *translates* texts is a(n) _____
7. A person who *acts* in a play or a film is a(n) _____
8. A person who *speaks* at a formal occasion is a(n) _____
9. A person who *fights* is a(n) _____
10. A person who works in a *mine*¹ is a(n) _____

B. Explain the following words using related words.

1. A driver is a person who _____
2. A buyer _____
3. A competitor _____
4. A collector _____
5. A lecturer _____
6. An inspector _____
7. A farmer _____

¹ mine — рудник; шахта

- 8. A director _____
- 9. A producer _____
- 10. A conductor _____

C. Complete the word formation chains with examples from the definitions.

Relative word →	+ or

Relative word →	+ er

25. A. Complete the following word chains using the words from the table below.

Noun (occupation)	Noun (act, process)	Verb	Adjective
announcer		announce ¹	
	belief		believable
competitor			competitive
	consumption ²		
director			direct
		doubt	doubtful
employer			employable
	foundation	found	
	help		helpful
mixer		mix	
	observation ³		observant
	offence	offend	

¹ announce — объявлять; сообщать
² consumption — потребление
³ observation — наблюдение

believer, offender, observer, mixture, helper, founder, doubter, offensive, doubt, employment, employ, help, founded, mixed, observe, consumer, direction, competition, announcement, direct, compete, consumable, announcing, believe

B. Determine what part of speech it is necessary to use in the following sentences. Complete them using words from part A.

1. Wheat based food normally contains a ... of ingredients.

1. Noun
2. Verb
3. Adjective

a. mixer b. mixture c. mix d. mixed

2. When you break a legal rule or a social norm, this is an example of an ...

1. Noun
2. Verb
3. Adjective

a. offender b. offensive c. offend d. offence

3. Being nice and ... may get you good friends and a happy life.

1. Noun
2. Verb
3. Adjective

a. helper b. help c. helpful

4. The company's ... tried to develop his business.

1. Noun
2. Verb
3. Adjective

a. founder b. foundation c. founded d. found

5. An ... can use job offer letters to confirm the details.

1. Noun
2. Verb
3. Adjective

a. employer b. employment c. employ d. employable

6. The researchers appear ... about their results.

1. Noun
2. Verb
3. Adjective

a. doubter b. doubt c. doubtful

7. Generally, a film ... controls a film's artistic and dramatic aspects and visualizes the script.

1. Noun
2. Verb
3. Adjective

a. director b. direct c. direction

8. This report focuses on how ... can be made more sustainable.

1. Noun
2. Verb
3. Adjective

a. consumption b. consumer c. consume d. consumable

9. A ... examination is an examination where candidates are ranked according to their grades.

1. Noun
2. Verb
3. Adjective

a. competition b. competitor c. compete d. competitive

10. The link between issues of health and religious ... is not a new subject at all.

1. Noun
2. Verb
3. Adjective

a. believer b. belief c. believe d. believable

11. Microsoft may ... next generation of Xbox on May 21.

1. Noun
2. Verb
3. Adjective

a. announcer b. announcement c. announce d. announcing

12. He's hardly a neutral ... making a point.

1. Noun
2. Verb
3. Adjective

a. observer b. observation c. observe d. observant

26. Read the following spelling rules. Complete the word chains below.

Если слово оканчивается на *-e*, при добавлении суффикса *-er* гласная *-e-* не удваивается: *make — maker*

В односложных словах с закрытым гласным слогом при добавлении суффиксов *-er/-or* удваивается согласная: *rob — robber*

explore → _____ begin → _____
examine → _____ babysit → _____

drive → _____ run → _____
believe → _____ rob → _____

Useful Information

При выполнении заданий В11 — В16 необходимо быть внимательным не только к правильному определению словообразовательных форм, но и к возможным грамматическим и орфографическим ошибкам.

Так, при образовании имен существительных важно обратить внимание на их возможное употребление в форме множественного числа: на это указывает общий смысл предложения, глаголы, с которыми согласуется имя существительное, косвенным указателем этого также может быть отсутствие артикля.

27. Use the words given in capitals to form a word that fits in the space in the text. Pay attention to the grammar changes you should make.

We are here to bring parents into contact with caring and capable _____ (1) in their area. BABYSIT (1)

Welcome to the virtual harbour of the Superyacht Association which unites and represents the world's leading _____ (2) of large yachts. BUILD (2)

Since I became a _____ (3), my top priority has been creating good-paying jobs for our citizens. GOVERN (3)

Police forces in Europe are hunting for a \$50 million stash of diamonds¹ stolen by eight armed _____ (4). ROB (4)

Most _____ (5) will not use the website if they have to register because registration takes time. USE (5)

The Penn Libraries welcome _____ (6) whose research requires use of our collections. VISIT (6)

¹ stash of diamonds — тайник с бриллиантами.

28. A. Analyze the test the pupil did. Determine types of mistakes in them: grammar mistakes (G); spelling mistakes (S).

- | | |
|---|-----------------------|
| 1. Denise van Outen is an English actress and <u>singers</u> . | SING |
| 2. Her most notable roles to date are a <u>presenter</u> on The Big Breakfast and Roxie Hart in the musical Chicago. | PRESENT |
| 3. Van Outen was voted Rear of the Year in a 2007 poll of <u>reader</u> of Grazia magazine. | READ |
| 4. She first played Roxie Hart on the stage in the hit musical Chicago in April 2001. Her run proved a hit with theatre-goers. | |
| 6. For Strictly's tenth series in September 2012, van Outen was partnered by professional <u>dancer</u> James | DANCE |
| 7. Jordan. Some <u>viewer</u> could not accept her further progressing in the competition, with her 'advantage' of stage and dance experience over other celebrities. | VIEW |
| 8. However, Outen and Jordan did finish as <u>runner-up</u> behind the <u>winner</u> Louis Smith and professional <u>partner</u> Flavia Cacace. | RUN UP
WIN
PART |

B. Correct the mistakes made in the test above.

Suffix -ness	
Модель образования:	ADJECTIVE + NESS
используется для образования существительных, обозначающих состояния или качества, описываемые соответствующим прилагательным.	

29. Read the words in the first column. Match them with the related words in the second column. Underline their suffixes.

- | | |
|-------------|-----------------|
| 1. friendly | a. rudeness |
| 2. happy | b. sadness |
| 3. mad | c. madness |
| 4. ill | d. weakness |
| 5. rude | e. friendliness |
| 6. sad | f. goodness |
| 7. foolish | g. awareness |

- | | |
|-----------|----------------|
| 8. weak | h. illness |
| 9. good | i. happiness |
| 10. aware | j. foolishness |

30. A. Divide the following words into two groups according to their meaning.

happiness, sadness, ugliness, friendliness, weakness, ripeness, foolishness, madness, illness, seriousness, rudeness, sharpness

<i>Qualities</i>	<i>States</i>

B. Find their related words from the table.

rude, friendly, mad, ill, serious, foolish, ugly, weak, ripe, happy, sharp

31. Make nouns from the following words using the suffix -ness. Pay attention to the spelling rule.

Если слово заканчивается на согласную + у, то добавлении суффикса *ness* -у переходит в -i: *lonely* → *loneliness*

+ ness	<i>without spelling changes</i>	<i>with spelling changes</i>
friendly		
foolish		
happy		
ugly		
rude		

+ ness	without spelling changes	with spelling changes
weak		
stuffy ¹		
ill		
lazy		
bald ²		

32. Which of the following word roots cannot be used with the suffix -ness?

- | | | | |
|--------------|-------------|---------------|-------------|
| 1. a. happi- | b. bald- | c. weak- | d. impress- |
| 2. a. rough- | b. appoint- | c. serious- | d. kind- |
| 3. a. ugly- | b. rude- | c. brilliant- | d. good- |
| 4. a. readi- | b. enrich- | c. ripe- | d. sick- |
| 5. a. sharp- | b. thick- | c. rival- | d. tidi- |

33. Read the words in the table below. Find related words in the puzzle and complete the table below.

B	S	D	R	O	Q	F	T	A	S	S	G
N	U	P	U	B	U	K	L	L	G	T	O
F	S	V	D	A	I	E	D	T	R	K	P
C	A	R	E	L	E	S	S	N	E	S	S
X	D	O	N	D	T	O	A	L	A	F	T
C	N	O	E	N	N	M	E	S	T	X	U
D	E	T	S	E	E	N	B	J	N	I	L
A	S	E	S	S	S	U	B	N	E	D	M
E	S	V	U	S	S	R	S	E	S	D	E
H	E	L	P	F	U	L	N	E	S	S	G

¹ stuffy — душный

² bald — лысый

Related words	Nouns (-ness)
rude	
careless	
great	
bald	
quiet	
sad	
helpful	

34. A. Complete the following word chains using the words from the table below.

Noun	Verb	Adjective	Adverb
brightness		bright	
		dark	darkly
deafness		deaf ¹	
	quicken		quickly
roughness ²			roughly

quickness, roughen, quick, darkness, rough, darken, brighten, deafen, brightly, deafly

B. Determine what part of speech it is necessary to use in the following sentences. Complete them using words from part A.

1. The first thing we need to do before we ... any edges is create a copy of our photo.

a. darken b. darkly c. dark d. darkness

- | |
|--------------|
| 1. Noun |
| 2. Verb |
| 3. Adjective |
| 4. Adverb |

¹ deaf — глухой

² roughness — шероховатость, резкость

2. People with moderate ... have difficulty following speech without a hearing aid.

- 1. Noun
- 2. Verb
- 3. Adjective
- 4. Adverb

a. deaf b. deafen c. deafly d. deafness

3. Stress invokes symptoms such as a rise in blood pressure, ... of breath or increased cardiac activity.

- 1. Noun
- 2. Verb
- 3. Adjective
- 4. Adverb

a. quicken b. quickly c. quick d. quickness

4. Providing health insurance to the ... 50 million Americans will cost about \$120 billion a year.

- 1. Noun
- 2. Verb
- 3. Adjective
- 4. Adverb

a. roughen b. rough c. roughly d. roughness

5. If you turn down the ... on your phone, how much longer will your battery last?

- 1. Noun
- 2. Verb
- 3. Adjective
- 4. Adverb

a. bright b. brighten c. brightly d. brightness

35. Read the text. Use the words given in capitals to form a word that fits in the space in the text.

"To practice _____ (1) within yourself gives you a tremendous benefit," says Tai Chi instructor, Nathan Spivey. Most people know Tai Chi as a health exercise. Nathan emphasizes that there is one important aspect of Tai Chi that is required: _____ (2) of mind. Nathan says: "Tai Chi creates a sense of balance, so it helps me to avoid _____ (3) and _____ (4). "He believes that being able to learn yoga, _____ (5) and _____ (6) are important in helping the body to offset negative effects of stress. "You get to know your body better and you get to know your _____ (7) and

QUIET (1)

CALM (2)
 NERVOUS (3)
 IMPULSIVE (4)
 MINDFUL (5)
 SERIOUS (6)

WEAK (7)

strengths." For people who suffer from _____ (8), _____ (9) is the first step in dealing with these problems. The movements start to change the energy and make you feel better and lift that _____ (10).

ILL (8)
 AWARE (9)
 SAD (10)

Suffix -ist

Модель образования:

ADJECTIVE/NOUN + IST

используется для образования существительных, указывающих род деятельности, убеждения, верования людей.

36. Read the words in the first column. Match them with the related words in the second column. Underline their suffixes.

- | | |
|---------------|-----------------|
| 1. biology | a. violinist |
| 2. guitar | b. scientist |
| 3. psychology | c. ecologist |
| 4. reception | d. humorist |
| 5. economy | e. economist |
| 6. journal | f. psychologist |
| 7. science | g. guitarist |
| 8. ecology | h. journalist |
| 9. violin | i. biologist |
| 10. humour | j. receptionist |

37. A. Divide the following words into three groups according to their meaning.

dentist, pianist, scientist, realist, biologist, guitarist, optimist, pessimist, economist, pacifist, pharmacist, cellist, racist, harpist, violinist

<i>People of certain beliefs and religion</i>	<i>People of certain occupation</i>	<i>People playing musical instruments</i>

People of certain beliefs and religion	People of certain occupation	People playing musical instruments

B. Find their related words from the table.

pacifism, violin, optimism, dental, cello, science, piano, economy, realism, biology, race, pharmacy, pessimism, guitar, harp

38. Which of the following word roots cannot be used with the suffix -ist?

- a. journal- b. pian- c. celebr- d. activ-
- a. competit- b. novel- c. terror- d. lingu-
- a. perfection- b. automobil- c. defend- d. meteorolog-
- a. chem- b. pacif- c. financ- d. dramat-
- a. ecolog- b. econom- c. global- d. imigr-

39. A. Read the words in the table below. Find related words in the puzzle and complete the table below.

R	D	O	J	O	P	L	M	H	N	I	T	E
E	S	U	O	F	T	Y	U	M	N	A	S	R
C	A	F	U	D	F	T	Y	U	I	O	S	A
E	V	S	R	P	O	I	U	Y	T	R	D	S
P	L	I	N	G	U	I	S	T	A	S	D	F
T	W	N	A	T	U	R	A	L	I	S	T	O
I	A	K	L	A	S	D	F	G	B	V	Z	L
O	S	C	I	E	N	T	I	S	T	D	X	K
N	D	O	S	A	D	G	J	Z	C	O	C	J
I	T	P	T	M	B	C	Z	A	D	J	O	H
S	I	P	H	Y	S	I	C	I	S	T	K	N
T	P	S	Y	C	H	O	L	O	G	I	S	T

Related words	Nouns (-ist)
journal	
linguistics	
nature	
physics	
psychology	
reception	
science	

B. Choose the right form of the words for each sentence.

- Her sense of ... (a) made her a favourite of the company. He is known to be a great ... (b).
- Red Hot Chilli Peppers has found a new ... (a). I haven't got enough money to buy a new ... (b), it's too expensive!
- If you want to become a great ... (a), you should study natural sciences. If you want to know ... (b), you should read a lot.
- A well-known ... (a) is looking for new employees. A well-known ... (b) has recently published a new book.
- It's very important to be a ... (a) nowadays. It's very important to have a ... (b) way of looking at things nowadays.

humourist
humour
guitar
guitarist
biologist
biology
journal
journalist
real
realist

40. A. Complete the following word chains using the words from the table below.

Noun (occupation)	Noun (act, process)	Verb	Adjective
...	drama	dramatis(z)e	...
economist	economic
...	terror	...	terrible
...	...	—	scientific

<i>Noun (occupation)</i>	<i>Noun (act, process)</i>	<i>Verb</i>	<i>Adjective</i>
globalist	...	globalis(z)e	...
...	humour	—	...
ecologist	...	—	...

dramatist, terrify, ecology, humorist, economy, scientist, global, dramatic, humorous, globalization, terrorist, economis (z)e, ecological, science

B. Determine what part of speech it is necessary to use in the following sentences. Complete them using words from part A.

1. Pierre Beuamarchais was a French ... and librettist.

1. Noun
2. Verb
3. Adjective

a. dramatist b. drama c. dramatise d. dramatic

2. This book gives a comprehensive overview of ... principles.

1. Noun
2. Verb
3. Adjective

a. economist b. economy c. economise d. economic

3. Although anyone can have a night of ..., they are much more common in young children.

1. Noun
2. Verb
3. Adjective

a. terrorist b. terror c. terrify d. terrible

4. Becoming a ... requires years of study and a lot of dedication.

1. Noun
2. Verb
3. Adjective

a. scientist b. science c. scientific

5. In sociology ... is understood as global mass culture dominated by mass media.

1. Noun
2. Verb
3. Adjective

a. globalist b. globalization c. globalise d. global

6. The exact work of an ... depends on the purpose of the work.

1. Noun
2. Verb
3. Adjective

a. ecologist b. ecology c. ecological

7. The article includes a few mathematically ... sayings that any mathematician can appreciate!

1. Noun
2. Verb
3. Adjective

a. humorist b. humour c. humorous

41. Read the text. Use the words given in capitals to form a word that fits in the space in the text.

A _____ (1), in a broad sense, is one engaged in a systematic activity to acquire knowledge. In 1834 Whewell wrote: "As we cannot use physician for a cultivator of physics, I have called him a _____ (2). We need very much a name to describe a cultivator of science in general. I should incline to call him a scientist". Thus we might say, that as an _____ (3) is a musician, a painter or a poet, a scientist is a _____ (4), mathematician, physicist or a _____ (5). There are different types of scientists according to the fields of science they work in. For example, _____ (6) study man's past by scientific analysis of the material remains of his cultures. _____ (7) study living organisms, including their structure, functioning and evolution. _____ (8) analyze composition, properties and reactions of substances. _____ (9) study the origin, history, structure and composition of the earth. _____ (10) examine functioning of organisms. _____ (11) examine production and consumption of goods and services.

SCIENCE (1)

PHYSICS (2)

ART (3)

CHEMISTRY (4)

NATURE (5)

ARCHAEOLOGY (6)

BIOLOGY (7)

CHEMISTRY (8)

GEOLOGY (9)

PSYCOLOGY (10)

ECONOMICS (11)

Suffix -ship

Модель образования:

NOUN + SHIP

используется для образования существительных, имеющих собирательное или абстрактное значение.

Useful Information

— указывает на положение человека в обществе; звание, должность

captainship — капитанство*chairmanship* — председательство

— указывает на умение, мастерство, искусство

airmanship — лётное мастерство*draftsmanship* — черчение, искусство черчения*horsemanship* — искусство верховой езды

— указывает на отношения

comradeship / fellowship — товарищество, содружество*friendship* — дружба, товарищество

— указывает на абстрактные понятия

authorship — авторство*sensorship* — цензура*citizenship* — гражданство

— указывает на круг людей, объединённых какой-л. деятельностью

readership — круг читателей, читательская аудитория*listenership* — круг слушателей, слушательская аудитория*membership* — круг членов (какой-л. организации)**42. Read the words in the first column. Match them with the related words in the second column. Underline their suffixes.**

1. chairman¹
2. citizen
3. director
4. professor
5. friend
6. partner
7. captain

- a. directorship
- b. chairmanship
- c. partnership
- d. citizenship
- e. professorship²
- f. readership
- g. relationship

¹ chairman — председатель² professorship — профессорство

8. reader
9. relation
10. companion

- h. companionship
- i. friendship
- j. captainship

43. A. Read the following words. Pay attention to their meaning. Answer the questions below.

companionship, citizenship, chancellorship¹, professorship, clerkship², ambassadorship³, chairmanship, fellowship, ownership⁴, apprenticeship⁵, courtship⁶, craftsmanship, friendship, statesmanship⁷, stewardship⁸, horsemanship

1. Which of these nouns mean status?
2. Which of these nouns mean skills?
3. Which of these nouns characterize different kinds of relations?
4. Which of these nouns show different positions in an office or a company?
5. Which of these nouns are connected with the process of administration?

