



Douglas College

Douglas College Learning Centre

WORD FORM

Nouns, Verbs, Adjectives and Adverbs

In this handout, you will learn to:

- ◆ recognize how the four basic parts of speech are used in sentences.
- ◆ recognize parts of speech using suffixes.
- ◆ identify the part of speech needed in a sentence by looking at the other words around it.
- ◆ choose the correct parts of speech to go in sentences.

Parts of Speech

Noun: A person, place, thing, or idea

- ◆ A noun often comes before a verb

Children play.

- ◆ A noun often comes after a determiner like *a, the, some, his, our* or *this*.

The dog barked.

- ◆ A noun can come after an adjective.

The angry dog barked.

- ◆ A noun can come after a verb.

The girl gave cookies to her friend.

- ◆ A noun comes after a preposition.

She keeps papers in boxes.

Verb: An action (run, call, argue) or a state (be, seem, become)

- ◆ A verb often comes after a noun.

*The baby **cried**.*

- ◆ A verb can come between two nouns.

*The boy **hit** the ball.*

Adjective: Describes a noun

- ◆ An adjective most often comes before a noun.

*The **red** dog barked.*

- ◆ An adjective can be joined to a noun with a stative verb such as *be*, *feel* or *seem*.

*The dog is **red**.*

- ◆ An adjective can come after a noun with the verbs of causation (get, have, make).

*She made her brother **angry**.*

Adverb: Describes a verb, an adjective, another adverb, or a whole sentence

- ◆ An adverb can come after a verb.

*She walked **slowly**.*

- ◆ An adverb can come between a helping verb and its main verb.

*He has been **quietly** doing his homework in the corner since three o'clock.*

- ◆ An adverb can come before an adjective.

*The bag was **extremely** heavy.*

- ◆ An adverb can come before another adverb.

*She talked **very** quietly.*

- ◆ An adverb can come at the beginning of a sentence.

Unfortunately, he lost his wallet.

- ◆ An adverb can come at the end of a sentence.

He lost his umbrella, too

Exercise 1: Recognizing parts of speech needed in a sentence

Read the following sentences. Identify the part of speech that should go in each blank. Write **N** (noun), **V** (verb), **Adj** (adjective) or **Adv** (adverb) to identify the part of speech that should go in each blank. After choosing the part of speech, explain to your tutor what clues showed you the part of speech that was needed.

Example: *The cow jumped over the N .*

1. The _____ left.
2. The _____ car was going too fast.
3. Cathy _____ her wallet at home today.
4. _____, she got stopped by the police on her way to work.
5. Henry was _____ tired after walking all afternoon.
6. The office _____ wrote a memo to all the employees.
7. The students _____ their homework on time.
8. He gave good _____ to his wife.
9. The funny man spoke very _____.
10. The bad weather made everyone _____.

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11. They look almost the same. The _____ is in their eyes.
12. My sister sent the letter which I _____ yesterday.
13. Paul and his sister, Helen, _____ to the airport early.
14. She recognized the man who _____ the street.
15. The woman became _____ when the driver in front of her stopped for no reason.
16. They usually put the flowers on _____ in front of the store.
17. The radio blared _____.
18. John's _____ broke down on the bridge.
19. The letter _____ on Tuesday.
20. I found a _____ envelope on the sidewalk.

Suffixes

Suffixes are the endings on words. For example, the underlined parts of the following words are suffixes.

tasteless
 differencece
 categorize
 sadlyly

The suffix controls the part of speech. For example, the following words all come from the root word *create*. Notice the part of speech of each word.

<i>create</i>	verb
<i>creative</i>	adjective
<i>creation</i>	noun
<i>creatively</i>	adverb

Like the example *creative*, most words ending in –ive are adjectives.

Like the example *creation*, most words ending in –tion are nouns.

Like the example *creatively*, most words ending in –ly are adverbs.

By learning which suffixes are used for which part of speech, you can easily recognize the part of speech of many words. This can expand your vocabulary and solve many word form problems in your writing. It can also help you to understand sentences more clearly when you read.

The following exercises will help you to learn which suffixes are connected to which parts of speech in English. Because there are many suffixes, you need to practice to learn them.

Exercise 2: Using Suffixes

Below are lists of common suffixes for the four main parts of speech. Endings with * are common for more than one part of speech. For each suffix, do the following:

1. Look at the example word. Underline the ending of the example word.
2. Think of two more example words for each suffix and write them on the lines provided.

