

*Giving students the leading edge
for college and career success*

McGraw-Hill Education

Essential Vocabulary

for the

TOEFL®* Test

- More than 1,000 words from the Academic Word List and common campus vocabulary
- Strategies, reading texts, exercises, dialogues, and more
- 70-minute audio recording available for download

*TOEFL® is a registered trademark of Educational Testing Service (ETS), which was not involved in the production of, and does not endorse, this product.

The critical vocabulary and test strategies students need for exam success

Diane Engelhardt

Also by Diane Engelhardt:

Practice Makes Perfect: Intermediate English Reading and Comprehension

Practice Makes Perfect: Advanced English Reading and Comprehension

Perfect Phrases for ESL: Conversation Skills

McGraw-Hill Education
Essential
Vocabulary
for the
TOEFL[®] Test

Diane Engelhardt



New York Chicago San Francisco Athens London Madrid
Mexico City Milan New Delhi Singapore Sydney Toronto

Copyright © 2015 by Diane Engelhardt. All rights reserved. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

ISBN: 978-0-07-182703-4

MHID: 0-07-182703-X

The material in this eBook also appears in the print version of this title: ISBN: 978-0-07-182710-2, MHID: 0-07-182710-2.

eBook conversion by codeMantra
Version 1.0

All trademarks are trademarks of their respective owners. Rather than put a trademark symbol after every occurrence of a trademarked name, we use names in an editorial fashion only, and to the benefit of the trademark owner, with no intention of infringement of the trademark. Where such designations appear in this book, they have been printed with initial caps.

McGraw-Hill Education eBooks are available at special quantity discounts to use as premiums and sales promotions or for use in corporate training programs. To contact a representative, please visit the Contact Us page at www.mhprofessional.com.

TOEFL® and TOEFL iBT® are registered trademarks of Educational Testing Service (ETS), which was not involved in the production of, and does not endorse, this product.

TERMS OF USE

This is a copyrighted work and McGraw-Hill Education and its licensors reserve all rights in and to the work. Use of this work is subject to these terms. Except as permitted under the Copyright Act of 1976 and the right to store and retrieve one copy of the work, you may not decompile, disassemble, reverse engineer, reproduce, modify, create derivative works based upon, transmit, distribute, disseminate, sell, publish or sublicense the work or any part of it without McGraw-Hill Education's prior consent. You may use the work for your own noncommercial and personal use; any other use of the work is strictly prohibited. Your right to use the work may be terminated if you fail to comply with these terms.

THE WORK IS PROVIDED “AS IS.” MCGRAW-HILL EDUCATION AND ITS LICENSORS MAKE NO GUARANTEES OR WARRANTIES AS TO THE ACCURACY, ADEQUACY OR COMPLETENESS OF OR RESULTS TO BE OBTAINED FROM USING THE WORK, INCLUDING ANY INFORMATION THAT CAN BE ACCESSED THROUGH THE WORK VIA HYPERLINK OR OTHERWISE, AND EXPRESSLY DISCLAIM ANY WARRANTY, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. McGraw-Hill Education and its licensors do not warrant or guarantee that the functions contained in the work will meet your requirements or that its operation will be uninterrupted or error free. Neither McGraw-Hill Education nor its licensors shall be liable to you or anyone else for any inaccuracy, error or omission, regardless of cause, in the work or for any damages resulting therefrom. McGraw-Hill Education has no responsibility for the content of any information accessed through the work. Under no circumstances shall McGraw-Hill Education and/or its licensors be liable for any indirect, incidental, special, punitive, consequential or similar damages that result from the use of or inability to use the work, even if any of them has been advised of the possibility of such damages. This limitation of liability shall apply to any claim or cause whatsoever whether such claim or cause arises in contract, tort or otherwise.

To obtain material from the disk that accompanies the printed version of this eBook, please [click here](#).