B. Find their related words from the table.

companion, chairman, steward, citizen, chancellor, court, craftsman, fellow, owner, apprentice, professor, clerk, ambassador, friend, statesman, horseman

44. Which of the following word roots cannot be used with the suffix -ship?

- | | | | |
|-----------------|---------------|---------------|-------------|
| 1. a. citizen- | b. champion- | c. celebrity- | d. author- |
| 2. a. censor- | b. leader- | c. member- | d. comfort- |
| 3. a. horseman- | b. companion- | c. help- | d. fellow- |

¹ chancellorship — канцлер² clerkship — должность секретаря, клерка, офисного служащего³ ambassadorship — должность, полномочия посла⁴ ownership — собственность; владение⁵ apprenticeship — обучение, учение, ученичество (ремеслу); срок учения, период обучения⁶ courtship — ухаживание⁷ statesmanship — искусное управление государственными делами⁸ stewardship — управление, заведование, руководство

4. a. defence- b. owner- c. partner- d. relation-
5. a. sponsor- b. honour¹- c. scholar²- d. sportsman-

45. Read the words in the table below. Find related words in the puzzle and complete the table below.

A	S	P	D	F	G	H	J	K	L	N	H	L
A	D	A	U	F	T	O	S	E	T	P	O	E
E	S	R	F	U	I	W	D	E	T	U	A	A
C	I	T	I	Z	E	N	S	H	I	P	F	D
U	I	N	I	N	O	E	P	K	L	Y	T	E
X	M	E	M	B	E	R	S	H	I	P	U	R
U	N	R	L	M	N	S	B	Y	C	O	G	S
B	E	S	M	J	E	H	I	H	N	M	B	H
N	M	H	U	O	K	I	N	S	H	I	P	I
N	M	I	U	L	O	P	A	G	T	V	D	P
I	O	P	C	L	E	R	K	S	H	I	P	Z

Related words	Nouns (-ship)
citizen	
owner	
partner	
member	
kin ³	
clerk	
leader	

¹ honour — слава, почёт, честь

² scholar — учёный

³ kin — родня, родственники; родство

46. Examine the following models. Complete the word chains below. Pay attention to the meaning of related words.

Model 1: read → reader → readership

own	→		→	
listen	→		→	
lead	→		→	

Model 2: chair → chairman → chairmanship

air	→		→	
drafts ¹	→		→	
horse	→		→	
states	→		→	
marks ²	→		→	
pen	→		→	

47. A. Name the verbs which are explained. Underline related words in the definitions.

- the state of being a friend _____
- the state or fact of being an owner _____
- the state of being vested³ with the rights, privileges and duties of a citizen _____
- the state of being a member, as of a society or a club _____
- people who read or are thought to read a particular book, newspaper, magazine, etc _____
- the ability, qualifications or practice of a statesman; wisdom and skill in the management of public affairs _____

¹ drafts — черновики, проекты

² marks — мишени, цели

³ vest — наделять (правом)

B. Complete the word formation chains below using the words from the definitions.

friend	→	friendship
_____	→	_____
_____	→	_____
_____	→	_____
_____	→	_____
_____	→	_____
_____	→	_____

48. Choose the right of the words form for each sentence.

... (1) makes prosperity more shining and lessens adversity by dividing and sharing it. (*Cicero*)

The best effect of any book is that it excites the ... (2) to self-activity. (*Thomas Carlyle*)

All the arts we practice are ... (3). The big art is our life. (*M. C. Richards*)

Watch out for the ... (4) who talks about putting things in order! Putting things in order always means getting other people under your control. (*Denis Diderot*)

A sense of humor is a part of the art of ... (5), of getting along with people, of getting things done. (*Dwight D. Eisenhower*)

friendship
friend
reader
readership
apprenticeship
apprentice
fellow
fellowship
leadership
leader

Suffix -ing

Модели образования:

NOUN + ING

VERB + ING

OTHER PART OF SPEECH + ING

служат для образования существительных от глаголов и других частей речи со значением процесса, состояния, действия.

Useful Information

Суффикс -ing

— образует существительные от глаголов (и реже от существительных) со значением процесса, действия, состояния

absorbing — всасывание; поглощение

carrying — транспортирование, транспортировка

law-making — издание законов

— образует существительные от глаголов (и реже от существительных) со значением конкретного объекта, предмета, материала

camping — кемпинг, лагерь для автотуристов

deafening — звукоизолирующий материал

— образует существительные от глаголов (и реже от существительных) со значением абстрактного понятия со значением «область знаний, качество, характеристика, деятельность, род занятий»

landscape-gardening — декоративное садоводство

daring — смелость, храбрость

leading — лидерство, лидирование

49. Read the words in the first column. Match them with the related words in the second column. Underline their suffixes.

- | | |
|--------------------------|----------------|
| 1. babysit | a. upbringing |
| 2. engineer | b. bleeding |
| 3. farm | c. babysitting |
| 4. bring up ¹ | d. driving |
| 5. build | e. engineering |
| 6. climb | f. beginning |
| 7. drive | g. climbing |
| 8. begin | h. building |
| 9. bleed ² | i. fishing |
| 10. fish | j. farming |

¹ bring up — воспитание

² bleed — кровоточить; истекать кровью

50. A. Read the following words. Pay attention to their meaning. Answer the questions below.

greeting¹, swimming, collecting, painting, lining², farming, opening, flooring³, camping, mountaineering, nursing, gardening

1. Which of these nouns mean process?
2. Which of these nouns mean objects?
3. Which of these nouns mean material?
4. Which of these nouns mean occupation?
5. Which of these nouns mean activity?

B. Find their related words from the table.

greet, camp, swim, open, nurse, line, mountain, farm, collect, floor, garden, paint

51. Which of the following word roots cannot be used with the suffix -ing?

- | | | | |
|----------------|-----------------------------|-------------------------|-------------|
| 1. a. travel- | b. talent- | c. patent- | d. teach- |
| 2. a. scandal- | b. read- | c. paint- | d. stor(e)- |
| 3. a. danc(e)- | b. sing- | c. upbringing- | d. nervous- |
| 4. a. scor(e)- | b. dust- | c. guilt ⁴ - | d. meet- |
| 5. a. land- | b. essenc(e) ⁵ - | c. carry- | d. talk- |

52. Divide the words into three groups according to their word formation model.

nurse → nursing⁶, beat → beating, short → shorting, face⁷ → facing, eat → eating, fat → fattening⁸, flute → fluting, speak → speaking, out → outing⁹, heat → heating, farm → farming, white → whiting

¹ greeting — приветствие

² lining — подкладка; внутренняя обивка

³ flooring — настил, пол

⁴ guilt — вина

⁵ essence — существо, сущность

⁶ nursing — уход за больным

⁷ face — сталкиваться

⁸ fattening — обезжиривание

⁹ outing — прогулка; экскурсия; пикник

<i>NOUN + ing</i>	<i>VERB + ing</i>	<i>Other parts of speech + ing</i>

53. Read the words in the table below. Find related words in the puzzle and complete the table below.

M	E	E	T	I	N	G	H	U	H	T
K	F	H	R	O	F	N	B	P	A	T
B	I	F	A	F	D	O	G	B	D	U
D	F	A	I	R	U	F	Y	R	R	T
K	L	M	N	Y	E	A	T	I	N	G
S	D	A	I	R	I	D	I	N	G	G
P	I	Y	N	R	W	A	H	G	T	U
D	A	F	G	T	S	I	Z	I	N	G
F	R	A	G	O	U	T	I	N	G	B
D	G	J	T	E	A	D	B	G	Z	O

<i>Related words</i>	<i>Nouns (-ing)</i>
meet	
bring up	
eat	
train	
out	
ride	
size	

54. Examine the following models. Complete the word chains below.

Model: *babysit* → *babysitting* → *babysitter*

begin	→	_____	→	_____
build	→	_____	→	_____
swim	→	_____	→	_____
teach	→	_____	→	_____
write	→	_____	→	_____

55. Read the text. Use the words given in capitals to form a word that fits in the space in the text.

Public-speaking _____ (1) has a number of realistic objectives. Many people fear public _____ (2), but this reluctance¹ can be overcome with proper _____ (3). Improving your communicative skills is the main aim of public-speaking programs. Another objective would be to prepare for conferences, running a _____ (4) or other leadership roles. Another objective is _____ (5) how to influence an audience to agree and persuade² listeners to take action.

TRAIN
SPEAK
LEARN
MEET
TEACH

Suffix -ion

Модель образования:

VERB + ION

служит для образования существительных от глаголов со значением действия, процесса, состояния, абстрактного понятия, свойства, качества.

Наиболее распространенным является написание слов с суффиксами -ation, -ition, -sion, -tion, -xion.

¹ reluctance — неохота, нежелание

² persuade — убеждать (в чём-л.); склонить (к чему-л.), уговорить (на что-л.)

Useful Information

Суффикс -ion

— указывает на действие, процесс, состояние

comprehension — понимание, осмысление

transformation — изменение, превращение, преобразование

— указывает на абстрактное понятие; свойство, качество

accommodation — помещение; жилье

56. A. Read the words in the first column. Match them with the related words in the second column. Underline their suffixes.

- | | |
|----------------------------|-----------------|
| 1. admire | a. calculation |
| 2. anticipate ¹ | b. confirmation |
| 3. apply ² | c. admiration |
| 4. celebrate | d. celebration |
| 5. calculate | e. anticipation |
| 6. confirm ³ | f. fascination |
| 7. devote ⁴ | g. devotion |
| 8. direct | h. imagination |
| 9. fascinate ⁵ | i. application |
| 10. imagine | j. direction |

B.

- | | |
|---------------------------|-----------------|
| 1. impress | a. expansion |
| 2. include | b. apprehension |
| 3. decide | c. expression |
| 4. conclude | d. suspension |
| 5. expand | e. impression |
| 6. express | f. possession |
| 7. discuss | g. inclusion |
| 8. apprehend ⁶ | h. discussion |

¹ anticipate — предвосхищать, предугадывать

² apply — обращаться с просьбой, (письменным) заявлением

³ confirm — подтверждать, подкреплять

⁴ devote — посвящать (себя чему-то возвышенному)

⁵ fascinate — восхищать, приводить в восторг, очаровывать, пленять

⁶ apprehend — понимать, постигать, разгадывать, схватывать

9. possess¹
10. suspend²

- i. decision
j. conclusion

57. A. Divide the following words into two groups according to their meaning.

transformation, calculation, accommodation³, tradition, interruption⁴, intuition, investigation, information, isolation, excursion, liberation, profession

<i>State or act</i>	<i>Abstract noun</i>

B. Find their related words from the table. Pay attention to the part of speech they represent.

transform, interrupt, investigate, isolate, liberate, accommodate, intuit, inform, excursionist, profess⁵, traditional, calculate

58. Which of the following word roots cannot be used with the suffix -ion?

- a. anticipat(e)- b. depress- c. pollut(e)- d. paint-
- a. possess- b. percent- c. subtract⁶- d. invent-
- a. refresh- b. multiplicat(e)- c. classificat(e)- d. conservat(e)-
- a. express- b. discuss- c. trust- d. transform-
- a. impress- b. correspond- c. conversant(e)- d. anticipat(e)-

¹ possess — обладать

² suspend — временно отстранять, исключать

³ accommodation — помещение; жильё; приют, убежище

⁴ interruption — перерыв; пауза; заминка

⁵ profess — заниматься какой-л. деятельностью, избрать своей профессией

⁶ subtract — вычитать

59. Read the words in the table below. Find related words in the puzzle and complete the table below.

A	D	G	J	O	P	I	D	V	H	O	A	D	C
C	O	R	R	E	C	T	I	O	N	K	J	C	A
R	P	E	X	P	A	N	S	I	O	N	A	C	U
E	Z	C	F	E	S	B	C	D	O	K	V	J	O
A	C	G	U	B	M	J	U	X	B	N	U	M	M
T	T	G	B	P	O	S	S	E	S	S	I	O	N
I	C	V	B	N	O	O	S	G	B	N	M	L	P
O	D	I	R	E	C	T	I	O	N	U	E	R	D
N	A	D	U	I	N	O	O	J	O	P	E	T	E
Z	S	F	A	S	C	I	N	A	T	I	O	N	N

<i>Related words</i>	<i>Nouns (-ion)</i>
correct	
create	
discuss	
direct	
expand	
possess	
fascinate	

60. A. Analyze the following models. Translate the given examples.

<i>Verb ending</i>	<i>→ suffix</i>	<i>Example</i>
-ss	→ ion	possess — possession
-nt	→ ion	invent — invention
-de	→ sion	conclude — conclusion
-it	→ sion	permit — permission
-nd	→ sion	expand — expansion

Verb ending	→ suffix	Example
-se	→ ation	accuse — accusation
-rm	→ ation	form — formation
-ify	→ ication	classify — classification
-ish	→ ition	abolish — abolition
-ose	→ ition	expose — exposition

Translate the following words. Use the examples from the table.

обладать	_____	формирование	_____
изобретать	_____	выставка	_____
разрешать	_____	делать вывод	_____
растягиваться, расширяться	_____	обвинение	_____
вывод	_____	аннулировать, отменять	_____
классифицировать	_____	разрешение	_____
обладание	_____	формировать	_____
обвинять	_____	расширение	_____
отмена	_____	классификация	_____
показывать, выставлять на показ	_____	изобретение	_____

B. Form nouns using the words from the table. Complete the table with your examples.

exclude¹, oppose, prevent, converse, admit, inform, discuss, demolish², extend, identify

Verb ending	→ suffix	Examples
-ss	→ ion	
-nt	→ ion	

¹ exclude — исключать

² demolish — разрушать, уничтожать

Verb ending	→ suffix	Examples
-de	→ sion	
-it	→ sion	
-nd	→ sion	
-se	→ ation	
-rm	→ ation	
-ify	→ ication	
-ish	→ ition	
-ose	→ ition	

61. A. Complete the following word chains using the words from the table below.

Noun (act, process)	Verb	Adjective	Adverb
	express	expressive	
humiliation ¹			humiliatingly
	impress		impressively
persuasion		persuasive	
		resolute	resolutely
	satisfy	satisfactory	
admiration			admiringly
	confuse		confusedly
continuation		continual	
	cooperate		cooperatively

expressively, cooperation, confusion, resolution, admire, confused, satisfaction, persuade, impression, impressive, continually, expression, admirable, cooperative, humiliating, humiliate, resolve, satisfactorily, persuasively, continue

¹ humiliation — унижение

B. Determine what part of speech it is necessary to use in the following sentences. Complete them using words from part A.

1. My tears are an ... of my grief.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. expression b. express c. expressive d. expressively

2. He suffered the ... of getting the lowest score on the test.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. humiliation b. humiliate c. humiliating d. humiliate

3. There came an ... moment in all this confusion, a point of August solemnity.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. impression b. impress c. impressive d. impressively

4. When someone lists all the reasons why you should do something, this is an example of ...

1. Noun
2. Verb
3. Adjective
4. Adverb

a. persuasion b. persuade c. persuasive d. persuasively

5. The committee expressed general ... with the progress.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. satisfaction b. satisfy c. satisfactory d. satisfactorily

6. He glanced ... at the design.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. admiration b. admire c. admirable d. admiringly

7. After the tornado, the town was in a state of total ...

1. Noun
2. Verb
3. Adjective
4. Adverb

a. confusion b. confuse c. confused d. confusedly

8. If someone is constantly making noise and barely ever taking a break, this is an example of ... noise.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. continuation b. continue c. continual d. continually

9. The idea of international ... between peoples must succeed.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. cooperation b. cooperate c. cooperative d. cooperatively

62. Read the text. Use the words given in capitals to form a word that fits in the space in the text.

In psychology _____ (1) is the term for subjective experience that is characterized by personal _____ (2), biological _____ (3) and mental states. Emotion is often the driving force behind _____ (4), positive or negative.

EMOTE (1)
EXPRESS (2)
REACT (3)
MOTIVATE (4)

Some people make a _____ (5) between emotions and feelings saying that a feeling is the response part of the emotion and that an emotion includes _____ (6) or experience, _____ (7), _____ (8). Negative emotions such as fear, anxiety, _____ (9) and _____ (10) cause chemical _____ (11) in your body that are very different from the chemicals released when you feel positive emotions. Emotions are reliable _____ (12) of what is really going on inside of us.

DISTINCT (5)
SITUATE (6)
INTERPRET (7)
PERCEPT (8)
FRUSTRATE (9)
DEPRESS (10)
REACT (11)
IDENTIFY (12)

There are many ways to identify emotions and you will have to choose the manner that is most suitable to your personality.

Suffixes -ance/-ence

Модель образования: Mad man pondo

VERB + ANCE/ENCE

— обозначает действие, движение, состояние, передаваемое соответствующим глаголом

ADJECTIVE + ANCE/ENCE

— передаёт качество или состояние, выраженное прилагательным

63. Read the words in the first column. Match them with the related words in the second column. Underline their suffixes.

- | | |
|------------|----------------|
| 1. appear | a. dependence |
| 2. insure | b. insistence |
| 3. perform | c. entrance |
| 4. guide | d. occurrence |
| 5. depend | e. existence |
| 6. exist | f. guidance |
| 7. insist | g. appearance |
| 8. persist | h. persistence |
| 9. occur | i. performance |
| 10. enter | j. insurance |

64. A. Divide the following words into two groups according to their meaning.

continuance, elegance, maintenance, ignorance, importance, dominance, appearance, disturbance, endurance, annoyance, clearance, attendance, pursuance, discordance

Quality	Action

Quality	Action

B. Find their related words from the table.

continue, maintain, ignore, annoy, disturb, endure, clear, appear, dominate, elegant, attend, important, pursue, discord

65. Which of the following word roots cannot be used with the suffixes -ance/-ence??

- | | | | |
|-----------------|--------------|------------|-------------|
| 1. a. mist- | b. resist- | c. observ- | d. perform- |
| 2. a. sever- | b. relev- | c. toler- | d. loud- |
| 3. a. resembl- | b. suffer- | c. dist- | d. like- |
| 4. a. enlarg- | b. extravag- | c. guid- | d. disson- |
| 5. a. conson- | b. discord- | c. intens- | d. insur- |
| 6. a. hostil- | b. coincid- | c. confer- | d. exist- |
| 7. a. magnific- | b. fellow- | c. insist- | d. depend- |

66. Read the words in the table below. Find related words in the puzzle and complete the table below.

F	G	P	O	U	P	A	A	T	N	S	C	U	V
D	H	E	T	R	A	P	V	N	J	Q	O	T	S
C	O	R	R	E	S	P	O	N	D	E	N	C	E
G	T	S	A	F	T	E	I	P	L	B	F	N	W
B	B	I	F	E	G	A	D	O	J	G	I	Y	D
N	N	S	T	R	B	R	A	U	G	R	D	U	V
I	M	T	N	E	E	A	N	Y	F	W	E	O	R
O	O	A	O	N	D	N	C	R	A	S	N	D	G
F	U	N	T	C	V	C	E	E	S	C	C	R	N
R	L	C	A	E	A	E	N	A	F	A	E	T	I
T	S	E	M	A	I	N	T	E	N	A	N	C	E

<i>Related words</i>	<i>Nouns (-ence)</i>
persist	
confident	
refer	
correspond	
appear	
avoid	
maintain	

68. There is no rule that governs whether a word ends with **-ance** or **-ence**. Use a dictionary whenever you are not sure which spelling is correct. Complete the following words with **-e-** or **-a-**.

Import...nce, entr...nce, differ...nce, independ...nce, insur...nce, confer...nce, ambul...nce, abs...nce, inst...nce, audi...nce, allow...nce, intellig...nce, assur...nce, appear...nce, obedi...nce, pres...nce.