3. On another piece of paper, write a sentence using one of the example words for each ending. Circle the example word and underline the ending.

Verb Endings

-ate*	refrigerate	<u>operate</u>	_____
-ed*	worked	_____	_____
-en*	lengthen	_____	_____
-ify	satisfy	_____	_____
-ing*	working	_____	_____
-ize	recognize	_____	_____

Adverb Endings

-ly	happily	_____	_____
-ward	westward	_____	_____

Noun Endings

-age	damage	_____	_____
-al*	referral	_____	_____
-ee	employee	_____	_____
-ence/-ance	difference	_____	_____
-ency/-ancy	dependency	_____	_____
-er*/-or	employer	_____	_____
-hood	motherhood	_____	_____
-ian	musician	_____	_____
-ing*	cooking	_____	_____
-ism	socialism	_____	_____
-ist	chemist	_____	_____
-ity/-ty	security	_____	_____
-ment	shipment	_____	_____
-ness	kindness	_____	_____
-ory	directory	_____	_____
-ship	friendship	_____	_____

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-th	length	_____	_____
-tion/-ion	pollution	_____	_____
-ure	pleasure	_____	_____
-y*	jealousy	_____	_____

Adjective Endings

-able/-ible	comfortable	_____	_____
-al*	regional	_____	_____
-ate*	passionate	_____	_____
-ed*	excited	_____	_____
-en	broken	_____	_____
-ent/-ant	different	_____	_____
-er*	faster	_____	_____
-est	fastest	_____	_____
-ful	beautiful	_____	_____
-ic	economic	_____	_____
-ical	comical	_____	_____
-ing*	exciting	_____	_____
-ish	pinkish	_____	_____
-ive	creative	_____	_____
-less	painless	_____	_____
-like	childlike	_____	_____

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-ous/-ious	dangerous	_____	_____
-some	handsome	_____	_____
-ward*	westward	_____	_____
-y*	happy	_____	_____

Exercise 3: Recognizing word form from suffixes

Underline the suffix in each word below.

Write **N** (noun), **V** (verb), **Adj** (Adjective) or **Adv** (Adverb) beside each word.

- | | |
|------------------------|------------------------|
| 1. ____ heighten | 15. ____ beautifully |
| 2. ____ remembrance | 16. ____ management |
| 3. ____ beautiful | 17. ____ organize |
| 4. ____ northward | 18. ____ winsome |
| 5. ____ heinous | 19. ____ creative |
| 6. ____ creature | 20. ____ hopeless |
| 7. ____ realism | 21. ____ contortionist |
| 8. ____ diffident | 22. ____ terrify |
| 9. ____ technical | 23. ____ payee |
| 10. ____ parenthood | 24. ____ tendency |
| 11. ____ heresy | 25. ____ approbation |
| 12. ____ differently | 26. ____ terrorize |
| 13. ____ imaginatively | 27. ____ kinship |
| 14. ____ beauty | 28. ____ deformity |

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29. ____ childish
30. ____ unpredictable
31. ____ thoughtfully
32. ____ imaginative
33. ____ caloric
34. ____ funny
35. ____ hilarious
36. ____ stoic
37. ____ tiredness
38. ____ terminal

Exercise 4: Choosing the correct part of speech

Read each sentence and choose the correct word to put in the blank. Verbs are listed in their plain form. You may need to change the verb tense. Then check your answers with the answer key.

1. different, differently, differ, difference

- a) The _____ between them is hard to see.
- b) The sisters _____ in many ways.
- c) That man dances _____ from all the other dancers.
- d) These pictures all look the same, but that one looks _____.

2. force, forced, forcefully, forceful

- a) He spoke _____ about the problem of child labour.
- b) He was a very _____ speaker.
- c) Many people think it is wrong to use _____ to discipline a child.
- d) The kidnapper _____ the wealthy woman to stay quiet.

3. imagine, imaginative, imaginatively, imagination

- a) The child _____ she lived in a big house with a swimming pool.
- b) He wrote _____ about life in the year 2350.
- c) It's wonderful to have lots of _____.
- d) The story was very _____.

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4. think, thoughtful, thoughtlessly, thought

- a) We all _____ the brownies are disgustingly rich.
- b) Our _____ were with her when her father got so sick.
- c) She laughed _____ and hurt her daughter's feelings.
- d) It was very _____ of you to send me a card on my birthday.