CONTENTS

Introduction: Words, words, and more words

PART 1 Learning and understanding vocabulary

CHAPTER 1 How to identify vocabulary

CHAPTER 2 How to use a dictionary and thesaurus

CHAPTER 3 How to understand the meaning of vocabulary from context

CHAPTER 4 How to overcome vocabulary challenges

PART 2 Building and recording vocabulary

CHAPTER 5 How to record vocabulary

CHAPTER 6 How to remember vocabulary

CHAPTER 7 How to organize vocabulary



PART

3

Using vocabulary

CHAPTER 8

How to use vocabulary from the Academic Word List

CHAPTER 9

How to use advanced vocabulary in an academic context

CHAPTER 10

How to use campus vocabulary

Appendix A Checklist of academic, nonacademic, and campus vocabulary

Appendix B Vocabulary journal and flashcard templates

Appendix C Common suffixes and prefixes

Bibliography and online resources

Answer key

INTRODUCTION

Words, words, and more words

The exact number of words in the English language can be estimated at anywhere between 171,476 words in current use (contained in the *Oxford English Dictionary*, Second Edition) and 988,968 words according to Global Language Monitor. Among these are:

- Nouns, adjectives, adverbs, and verbs
- Exclamations, interjections, and prepositions
- Prefixes and suffixes
- Words of foreign origin
- Obsolete and archaic words
- Academic words
- Technical, medical, scientific, legal, business, and other jargon that is specific to a particular field or subject matter
- Slang and colloquial words, and idiomatic expressions

From these numbers you can conclude that learning vocabulary is a daunting task. And it is particularly daunting to learn vocabulary for the TOEFL[®] test, when vocabulary questions make up only a small part of the whole test. Keep in mind, however, that you need vocabulary not only to answer vocabulary questions but also to understand what you read and hear and to express your ideas in writing.

Vocabulary is directly related to academic performance. A study conducted in 1998 by Douglas Bors and Tonya Stokes concluded that college students with larger vocabularies achieved higher grades, produced better quality writing, and were able to process information more readily and better than those with less advanced vocabulary skills.

Clearly, the greater your vocabulary, the higher your chances of succeeding in college and university courses.

So where do you start? Which words do you learn? How do you learn them? And how do you remember all of them?

Acquiring vocabulary is not something you can do overnight. In fact, it is a long-term process that requires dedication and strategy. Therefore, the first thing you should be prepared to do is learn vocabulary for life, not just for the TOEFL[®] test. Any word that you may learn specifically to pass the TOEFL[®] test can be used, most likely, anywhere outside the classroom, and anytime besides during the test. So don't think that you are wasting your time learning new words. Remember: a language without a broad vocabulary is like a house without rooms or furniture.

About this book and recordings

McGraw-Hill Education: Essential Vocabulary for the TOEFL[®] Test has been written to help you learn vocabulary for the TOEFL[®] test and, more important, for life. How will it do that?

- By helping you recognize words from their function and form
- By helping you use a dictionary and thesaurus
- By helping you figure out the meaning from context, which is the most useful method as you probably don't walk around with a dictionary in your back pocket (You probably have a cell/mobile phone, but that is not necessarily the best substitute for a reputable paper dictionary. I know—I'm old-fashioned!)
- By showing you how to organize the vocabulary you learn so that you can find it quickly and learn faster through associating words in clusters or with images
- By giving you some strategies on how to remember the words you learn
- By letting you hear vocabulary in action with sample texts

This book is divided into three parts:

1. Learning and understanding vocabulary
2. Building and recording vocabulary

3. Using vocabulary

The book contains approximately

- 417 academic words that can be found in the Academic Word List (or AWL, Coxhead 2000)*
- 404 advanced words that are not in the AWL
- 183 words or phrases that are commonly used in a campus context

These words are contained in Appendix A. Of course, the words indicated by **bold type** throughout the book do not include all the words you may need, but they can be considered indispensable for college and university students. In other words, you will be learning these words for good and practical reasons, not just for the sake of filling your brain. As well, the book contains plenty of useful incidental vocabulary that you will pick up as you work through it.