69. A. Name the nouns which are explained. Underline related words in the definitions.

1. the act or state of attending _____
2. the act of annoying _____
3. the act or an instance of appearing _____
4. the act of preferring _____
5. the act or an instance of obeying _____
6. the state or fact of being present _____

B. Complete the word formation chains below using the words from the definitions.

attending	→	attendance

70. A. Complete the following word chains using the words from the table below.

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>	<i>Adverb</i>
	depend		dependently
difference		different	
	correspond		correspondingly
		confident	confidently
assurance			assuredly
	excel	excellent	
	ignore		ignorantly
insistence		insistent	
	obey		obediently

correspondence, obedience, insist, ignorance, excellently, assure, excellence, insistently, ignorant, confidence, dependence, assured, corresponding, obedient, confide, dependent, differ, differently

B. Determine what part of speech it is necessary to use in the following sentences. Complete them using words from part A.

1. But Edith was never more charming than in this new ... , and all his love and loyalty were evoked in caring for her.

1. Noun
2. Verb
3. Adjective
4. Adverb

- a. dependence b. depend c. dependent d. dependently

2. Since the day when Louis had tried to change his decision, life had been a ... thing for him.

1. Noun
2. Verb
3. Adjective
4. Adverb

- a. difference b. differ c. different d. differently

3. The audience responded

1. Noun
2. Verb
3. Adjective
4. Adverb

a. correspondence b. correspond c. corresponding d. correspondingly

4. Direct communications between the parties could help to build ...

1. Noun
2. Verb
3. Adjective
4. Adverb

a. confidence b. confide c. confident d. confidently

5. This ... also seemed to her an enigma.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. assurance b. assure c. assured d. assuredly

6. Between him and his ... principle there was war, without the slightest division.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. excellence b. excel c. excellent d. excellently

7. They ... anyone who doesn't wear the latest fashion.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. ignorance b. ignore c. ignorant d. ignorantly

8. He now regrets that he was not more

1. Noun
2. Verb
3. Adjective
4. Adverb

a. insistence b. insist c. insistent d. insistently

9. In his epic, *Paradise Lost*, John Milton explores the concept of labor and its connection with

1. Noun
2. Verb
3. Adjective
4. Adverb

a. obedience b. obey c. obedient d. obediently

71. Read the text. Use the words given in capitals to form a word that fits in the space in the text.

Several common work situations may test your _____ (1). The _____ (2) of how to manage it in meetings and during presentations is evident. You can develop some _____ (3) as they are often called in business. But how can you feel their _____ (4)? Your _____ (5) is the key to success. This will take you forward into growth, rather than shrinking backward into _____ (6). You should accept that the more natural you can be in the meeting situation the more _____ (7) you will achieve. You train a few things and then adapt them into a situation. Everything you do in training becomes a metaphor for life, whether it be attack, _____ (8), work or many other things. Your personal development is being stretched as you are learning _____ (9), discipline, etc.

CONFIDENT (1)
IMPORTANT (2)

COMPETENT (3)

PRESENT (4)
INSIST (5)

AVOID (6)

BALANCEABLE (7)

DEFEND (8)

TOLERANT (9)

Suffix -ment

Модель образования:

VERB + -MENT

обозначает действие, процесс, их результат, а также средство или инструмент

72. Read the words in the first column. Match them with the related words in the second column. Underline their suffixes.

- | | |
|---------------|-------------------|
| 1. amuse | a. movement |
| 2. agree | b. entertainment |
| 3. discourage | c. excitement |
| 4. disappoint | d. government |
| 5. achieve | e. employment |
| 6. excite | f. discouragement |
| 7. entertain | g. disappointment |
| 8. employ | h. agreement |
| 9. govern | i. amusement |
| 10. move | j. achievement |

73. A. Divide the following words into three groups according to their meaning.

contentment, disappointment, government, movement, appointment, excitement, amendment¹, achievement, employment

<i>State, condition or quality</i>	<i>Result or product of an action</i>	<i>Process or action</i>

B. Find their related words from the table.

content, appoint, govern, move, disappoint, amend, excite, achieve, employ

74. Which of the following word roots cannot be used with the suffix -ment?

- | | | | |
|----------------|-------------|---------------|-----------------|
| 1. a. amuse- | b. manage- | c. produce- | d. pay- |
| 2. a. equip- | b. achieve- | c. punish- | d. falsificate- |
| 3. a. environ- | b. move- | c. expectate- | d. develop- |

¹ amendment — поправка (к резолюции, законопроекту)

- | | | | |
|-------------------|-------------|-------------|------------|
| 4. a. amaze- | b. improve- | c. arrange- | d. emerge- |
| 5. a. distribute- | b. agree- | c. involve- | d. treat- |

75. A. Name the nouns which are explained. Underline related words in the definitions.

- the act of entertaining or state of being entertained _____
- the act of engaging or condition of being engaged _____
- the act of refreshing or the state of being refreshed _____
- the act of agreeing _____
- the act of improving or the state of being improved _____
- the act of punishing or state of being punished _____

B. Complete the word formation chains below using the words from the definitions.

entertain	→	entertainment
_____		_____
_____		_____
_____		_____
_____		_____

76. Read the words in the table. Find related words in the puzzle and complete the table.

<i>Related words</i>	<i>Nouns (-ment)</i>
state	
disappoint	
employ	

Related words	Nouns (-ment)
engage	
improve	
govern	
judge	

A	S	D	T	Y	U	I	O	P	J	G	E	F	Y
F	A	D	G	T	T	E	F	Y	U	I	N	F	U
T	F	H	U	T	E	M	A	B	S	D	G	U	I
J	F	Y	U	N	A	P	A	D	T	O	A	E	R
U	A	D	F	T	A	L	T	U	A	N	G	G	F
D	I	S	A	P	P	O	I	N	T	M	E	N	T
G	L	K	A	S	F	Y	D	G	E	B	M	B	G
E	P	F	H	U	I	M	F	S	M	T	E	T	F
M	O	A	S	D	F	E	A	D	E	A	N	E	T
E	G	O	V	E	R	N	M	E	N	T	T	A	Y
N	G	A	D	G	U	T	R	T	T	S	D	S	U
T	E	I	M	P	R	O	V	E	M	E	N	T	I

77. A. Complete the following word chains using the words from the table below.

Noun	Verb	Adjective
	accomplish	
accompaniment		accompanying
	achieve	achievable
	agree	
discouragement		discouraged
	develop	
		entertaining

Noun	Verb	Adjective
improvement	improve	
	refresh	
	resent ¹	

accomplished, refreshment, resentment, entertainment, development, refreshing, entertain, improved, achievement, discourage, developed, accomplishment, accompany, agreeable, agreement, resentful

B. Determine what part of speech it is necessary to use in the following sentences. Complete them using words from part A.

1. Even if you aren't among the first 100 people to finish the marathon, being able to run 26 miles is still a big ...

- | |
|--------------|
| 1. Noun |
| 2. Verb |
| 3. Adjective |
| 4. Adverb |

a. accomplishment b. accomplish c. accomplished

2. Her husband wasn't able to ... her to the awards banquet, so she took her brother instead.

- | |
|--------------|
| 1. Noun |
| 2. Verb |
| 3. Adjective |
| 4. Adverb |

a. accompaniment b. accompany c. accompanying

3. So the question in my mind is whether work-life balance is really a myth or an ... goal.

- | |
|--------------|
| 1. Noun |
| 2. Verb |
| 3. Adjective |
| 4. Adverb |

a. achievement b. achieve c. achievable

4. Both, he says, were content to reach ... on the basis of what they knew.

- | |
|--------------|
| 1. Noun |
| 2. Verb |
| 3. Adjective |
| 4. Adverb |

a. agreement b. agree c. agreeable

¹ resent — негодовать, возмущаться

5. We should ... this practice among our youth.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. discouragement b. discourage c. discouraged

6. The new area is still under

1. Noun
2. Verb
3. Adjective
4. Adverb

a. development b. develop c. developed

7. He published, some years ago, a little volume giving an account of a trip through the Great West, and it was a very ... book.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. entertainment b. entertain c. entertaining

8. We value positive attitude and welcome change to ... all that we do.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. improvement b. improve c. improved

9. The website did not ... immediately.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. refreshment b. refresh c. refreshing

10. ... can waste time and energy; just forgive them and move on.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. resentment b. resent c. resentful

78. Read the text. Use the words given in capitals to form a word that fits in the space in the text.

It's time that parents joined their children in going back to school. It should be a time of year when parents strengthen their _____ (1) to their children's education. Statistics show that parental _____ (2) lessens as their children get older. Teachers regularly spend hours preparing for the classroom open house. Imagine their _____ (3) when parents fail to attend. How can schoolchildren strive¹ for self _____ (4) in the classroom if they do not see adults striving for their _____ (5) at home? As a result, the _____ (6) of academic standards is declining. Teachers have to give less homework because fewer and fewer students complete these _____ (7).

COMMIT (1)

INVOLVE (2)

DISAPPOINT (3)

IMPROVE (4)

ACHIEVE (5)

DEVELOP (6)

ASSIGN (7)

Suffix -ity

Модель образования:

ADJECTIVE + ITY

используется для образования существительных, обозначает состояние или качество, описываемое исходным прилагательным

79. Read the words in the first column. Match them with the related words in the second column. Underline their suffixes.

1. equal

2. formal

3. generous

4. timid

5. curious

6. noble

7. sensitive

8. intensive

a. nobility

b. fragility

c. sensitivity

d. reliability

e. intensity

f. equality

g. generosity

h. curiosity

¹ strive — стремиться, прилагать усилия

audacious	→	
curious	→	
commodious	→	

Model: *accessible* → *accessibility*

accessible	→	
capable	→	
possible	→	
stable	→	
sensible	→	

Model: *sensitive* → *sensitivity*

intensive	→	
sensitive	→	
creative	→	
negative	→	
radioactive	→	

84. A. Complete the following word chains using the words from the table below.

Noun	Adjective	Adverb
	possible	
generosity		generously
	individual	
density		densely
	original	

Noun	Adjective	Adverb
reliability		reliably
	sensible	
		generally
	particular	
confidentiality		confidentially

possibility, particularity, originality, possibly, generous, reliable, dense, individuality, general, sensibility, individually, originally, sensibly, generality, particularly, confidential

B. Determine what part of speech it is necessary to use in the following sentences. Complete them using words from part A.

- There is only a slight ... that I will provide an acceptable answer to this question.
 - a. possibility b. possible c. possibly

1. Noun
 2. Adjective
 3. Adverb
- Few people are as kind and helpful and ..., and he was a major inspiration in my life and career.
 - a. generosity b. generous c. generously

1. Noun
 2. Adjective
 3. Adverb
- There is no one correct answer here, as ... we are all unique with differences in personal taste.
 - a. individuality b. individual c. individually

1. Noun
 2. Adjective
 3. Adverb
- The meat must be cut with filler or the loaf will be
 - a. density b. dense c. densely

1. Noun
 2. Adjective
 3. Adverb
- He showed incredible ... by wearing those kind of shoes.

1. Noun
 2. Adjective
 3. Adverb

a. originality b. original c. originally

6. Their ... is in doubt.

1. Noun
2. Adjective
3. Adverb

a. reliability b. reliable c. reliably

7. They did their best to be ... when it came to spending money.

1. Noun
2. Adjective
3. Adverb

a. sensibility b. sensible c. sensibly

8. ... speaking, most kids like spaghetti and cheese.

1. Noun
2. Adjective
3. Adverb

a. generality b. general c. generally

9. In ..., I like to do this.

1. Noun
2. Adjective
3. Adverb

a. particularity b. particular c. particularly

10. They are required by law to keep all case details ...

1. Noun
2. Adjective
3. Adverb

a. confidentiality b. confidential c. confidentially

85. Read the text. Use the words given in capitals to form a word that fits in the space in the text.

People are focused more on _____ (1) than quality of life, so speed is very alluring¹ to them. They forget their goals which help the individual and the _____ (2) to find the dynamism in the life. These are the motives which bring _____ (3) and _____ (4) to the individual and the society. People need pragmatic

QUANTITATIVE (1)

COMMON (2)

VITAL (3)

PROSPEROUS (4)

¹ alluring — привлекательный, притягательный

knowledge so their _____ (5) will provide efficient organization of the material, economic, social and political life. The main motives will not be power and wealth; it will be the higher values and aims of life like truth, harmony, _____ (6), freedom, _____ (7), etc.

CAPABLE (5)

GENEROUS (6)
EQUAL (7)

ADJECTIVES

Suffix -y

Модель образования:

NOUN/VERB + -Y

— образует прилагательные от существительных и глаголов со значением обладания чем-то, сходства с чем-л.; склонности к чему-л.

healthy — здоровый, жизнеспособный, процветающий

dirty — грязный, нечистый; испачканный

witty — остроумный

— образует прилагательные от прилагательных со значением ослабленной интенсивности качества

yellowy — желтоватый

86. Read the words in the first column. Match them with the related words in the second column. Underline their suffixes.

- | | |
|-----------------------|-----------|
| 1. art | a. brainy |
| 2. brain | b. arty |
| 3. fun | c. chilly |
| 4. ice | d. funny |
| 5. quirk ¹ | e. quirky |
| 6. chill | f. toasty |
| 7. toast | g. icy |
| 8. luck | h. misty |
| 9. nut | i. lucky |
| 10. mist | j. nutty |

¹ quirk — каприз, причуда

87. A. Divide the following words into two groups according to the word formation models below. Pay attention to their meaning.

misty, runny, shiny, jumpy, sunny, quirky, sleepy, funny, icy, chatty

NOUN + Y → characterized by; consisting of; filled with; relating to;
VERB + Y → tending to; acting or existing as specified

<i>NOUN + Y</i>	<i>VERB + Y</i>

B. Find their related words from the table.

mist, run, shine, jump, sun, quirk, sleep, fun, ice, chat

88. Which of the following word roots cannot be used with the suffix -y?

- | | | | |
|---------------|-----------|-----------|-------------|
| 1. a. wind- | b. dirt- | c. order- | d. mess- |
| 2. a. chatt- | b. trick- | c. wax- | d. offic- |
| 3. a. thirst- | b. mist- | c. help- | d. bush- |
| 4. a. dust- | b. bead- | c. chees- | d. motivat- |
| 5. a. insist- | b. snow- | c. rain- | d. wind- |

89. A. Read the following spelling rules.

Most words add -y:

snow — snowy

Words that end with -e, take off the -e before adding -y:

bone — bony

Words that end with a short vowel and a consonant, double the final consonant before adding -y (except words which end with -x):

fat — fatty

B. Divide the following words into three groups.

edge, sand, chew, fun, silk, ice, nut, chill, shine, air, run, laze, sun, smoke, fog

-e → -y	double consonant + -y	word + -y

90. Read the words in the table. Find related words in the puzzle and complete the table.

A	D	F	T	Y	U	V	F	L
D	Y	U	I	O	N	P	I	N
A	D	G	J	L	O	M	L	O
D	G	Y	R	W	I	T	T	Y
W	F	U	O	G	S	N	H	N
S	T	I	C	K	Y	O	Y	U
C	V	J	U	I	C	Y	N	H
A	S	Y	R	E	P	H	I	G
R	S	I	L	D	S	F	D	D
Y	R	T	Y	U	Y	A	A	S

Related words	Adjectives (-y)
stick	
curle	
scare	
noise	

Related words	Adjectives (-y)
wit	
juice	
filth	

91. A. Complete the following word chains using the words from the table below.

Noun	Verb	Adjective
sticker		sticky
	jump	
	smoke	smoky
sleeper		sleepy
	dust	
sparkler		sparkly
	run	

runny, sleep, dusty, jumper, smoker, duster, stick, runner, jumpy, sparkle

B. Determine what part of speech it is necessary to use in the following sentences. Complete them using words from part A.

1. If the dough becomes ..., add more flour.

a. sticker b. stick c. sticky

- | |
|--------------|
| 1. Noun |
| 2. Verb |
| 3. Adjective |

2. Michael Neumayer is a German ski ... who has competed since 2001.

a. jumper b. jump c. jumpy

- | |
|--------------|
| 1. Noun |
| 2. Verb |
| 3. Adjective |

3. One ... morning early in December Stephen arrived late at the office to find Richter.

a. smoker b. smoke c. smoky

- | |
|--------------|
| 1. Noun |
| 2. Verb |
| 3. Adjective |

4. At night, trying to ..., she had heard the ghostly footsteps in the hall.

a. sleeper b. sleep c. sleepy

- | |
|--------------|
| 1. Noun |
| 2. Verb |
| 3. Adjective |

5. It was a small room, carpetless, ..., with a round table and two cheap wooden chairs for furniture.

a. duster b. dust c. dusty

- | |
|--------------|
| 1. Noun |
| 2. Verb |
| 3. Adjective |

6. In the United Kingdom, a ... is often used by children at bonfire and fireworks displayed on Guy Fawkes Night.

a. sparkler b. sparkle c. sparkly

- | |
|--------------|
| 1. Noun |
| 2. Verb |
| 3. Adjective |

7. Spring is in the air, but for millions of people, that means a ... nose and cough brought on by allergies.

a. runner b. run c. runny

- | |
|--------------|
| 1. Noun |
| 2. Verb |
| 3. Adjective |

92. Read the text. Use the words given in capitals to form a word that fits in the space in the text.

Welcome to the daily weather forecast! San Francisco will be _____ (1) and hot. Though the day should start _____ (2), according to the National Weather Service. Chicago will be _____ (3). The area can expect _____ (4) skies and periods of rain. You'll notice _____ (5) conditions start to pick up throughout the day. Tomorrow will be _____ (6) but the rest of the weekend has more promise of sun and cooler temperatures.

- SUN (1)
FOG (2)
WIND (3)
CLOUD (4)
BREEZE (5)
RAIN (6)

Suffix *-ful*

Модель образования:

NOUN + *-ful*

— образует прилагательные со значением «обладающий данным качеством»

blushful — застенчивый, стыдливый*beautiful* — живописный, красивый, прекрасный

93. Read the words in the first column. Match them with the related words in the second column. Underline their suffixes.