5. wide, width, widen

- a) In the 1970's, _____ belts were very fashionable.
- b) The new taxation strategy _____ the gap between rich and poor people.
- c) The _____ of the rectangle was half its height.

6. avoidance, avoidable, avoid, unavoidable

- a) I don't think she likes me. She always tries to _____ me.
- b) _____ is an unhealthy way to deal with problems.
- c) Many health problems are _____ if you eat right and exercise.
- d) Health problems caused by genetics are often _____.

Continued from page 11

7. information, informative, inform, informatively

- a) She spoke _____ about the effects of the flood.
- b) An _____ brochure is available from your doctor.
- c) Schools _____ children about safe ways to use the internet.
- d) The first step in writing a research paper is to collect the _____ you need.

8. wild, wildly, wilderness

- a) The first Europeans to come to Canada were amazed by its vast _____.
- b) He has been _____ searching for his lost boot.
- c) The cat looked _____ after being lost for two weeks.

9. registration, register, registered, registrar

- a) The _____ said that all students must pay their fees 3 weeks before classes begin.
- b) When the class began, there were 23 _____ students.
- c) I need to _____ at noon tomorrow.
- d) My _____ was cancelled when I failed to pay my fees.

*Continued from page 12***10.** recognize, recognizable, recognizably, recognition

- a) He was _____ distressed after watching the violent movie.
- b) When I met my old friend, I was amazed because she was hardly _____ as the same person. She looked so much older.
- c) The President has started a program which _____ high levels of student achievement.
- d) She hopes _____ of good students will encourage them to stay at the college.

Exercise 5: More practice with choosing the correct part of speech

Read each sentence and choose the correct word to put in the blank. Verbs are listed in their plain form. You may need to change the verb tense. Then check your answers with the answer key.

1. storage, store, stored, store

- a) When she moved to a smaller apartment, she had to put a lot of her things into _____.
- b) The department _____ had a big sale last Saturday.
- c) The Canadian pioneers _____ their vegetables in a cool dark places because they had no refrigeration.
- d) They used these _____ vegetables all winter.

*Continued from page 13***2.** exciting, excite, excitement, excitedly

- a) That movie was really _____.
- b) There was so much _____ about their new CD that people were lining up to buy it.
- c) Star Wars movies _____ a lot of interest among science fiction fans.
- d) The young girls screamed _____ when they saw their favorite movie star.

3. creative, creativity, create, creatively

- a) Newspaper cartoonists need _____ to think of clever ideas day after day.
- b) When there is too much noise in the Learning Centre, it _____ problems for students who are trying to study.
- c) The author's _____ ability is his most important asset.
- d) The painting _____ mixed modern and traditional themes.

4. astonishingly, astonishment, astonish, astonished

- a) When the first people landed on the moon, the people of the world were _____.
- b) The two cities are _____ similar.
- c) Her outstanding singing ability _____ the audience.
- d) Their _____ could be seen on their faces.

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5. annoyance, annoying, annoy, annoyingly

- a) The little boy was _____ disruptive. It was impossible for anyone to hear what the speaker was saying.
- b) That _____ sound makes it impossible to get any work done.
- c) It really _____ me when salespeople phone right at suppertime.
- d) His _____ caused him to stomp out and slam the door.

6. length, long, lengthen

- a) How _____ is the movie?
- b) She needs to _____ her son's pants because they have gotten too short.
- c) He kept concentrating on his homework for an astonishing _____ of time.

7. dry, dryness, dried, dryly

- a) She put _____ fruit in the nutbread.
- b) She used hand cream to ease the _____ of her skin.
- c) In parts of Greece, people _____ grapes on the roofs of their houses.
- d) He spoke _____ about his experiences as a bartender.

*Continued from page 15***8.** pollution, polluted, pollute

- a) Industries dump waste chemicals which _____ the rivers.
- b) That river seems _____ but it is actually very clean.
- c) When the oil tanker sank, the devastating _____ killed millions of sea birds.

9. employer, employee, unemployment, employ

- a) The _____ informed her _____ that they would get a Christmas bonus.
- b) _____ among young people is a terrible problem.
- c) The sawmill _____ most of the people in that small town.