Each chapter contains a variety of exercises that

- Reinforce what you have learned
- Give you an opportunity to practice using specific words
- Assist you in developing a “feeling” for the English language

[Chapters 8](#) and [9](#) each contain ten short academic reading texts with vocabulary exercises that demonstrate how vocabulary is realistically used. Whereas readings on the TOEFL® test average 700 words, these texts range from 200 to 350 words. The twenty total texts thus provide a range of vocabulary in different contexts. What you see in this book is what you can expect to encounter in lectures, reading, and assignments. [Chapter 10](#) focuses on campus vocabulary and offers short dialogues featuring idiomatic language relating to life at a North American university. Appendix B gives sample journal pages and entries, which will help you recall and memorize words that are new to you. In Appendix C you will find lists of the most useful prefixes and suffixes.

The audio recordings contain

- Native English speakers reading the sample texts found in [Chapters 8–10](#)
- 70 minutes of content

The audio content is tied to the text and is indicated by this graphic:



A word of caution. As you will discover, this book does not include translations, nor does it suggest relying on translations as a learning strategy. There are good reasons for this.

- To become proficient in a language you have to think in it; translating only encourages a dependency on your native language and will not help you at all in college or university.
- Translating wastes time, and in college you can't afford to waste time on unproductive activities that don't contribute to success.
- Translating, particularly direct translating, can yield inaccuracies and some strange and unintelligible results.

How to use this book

Everyone learns differently, and we all have our own particular weaknesses or problems. Therefore, the best method to use is the one that *works for you!*

Here are a few points to keep in mind.

1. You don't necessarily have to work through the book from front to back, or go through each chapter in chronological order. Start with a chapter that interests you or covers some aspect of vocabulary acquisition that you have a problem with.
2. Skip what you already know and focus on what you don't know.
3. Consider this book a guide, and apply what is useful to you. If you don't like vocabulary journals, don't make one. If flashcards work better for you, then go for it. Again, pick and choose what works for you.

Final word

In the end you must do three things to improve your vocabulary:

1. Practice.
2. Read.
3. Think!

I wish you success on the TOEFL[®] test and in your studies.

Acknowledgments

I thank my editor, Holly McGuire, for her guidance and resourcefulness, and my husband, Erich, for his constant support.

* The Academic Word List, developed by Averil Coxhead, contains English words that occur with high frequency in academic contexts. This list is discussed in more detail in [Chapter 4](#).

PART 1

Learning and understanding vocabulary

CHAPTER **1**

How to identify vocabulary

Objectives

To identify words according to their part of speech and function in a sentence or question

To recognize prefixes and suffixes that form nouns, verbs, and adjectives

Parts of speech

For purposes of building vocabulary, it is necessary to study three main types of words: nouns, verbs, and modifiers—more commonly known as adjectives and adverbs.

Nouns

Nouns are words that refer to a person, place, thing, class, concept, quality, or action. Nouns can be compared to the bricks, stone, and boards with which we construct buildings. Without nouns in a sentence, no one will know what you're talking about.

Verbs

Verbs are the mortar, nails, and screws that hold a sentence together and give it meaning. Some verbs express actions, while others indicate a condition, occurrence, process, or state of being.

Adjectives and adverbs

Adjectives and adverbs are descriptive words. To continue with the comparison, they differentiate one building from another.

Prefixes and suffixes

English words consist of three components: stem, prefix, and suffix.

Understanding prefixes and suffixes can help you figure out the meaning of unfamiliar words. Prefixes change the meaning of the root word—for example, making it negative as in *disorganization*, *irregular*, *untie*. Suffixes change the part of speech—for example, work (verb) into *worker* (noun) or *workable* (adjective). Suffixes can indicate negative or positive, size, location, time, and order or number.

(Creating one list of *all* English prefixes and suffixes is difficult, but Appendix C lists the most useful for your purposes in building a vocabulary for the TOEFL® test. The bibliography lists useful websites that discuss prefixes and suffixes.)

Nouns

Nouns can be identified by both their function and their position in a sentence, and by specific prefixes and suffixes that are added to the stem.