- | | |
|-----------|--------------|
| 1. cheer | a. careful |
| 2. use | b. cheerful |
| 3. harm | c. beautiful |
| 4. peace | d. peaceful |
| 5. color | e. harmful |
| 6. joy | f. colorful |
| 7. care | g. thankful |
| 8. beauty | h. useful |
| 9. truth | i. joyful |
| 10. thank | j. truthful |

94. A. Divide the following words into two groups according to the word formation models below. Pay attention to their meaning.

painful, helpful, restful, useful, boastful, spiteful¹

<i>full of or characterized by</i>	<i>able or tending to</i>

B. Find their related words from the table.

pain, rest, help, use, boast, spite

¹ spiteful — злобный, злой, злорадный

95. Which of the following word roots cannot be used with the suffix *-ful*?

- | | | | |
|----------------|-----------|-------------|-------------|
| 1. a. delight- | b. use- | c. fashion- | d. shame- |
| 2. a. meaning- | b. color- | c. stress- | d. exhaust- |
| 3. a. watch- | b. dream- | c. depend- | d. grace- |
| 4. a. success- | b. power- | c. care- | d. danger- |
| 5. a. create- | b. truth- | c. doubt- | d. grate- |

96. Read the words in the table below. Find related words in the puzzle and complete the table below.

S	P	U	R	P	O	S	E	F	U	L
E	P	S	R	T	U	N	C	D	A	P
T	C	H	E	E	R	F	U	L	H	I
F	L	A	V	O	U	R	F	U	L	P
O	G	M	D	P	L	G	A	V	M	J
R	J	E	P	O	U	T	A	C	G	N
G	M	F	F	I	B	A	Y	C	O	P
E	V	U	S	E	F	U	L	H	P	P
T	Y	L	A	D	G	J	L	B	N	M
F	E	A	R	F	U	L	F	T	U	O
U	A	D	G	J	L	P	I	Y	R	E
L	L	J	G	B	U	O	A	D	U	I

<i>Related words</i>	<i>Adjective (-ful)</i>
flavour	
purpose	
cheer	
forget	
shame	
fear	
use	

97. A. Complete the following word chains using the words from the table below.

Noun	Verb	Adjective
beauty		
	hate	
help		helpful
	doubt	
resentment		resentful
thought	think	

thoughtful, doubt, hatred, help, hateful, resent, beautify, beautiful, doubtful

B. Determine what part of speech it is necessary to use in the following sentences. Complete them using words from part A.

1. Let him meditate what this vision of ... will be like in twenty years.

1. Noun
2. Verb
3. Adjective

a. beauty b. beautify c. beautiful

2. The statements here on this site sound vitriolic¹ and seemingly ... so be it.

1. Noun
2. Verb
3. Adjective

a. hatred b. hate c. hateful

3. The ... little girl carried some groceries for her dad, so he wouldn't have to carry all of them.

1. Noun
2. Verb
3. Adjective

a. help b. helpful

4. We went slowly, ... of all that was in front.

1. Noun
2. Verb
3. Adjective

¹ vitriolic — едкий, резкий

a. doubt b. doubtful

5. Nevertheless we will continue to express our burning ... of unlawful imprisonment.

1. Noun
2. Verb
3. Adjective

a. resentment b. resent c. resentful

6. This needs some careful ... about the gaps, or you will not be able to turn the strands smoothly.

1. Noun
2. Verb
3. Adjective

a. thoughts b. think c. thoughtful

98. Read the text. Use the words given in capitals to form a word that fits in the space in the text.

Since the publication of Scouting for Boys in 1908, all Scouts and Guides around the world have taken a Scout Promise. A scout's honour is to be trusted. A scout's duty is to be _____ (1) and help others. A Scout is _____ (2) and friendly. A Scout is _____ (3) and considerate. A Scout is _____ (4). Besides, he should be _____ (5) and optimistic. A Scout makes good use of time and is _____ (6) of possessions and property. He is _____ (7) and _____ (8). He rejoices in all that is _____ (9) and gives joy to others.

- USE (1)
HELP (2)
CHEER (3)
RESPECT (4)
THOUGHT (5)
CARE (6)
FAITH (7)
THANK (8)
BEAUTY (9)

Suffix -less

Модель образования:

NOUN + -less

— образует от существительных прилагательные со значением «лишённый чего-л.», «не имеющий чего-л.»

healthless — нездоровый, болезненный

successless — безуспешный, неудачный

— образует от глагольных основ прилагательные со значением «неприменимость, бесполезность соответствующего действия»

changeless — неизменный, постоянный, устойчивый

countless — бессчётный, неисчислимый, несчётный

99. Read the words in the first column. Match them with the related words in the second column. Underline their suffixes.

- | | |
|-----------|---------------|
| 1. age | a. powerless |
| 2. breath | b. harmless |
| 3. fault | c. tasteless |
| 4. harm | d. breathless |
| 5. power | e. ageless |
| 6. sleep | f. spotless |
| 7. taste | g. faultless |
| 8. pain | h. homeless |
| 9. spot | i. sleepless |
| 10. home | j. painless |

100. A. Divide the following words into two groups according to their meaning.

matchless, jobless, tireless, speechless, childless, sleepless, dauntless, resistless, countless, peerless

The suffix -less means "without"	The suffix -less means "not able to do something" or "not able to be done, performed, etc."

B. Find their related words from the table.

daunt¹, speech, resist, match, tire, sleep, count, peer², child, job

¹ daunt — обуздывать, укрощать; подчинять

² peer — ровня, равный

101. Which of the following word roots cannot be used with the suffix -less?

- | | | | |
|----------------|-----------|------------|------------|
| 1. a. tire- | b. shape- | c. fame- | d. word- |
| 2. a. heart- | b. faith- | c. harm- | d. foggi- |
| 3. a. power- | b. pain- | c. easi- | d. effort- |
| 4. a. thought- | b. thank- | c. sound- | d. fat- |
| 5. a. evident- | b. guilt- | c. bottom- | d. motion- |

102. Read the words in the table below. Find related words in the puzzle and complete the table below.

F	H	D	E	E	K	L	O	A	M	N	G	E
K	P	O	S	N	A	M	E	L	E	S	S	T
S	O	U	N	D	L	E	S	S	I	B	V	S
T	I	B	I	L	U	H	J	K	L	A	S	D
A	N	T	W	E	I	G	H	T	L	E	S	S
I	T	L	M	S	N	B	V	F	T	U	I	A
N	L	E	N	S	Z	C	B	M	L	G	Y	U
L	E	S	C	Y	U	O	K	G	F	A	Y	N
E	S	S	C	V	B	A	D	G	J	K	E	U
S	S	F	H	K	O	A	P	D	G	J	N	U
S	A	X	F	Y	N	I	M	O	P	H	E	A

Related words	Adjectives (-less)
sound	
name	
doubt	
stain	
weight	
end	
point	

103. A. Analyze the table. Pay attention to the adjectives which can't be formed with the suffixes -ful and -less.

	<i>(-ful) positive meaning</i>	<i>(-less) negative meaning</i>
<i>help</i>	helpful	helpless
<i>hope</i>	hopeful	hopeless
<i>beauty</i>	beautiful	—
<i>care</i>	careful	careless
<i>end</i>	—	endless
<i>faith</i>	faithful	faithless
<i>peace</i>	peaceful	—
<i>power</i>	powerful	powerless
<i>taste</i>	tasteful	tasteless
<i>use</i>	useful	useless

B. Determine which adjective it is necessary to use in the following sentences. Complete them using words from part A.

1. Billson was not used to emergencies; he sat in a ... (A) collapse.

The ... (B) sentence aided the student in understanding the definition.

1. helpless
2. helpful

2. I'm so ... (A) when it comes to logic but not when it comes to intuition.

I sat down and wrote a letter, in a fever of ... (B) anticipation.

1. hopeful
2. hopeless

3. Some photographs are happy accidents, others the painstaking result of ... (A) planning and even years of practice.

The newspaper examined his application materials and found numerous inconsistencies and ... (B) errors.

1. careful
2. careless

4. The sea, he thought, had treasured its memories deeper than the ... (A) land.

He was obedient, loyal, a ... (B) officer of a great state.

1. faithless
2. faithful

5. Laptop computers get smaller, lighter and more ... (A) each year.

Without oxygen, their energy is depleted¹ and they are ... (B) to remove it.

1. powerless
2. powerful

6. Go three days without reading and your speech will become ... (A).

The houses would be built on a modest and ... (B) scale, with an eye to community as much as comfort.

1. tasteless
2. tasteful

7. Each of these resources is ... (A) or fun, and some are both.

The chair was now ... (B) because it was unstable to sit on.

1. useful
2. useless

Suffix -ic

Модель образования:

PART OF SPEECH + -ic

образует прилагательные от разных частей речи со следующими значениями:

— имеющий характеристики чего-либо

atom — *atomic* *атомный*

— относящийся к определенному стилю, в стиле чего-либо

Homeric — *гомеровский, гомерический*;

Byronic — *байронический*

— используется для образования национальностей и языков

Finnic — *финский*

Turkic — *тюркский*

¹ deplete — истощать, исчерпывать

104. Read the words in the first column. Match them with the related words in the second column. Underline their suffixes.

- | | |
|--------------|----------------|
| 1. history | a. historic |
| 2. energy | b. scientific |
| 3. science | c. optimistic |
| 4. democracy | d. symbolic |
| 5. optimism | e. sympathetic |
| 6. analysis | f. heroic |
| 7. symbol | g. climatic |
| 8. climate | h. analytic |
| 9. sympathy | i. democratic |
| 10. hero | j. energetic |

105. A. Divide the following words into five groups according to their meaning.

panoramic, sceptical, aromatic, Napoleonic, symbolic, alcoholic, analgesic, enthusiastic, Byronic, economic

<i>having the character or form of</i>	<i>related to</i>	<i>in the manner of</i>	<i>tending to produce</i>	<i>containing</i>

B. Find their related words from the table.

panorama, alcohol, analgesia, Napoleon, symbol, aroma, Byron, enthusiast, skeptic, economy

106. Read and translate the following adjectives. Answer the questions below.

atomic, magnetic, majestic, electronic, organic, scientific, heroic, democratic, linguistic, apologetic, analytic, optimistic, politic, historic, classic, ironic, journalistic, periodic, public, realistic, sympathetic, thematic, tragic, artistic, academic, characteristic, climatic, symbolic

- Which of these adjectives can you use to describe the structure of substance?

- Which of them do you use to characterize the structure of society?

- Which of them can you use to describe personality?

- Which of them do you use to speak about linguistics and literature?

- Which of them do you use to speak about science?

107. Which of the following word roots cannot be used with the suffix -ic?

- | | | | |
|---------------|--------------|--------------|-------------|
| 1. a. dramat- | b. electr- | c. legend- | d. nostalg- |
| 2. a. econom- | b. optimist- | c. democrat- | d. local- |
| 3. a. romant- | b. strateg- | c. element- | d. histor- |
| 4. a. artist- | b. scientif- | c. automat- | d. salt- |
| 5. a. truth- | b. majest- | c. magnet- | d. fantast- |

108. Read the words in the table below. Find related words in the puzzle and complete the table below.

H	D	S	E	U	O	O	A	G	Z	C	B	G
F	J	O	B	P	C	N	T	S	T	N	O	G
D	B	H	I	M	E	D	H	Y	B	K	S	A
B	U	O	G	G	A	N	L	O	L	N	Y	N
C	B	O	L	Y	N	N	E	A	X	C	M	O
O	P	T	I	M	I	S	T	I	C	M	B	M
T	I	O	S	N	C	P	I	B	F	O	O	N
B	V	P	W	A	N	H	C	O	T	I	L	F
I	O	Y	A	S	T	R	A	T	E	G	I	C
N	P	A	L	T	R	U	I	S	T	I	C	B
M	C	R	Z	I	U	F	D	P	R	H	G	E
A	Y	A	X	C	T	T	O	G	E	T	G	T

<i>Related words</i>	<i>Adjectives (-ic)</i>
optimist	
athlete	
gymnast	
strategy	
altruist	
ocean	
symbol	

109. A. Complete the following word chains using the words from the table below.

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>
apology	apologize	
automation		automatic
	publish	
symbol	symbolize	
		systematic
	sympathize	

system, publicity, sympathy, systematize, automate, symbolic, apologetic, sympathetic, public

B. Determine what part of speech it is necessary to use in the following sentences. Complete them using words from part A.

1. His new tone was ... but firm.

- 1. Noun
- 2. Verb
- 3. Adjective

a. apology b. apologize c. apologetic

2. All the employees expect an ... increase in pay every year.

- 1. Noun
- 2. Verb
- 3. Adjective

a. automation b. automate c. automatic

3. You are at liberty to ... both, if you choose.

- 1. Noun
- 2. Verb
- 3. Adjective

a. publicity b. publish c. public

4. Do you see a phonetic ... between the square brackets?

- 1. Noun
- 2. Verb
- 3. Adjective

a. symbol b. symbolize c. symbolic

5. Science is the ... study of things using theories and then tests.

- 1. Noun
- 2. Verb
- 3. Adjective

a. system b. systematize c. systematic

6. A ... look always makes me feel sorry for myself.

- 1. Noun
- 2. Verb
- 3. Adjective

a. sympathy b. sympathize c. sympathetic

110. Read the text. Use the words given in capitals form a word that fits in the space in the text.

Health is a combination of physical, mental and social well-being. A person with healthy personality will always keep _____ (1) and _____ (2) goals, knowing what he can or cannot achieve. Of course, it is necessary to be _____ (3) and _____ (4). If you want to develop a healthy lifestyle you should keep a _____ (5) exercise program. Make a _____ (6) plan which includes good eating and exercise habits. Besides, you should remember that keeping the heart healthy is _____ (7) to life.

- REALISM (1)
- PRAGMATISM (2)
- ENTHUSIASM (3)
- OPTIMISM (4)
- SYSTEM (5)
- SPECIFY (6)

BASE (7)

Suffixes *-ian/-an*

Модель образования:

NOUN + *-IAN/AN*

— используется для образования прилагательных со значением принадлежности к народности; идеологическому течению, научной школе

Arabian — *арабиец; аравийка; арабский*

Georgian — *грузин; грузинка; грузинский*

— используется для образования существительных, обозначающих лицо, называемое по роду занятий, профессии

musician — *музыкант*

111. Read the words in the first column. Match them with the related words in the second column. Underline their suffixes.

- | | |
|---------------|----------------|
| 1. music | a. Bulgarian |
| 2. Bulgary | b. Russian |
| 3. Arabia | c. librarian |
| 4. Africa | d. American |
| 5. Brazilia | e. musician |
| 6. beauty | f. German |
| 7. Germany | g. academician |
| 8. Russia | h. Arabian |
| 9. Italy | i. Italian |
| 10. library | j. vegetarian |
| 11. Europe | h. African |
| 12. Australia | i. beautician |
| 13. vegetal | j. Brazilian |
| 14. academy | k. Australian |
| 15. America | l. European |

112. Examine the following models. Complete word chains below.

Model: *Albania* → *Albanian*

Albania	→	
Armenia	→	
Australia	→	

Austria	→	
Belgium	→	
Brazil	→	
Canada	→	
Hungary	→	
India	→	
Italy	→	
Mongolia	→	
Russia	→	
Ukraine	→	
Model: <i>Germany</i> → <i>German</i>		
Germany	→	
Jamaica	→	
Mexico	→	
Morocco	→	
Nicaragua	→	
Africa	→	
Venezuela	→	

The Romance languages include __ (2), French, Spanish, Portuguese and __ (3), among others. The Slavic languages include __ (4), __ (5), __ (6), Polish, Czech, Slovak, __ (7), __ (8), __ (9), __ (10), __ (11) and others.

Most European languages use the Latin alphabet. Some Slavic languages use the Cyrillic alphabet. Greek, __ (12), __ (13) and Yiddish have their own alphabet.

- BELARUSIA (6)
- SLOVENIA (7)
- SERBIA (8)
- CROATIA (9)
- MACEDONIA (10)
- BULGARIA (11)
- ARMENIA (12)
- GEORGIA (13)

Suffix -ing

Модель образования:

NOUN + -ING

образует отглагольные прилагательные

caring — внимательный, заботливый

interesting — интересный

young-looking — молодежавый

117. Read the words in the first column. Match them with the related words in the second column. Underline their suffixes. Define the part of speech of the words in the second column.

- | | |
|---------------------------|------------------|
| 1. amaze | a. amazing |
| 2. interest | b. interesting |
| 3. relax | c. fascinating |
| 4. excite | d. relaxing |
| 5. fascinate | e. charming |
| 6. disappoint | f. amusing |
| 7. disgust ¹ | g. exciting |
| 8. frustrate ² | h. disappointing |
| 9. amuse | i. disgusting |
| 10. charm | j. frustrating |

¹ disgust — отвращение, омерзение

² frustrate — разочаровывать, обманывать (надежды, ожидания)

118. A. Divide the following words into two groups according to their meaning.

amazing, upsetting, amusing, threatening, entertaining, tiring, challenging, puzzling, irritating, exciting, charming, shocking, convincing, disturbing, encouraging, confusing, fascinating, annoying

Positive meaning	Negative meaning

B. Find the related words from the table.

amaze, disturb, confuse, fascinate, threaten, charm, shock, challenge, irritate, upset, amuse, excite, entertain, encourage, puzzle, tire, convince, annoy

119. Which of the following word roots cannot be used with the suffix -ing?

- | | | | |
|------------------|---------------|--------------|--------------|
| 1. a. alarm- | b. disgust- | c. distance- | d. thrill- |
| 2. a. frighten- | b. shock- | c. terrify- | d. danger- |
| 3. a. ambition- | b. entertain- | c. depress- | d. threaten- |
| 4. a. embarrass- | b. lead- | c. develop- | d. absence- |
| 5. a. annoy- | b. disturb- | c. deafen- | d. thirst- |

120. A. Analyze the following models. Find the differences.

Model 1: *You surprise me!* → *How surprising it is!* → *What a surprise!*

Model 2: You depress me! → How depressing it is! → What a depression!
Model 3: You entertain me! → How entertaining it is! → What an entertainment!

B. Complete the word chains below.

Model 1: to surprise → surprising → surprise

to charm	→	<input type="text"/>	→	<input type="text"/>
to interest	→	<input type="text"/>	→	<input type="text"/>
to relieve	→	<input type="text"/>	→	<input type="text"/>
to thrill	→	<input type="text"/>	→	<input type="text"/>
to alarm	→	<input type="text"/>	→	<input type="text"/>
to disgust	→	<input type="text"/>	→	<input type="text"/>
to frighten	→	<input type="text"/>	→	<input type="text"/>
to shock	→	<input type="text"/>	→	<input type="text"/>
to terrify	→	<input type="text"/>	→	<input type="text"/>
to horrify	→	<input type="text"/>	→	<input type="text"/>

Model 2: to depress → depressing → depression

to captivate ¹	→	<input type="text"/>	→	<input type="text"/>
to convince ²	→	<input type="text"/>	→	<input type="text"/>
to exhaust	→	<input type="text"/>	→	<input type="text"/>
to fascinate	→	<input type="text"/>	→	<input type="text"/>
to relax	→	<input type="text"/>	→	<input type="text"/>

¹ captivate — очаровывать, пленять, покорять, увлекать

² convince — убеждать

to satisfy	→	<input type="text"/>	→	<input type="text"/>
------------	---	----------------------	---	----------------------

to frustrate	→	<input type="text"/>	→	<input type="text"/>
--------------	---	----------------------	---	----------------------

Model 3: to entertain → entertaining → entertainment

to encourage	→	<input type="text"/>	→	<input type="text"/>
--------------	---	----------------------	---	----------------------

to disappoint	→	<input type="text"/>	→	<input type="text"/>
---------------	---	----------------------	---	----------------------

to discourage	→	<input type="text"/>	→	<input type="text"/>
---------------	---	----------------------	---	----------------------

to embarrass ¹	→	<input type="text"/>	→	<input type="text"/>
---------------------------	---	----------------------	---	----------------------

to excite	→	<input type="text"/>	→	<input type="text"/>
-----------	---	----------------------	---	----------------------

121. Read the words in the table below. Find related words in the puzzle and complete the table below.

B	G	O	P	A	D	H	P	B	D	A	X	Y	U	N
V	N	A	X	O	I	P	D	B	I	X	A	T	S	A
D	C	G	U	I	O	P	D	Z	S	G	J	O	P	A
D	B	N	A	X	V	N	I	V	C	N	I	O	I	C
E	G	C	O	R	R	E	S	P	O	N	D	I	N	G
A	Z	X	C	B	N	M	A	U	U	I	O	P	T	F
S	E	D	C	R	F	G	P	T	R	T	G	U	E	G
D	A	A	E	D	C	V	P	V	A	B	Y	J	R	N
F	S	T	B	U	O	A	O	Y	G	G	U	M	E	J
E	N	T	E	R	T	A	I	N	I	N	G	I	S	I
C	O	N	F	U	S	I	N	G	N	R	I	K	T	O
Q	E	T	G	N	I	O	T	U	G	D	K	L	I	Y
A	F	A	E	E	X	C	I	T	I	N	G	O	N	U
Z	V	Z	D	Y	I	P	N	I	P	V	E	P	G	O
C	B	B	U	O	X	V	G	O	N	U	D	I	N	P

¹ embarrass — сбивать с толку, приводить в замешательство

<i>Related words</i>	<i>Adjectives (-ing)</i>
correspond	
entertain	
discourage	
disappoint	
interest	
excite	
confuse	

122. A. Complete the following word chains using the words from the table below.

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>
	correspond	
conviction	convince	
discouragement		discouraging
	deafen	
depression		depressing
	develop	
disappointment		disappointing
	embarrass	
	entertain	
		humiliating
leadership	lead	
threat		threatening

corresponding, humiliation, deafness, entertainment, disappoint, development, entertaining, depress, correspondence, threaten, discourage, embarrassment, convincing, leading, humiliate, embarrassing, developing, deafening

B. Determine what part of speech it is necessary to use in the following sentences. Complete them using words from part A.