10. ridicule, ridiculousness, ridiculously, ridiculous

- a) Stephanie was furious when her older brother _____ her in front of her friends.
- b) The movie was _____ but I really enjoyed it.
- c) In fact, I liked the movie because of its _____.
- d) She seemed _____ happy about my small gift.

For more practice, see:

Marstein, L. and Hirasawa, L. (1981). Developing Reading Skills (Intermediate). New York: Newbury House. Exercise G in each chapter.

Marstein, L. and Hirasawa, L. (1981). Developing Reading Skills (Advanced). New York: Newbury House. Exercise G in each chapter.



ANSWER KEY

WORD FORM

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- ◆ recognize parts of speech using suffixes.
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- ◆ A noun often comes after a determiner like *a, the, some, his, our* or *this*.

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Adjective: Describes a noun

- ◆ An adjective most often comes before a noun.

*The **red** dog barked.*

- ◆ An adjective can be joined to a noun with a stative verb such as *be, feel* or *seem*.

*The dog **is** red.*

- ◆ An adjective can come after a noun with the verbs of causation (get, have, make).

*She made her brother **angry**.*

Adverb: Describes a verb, an adjective, another adverb, or a whole sentence

- ◆ An adverb can come after a verb.

*She walked **slowly**.*

- ◆ An adverb can come between a helping verb and its main verb.

*He has been **quietly** doing his homework in the corner since three o'clock.*

- ◆ An adverb can come before an adjective.

*The bag was **extremely** heavy.*

- ◆ An adverb can come before another adverb.

*She talked **very** quietly.*

- ◆ An adverb can come at the beginning of a sentence.

***Unfortunately**, he lost his wallet.*

- ◆ An adverb can come at the end of a sentence.

*He lost his umbrella, **too***

Exercise 1: Recognizing parts of speech needed in a sentence

Read the following sentences. Identify the part of speech that should go in each blank. Write **N** (noun), **V** (verb), **Adj** (adjective) or **Adv** (adverb) to identify the part of speech that should go in each blank. After choosing the part of speech, explain to your tutor what clues showed you the part of speech that was needed.

Example: *The cow jumped over the **N** .*

1. The **N** left.
2. The **Adj** car was going too fast.
3. Cathy **V** her wallet at home today.
4. **Adv** she got stopped by the police on her way to work.
5. Henry was **Adv** tired after walking all afternoon.
6. The office **N** wrote a memo to all the employees.
7. The students **V** their homework on time.
8. He gave good **N** to his wife.
9. The funny man spoke very **Adv** .
10. The bad weather made everyone **Adj**

11. They look almost the same. The N is in their eyes.
12. My sister sent the letter which I V yesterday.
13. Paul and his sister, Helen, V to the airport early.
14. She recognized the man who V the street.
15. The woman became Adj when the driver in front of her stopped for no reason.
16. They usually put the flowers on N in front of the store.
17. The radio blared Adv .
18. John's N broke down on the bridge.
19. The letter V on Tuesday.
20. I found a Adj envelope on the sidewalk.

Suffixes

Suffixes are the endings on words. For example, the underlined parts of the following words are suffixes.

tasteless
 difference
 categorize
 sadly

The suffix controls the part of speech. For example, the following words all come from the root word *create*. Notice the part of speech of each word.

<i>create</i>	verb
<i>cre<u>ative</u></i>	adjective
<i>cre<u>ation</u></i>	noun
<i>cre<u>atively</u></i>	adverb

Like the example *creative*, most words ending in –ive are adjectives.
 Like the example *creation*, most words ending in –tion are nouns.

Like the example *creatively*, most words ending in -ly are adverbs.

By learning which suffixes are used for which part of speech, you can easily recognize the part of speech of many words. This can expand your vocabulary and solve many word form problems in your writing. It can also help you to understand sentences more clearly when you read.

The following exercises will help you to learn which suffixes are connected to which parts of speech in English. Because there are many suffixes, you need to practice to learn them.

Exercise 2: Using Suffixes

Below are lists of common suffixes for the four main parts of speech. Endings with * are common for more than one part of speech. For each suffix, do the following:

1. Look at the example word. Underline the ending of the example word.
2. Think of two more example words for each suffix and write them on the lines provided.
3. On another piece of paper, write a sentence using one of the example words for each ending. Circle the example word and underline the ending.

Verb Endings

-ate*	refrigerate	<u>OPERATE</u>	<u>ORIGINATE</u>
-ed*	worked	<u>LOOKED</u>	<u>WAITED</u>
-en*	lengthen	<u>STRENGTHEN</u>	<u>LENGTHEN</u>
-fy	satisfy	<u>IDENTIFY</u>	<u>TESTIFY</u>
-ing*	working	<u>DANCING</u>	<u>COOKING</u>
-ize	recognize	<u>PLAGIARIZE</u>	<u>ORGANIZE</u>

Adverb Endings

-ly	happily	<u>MADLY</u>	<u>ANGRILY</u>
-ward	westward	<u>TOWARD</u>	<u>BACKWARD</u>

Noun Endings

-age	damage	<u>CARRIAGE</u>	<u>MARRIAGE</u>
-al*	referral	<u>DEFERRAL</u>	<u>TRIAL</u>
-ee	employee	<u>REFEREE</u>	<u>JAMBOREE</u>
-ence/-ance	difference	<u>EXISTENCE</u>	<u>DEPENDENCE</u>
-ency/-ancy	dependency	<u>EXPECTANCY</u>	<u>DISCREPANCY</u>
-er*/-or	employer	<u>DANCER</u>	<u>ADVISOR</u>
-hood	motherhood	<u>BROTHERHOOD</u>	<u>NEIGHBOURHOOD</u>
-ian	musician	<u>DIEITICIAN</u>	<u>CHRISTIAN</u>
-ing*	cooking	<u>BIKING</u>	<u>SWIMMING</u>
-ism	socialism	<u>FASCISM</u>	<u>COMMUNISM</u>
-ist	chemist	<u>NEUROLOGIST</u>	<u>BIOLOGIST</u>
-ity/-ty	security	<u>INDEMNITY</u>	<u>CERTAINTY</u>
-ment	shipment	<u>DEPARTMENT</u>	<u>COMPARTMENT</u>
-ness	kindness	<u>RICHNESS</u>	<u>HOPELESSNESS</u>
-ory	directory	<u>DEPOSITORY</u>	<u>FACTORY</u>
-ship	friendship	<u>KINSHIP</u>	<u>WORSHIP</u>

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-th	length	<u>BREADTH</u>	<u>DEPTH</u>
-tion/-ion	pollution	<u>ACTION</u>	<u>REACTION</u>
-ure	pleasure	<u>NOMECLATURE</u>	<u>SEIZURE</u>
-y*	jealousy	<u>HYPOCRISY</u>	<u>SUPERFICIALITY</u>

Adjective Endings

-able/-ible	comfortable	<u>AMIABLE</u>	<u>LIKEABLE</u>
-al*	regional	<u>DORSAL</u>	<u>MORAL</u>
-ate*	passionate	<u>CONSIDERATE</u>	<u>CORPORATE</u>
-ed*	excited	<u>RUINED</u>	<u>MOTTLED</u>
-en	broken	<u>GIVEN</u>	<u>GOLDEN</u>
-ent/-ant	different	<u>MORDANT</u>	<u>DORMANT</u>
-er*	faster	<u>SLOWER</u>	<u>DULLER</u>
-est	fastest	<u>SLOWEST</u>	<u>DULLEST</u>
-ful	beautiful	<u>DOUBTFUL</u>	<u>MEANINGFUL</u>
-ic	economic	<u>DOGMATIC</u>	<u>PHILOSOPHIC</u>
-ical	comical	<u>LOGICAL</u>	<u>BIOLOGICAL</u>
-ing*	exciting	<u>DOMINEERING</u>	<u>GLITTERING</u>
-ish	pinkish	<u>GARISH</u>	<u>GREENISH</u>
-ive	creative	<u>DIVISIVE</u>	<u>DECISIVE</u>
-less	painless	<u>SHAMELESS</u>	<u>RUDDERLESS</u>
-like	childlike	<u>DWARFLIKE</u>	<u>ANIMALIKE</u>

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-ous/-ious	danger <u>ous</u>	<u>RUINOUS</u>	<u>GLORIOUS</u>
-some	hands <u>ome</u>	<u>FEARSOME</u>	<u>LOATHSOME</u>
-ward*	west <u>ward</u>	<u>ONWARD</u>	<u>UPWARD</u>
-y*	happy	<u>SLIPPERY</u>	<u>MOLDY</u>

Exercise 3: Recognizing word form from suffixes

1. Underline the suffix in each word below.
2. Write **N** (noun), **V** (verb), **Adj** (Adjective) or **Adv** (Adverb) beside each word.