- E-mail is a quick and easy way to ... with friends across the country.

1. Noun
2. Verb
3. Adjective

 - correspondence b. correspond c. corresponding
- ... argument in favor of any opinion is a personal example.

1. Noun
2. Verb
3. Adjective

 - conviction b. convince c. convincing
- ... circumstances have caused many writers to emigrate to other countries.

1. Noun
2. Verb
3. Adjective

 - discouragement b. discourage c. discouraging
- ... applause greeted the band back on stage for the encore¹.

1. Noun
2. Verb
3. Adjective

 - deafness b. deafen c. deafening
- After his wife died, he went through a long period of

1. Noun
2. Verb
3. Adjective

 - depression b. depress c. depressing
- The novel starts off a little slow, but as the plot continues to ... it becomes exciting.

1. Noun
2. Verb
3. Adjective

 - development b. develop c. developing
- He knew another ... might kill him.

1. Noun
2. Verb
3. Adjective

 - disappointment b. disappoint c. disappointing

¹ encore — вызов на бис, крики «бис»

8. One of my most ... moments was the time when I spilled coffee on our school head.

1. Noun
2. Verb
3. Adjective

a. embarrassment b. embarrass c. embarrassing

9. He guessed well; the book has been a great source of instruction and ... for me.

1. Noun
2. Verb
3. Adjective

a. entertainment b. entertain c. entertaining

10. They said nobody would come to hear me, and I would make a ... failure of it.

1. Noun
2. Verb
3. Adjective

a. humiliation b. humiliate c. humiliating

11. Strategic ... sets the vision and goals for the company.

1. Noun
2. Verb
3. Adjective

a. lead b. leadership c. leading

12. It had a dark, angry and ... aspect.

1. Noun
2. Verb
3. Adjective

a. threat b. threaten c. threatening

123. Read the following quotes. Use the words given in capitals to form a word that fits in the space in the sentences.

Several excuses are always less _____ (1) than CONVINCED (1) one. (*Aldous Huxley*)

With every civil right there has to be a _____ (2) CORRESPOND (2) civil obligation. (*Edison Haines*)

When I work I relax; doing nothing or _____ (3) ENTERTAIN (3) visitors makes me tired. (*Pablo Picasso*)

Let us be grateful to people who make us happy, they are the _____ (4) CHARM (4) gardeners who make our souls blossom. (*Marcel Proust*)

The question of whether a computer can think is no more _____ (5) than the question of whether INTEREST (5) a submarine can swim. (*Edsger Dijkstra*)

Suffix -ous

Модель образования:

NOUN + -OUS

образует прилагательные со значением «обладающий данным свойством, признаком, характеристикой в значительной степени»

dangerous — опасный

spacious — просторный

124. Read the words in the first column. Match them with the related words in the second column. Underline their suffixes.

- | | |
|--------------|---------------|
| 1. poison | a. gracious |
| 2. grace | b. thunderous |
| 3. glamour | c. poisonous |
| 4. murder | d. capricious |
| 5. suspicion | e. glamorous |
| 6. fame | f. famous |
| 7. nerve | g. murderous |
| 8. thunder | h. anxious |
| 9. caprice | i. suspicious |
| 10. anxiety | j. nervous |

125. A. Read the following adjectives. Answer the questions below using adjectives from the table.

curious, courageous, virtuous, prosperous, generous, nervous, prestigious, miraculous, conscious, scandalous, simultaneous, religious, envious, industrious, various, harmonious, conscious, advantageous, furious, courteous, erroneous, superstitious, jealous, murderous, mysterious, spacious, dangerous

1. Which of these adjectives can be used to describe positive traits of character?

2. Which of these adjectives can be used to describe negative traits of character?

3. Which of these adjectives can be used to describe a situation?

4. Which of these adjectives can be used to describe people's life?

5. Which of these adjectives can be used to describe people's actions?

6. Which of these adjectives can be used to describe scenery?

B. Find the related words from the table.

curiosity, scandal, simultaneity, courage, generosity, conscience, variety, error, prestige, miracle, superstition, jealousy, murder, religion, envy, industry, virtuosity, prosperity, mystery, harmony, advantage, space, nerve, danger

126. Which of the following word roots cannot be used with the suffix *-ous*?

- | | | | |
|----------------|------------|----------------|-------------|
| 1. a. scandal- | b. jeal- | c. thought- | d. murder- |
| 2. a. furi- | b. space- | c. superstiti- | d. skill- |
| 3. a. prosper- | b. gener- | c. scient- | d. miracul- |
| 4. a. caprici- | b. poison- | c. graci- | d. reason- |
| 5. a. persist- | b. glamor- | c. murder- | d. thunder- |

127. Read the words in the table below. Find related words in the puzzle and complete the table below.

Z	C	U	O	R	D	P	A	S	D	V	B	N	I	T	E
D	A	N	G	E	R	O	U	S	C	B	U	I	P	A	S
C	F	A	M	B	I	T	I	O	U	S	J	O	F	H	S
S	F	H	P	E	H	O	P	C	A	X	B	I	M	U	S
Z	C	V	H	L	U	X	U	R	I	O	U	S	V	M	B
Z	D	A	E	L	F	Y	U	O	P	S	A	T	Y	O	G
D	Y	U	H	I	L	A	R	I	O	U	S	G	H	R	F
C	U	P	O	O	Z	C	B	M	L	J	F	B	N	O	D
X	F	U	S	U	P	E	R	S	T	I	T	I	O	U	S
F	U	P	O	S	D	G	H	O	P	A	X	S	B	S	A

<i>Related words</i>	<i>Adjectives (-ous)</i>
danger	
rebel ¹	
superstition	
hilarity ²	
luxury	
humor	
ambition	

128. A. Complete the following word chains using the words from the table below.

<i>Noun</i>	<i>Adjective</i>	<i>Adverb</i>
caution		cautiously
	anxious	

¹ rebel — поднимать восстание, мятеж; бунтовать

² hilarity — весёлость, веселье

<i>Noun</i>	<i>Adjective</i>	<i>Adverb</i>
ambition		
	conscious	
courage		courageously
danger		dangerously
	generous	
jealousy		jealously
	luxurious	
miracle		miraculously

consciousness, anxiety, generosity, miraculous, dangerous, luxury, ambitiously, generously, courageous, cautious, anxiously, consciously, ambitious, jealous, luxuriously

B. Determine what part of speech it is necessary to use in the following sentences. Complete them using words from part A.

1. The most recent data from the Bank of England show consumers are becoming more ...

1. Noun
2. Adjective
3. Adverb

a. caution b. cautious c. cautiously

2. At last he threw the book aside and watched ... for the morning.

1. Noun
2. Adjective
3. Adverb

a. anxiety b. anxious c. anxiously

3. Caesar's ... led him to rule Rome but also created many enemies in the Senate.

1. Noun
2. Adjective
3. Adverb

a. ambition b. ambitious c. ambitiously

4. She became ... that everyone was staring at her.

1. Noun
2. Adjective
3. Adverb

a. consciousness b. conscious c. consciously

5. The soldier showed ... when he held off the enemy.

1. Noun
2. Adjective
3. Adverb

a. courage b. courageous c. courageously

6. Pierre was severely but not ... wounded in the neck.

1. Noun
2. Adjective
3. Adverb

a. danger b. dangerous c. dangerously

7. Their consequent ... went down on record and revealed how eager they were to be involved in such a historic project.

1. Noun
2. Adjective
3. Adverb

a. generosity b. generous c. generously

8. Sarah finally broke up with Michael because he was too ... and would get upset whenever she went out without him.

1. Noun
2. Adjective
3. Adverb

a. jealousy b. jealous c. jealously

9. The new factory building is ...

1. Noun
2. Adjective
3. Adverb

a. luxury b. luxurious c. luxuriously

10. He is dreadfully upset and slips into church to pray for a ... and forgiveness.

1. Noun
2. Adjective
3. Adverb

a. miracle b. miraculous c. miraculously

129. Read the text. Use the words given in capitals to form a word that fits in the space in the text.

Aries natives are enterprising, active and _____ (1). They know what it's like to be first and this usually comes off as selfish to others

INDUSTRY¹ (1)

¹ industry — прилежание, старание

when it isn't their intention at all. Taurus have _____ (2) endurance and are incredibly persistent. They are composed, self-reliant, constructive, practical, _____ (3) and kind. Can- cers are _____ (4), devoted and sympathetic. Leos are tolerant, _____ (5) and inspirational. They can also be overly proud and extravagant. Virgos are _____ (6), perfectionist and prudent. Virgos can be hypercritical. If there is a needle in a haystack, a Virgo will find it! Libras are thoughtful, just, _____ (7) and balanced. They do not care for any type of injustice. Scorpi- os are _____ (8), optimistic, pleasant, elo- quent² and patient. Sagittarians are sincere, honest, _____ (9) and hopeful. Capricorns are disciplined, _____ (10) and achieving. Aquarians can be _____ (11), eccentric and overly-extroverted. Pisces are intuitive, inspira- tional and idealistic.

TREMENDOUSNESS (2)

HUMOUR (3)

CONSCIENCE (4)

GENEROUSITY (5)

SERIOUSNESS (6)

GRACE (7)

TENACITY¹ (8)

GENEROSITY (9)

CONSCIENCE (10)

REBELLION (11)

Suffixes -ible/-able

— образует прилагательные со значением возможности осуществления дей- ствия

acceptable — допустимый
credible — заслуживающий доверия

— образует прилагательные со значением обладания некоторым качеством

comfortable — удобный

Будьте внимательны! Употребление суффиксов -able или -ible необходимо проверять по словарю.

¹ tenacity — упорство, стойкость

² eloquent — яркий, убедительный, выразительный

130. Read the words in the first column. Match them with the related words in the second column. Underline their suffixes.

- | | |
|------------|----------------|
| 1. value | a. valuable |
| 2. break | b. reasonable |
| 3. convert | c. breakable |
| 4. reason | d. favorable |
| 5. forget | e. fashionable |
| 6. avail | f. agreeable |
| 7. wash | g. available |
| 8. fashion | h. washable |
| 9. agree | i. convertible |
| 10. favor | j. forgettable |

131. Match the adjectives with their definitions.

1. credible	a. can be believed
2. audible	b. suitable
3. legible	c. can be seen
4. terrible	d. can be digested
5. visible	e. easy to read
6. sensible	f. easily bent
7. possible	g. allowable
8. digestible	h. causing terror
9. flexible	i. reasonable
10. permissible	j. liable to happen
11. compatible	k. can be heard

132. A. Divide the following words into two groups according to their meaning.

enjoyable, comfortable, readable, reasonable, digestible, variable, washable, admissible, drinkable, compatible

Adjectives mean «suitable for ... »	Adjectives mean «able to...»

B. Find their related words from the table.

enjoy, wash, read, reason, drink, comfort, vary, digest, admit, compatibility

133. Which of the following words cannot be used with the suffix -able/-ible?

- | | | | |
|-----------------|-------------|------------|-------------|
| 1. a. sens- | b. wash- | c. period- | d. fashion- |
| 2. a. break- | b. favor- | c. laugh- | d. number- |
| 3. a. respons- | b. allow- | c. murder- | d. adapt- |
| 4. a. regret- | b. control- | c. avail- | d. humour- |
| 5. a. disgrace- | b. manage- | c. notice- | d. excite- |

134. Read the following spelling rules. Form adjectives according to the models below.

Модель 1: Обратите внимание! Гласная -е сохраняется, если перед гласной в корне стоит -g- или -c- → change + able → changeable

- irreplace → _____
- peace → _____
- notice → _____
- replace → _____
- service → _____
- manage → _____

knowledge → _____

change → _____

Модель 2: forget → forgettable

regret → _____

transmit → _____

control → _____

stop → _____

forget → _____

135. Read the words in the table below. Find related words in the puzzle and complete the table below.

A	C	U	O	A	P	K	N	F	A	D	T	N	U
G	O	A	D	D	R	I	N	K	A	B	L	E	N
S	F	U	B	O	M	O	K	S	V	U	I	M	U
C	O	M	P	R	E	H	E	N	S	I	B	L	E
H	U	N	V	A	L	U	A	B	L	E	J	Y	A
D	N	G	J	B	O	L	M	C	G	B	J	Y	U
B	T	B	J	L	D	U	I	A	D	B	J	I	I
J	A	F	O	E	G	A	R	Y	I	N	F	D	Y
N	B	E	L	I	E	V	A	B	L	E	B	D	U
S	L	A	D	G	J	W	R	T	U	O	E	J	H
T	E	R	R	I	B	L	E	O	X	C	D	H	N

Related words	Nouns (-able/-ible)
drink	
count	
believe	

<i>Related words</i>	<i>Nouns (-able/-ible)</i>
adore	
comprehend	
value	
terror	

136. A. Complete the following word chains using the words from the table below.

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>
achievement		
	admire	
belief		believable
	consider	
	forgive	
responsibility	respond	
		comparable
excitement	excite	
		adaptable
comprehension	comprehend	

consideration, comparison, admiration, forgiveness, believe, responsible, comprehensible, excitable, achieve, achievable, adapt, adaptation, forgivable, compare, considerable, admirable

B. Determine what part of speech it is necessary to use in the following sentences. Complete them using words from part A.

1. Many people strive for an ... in business.

- 1. Noun
- 2. Verb
- 3. Adjective

a. achievement b. achieve c. achievable

2. Her honesty in all that she does is truly ...

- 1. Noun
- 2. Verb
- 3. Adjective

a. admiration b. admire c. admirable

3. Do you ... you could bear that patiently?

- 1. Noun
- 2. Verb
- 3. Adjective

a. belief b. believe c. believable

4. In a week the student can learn to write it with some little facility and to read it with ... ease.

- 1. Noun
- 2. Verb
- 3. Adjective

a. consideration b. consider c. considerable

5. In reality, the student spent over an hour in my office begging me for ...

- 1. Noun
- 2. Verb
- 3. Adjective

a. forgiveness b. forgive c. forgivable

6. Did she think that circumstances and not her own choice were ... for her state of feeling?

- 1. Noun
- 2. Verb
- 3. Adjective

a. responsibility b. respond c. responsible

7. I know nothing to ... with it, for he is a man of warmth.

- 1. Noun
- 2. Verb
- 3. Adjective

a. comparison b. compare c. comparable

8. But all this series of nervous disturbances left her in a very impressive and ... condition.

- 1. Noun
- 2. Verb
- 3. Adjective

a. excitement b. excite c. excitable

9. Jane was not ... to changes in her work contract.

- 1. Noun
- 2. Verb
- 3. Adjective

a. adaptation b. adapt c. adaptable

10. Although some of the earliest art remains ... to us now, there is much which remains obscure.

- 1. Noun
- 2. Verb
- 3. Adjective

a. comprehension b. comprehend c. comprehensible

137. Read the text. Use the words given in capitals to form a word that fits in the space in the text.

One of the most important things a student should do is to take part in scientific projects. He can make himself more _____ (1) by participating in conferences and workshops and publishing papers on his/her work. Attending conferences is _____ (2). Students should know some _____ (3) recommendations for preparing the talk. They should make this impression as positive as _____ (4). It is _____ (5) to use appropriate examples and pictures and to make sure that the slides are _____ (6). Besides, it is important to give _____ (7) examples.

VISION (1)

VALUE (2)

NOTABILITY (3)

POSSIBILITY (4)

REASON (5)

READ (6)

SUIT (7)

Suffix -ive

Модель образования:

VERB/NOUN + -IVE

позволяет образовывать относительные прилагательные

creative — творческий

native — родной

138. Read the words in the first column. Match them with the related words in the second column. Underline their suffixes.

- | | |
|-------------|-----------------|
| 1. destruct | a. generative |
| 2. act | b. destructive |
| 3. correct | c. active |
| 4. addict | d. productive |
| 5. decorate | e. appreciative |
| 6. initiate | f. corrective |
| 7. generate | g. addictive |

- | | |
|---------------|---------------|
| 8. create | h. decorative |
| 9. appreciate | i. creative |
| 10. product | j. initiative |

139. A. Read the following words. Pay attention to their meaning. Answer the questions below.

decisive, active, aggressive, attentive, possessive, interrogative, affirmative, sensitive, respective, passive, creative, legislative, persuasive, conservative, administrative, talkative, cooperative, elective, narrative, intensive, exclusive, executive

1. Which of these adjectives can be used to describe people's behavior?

2. Which of these adjectives are linguistic terms?

3. Which of these adjectives can be used to describe traits of character?

4. Which of these adjectives can be used to describe political systems?

5. Which of these adjectives can be used to describe a personal speech?

B. Find their related words from the table.

aggression, decision, act, attention, passivity, possess, interrogation, affirm, sense, respect, create, legislate, cooperate, talk, persuade, conserve, administrate, elect, narrate, execute, intense, exclusion

140. Which of the following word roots cannot be used with the suffix -ive?

- | | | | |
|------------------|---------------|-------------|-------------|
| 1. a. inact- | b. interact- | c. guilt- | d. expens- |
| 2. a. apprehens- | b. support- | c. decept- | d. insist- |
| 3. a. creat- | b. appreciat- | c. parent- | d. initiat- |
| 4. a. addict- | b. detect- | c. object- | d. resent- |
| 5. a. talent- | b. relat- | c. correct- | d. exhaust- |

141. Read the words in the table below. Find related words in the puzzle and complete the table below.

<i>Related words</i>	<i>Adjective (-ive)</i>
select	
legislate	
progress	
compare	
communicate	
relate	
generate	

D	G	P	R	O	G	R	E	S	S	I	V	E	F
I	P	K	H	Y	D	I	A	E	S	U	O	P	G
D	O	P	L	E	G	I	S	L	A	T	I	V	E
B	N	O	P	Y	A	B	I	E	I	S	O	V	N
E	C	O	M	M	U	N	I	C	A	T	I	V	E
V	U	F	O	D	N	M	T	T	X	U	F	U	R
C	O	M	P	A	R	A	T	I	V	E	Y	O	A
S	O	C	T	N	M	O	P	V	V	T	N	M	T
R	R	E	L	A	T	I	V	E	X	Y	M	O	I
D	O	I	S	B	N	I	O	D	O	P	A	S	V
B	O	I	P	D	T	N	O	A	D	N	Y	M	E

142. A. Complete the following word chains using the words from the table below.

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>
appreciation		appreciative
	select	selective
competition		

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>
	conclude	
destruction		
	indicate	
inclusion		inclusive
offence		offensive
	persuade	
communication		

persuasion, offend, destruct, conclusion, destructive, communicative, compete, indicative, indication, persuasive, communicate, include, selection, appreciate, competitive, conclusive

B. Determine what part of speech it is necessary to use in the following sentences. Complete them using words from part A.