- | | |
|--------------------------------------|------------------------------------|
| 1. <u>Adj</u> height <u>en</u> | 15. <u>Adv</u> beautif <u>ully</u> |
| 2. <u>N</u> remem <u>brance</u> | 16. <u>N</u> manag <u>ement</u> |
| 3. <u>Adj</u> beautif <u>ul</u> | 17. <u>V</u> organiz <u>e</u> |
| 4. <u>Adj</u> north <u>ward</u> | 18. <u>Adj</u> winsom <u>e</u> |
| 5. <u>Adj</u> hein <u>ous</u> | 19. <u>Adj</u> creat <u>ive</u> |
| 6. <u>N</u> creat <u>ure</u> | 20. <u>Adj</u> hope <u>less</u> |
| 7. <u>N</u> realis <u>m</u> | 21. <u>N</u> contort <u>ionist</u> |
| 8. <u>Adj</u> diffid <u>ent</u> | 22. <u>N</u> terrif <u>y</u> |
| 9. <u>Adj</u> technic <u>al</u> | 23. <u>N</u> pay <u>ee</u> |
| 10. <u>N</u> parenth <u>ood</u> | 24. <u>N</u> tendenc <u>y</u> |
| 11. <u>N</u> heres <u>y</u> | 25. <u>N</u> approbat <u>ion</u> |
| 12. <u>Adv</u> differ <u>ently</u> | 26. <u>V</u> terroriz <u>e</u> |
| 13. <u>Adv</u> imaginat <u>ively</u> | 27. <u>N</u> kinsh <u>ip</u> |
| 14. <u>N</u> beaut <u>y</u> | 28. <u>N</u> deform <u>ity</u> |

continued from page 8

29. Adj childish
30. Adj unpredictable
31. Adv thoughtfully
32. Adj imaginative
33. Adj caloric
34. Adj funny
35. Adj hilarious
36. Adj stoic
37. N tiredness
38. N/Adj terminal

Exercise 4: Choosing the correct part of speech

Read each sentence and choose the correct word to put in the blank. Verbs are listed in their plain form. You may need to change the verb tense. Then check your answers with the answer key.

1. different, differently, differ, difference

- a) The DIFFERENCE between them is hard to see.
- b) The sisters DIFFER in many ways.
- c) That man dances DIFFERENTLY from all the other dancers.
- d) These pictures all look the same, but that one looks DIFFERENT.

2. force, forced, forcefully, forceful

- a) He spoke FORCEFULLY about the problem of child labour.
- b) He was a very FORCEFUL speaker.
- c) Many people think it is wrong to use FORCE to discipline a child.
- d) The kidnapper FORCED the wealthy woman to stay quiet.

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- a) The child IMAGINED she lived in a big house with a swimming pool.
- b) He wrote IMAGINATIVELY about life in the year 2350.
- c) It's wonderful to have lots of IMAGINATION.
- d) The story was very IMAGINATIVE.

4. think, thoughtful, thoughtlessly, thought

- a) We all THINK the brownies are disgustingly rich.
- b) Our THOUGHTS were with her when her father got so sick.
- c) She laughed THOUGHTLESSLY and hurt her daughter's feelings.
- d) It was very THOUGHTFUL of you to send me a card on my birthday.

5. wide, width, widen

- a) In the 1970's, WIDE belts were very fashionable.
- b) The new taxation strategy WIDENS the gap between rich and poor people.
- c) The WIDTH of the rectangle was half its height.

6. avoidance, avoidable, avoid, unavoidable

- a) I don't think she likes me. She always tries to AVOID me.
- b) AVOIDANCE is an unhealthy way to deal with problems.
- c) Many health problems are AVOIDABLE if you eat right and exercise.
- d) Health problems caused by genetics are often UNAVOIDABLE.

7. information, informative, inform, informatively

- a) She spoke INFORMATIVELY about the effects of the flood.
- b) An INFORMATIVE brochure is available from your doctor.
- c) Schools INFORM children about safe ways to use the Internet.
- d) The first step in writing a research paper is to collect the INFORMATION you need.