1. People told me over and over how much more ... they were of life, how they wanted to learn.

- | |
|--------------|
| 1. Noun |
| 2. Verb |
| 3. Adjective |

a. appreciation b. appreciate c. appreciative

2. We offer a large ... of over 20 tennis skirts, tennis dresses, tennis shirts.

- | |
|--------------|
| 1. Noun |
| 2. Verb |
| 3. Adjective |

a. selection b. select c. selective

3. They faced tough ... but in the end they knew it was for a good cause.

- | |
|--------------|
| 1. Noun |
| 2. Verb |
| 3. Adjective |

a. competition b. compete c. competitive

4. The blood tests made a ... diagnosis.

- | |
|--------------|
| 1. Noun |
| 2. Verb |
| 3. Adjective |

a. conclusion b. conclude c. conclusive

5. The ... from the war was massive and was hard to repair.

- a. destruction b. destruct c. destructive

1. Noun
2. Verb
3. Adjective

6. When a traffic light turns red, it ... the motorist must stop.

- a. indication b. indicates c. indicative

1. Noun
2. Verb
3. Adjective

7. The shy child sought ... in play activities but didn't know how to join the group.

- a. inclusion b. include c. inclusive

1. Noun
2. Verb
3. Adjective

8. There was something ... in their proposal.

- a. offence b. offend c. offensive

1. Noun
2. Verb
3. Adjective

9. It is not impossible to write a brilliant ... essay on social injustice.

- a. persuasion b. persuade c. persuasive

1. Noun
2. Verb
3. Adjective

10. The language course is based on a highly ... method in small groups.

- a. communication b. communicate c. communicative

1. Noun
2. Verb
3. Adjective

143. Read the text. Use the words given in capitals to form a word that fits in the space in the text.

Bright colors are considered _____ (1). If you examine the correlation between color and mood, you'll discover that bright colors tend to be more energetic and _____ (2). In fact, bright colors provide _____ (3) atmosphere. Neutral colors

ACT (1)
EFFECT (2)
CREATE (3)

are considered _____ (4). They tend to be calm, _____ (5) and even provoke _____ (6) behavior.

PASSIVITY (4)
SENSE (5)
AGGRESSION (6)

ADVERBS

Suffix -ly

Модель образования:

ADJECTIVE/NOUN + -LY

образует наречия от основ прилагательных и (реже) от основ существительных

patiently — терпеливо, *happily* — счастливо

Обратите внимание на то, что суффикс -ly используется для образования прилагательных со значением характерной черты или качества того, что обозначено основой

friendly — дружеский; дружественный

manly — мужественный, отважный

fatherly — отцовский, отеческий

— служит для образования прилагательных и наречий со значением периодической повторяемости

hourly — ежечасный, ежечасно, каждый час

weekly — еженедельный

Будьте внимательны! Существуют слова, оканчивающиеся на -ly, которые могут быть наречиями или прилагательными.

early — рано, ранний

friendly — дружелюбный, дружелюбно

144. Read the words in the first column. Match them with the related words in the second column. Underline their suffixes.

- | | |
|-----------|--------------|
| 1. saint | a. gladly |
| 2. coward | b. gradually |
| 3. quick | c. secondly |
| 4. glad | d. saintly |
| 5. hour | e. cowardly |
| 6. day | f. smoothly |
| 7. slow | g. quickly |

2. Если прилагательное оканчивается на -le, то конечное -e заменяется на -y
 -le → -ly
3. Если прилагательное оканчивается на -ic, то при образовании наречия добавляется суффикс -ically:
 -ic → -ically
4. Если прилагательное оканчивается на -ue, то при добавлении суффикса -ly конечная буква -e опускается
 -ue → -uly
5. Если прилагательное оканчивается на -ll, то добавляется только гласная -y:
 -ll → -lly,
 но если слово оканчивается на -l, то при добавлении суффикса -ly, сохраняется двойное написание l:
 -l + -ly → -lly

B. Read the following words. Match them with the spelling rules above.

full — fully, true — truly, simple — simply, easy — easily, noisy — noisily, automatic — automatically, beautiful — beautifully

C. Complete the table with adverbs. Follow the spelling rules.

- | | |
|--------------------|------------------|
| simple → _____ | easy → _____ |
| true → _____ | noisy → _____ |
| automatic → _____ | angry → _____ |
| full → _____ | crazy → _____ |
| due → _____ | guilty → _____ |
| acrobatic → _____ | gloomy → _____ |
| ironic → _____ | exotic → _____ |
| dull → _____ | doubtful → _____ |
| successful → _____ | powerful → _____ |

149. Read the words in the table below. Find related words in the puzzle and complete the table below.

D	I	P	L	H	D	T	Y	O	P	E	A	V	U	D
G	O	S	P	R	A	C	T	I	C	A	L	L	Y	O
M	H	F	U	O	A	S	F	H	I	P	R	U	O	U
S	U	D	D	E	N	L	Y	A	T	U	K	B	A	B
R	N	T	U	B	G	S	G	O	B	A	C	O	P	T
N	G	T	O	G	R	A	C	E	F	U	L	L	Y	F
U	R	S	O	G	I	L	J	G	D	A	Z	C	B	U
P	I	P	F	I	L	I	Y	R	Q	A	D	F	T	L
F	L	F	A	U	Y	M	B	F	I	O	P	A	C	L
N	Y	Y	T	H	A	N	K	F	U	L	L	Y	X	Y

Related words	Adverbs (-ly)
sudden	
angry	
graceful	
hungry	
doubtful	
practical	
thankful	

150. A. Complete the following word chains using the words from the table below.

Noun (concrete meaning)	Noun (abstract meaning)	Verb	Adjective	Adverb
		believe		believably
beautician		beautify		
	creation			creatively

<i>Noun (concrete meaning)</i>	<i>Noun (abstract meaning)</i>	<i>Verb</i>	<i>Adjective</i>	<i>Adverb</i>
critic		criticize		critically
		doubt	doubtful	
equal			equal	
financier		finance		financially

creator, beautifully, finance, doubter, believer, equalize, criticism, doubtfully, believable, critical, equality, creative, create, financial, doubt, equally, belief, beauty, beautiful

B. Determine what part of speech it is necessary to use in the following sentences. Complete them using words from part A.

1. We felt his story was

1. Noun
2. Verb
3. Adjective
4. Adverb

a. believer b. belief c. believe d. believable e. believably

2. How ... and aptly he could speak of her own art!

1. Noun
2. Verb
3. Adjective
4. Adverb

a. beautician b. beauty c. beautify d. beautiful e. beautifully

3. Think ... and rearrange the order of the words in a sentence.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. creator b. creation c. create d. creative e. creatively

4. But he wondered if she knew the extent of his ... of her father.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. critic b. criticism c. criticize d. critical e. critically

5. I am aware that much remains

1. Noun
2. Verb
3. Adjective
4. Adverb

a. doubter b. doubt c. doubtful d. doubtfully

6. On reaching Ratisbon they were obliged to go to bed, and a terrible night was followed by an ... bad morning.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. equal b. equality c. equalize d. equally

7. His ... problems were solved successfully last year.

1. Noun
2. Verb
3. Adjective
4. Adverb

a. financier b. finance c. financial d. financially

151. Read the text. Use the words given in capitals to form a word that fits in the space in the text.

The bottle was dropped overboard on a warm summer evening. But when sealed _____ (1) and sent to sea, as this one was, it became one of the most seaworthy objects known to man. It could float _____ (2) through hurricanes. Like that of all bottles left to the whim¹ of the oceans, its course

PROPER (1)

SAFE (2)

¹ whim — прихоть, каприз

was _____ (3) unpredictable. Winds and currents play _____ (4) large roles in any bottle's direction. _____ (5) a fishing net will snag¹ a bottle and carry it a dozen miles in the opposite direction in which it was headed. The result is that two bottles dropped _____ (6) into the ocean might end up a continent apart. _____ (7), there is no way to predict _____ (8) where a bottle might travel, and that is part of its mystery.

ABSOLUTE (3)
EQUAL (4)
OCCASION (5)

SIMULTANEOUS (6)
EVIDENT (7)
EXACT (8)

WORD FORMATION: PREFIX AFTER PREFIX

В кодификаторе элементов содержания и требований к уровню подготовки выпускников общеобразовательных учреждений для проведения ЕГЭ по английскому языку¹ представлены аффиксы:

аффиксы глаголов: *re-*, *dis-*, *mis-*

аффиксы прилагательных: *inter-*.

отрицательные префиксы: *un-*, *in-/im-*.

Рассмотрим каждый из указанных элементов подробно.

Prefix *re-*

- передаёт значение «снова», «ещё раз»
re-cover — *снова покрывать*
- передаёт значение «обратно», «назад»
re-enter — *вернуться*
- передаёт значение «заново», «по-новому»
regroup — *перегруппировать*

Обратите внимание на то, что приставка **re-** может писаться как слитно, так и через дефис. Это зависит от значения, которое передает приставка:

- если **re-** употребляется с целью изменения или улучшения этого действия, то ставится дефис:
to re-elect — *переизбирать*;
- если **re-** передает значение восстановления первоначального результата или состояния, то пишется слитно:
to recapture — *взять обратно*.

¹ snag — зацеплять

¹ Кодификатор элементов содержания и требований к уровню подготовки выпускников общеобразовательных учреждений для проведения единого государственного экзамена по английскому языку. Режим доступа: URL : www.fipi.ru/view/sections/226/docs/627.html

152. Read the following examples, divide them into 2 groups according to the meaning of the prefix re-.

rebuild, recopy, regain, renew, remarry, recolor, retrace, reunite, resell, reread

<i>Prefix re- indicates return to a previous condition (restoration, withdrawal)</i>	<i>Prefix re- indicates repetition of an action</i>

153. Read the following definitions, form a verb using the prefix re-.

Model: to join again — to rejoin.

1. To discover again → _____
2. To build again → _____
3. To write again → _____
4. To appear again → _____
5. To assemble again → _____
6. To heat again → _____
7. To apply again → _____
8. To type again → _____

154. Answer the following questions.

1. Would you like to reread your favourite novel? Why?
2. What do you usually retell to your friends?
3. Why do people sometimes want to rebuild their house?
4. Have you ever rediscovered anything for you?
5. Have you ever recopied an important file? Why did you have to do it?

Prefix dis-

— используется для образования слов со значением лишения чего-л. (обез-/обес-)

to disarm — обезоруживать

to disinherit — лишить наследства

— образует слова со значением исключения из какой-л. организации

to disbar — исключать барристера из корпорации

— обозначает разделение на составные части, отделение

to distribute — распределять

— усиливает отрицательный компонент значения слова

to disannul — полностью аннулировать

155. Read the following verbs. Answer the questions.

1. Which of these words indicate reversal?
2. Which of these words indicate negation, lack or deprivation?
3. Which of these words indicate removal or release?
4. Which of these words express intensive force?

distrust, disarm, disinfect, disuse, disconnect, disembark, disobey, display, discolour, discontinue, discover, dislike, disagree, displease, disapprove, displace, disorder, disarrange

156. Read the following definitions, form a verb using the prefix dis-. The words in the table can help you.

to disbelieve, to discolour, to disobey, to distrust, to disapprove, to dislike, to disconnect

1. To break the connection of smth → _____
2. To consider unpleasant or disagreeable → _____
3. To change or cause to change in colour → _____
4. To withhold approval from → _____
5. To neglect or refuse to obey → _____
6. To regard as dishonest → _____

7. To reject as false or lying; refuse to accept as true or truthful → _____

157. Answer the following questions.

1. What do you dislike?
2. Have you ever disbelieved people around you? When was it?
3. Has the weather ever disarranged your plans? When was it?
4. Have you ever disobeyed your parents' decision? How did you solve that problem?

Prefix mis-

образует слова со значением «неправильно, неудачно», «с противоположным результатом»

to misunderstand — неправильно понимать

to misdial — ошибаться при наборе номера телефона

to misinform — дезинформировать; вводить в заблуждение

используется для обозначения слов с противоположным результатом

to mistrust — не доверять

158. Read the following verbs. Answer the questions.

1. Which of these words indicate wrong, bad or erroneous actions?
2. Which of these words indicate lack of something?

misunderstand, misspell, mismatch, misuse, misbehave, miscalculate, misconduct, mishear, misdial, misrule, mistreat, mislead, mistrust, misfire

159. Read the following definitions, form a verb using the prefix mis-. The words in the table can help you.

to misuse, to mismatch, to misunderstand, to mislead, to mishear, to misbehave, to misinform

1. To use wrongly → _____
2. To match badly → _____
3. To fail to understand properly → _____

4. To lead or guide in the wrong direction → _____
5. To fail to hear correctly → _____
6. To behave badly → _____
7. To give incorrect information to → _____

160. Answer the following questions.

1. Sometimes friends misunderstand each other. What about you?
2. Do you often miscalculate in Maths? Why does it happen?
3. Have you ever been lost in a city? Who misled you?
4. Have you ever misapprehended the task? When was it?
5. Have you ever misinterpreted a novel or a story? Why did it happen?

Prefix inter-

Образует слова со значениями

— меж-, между-, среди, внутри (в пространственном и временном значении)

→ *international — международный*

— взаимно- → *interchangeable — взаимозаменяемый*

161. Read the following examples, divide them into 2 groups according to the meaning of the prefix inter-.

international, interracial, intervocalic, intercontinental, interchangeable, intergalactic, interdependent, interactive

<i>Prefix inter- means "between or among"</i>	<i>Prefix inter- means "together, mutually or reciprocally"¹</i>

¹ reciprocally — взаимно; обоюдно

162. Read the following definitions, form a verb using the prefix inter-. The words in the table can help you.

intergalactic, international, intercontinental, interpersonal, interracial, interatomic

1. Involving two or more nations or nationalities → _____
2. Involving or existing between different races or ethnic groups → _____
3. Existing or occurring between or among atoms → _____
4. Occuring between persons; involving personal relationships → _____
5. Relating to or existing between two or more galaxies → _____
6. Relating to travel, commerce, relations, etc., between continents → _____

163. Answer the following questions.

1. Is it important to use interactive exercises when you learn a foreign language?
2. Are people interdependent? Who do you depend on?
3. Is it important to develop international cooperation? Why?

Prefix un-

Модель образования:

un- + VERB → do — undo

un- + ADJECTIVE → clear — unclear

un- + ADVERB → likely — unlikely

un- + NOUN → happiness — unhappiness

Придаёт противоположное значение (не-)

to undo — уничтожать, отменять сделанное;

unable — неспособный;

unappreciation — неблагодарность

164. Read the following examples, divide them into 4 groups.

unhappiness, unexpectedly, unpack, undrinkable, unvoice, unbelievable, undo, unwillingly, unsteadiness, unreliable, unwater, unrestrictedly, unsymmetry, unsuccessfully, unsafety, unkind, unreliability, unforgettable, unpark, unnaturally

NOUN	ADJECTIVE	VERB	ADVERB

165. Read the following definitions, form a verb using the prefix un-. The words in the table can help you.

unmusical, unknown, unlocked, unfortunate, unkind, unlucky, unfriendly, unlike, unkind, unlimited, unfair

1. Not musical or harmonious → _____
2. Characterized by misfortune or failure → _____
3. Not locked → _____
4. Without limits or bounds → _____
5. Not alike; different → _____
6. Not known, understood or recognized → _____
7. Not friendly; hostile → _____
8. Lacking kindness; unsympathetic or cruel → _____
9. Causing or attended by misfortune → _____
10. Characterized by inequality or injustice → _____

166. Answer the following questions.

1. Can you give any examples of unacceptable behavior?
2. Have you ever got unexpected gifts? When was it?
3. What do you do if the information you learn is unclear for you?
4. What makes you unhappy?

Prefixes im-/in-

Придаёт противоположное значение (не-, без-)

incalculable — *неисчислимый*

indifferent — *безразличный*

immature — *незрелый, неселый*

Spelling rules!

Приставка im- присоединяется к словам, начинающимся с «m», «b» и «p».

immaterial — *нематериальный, невещественный*

impolite — *невежливый*

Приставка in- присоединяется ко всем словам, кроме слов, начинающихся на «m», «b», «p», «l», «r».

167. Make these words opposite by adding in- or im-.

_____ expensive	_____ formal	_____ mature
_____ possible	_____ pure	_____ patient
_____ sane	_____ attentive	_____ perfect
_____ complete	_____ proper	_____ mortal
_____ secure	_____ definite	_____ practical
_____ possible	_____ capable	_____ precise
_____ accuracy	_____ polite	_____ considerable

168. Read the following definitions, form words using im-/in-.

1. Lacking in thought for others; thoughtless → _____
2. Lack of coordination or organization → _____

3. False; wrong → _____
4. Incapable of being accused; guiltless → _____
5. Not decisive or conclusive → _____
6. The state or quality of being independent → _____
7. Without distinctive qualities → _____
8. Not prudent; indiscreet → _____
9. Not precise; inexact or inaccurate → _____
10. Incapable of occurring or happening → _____

169. Answer the following questions.

1. Have you ever been impatient? When was it?
2. Do you like informal clothes?
3. What knowledge do you find impractical?

WORD FORMATION PRACTICE

Прочитайте приведённые ниже тексты. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами B11–B16, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы B11–B16.

№1

- B11** Great Britain lies to the northwest of _____ Europe. With a population of about 60.0 million people, it is the third most _____
- B12** _____ island in the world, after Java and Honshu. Politically, Great Britain also refers to the island itself together with a number of _____
- B13** _____ islands which constitute the territory of England, Scotland and Wales. Most of England, Scotland and Wales are on the island of Great Britain, as are their _____
- B14** _____ capital cities: London, Edinburgh and Cardiff. The Kingdom of Great Britain resulted from the _____
- B15** _____ union of the kingdoms of England and Scotland with the Acts of Union 1707. The relatively limited variety of fauna and flora on the island is due to its size and the fact that wildlife has had little time to develop since the last _____
- B16** _____ period.