8. wild, wildly, wilderness

- a) The first Europeans to come to Canada were amazed by its vast WILDERNESS.
- b) He has been WILDLY searching for his lost boot.
- c) The cat looked WILD after being lost for two weeks.

9. registration, register, registered, registrar

- a) The REGISTRAR said that all students must pay their fees 3 weeks before classes begin.
- b) When the class began, there were 23 REGISTERED students.
- c) I need to REGISTER at noon tomorrow.
- d) My REGISTRATION was cancelled when I failed to pay my fees.

10. recognize, recognizable, recognizably, recognition

- a) He was RECOGNIZABLY distressed after watching the violent movie.
- b) When I met my old friend, I was amazed because she was hardly RECOGNIZABLE as the same person. She looked so much older.
- c) The President has started a program which RECOGNIZED high levels of student achievement.
- d) She hopes RECOGNITION of good students will encourage them to stay at the college.

Exercise 5: More practice with choosing the correct part of speech

Read each sentence and choose the correct word to put in the blank. Verbs are listed in their plain form. You may need to change the verb tense. Then check your answers with the answer key.

1. storage, store, stored, store

- a) When she moved to a smaller apartment, she had to put a lot of her things into STORAGE.
- b) The department STORE had a big sale last Saturday.
- c) The Canadian pioneers STORED their vegetables in a cool dark places because they had no refrigeration.
- d) They used these STORED vegetables all winter.

2. exciting, excite, excitement, excitedly

- a) That movie was really EXCITING.
- b) There was so much EXCITEMENT about their new CD that people were lining up to buy it.
- c) Star Wars movies EXCITED/EXCITE a lot of interest among science fiction fans.
- d) The young girls screamed EXCITEDLY when they saw their favorite movie star.

3. creative, creativity, create, creatively

- a) Newspaper cartoonists need CREATIVITY to think of clever ideas day after day.
- b) When there is too much noise in the Learning Centre, it CREATES problems for students who are trying to study.
- c) The author's CREATIVE ability is his most important asset.
- d) The painting CREATIVELY mixed modern and traditional themes.

4. astonishingly, astonishment, astonish, astonished

- a) When the first people landed on the moon, the people of the world were ASTONISHED.
- b) The two cities are ASTONSHINGLY similar.
- c) Her outstanding singing ability ASTONISHED the audience.
- d) Their ASTONISHMENT could be seen on their faces.

5. annoyance, annoying, annoy, annoyingly

- a) The little boy was ANNOYINGLY disruptive. It was impossible for anyone to hear what the speaker was saying.
- b) That ANNOYING sound makes it impossible to get any work done.
- c) It really ANNOYS me when salespeople phone right at suppertime.
- d) His ANNOYANCE caused him to stomp out and slam the door.

6. length, long, lengthen

- a) How LONG is the movie?
- b) She needs to LENGTHEN her son's pants because they have gotten too short.
- c) He kept concentrating on his homework for an astonishing LENGTH of time.

7. dry, dryness, dried, dryly

- a) She put DRIED fruit in the nutbread.
- b) She used hand cream to ease the DRYNESS of her skin.
- c) In parts of Greece, people DRY grapes on the roofs of their houses.
- d) He spoke DRYLY about his experiences as a bartender.

8. pollution, polluted, pollute

- a) Industries dump waste chemicals which POLLUTE the rivers.
- b) That river seems POLLUTED but it is actually very clean.
- c) When the oil tanker sank, the devastating POLLUTION killed millions of sea birds.

9. employer, employee, unemployment, employ

- a) The EMPLOYER informed her EMPLOYEES that they would get a Christmas bonus.
- b) UNEMPLOYMENT among young people is a terrible problem.
- c) The sawmill EMPLOYS most of the people in that small town.

10. ridicule, ridiculousness, ridiculously, ridiculous

- a) Stephanie was furious when her older brother RIDICULED her in front of her friends.
- b) The movie was RIDICULOUS but I really enjoyed it.
- c) In fact, I liked the movie because of its RIDICULOUSNESS.
- d) She seemed RIDICULOUSLY happy about my small gift.

For more practice, see:

Marstein, L. and Hirasawa, L. (1981). Developing Reading Skills (Intermediate).
New York: Newbury House. Exercise G in each chapter.

Marstein, L. and Hirasawa, L. (1981). Developing Reading Skills (Advanced).
New York: Newbury House. Exercise G in each chapter.