CONTINENT

POPULATE

SURROUND

RESPECT

POLITICS

GLACIER

№2

- B11** _____ Women's Day is marked on
- B12** _____ March, 8 every year. In _____ regions
- B13** the focus of the _____ ranges from parties to mass demonstrations in support of

NATION

DIFFER

CELEBRATE

- B14** women's economic, _____ and social achievements. In some regions, the day lost its
- B15** _____ flavor and became _____
- B16** an occasion for men to express their love for women.

POLITICS

ORIGIN

SIMPLE

№3

- B11** A person who receives an _____ to a costume party has the perfect _____ to find an outfit that will be the hit of the occasion.
- B12** _____
- B13** Some people choose costumes that reflect their _____.
- B14** For example, a man who's an _____ type may peruse¹ the selection of pirate costumes. Other people prefer to dress up as someone or something that is completely unexpected. Regardless of a person's costume _____, you can choose whatever you want. A teen is sure to find a costume in that catches the _____ of fellow partiers.
- B15** _____
- B16** _____

INVITE
OPPORTUNEPERSONAL
ADVENTURE

PREFER

ATTENTIVE

№4

- B11** She supposed that it had something to do with the fact that when the divorce papers finally arrived, she felt as if a little part of her had died. That initial _____ she felt had
- B12** turned to _____, and now it had become something else, almost a _____ of sorts.
- B13** Even though she was _____ in motion, it seemed as if nothing special ever happened
- B14** to her anymore. Each day seemed _____
- B15** like the last, and she had trouble differentiating among them. One time, about a year ago, she sat at her desk for fifteen minutes trying
- B16** to remember the last _____ thing she'd done. She couldn't think of anything.

ANGRY

SAD

DULL

CONSTANT

EXACT

SPONTANEITY

¹ peruse — внимательно рассматривать

№5

- B11** ...But there are a lot of _____ with money and with the house that you wouldn't understand. You were born in England and
- B12** you have started your _____ there and he wants you to continue going to English schools.
- B13** "Oh, Grandmamma!" I cried. "You don't want to go and live in our _____ house, I know you don't!"
- B14** "Of course, I don't," she said. "But I am afraid I must. It is _____ to respect the wishes of the parents."
- B15** There was no way out of it. We had to go to Italy, and my grandmother started making _____ at once.
- B16** On the evening before we left for Italy, my grandmother got on to her _____ subject once again.

COMPLICATE

EDUCATE

ITALY

SIGNIFY

ARRANGE

PREFERENCE

№6

- B11** Copernicus measured and observed the planets and stars. He gathered and compared the _____ of other astronomers. In so doing
- B12** Copernicus challenged a 2,000-year-old belief that the earth sat _____ at the center of the universe and that planets, sun and stars rotated around it. He was also the first to use scientific examination as the basis for the _____ of a fundamental theory. Copernicus hoped to use "modern" (sixteenth-century) technology to improve on Ptolemy's _____.
- B13** Over the years, Copernicus began to wonder what the _____ of the planets would look like from another moving planet. When his calculation based on this idea more

OBSERVE

MOTION

DEVELOP

MEASURE

MOVE

- B16** _____ predicted this process, he began to wonder what the motion of the planets would look like if the earth moved.

ACCURATE

№7

- B11** Jupiter's Moons was a discovery made possible by an _____ — a telescope. Galileo saw his first telescope in late 1608 and instantly
- B12** recognized that a more _____ telescope could be the answer to the prayers of every astronomer.
- B13** In 1609 Galileo's telescope was the first _____ telescope for scientific use. Galileo first turned his telescope on the moon.
- B14** There he _____ saw mountains and valleys. The moon that Galileo saw was radically different from the perfectly smooth sphere that Aristotle and Ptolemy said it was. Galileo next aimed his telescope at Jupiter, the biggest planet, planning to _____ chart motion over several months. To his _____, he found moons circling the giant planet.

INVENT

POWER

PRACTICE

CLEAR

CARE

AMAZE

№8

- B11** The four young faces on which the firelight shone brightened at the _____ words, but darkened again as Jo said _____, 'We haven't got Father and shall not have him for a long time.' She didn't say 'perhaps never,'
- B12** but each _____ added it, thinking of Father faraway, where the fighting was. Then Meg said in an altered tone, 'You know the reason Mother proposed not having any presents this Christmas was because it is going to be a hard winter for everyone; and she thinks we ought not to spend money for _____, when our men are suffering so in the army. We can't

CHEER

SAD

SILENT

PLEASE

- B15** do much, but we can make our little sacrifices and ought to do it _____. But I am afraid I don't.' And Meg shook her head, as
- B16** she thought _____ of all the pretty things she wanted.

№9

- B11** As young _____ like to know 'how people look', we will take this moment to give them a little sketch of the four sisters, who sat knitting away in the twilight, while the December snow fell _____ without, and the fire crackled cheerfully within.
- B12** It was a _____ room, though the carpet was faded and the furniture very plain, for a good picture or two hung on the walls, books filled the recesses, chrysanthemums and Christmas roses bloomed in the windows, and a _____ atmosphere of home peace pervaded it. Margaret, the eldest of the four, was sixteen and very pretty, being plump and fair, with large eyes. Fifteen-year-old Jo was very tall and thin. She had sharp, grey eyes, which appeared to see everything and were by turns fierce, funny or _____.
- B14** Elizabeth, or Beth, as everyone called her, was a rosy girl of thirteen, with a shy manner and a peaceful _____ which was seldom disturbed.

№10

- B11** There was _____ calm in the Wormwood household for about a week after the Superglue episode. The experience had clearly chastened Mr Wormwood and he seemed _____ to have lost his taste for boasting and bullying.
- B12** Then _____ he struck again. Perhaps he had had a bad day at the garage and had not

- B14** sold enough crummy second-hand cars. There are many things that make a man _____ when he arrives home from work in the evening and a _____ wife will usually notice the storm-signals and will leave him alone until he simmers down. When Mr Wormwood arrived back from the garage that evening his face was as dark as a thundercloud and somebody was clearly for the high-jump pretty soon. His wife _____ the signs immediately and made herself scarce.

№11

- B11** "I hope you will know all the _____ tables up to twelve. It will help you _____ if you do. Now then, do any of you happen to have learnt the two-times table already?"
- B12** Matilda put up her hand. She was the only one. Miss Honey looked _____ at the tiny girl with dark hair and a round serious face sitting in the second row. "_____,", she said. "Please stand up and recite as much of it as you can." Matilda stood up and began to say the two-times table. When she got to twice twelve is twenty-four she didn't stop. She went right on with twice thirteen is twenty-six, twice fourteen is twenty-eight, twice fifteen is thirty, twice sixteen is... "Stop!" Miss Honey said. She had been listening _____ spellbound to this smooth recital, and now she said, "How far can you go?" "How far?" Matilda said. "Well, I don't really know, Miss Honey. For quite a long way, I think." Miss Honey took a few moments to let this curious _____ sink in. "You mean", she said, "that you could tell me what two times twenty-eight is?" "Yes, Miss Honey." "What is it?"

"Fifty-six, Miss Honey." "What about something much harder, like two times four hundred and eighty-seven? Could you tell me that?" "I think so, yes," Matilda said. "Are you sure?" "Yes, Miss Honey, I'm fairly sure."

№12

In the interval, Miss Honey left the classroom and headed straight for the Headmistress's study. She felt _____ excited. She had just met a small girl who possessed, or so it seemed to her, quite extraordinary qualities of _____. There had not been time yet to find out _____ how brilliant the child was.

WILD

B11

BRILLIANT

B12

EXACT

B13

NORMAL

B14

DANGER

B15

SYMPATHY

B16

_____ Miss Honey was terrified of the Headmistress and kept well away from her, but at this moment she felt ready to take on anybody. She knocked on the door of the dreaded private study. "Enter!" boomed the deep and _____ voice of Miss Trunchbull. Miss Honey went in. Now most head teachers are chosen because they possess a number of fine qualities. They understand children and they have the children's best interests at heart. They are _____. They are fair and they are deeply interested in education.

№13

Just as Galileo used his telescope to open the human horizon to the planets and stars of space, so van Leeuwenhoek used his microscope to open human _____ to the microscopic world that was invisibly small and that no one had even dreamed existed. Anton van Leeuwenhoek was born in 1632 in Delft, Holland. Completely self-taught, he learned enough maths to moonlight as a _____ and read what he could about the natural world around him. He never learned any language other than Dutch, so he was never able to read any of the _____ papers and research. By 1673 van Leeuwenhoek had built a 270-power microscope that was able to see objects only one-one-millionth of a meter in length. Van Leeuwenhoek remained very _____ about his work and never allowed others to see his microscopes or setup. Van Leeuwenhoek expanded his search for these unseeably small _____ and found them every where: on human eyelashes, on fleas, in dust and on skin. He drew and described them with _____, precise drawings.

AWARE

B11

SURVEY

B12

SCIENCE

B13

SECRET

B14

CREATE

B15

EXCELLENCE

B16

№ 14

B11 Priestley's discovery of oxygen sparked a _____ revolution. He was the first person
B12 to isolate a single _____ element in the
 mixture of gasses we call "air." Before Priest-
 ley's discovery, scientific study had focused
B13 on metals. Because oxygen is a _____
 element of combustion, Priestley's discovery
 also led to an understanding of what it means
 to burn something and to an understanding of
B14 the _____ of matter into energy during
B15 different _____. Finally, Priestley estab-
 lished a simple but elegant and _____
B16 process for conducting analysis of new gases.

CHEMISTRY
GAS

CENTER

CONVERSE
REACT
EFFECT

№ 15

B11 We now know that _____ work, elec-
 tricity, momentum, heat, magnetic force,
B12 etc., can be converted from one to another.
 There is always a loss in the process but it can
 be done. That knowledge has been a tremen-
B13 dous help for the _____ of our industries
 and technologies. Only 200 years ago, the
 thought had not occurred to anyone. James
 Joule discovered that every form of energy
B14 could be converted into an equivalent amount
B15 of heat. Joule's discovery was an _____
B16 foundation for the discovery of the law of
 conservation of energy. James Joule studied
 _____ energy circuits. Often he experi-
 mented with little regard for _____ — his
 or others. His results were inconclusive until
 Joule switched from water to liquid mercury.
 With this denser fluid, he _____ proved
 that the mechanical effort was converted to
 heat at a fixed rate.

MECHANIC

DEVELOP

ESSENCE

ELECTRICITY
SAFE

EASY

ANSWER KEYS

1. B.
 B11 — a. population; B12 — b. natural; B13 — b. visitors; B14 — c. seri-
 ously; B15 — b. protection; B16 — c. scientists.

3.

<i>The word has a suffix</i>	<i>The word has a prefix</i>	<i>The word has a suffix and a prefix</i>	<i>The word has neither a suffix nor a prefix</i>
numerous	misfortune	misleading	work
teacher	unlike	misunderstanding	job
careless	overload	disapproval	bed
government	disappoint	international	piano
possibility	overheat	unfortunately	bag

4.

	<i>noun</i>	<i>verb</i>	<i>adjective</i>	<i>adverb</i>
work	*	*		
early			*	*
characteristic	*		*	
play	*	*		
will	*	*		
export	*	*	*	
magnificent	*		*	
stone	*	*	*	
record	*	*		
fortunately				*
public	*		*	

	<i>noun</i>	<i>verb</i>	<i>adjective</i>	<i>adverb</i>
previously				*
report	*	*		
name	*	*		
water	*	*	*	

6.

delicious, beautiful, dynamic, colourful, invisible, heroic, disable

7.

decision, proposal, press, student, departure, magician, tactic, equality, relationship

8.

immediately, rarely, kindly, orally, tragically, simply, originally, weekly

9.

Ab-norm-al, mis-calculat-tion, mis-believ-er, mis-pronunciat-ion, mis-manage-ment, dis-organ-ize, re-collect-ion, in-educ-able, im-mov-able, im-migrat-ion

10. A.

1. Adjective 2. Adverb 3. Noun 4. Noun 5. Adjective 6. Adjective 7. Adjective 8. Adverb 9. Adjective 10. Adverb 10. Noun

10. B.

1. A. continental 2. C. annually 3. A. invitation 4. B. opportunity 5. B. logic 6. B. respective 7. B. constitutional 8. B. particularly 9. B. religious 10. A. completely 11. A. administration

11.

memory — memorize, special — specialize, industry — industrialize, sympathy — sympathize, ideal — idealize, drama — dramatise, criticism — criticize, scandal — scandalize.

12.

Noun → Verb	Adjective → Verb
emphasis → emphasize	neutral → neutralize/se
sympathy → sympathize/se	modern → modernize/se
symbol → symbolize/se	special → specialize/se

14.

		M							
	R	E	A	L	I	T	Y		
S	Y	M	B	O	L				
A	P	O	L	O	G	I	Z	E	
	C	R	I	T	I	C	I	S	M
P	R	I	V	A	T	I	Z	E	
		Z							
		E	Q	U	A	L	I	Z	E

Related words	Verbs (-ise/-ize)
memory	memorize
reality	realize
symbol	symbolize
apology	apologize
criticism	criticize
private	privatize
equal	equalize

15. A.

1. apologize, 2. characterize, 3. symbolize, 4. idealize, 5. modernize, 6. neutralize

15. B.

Adjective → Verb	Noun → Verb
ideal → idealize	apology → apologize

<i>Adjective → Verb</i>	<i>Noun → Verb</i>
modern → modernize	characteristic → characterize
neutral → neutralize	symbol → symbolize

16. A.

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>	<i>Adverb</i>
apology	apologiz(s)e	apologetic	apologetically
ideal	idealize	ideal	ideally
legality	legaliz(s)e	legal	legally
harmony	harmonize	harmonious	harmoniously
symbol	symboliz(s)e	symbolic	symbolically

16. B.

1. Apology, 2. Legally, 3. Harmonize, 4. Apologetically, 5. Apologise, 6. Idealize, 7. Symbolic, 8. Harmonious, 9. Ideal, 10. Legal, 11. Symbolize.

17.

1. A lot of Portuguese restaurants specialize in seafood. 2. He emphasized the subject of civil rights in his speech. 3. The owl symbolizes wisdom and learning. 4. That excellent taste characterizes her writings. 5. I recognized my old friend and smiled at him.

18.

1. specializes, 2. apologized, 3. have ... apologized, 4. organized, 5. recognized, 6. will criticize.

19.

	<i>The form written in the pupil's test</i>	<i>Type of the mistake</i>	<i>Correct variant</i>
1.	subsidized	grammar mistake	subsidize
2.	orgarnize	spelling mistake	organize
3.	has characterized	grammar mistake	characterized
4.	revitalization	spelling mistake	revitalization
5.	crytics	spelling mistake	critics
6.	symbolic	word formation mistake	symbol

23.

			C					T	
M			R	D	R	A	W	E	R
I	N	V	E	N	T	O	R	A	
X			A				I	C	
E			T				T	H	
R	S	M	O	K	E	R	E	E	
			R				R	R	

<i>Related words</i>	<i>Nouns (-er/-or)</i>
to invent	inventor
to write	writer
to create	creator
to draw	drawer
to teach	teacher
to mix	mixer

25. A.

<i>Noun (occupation)</i>	<i>Noun (process)</i>	<i>Verb</i>	<i>Adjective</i>
announcer	announcement	announce	announced
believer	belief	believe	believable
competitor	competition	compete	competitive
consumer	consumption	consume	consumable
director	direction	direct	direct
doubter	doubt	doubt	doubtful
employer	employment	employ	employed
founder	foundation	found	founded
helper	help	help	helpful
mixer	mixture	mix	mixed
observer	observation	observe	observant
offender	offence	offend	offensive

25. B.

1. - b, 2. - d, 3. - c, 4. - a, 5. - a, 6. - c, 7. - a, 8. - a, 9. - d, 10. - b, 11. - c, 12. - a.

26.

explore	explorer	begin	beginner
examine	examiner	babysit	babysitter
drive	driver	run	runner
believe	believer	rob	robber

27.

1. baby-sitters, 2. builders, 3. governor, 4. robbers, 5. users, 6. visitors.

28.

	<i>The form written in the pupil's test</i>	<i>Type of the mistake</i>	<i>Correct variant</i>
1.	singers	grammar mistake	singer
2.	presentor	spelling mistake	presenter
3.	reader	grammar mistake	readers
4.	darncer	spelling mistake	dancer
5.	viewer	grammar mistake	viewers
6.	runner-up	grammar mistake	runners-up
7.	winer	spelling mistake	winner
8.	partnor	spelling mistake	partner

30.

<i>Qualities</i>	<i>States</i>
friendliness	happiness
foolishness	weakness
ugliness	madness
rudeness	illness
seriousness	sadness
sharpness	ripeness

32.

1. d. impress-, 2. b. appoint-, 3. b. appoint-, 4. b. enrich-, 5. c. rival-.

33.

			R		Q						
			U	B	U				G		
	S		D	A	I				R		
C	A	R	E	L	E	S	S	N	E	S	S
	D		N	D	T				A		
	N		E	N	N				T		
	E		S	E	E				N		
	S		S	S	S				E		
	S			S	S				E		
									S		
H	E	L	P	F	U	L	N	E	S	S	

<i>Related words</i>	<i>Nouns (-ness)</i>
rude	rudeness
careless	carelessness
great	greatness
bald	baldness
quiet	quietness
sad	sadness
helpful	helpfulness

34. A.

<i>Noun (act, process)</i>	<i>Verb</i>	<i>Adjective</i>	<i>Adverb</i>
brightness	brighten	bright	brighly
darkness	darken	dark	darkly
deafness	deafen	deaf	deafly
quickness	quicken	quick	quickly
roughness	roughen	rough	roughly

45.

		P										L
		A				O						E
		R				W						A
C	I	T	I	Z	E	N	S	H	I	P		D
		N				E						E
	M	E	M	B	E	R	S	H	I	P		R
		R				S						S
		S				H						H
		H			K	I	N	S	H	I	P	I
		I				P						P
		P	C	L	E	R	K	S	H	I	P	

<i>Related words</i>	<i>Nouns (-ship)</i>
citizen	citizenship
owner	ownership
partner	partnership
member	membership
kin	kinship
clerk	clerkship
leader	leadership

46.

Model 1: own → owner → ownership, listen → listener → listenership, lead → leader → leadership

Model 2: air → airman → airmanship, drafts → draftsman → draftsman-ship, horse → horseman → horsemanship, states → statesman → statesmanship, mark → marksman → marksmanship, pen → penman → penmanship

48.

1. friendship 2. reader 3. apprenticeship 4. fellow 5. leadership

51.

1. b. talent- 2. a. scandal- 3. d. nervous- 4. c. guilt- 5. b. essenc-

52.

NOUN + <i>ing</i>	VERB + <i>ing</i>	Other parts of speech + <i>ing</i>
nurse → nursing	beat → beating	short → shorting
farm → farming	face → facing	fat → fattening
flute → fluting	eat → eating	out → outing
heat → heating	speak → speaking	white → whitening

53.

M	E	E	T	I	N	G		U		
			R					P		
			A					B		
			I					R		
			N		E	A	T	I	N	G
			I	R	I	D	I	N	G	
			N					G		
			G		S	I	Z	I	N	G
				O	U	T	I	N	G	
								G		

<i>Related words</i>	<i>Nouns (-ing)</i>
meet	meeting
upbring	upbringing
eat	eating
train	training
out	outing
ride	riding
size	sizing

54.

Begin → beginning → beginner, build → building → builder, swim → swim-
ming → swimmer, teach → teaching → teacher, write → writing → writer

Quality	Action
importance	maintenance
ignorance	pursuance

65.

1. a. mist- 2. d. loud- 3. d. like- 4. a. enlarg- 5. c. intens- 6. a. hostile- 7. b. fellow-

66.

		P				A	A					C		
		E		R		P	V					O		
C	O	R	R	E	S	P	O	N	D	E	N	C	E	
		S		F		E	I					F		
		I		E		A	D					I		
		S		R		R	A					D		
		T		E		A	N					E		
		A		N		N	C					N		
		N		C		C	E					C		
		C		E		E						E		
		E	M	A	I	N	T	E	N	A	N	C	E	

Related words	Nouns (-ence/ance)
persist	persistence
confident	confidence
refer	reference
correspond	correspondence
appear	appearance
avoid	avoidance
maintain	maintenance

68.

importance, entrance, difference, independence, insurance, conference, ambulance, absence, instance, audience, allowance, intelligence, assurance, appearance, obedience, presence

69.

1. attendance 2. annoyance 3. appearance 4. preference 5. obedience 6. presence.

70. A.

Noun	Verb	Adjective	Adverb
dependence	depend	dependent	dependently
difference	differ	different	differently
correspondence	correspond	corresponding	correspondingly
confidence	confide	confident	confidently
assurance	assure	assured	assuredly
excellence	excel	excellent	excellently
ignorance	ignore	ignorant	ignorantly
insistence	insist	insistent	insistently
obedience	obey	obedient	obediently
cooperation	cooperate	cooperative	cooperatively

70. B.

1. noun, -a, 2. adjective, -c, 3. adverb, -d, 4. noun, -a, 5. noun, -a, 6. adjective, -c, 7. verb, -b, 8. adjective, -c, 9. noun, -a.

71.

1. confidence, 2. importance, 3. competencies, 4. presence, 5. Insistence, 6. avoidance, 7. balance, 8. defence, 9. tolerance.

73.

State, condition or quality	Result or product of an action	Process or action
contentment	amendment	employment
disappointment	achievement	government
excitement	appointment	movement

81.

1. c. refresh- 2. d. monoton- 3. b. disturb- 4. b. ill- 5. a. observ-

82.

										P		
										R		
								P		O		
								O		S		
								S		P		
								S		E		
C	O	M	P	L	E	X	I	T	Y	R		
				S	T	A	B	I	L	I	T	Y
								I		T		
				R	E	A	L	I	T	Y		
								I				
S	T	U	P	I	D	I	T	Y				
								Y				

<i>Related words</i>	<i>Nouns (-ity)</i>
possible	possibility
prosperous	prosperity
real	reality
stable	stability
stupid	stupidity
complex	complexity

83.

Prosperous → prosperity, generous → generosity, audacious → audacity, curious → curiosity, commodious → commodity.

Accessible → accessibility, capable → capability, possible → possibility, stable → stability, sensible → sensibility.

Sensitive → sensitivity, intensive → intensity, creative → creativity, negative → negativity, radioactive → radioactivity.

84. A.

<i>Noun</i>	<i>Adjective</i>	<i>Adverb</i>
possibility	possible	possibly
generosity	generous	generously
individuality	individual	individually
density	dense	densely
originality	original	originally
reliability	reliable	reliably
sensibility	sensible	sensibly
generality	general	generally
particularity	particular	particularly
confidentiality	confidential	confidentially

84. B.

1. noun, -a, 2. adjective, -b, 3. adverb, -c, 4. adjective, -b, 5. noun, -a, 6. noun, -a, 7. adjective, -b, 8. adverb, -c, 9. adjective, -b, 10. adjective, -b.

85.

1. quantity 2. community 3. vitality 4. prosperity 5. capacity 6. generosity 7. equality

87.

<i>NOUN+Y</i>	<i>VERB+Y</i>
quirky	runny
misty	shiny
icy	jumpy
funny	sleepy
sunny	chatty

88.

1. c. order- 2. d. offic- 3. c. help- 4. d. motivat- 5. a. insist-

89. B.

<i>-e → -y</i>	<i>double consonant + -y</i>	<i>word + -y</i>
edgy	funny	chilly
icy	nutty	sandy
shiny	runny	silky
lazy	sunny	airy
smoky	foggy	chewy

90.

							F	
					N	A	I	
					O		L	
				W	I	T	T	Y
					S		H	
S	T	I	C	K	Y		Y	
C		J	U	I	C	Y		
A			R					
R			L					
Y			Y					

<i>Related words</i>	<i>Nouns/Verbs (-y)</i>
stick	sticky
curle	curly
scare	scary
noise	noisy
wit	witty
juice	juicy
filth	filthy

91.

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>
sticker	stick	sticky
jumper	jump	jumpy
smoker	smoke	smoky
sleeper	sleep	sleepy
duster	dust	dusty
sparkler	sparkle	sparkly
runner	run	runny

B.

1. adjective, -c, 2. noun, -a, 3. adjective, -c, 4. verb, -b, 5. adjective, -c, 6. noun, -a, 7. adjective, -c.

92.

1. sunny 2. foggy 3. windy 4. cloudy 5. breezy 6. rainy

94.

<i>full of or characterized by</i>	<i>able or tending to</i>
painful	helpful
restful	useful
spiteful	boastful

95.

1. c. fashion- 2. d. exhaust- 3. c. depend- 4. d. danger- 5. a. create-

<i>Related words</i>	<i>Adjective (-less)</i>
sound	soundless
name	nameless
doubt	doubtless
stain	stainless
weight	weightless
end	endless
point	pointless

103. B.

1. A. helpless B. helpful 2. A. hopeless B. hopeful 3. A. careful B. careless
 4. A. faithless B. faithful 5. A. powerful B. powerless 6. A. tasteless B. tasteful
 7. A. useful B. useless

105. A.

<i>having the character or form of</i>	<i>related to</i>	<i>in the manner of</i>	<i>tending to produce</i>	<i>containing</i>
panoramic	symbolic	Byronic	analgesic	alcoholic
enthusiastic	economic	Napoleonic	sceptical	aromatic

107.

1. c. legend- 2. d. local- 3. c. element- 4. d. salt- 5. a. truth-

108.

					O		A					
					C		T					
					E		H				S	
				G	A		L				Y	
				Y	N		E				M	
O	P	T	I	M	I	S	T	I	C		B	
				N	C		I				O	
				A			C				L	
				S	T	R	A	T	E	G	I	C
		A	L	T	R	U	I	S	T	I	C	
				I								
				C								

<i>Related words</i>	<i>Adjective (-ic)</i>
optimist	optimistic
athlete	athletic
gymnast	gymnastic
strategy	strategic
altruist	altruistic
ocean	oceanic
symbol	symbolic

109. A.

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>
apology	apologize	apologetic
automation	automate	automatic
publicity	publish	public
symbol	symbolize	symbolic
system	systematize	systematic
sympathy	sympathize	sympathetic

109. B.

1. adjective, -c, 2. adjective, -c, 3. verb, -b, 4. noun, -a, 5. adjective, -c, 6. adjective, -c.

110.

1. realistic 2. pragmatic 3. enthusiastic 4. optimistic 5. systematic 6. specific 7. basic

112.

<i>Model 1</i>	<i>Model 2</i>
Albania → Albanian	Germany → German
Armenia → Armenian	Jamaica → Jamaican
Australia → Australian	Mexico → Mexican
Austria → Austrian	Morocco → Moroccan
Belgium → Belgian	Nicaragua → Nicaraguan
Brazil → Brazilian	Africa → African
Canada → Canadian	Venezuela → Venezuelan
Hungary → Hungarian	
India → Indian	
Italy → Italian	
Mongolia → Mongolian	
Russia → Russian	
Ukraine → Ukrainian	

113.

<i>Words mean "pertaining to"</i>	<i>Words mean "native of"</i>
historian	Mexican
technician	German
electrician	African
librarian	Indian
comedian	Jamaican
politician	Canadian
veterinarian	Hungarian
guardian	Austrian
mathematician	Australian

114.

1. c. Japan- 2. d. Span- 3. c. Chin- 4. d. Turk- 5. a. Fren-

115.

									E			
									U			
		A	R	A	B	I	A	N	R			
	R								O			
B	U	L	G	A	R	I	A	N	P			
	S								E			
	S		E	G	Y	P	T	I	A	N		
	I								N			
	A	M	E	R	I	C	A	N				
	N		A	U	S	T	R	A	L	I	A	N

<i>Related words</i>	<i>Adjectives (-an, -ian)</i>
Bulgaria	Bulgarian
Russia	Russian
America	American
Arabia	Arabian
Egypt	Egyptian
Europe	European
Australia	Australian

116.

1. German, 2. Italian, 3. Romanian, 4. Russian, 5. Ukrainian, 6. Belarusian, 7. Slovenian, 8. Serbian, 9. Croatian, 10. Macedonian, 11. Bulgarian, 12. Armenian, 13. Georgian.

118.

<i>Positive meaning</i>	<i>Negative meaning</i>
amazing	upsetting
amusing	threatening

<i>Related words</i>	<i>Adjectives (-ing)</i>
discourage	discouraging
disappoint	disappointing
interest	interesting
excite	exciting
confuse	confusing

122. A.

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>
correspondence	correspond	corresponding
conviction	convince	convincing
discouragement	discourage	discouraging
deafness	deafen	deafening
depression	depress	depressing
development	develop	developing
disappointment	disappoint	disappointing
embarrassment	embarrass	embarrassing
entertainment	entertain	entertaining
humiliation	humiliate	humiliating
leadership	lead	leading
threat	threaten	threatening

122. B.

1. verb, -b, 2. adjective, -c, 3. adjective, -c, 4. adjective, -c, 5. noun, -a, 6. verb, -b, 7. noun, -a, 8. adjective, -c, 9. noun, -a, 10. adjective, -c, 11. noun, -a, 12. adjective, -c.

123.

1. convincing, 2. corresponding, 3. entertaining, 4. charming, 5. interesting.

126.

1. c. thought- 2. d. skill- 3. c. scient- 4. d. reason- 5. a. persist-

127.

				R															
D	A	N	G	E	R	O	U	S											
		A	M	B	I	T	I	O	U	S								H	
				E														U	
				L	U	X	U	R	I	O	U	S						M	
				L														O	
			H	I	L	A	R	I	O	U	S							R	
			O															O	
			S	U	P	E	R	S	T	I	T	I	O	U	S				
			S															S	

<i>Related words</i>	<i>Adjectives (-ous)</i>
danger	dangerous
rebel	rebellious
superstition	superstitious
hilarity	hilarious
luxury	luxurious
humor	humorous
ambition	ambitious

128. A.

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>
caution	cautious	cautiously
anxiety	anxious	anxiously
ambition	ambitious	ambitiously
consciousness	conscious	consciously
courage	courageous	courageously
danger	dangerous	dangerously
generosity	generous	generously
jealousy	jealous	jealously

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>
luxury	luxurious	luxuriously
miracle	miraculous	miraculously

128. B.

1. adjective, -b, 2. adverb, -c, 3. noun, -a, 4. adjective, -b, 5. noun, -a, 6. adverb, -c, 7. noun, -a, 8. adjective, -b, 9. adjective, -b, 10: noun, -a.

129.

1. industrious, 2. tremendous, 3. humorous, 4. conscientious, 5. generous, 6. serious, 7. gracious, 8. tenacious, 9. generous, 10. conscientious, 11. rebellious.

132.

<i>Adjectives mean "suitable for"</i>	<i>Adjectives mean "able to"</i>
enjoyable	comfortable
readable	reasonable
digestible	variable
washable	admissible
drinkable	compatible

133.

1. c. period- 2. d.number- 3. c. murder- 4. d. humour- 5. a. disgrace-

134.

Model 1.

irreplace	→	irreplaceable
peace	→	peaceable
notice	→	noticeable
replace	→	replaceable
service	→	serviceable
manage	→	manageable
knowledge	→	knowledgeable
change	→	changeable

Модель 2.

regret	→	regrettable
transmit	→	transmittable
control	→	controllable
stop	→	stoppable
forget	→	forgettable

135.

				A										
				D	R	I	N	K	A	B	L	E		
	C			O										
C	O	M	P	R	E	H	E	N	S	I	B	L	E	
	U		V	A	L	U	A	B	L	E				
	N			B										
	T			L										
	A			E										
	B	E	L	I	E	V	A	B	L	E				
	L													
T	E	R	R	I	B	L	E							

<i>Related words</i>	<i>Nouns (-able/-ible)</i>
drink	drinkable
count	countable
believe	believable
adore	adorable
comprehend	comprehensible
value	valuable
terror	terrible

136.

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>
achievement	achieve	achievable
admiration	admire	admirable
belief	believe	believable
consideration	consider	considerable
forgiveness	forgive	forgivable
responsibility	respond	responsible
comparison	compare	comparable
excitement	excite	excitable
adaptation	adapt	adaptable
comprehension	comprehend	comprehensible

136. B.

1. noun, -a, 2. adjective, -c, 3. verb, -b, 4. adjective, -c, 5. noun, -a, 6. adjective, -c, 7. verb, -b, 8. adjective, -c, 9. adjective, -c, 10. adjective, -c.

137.

1. visible 2. valuable 3. notable 4. possible 5. reasonable 6. readable 7. suitable

140.

1. c. guilt- 2. d. insist- 3. c. parent- 4. d. resent- 5. a. talent-

141.

		P	R	O	G	R	E	S	S	I	V	E	
								E					G
			L	E	G	I	S	L	A	T	I	V	E
								E					N
	C	O	M	M	U	N	I	C	A	T	I	V	E
								T					R
C	O	M	P	A	R	A	T	I	V	E			A
								V					T
	R	E	L	A	T	I	V	E					I
													V
													E

<i>Related words</i>	<i>Adjective (-ive)</i>
select	selective
legislate	legislative
progress	progressive
compare	comparative
communicate	communicative
relate	relative
generate	generative

142.

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>
appreciation	appreciate	appreciative
selection	select	selective
competition	compete	competitive
conclusion	conclude	conclusive
destruction	destruct	destructive
indication	indicate	indicative
inclusion	include	inclusive

150. A.

<i>Noun (concrete meaning)</i>	<i>Noun (abstract meaning)</i>	<i>Verb</i>	<i>Adjective</i>	<i>Adverb</i>
believer	belief	believe	believable	believably
beautician	beauty	beautify	beautiful	beautifully
creator	creation	create	creative	creatively
critic	criticism	criticize	critical	critically
doubter	doubt	doubt	doubtful	doubtfully
equal	equality	equalize	equal	equally
financier	finance	finance	financial	financially

150. B.

1. adjective, -d, 2. adverb, -e, 3. adverb, -e, 4. noun, -b, 5. adjective, -c, 6. adverb, -d, 7. adjective, -d.

151.

1. properly, 2. safely, 3. absolutely, 4. equally, 5. occasionally, 6. simultaneously, 7. evidently, 8. exactly

152.

<i>Prefix re- indicates return to a previous condition (restoration, withdrawal)</i>	<i>Prefix re- indicates repetition of an action</i>
recolour	regain
rebuild	recopy
renew	remarry
retrace	reread
reunite	resell

153.

- | | | |
|----------------------|---|------------|
| 1. To discover again | → | rediscover |
| 2. To build again | → | rebuild |
| 3. To write again | → | rewrite |
| 4. To appear again | → | reappear |

- | | | |
|----------------------|---|------------|
| 5. To assemble again | → | reassemble |
| 6. To heat again | → | reheat |
| 7. To apply again | → | reapply |
| 8. To type again | → | retype |

156.

- | | | |
|--|---|---------------|
| 1. To break the connection of smth | → | To disconnect |
| 2. To consider unpleasant or disagreeable | → | To dislike |
| 3. To change or cause to change in colour | → | To discolour |
| 4. To withhold approval from | → | To disapprove |
| 5. To neglect or refuse to obey | → | To disobey |
| 6. To regard as dishonest | → | To distrust |
| 7. To reject as false or lying; refuse to accept as true or truthful | → | To disbelieve |

159.

- | | | |
|--|---|------------------|
| 1. To use wrongly | → | To misuse |
| 2. To match badly | → | To mismatch |
| 3. To fail to understand properly | → | To misunderstand |
| 4. To lead or guide in the wrong direction | → | To mislead |
| 5. To fail to hear correctly | → | To mishear |
| 6. To behave (oneself) badly | → | To misbehave |
| 7. To give incorrect information to | → | To misinform |

161.

<i>Prefix inter- means "between or among"</i>	<i>Prefix inter- means "together, mutually or reciprocally"</i>
intervocalic	interdependent
interracial	interchangeable
intercontinental	interactive
intergalactic	international

162.

1. international 2. interracial 3. interatomic 4. interpersonal 5. intergalactic
6. intercontinental

164.

<i>Noun</i>	<i>Adjective</i>	<i>Verb</i>	<i>Adverb</i>
unhappiness	unbelievable	undo	unexpectedly
unsymmetry	unkind	unpack	unwillingly
unsteadiness	unreliable	unwater	unsuccessfully
unsafety	undrinkable	unvoice	unrestrictedly
unreliability	unforgettable	unpark	unnaturally

165.

1. unmusical 2. unlucky 3. unlocked 4. unlimited 5. unlike 6. unknown
7. unfriendly 8. unkind 9. unfortunate 10. unfair

168.

1. inconsiderate 2. incoordination 3. incorrect 4. inculpable 5. indecisive
6. independence 7. indistinctive 8. imprudent 9. imprecise 10. impossible

Word formation practice

№ 1
B11 continental, B12 populous, B13 surrounding, B14 respective, B15 political, B16 glacial
№ 2
B11 international, B12 different, B13 celebrations, B14 political, B15 original, B16 simply
№ 3
B11 invitation, B12 opportunity, B13 personality, B14 adventurous, B15 preferences, B16 attention
№ 4
B11 anger, B12 sadness, B13 dullness, B14 constantly, B15 spontaneous, B16 exactly

№ 5

B11 complications, B12 education, B13 Italian, B14 significant, B15 arrangements, B16 preferable

№ 6

B11 observations, B12 motionless, B13 development, B14 measurements, B15 movement, B16 accurately

№ 7

B11 invention, B12 powerful, B13 practical, B14 clearly, B15 carefully, B16 amazement

№ 8

B11 cheerful, B12 sadly, B13 silently, B14 pleasure, B15 gladly, B16 regretfully

№ 9

B11 readers, B12 quietly, B13 comfortable, B14 pleasant, B15 thoughtful, B16 expression

№ 10

B11 comparative, B12 temporarily, B13 suddenly, B14 irritable, B15 sensible, B16 recognized

№ 11

B11 multiplication, B12 enormously, B13 carefully, B14 wonderful, B15 slightly, B16 statement

№ 12

B11 wildly, B12 brilliance, B13 exactly, B14 normally, B15 dangerous, B16 sympathetic

№ 13

B11 awareness, B12 surveyor, B13 scientific, B14 secretive, B15 creatures, B16 excellent

№ 14

B11 chemical, B12 gaseous, B13 central, B14 conversion, B15 reactions, B16 effective

№ 15

B11 mechanical, B12 development, B13 essential, B14 electrical, B15 safety, B16 easily