Dis + organiz(e) + ation

Com + mit + ment

Nouns are also frequently preceded by *a* or *the*. Most nouns in English take the plural ending *s* or *es*.

FUNCTION

- To identify the performer of an action—that is, *Who* or *What* the sentence or question is about
- To identify the direct or indirect object of an action—that is, to *Whom* or *What* an action is directed
- To identify the object of a preposition
- To form compound nouns in which one noun describes another—that is, *What kind of* thing or person is referred to in the sentence

Example: library book, photocopier

- To function as a predicate noun or subjective complement—that is, a noun that refers back to the subject.

Example: John is an excellent student.

POSITION IN A SENTENCE

- Generally, nouns as the subject of a sentence appear at or near the beginning of a sentence.
- Nouns as the object of a sentence immediately follow the verb or preposition.
- Predicate nouns immediately follow the verb.

EXERCISE 1-1

Find the nouns in the following sentences.

1. The report unleashed a controversy concerning the future of the planet.
2. Even identical twins with the same genetic makeup are distinct in their thoughts, feelings, and behavior.
3. The majority of people have always lived simply, and most of humanity still struggles on a daily basis to eke out a meager existence under dire circumstances.
4. Remote-controlled robots are indispensable in space and underwater exploration, military reconnaissance, and search-and-rescue operations.
5. At the Stanford Research Institute in California, a team of researchers programmed a small adult-sized robot named Shakey to sense colored blocks and wedges with an onboard camera, and to push them around a carefully constructed set of rooms.

EXERCISE 1-2

Fill in the blanks with a suitable noun.

1. The _____ read a/an _____ about _____.
2. A/an _____ of _____ conducted _____ into _____.
3. According to the _____, several _____ of _____ originated in the _____ of _____ around the _____.
4. Many _____ have made precise _____ designed to test the _____ of _____ and _____.
5. In _____ one of the most important _____ of _____ was the _____ posed by _____.

Common prefixes

In addition to being added to nouns, prefixes can also be added to verbs and adjectives to retain or change their meaning.

EXERCISE 1-3

For each prefix, select the correct meaning from the following list. (*Note:* Some prefixes may have the same meaning.) The answers can be found in a dictionary. Then, using a dictionary, find word examples for each prefix. One example for each prefix is provided for you.

extreme, more than	one	two
normal	apart, not, opposite	out, previous
distant	between, among	not, in the process of
against, opposition	twice	small
related to light	before, preceding	around
bad, wrong	half, partly	many
new	too little, below	across, beyond
false	thousand	exceeding, external
under, low, nearly	below normal	self
over and above	not connected with	million, large, great
more than, above	apart, through, across	of the earth

with, jointly, completely
 three
 together with
 again, back, down

forward, in advance,
 favoring
 after

outer, too much
 the converse of, inside
 beyond, extreme

Prefix	Meaning	Examples
1. an	_____	anarchy, _____
2. ante	_____	anteroom, _____
3. anti	_____	antithesis, _____
4. auto	_____	automation, _____
5. bi	_____	biculturalism, _____
6. circum	_____	circumstance, _____
7. co	_____	coworker, _____
8. com	_____	communication, _____
9. con	_____	confidence, _____
10. counter	_____	counteroffer, _____
11. di	_____	diameter, _____
12. dis	_____	disfigurement, _____
13. ex	_____	exposition, _____
14. geo	_____	geology, _____
15. hyper	_____	hyperventilation, _____
16. hypo	_____	hypoglycemia, _____
17. in	_____	inability, _____
18. inter	_____	interference, _____
19. kilo	_____	kilometer, _____
20. mal	_____	maltreatment, _____
21. mega	_____	megacity, _____

	Prefix	Meaning	Examples
22.	mini	_____	mini-mall, _____
23.	mis	_____	misconception, _____
24.	mono	_____	monogamy, _____
25.	multi	_____	multiculturalism, _____
26.	neo	_____	neofascism, _____
27.	non	_____	nonconformist, _____
28.	out	_____	output, _____
29.	over	_____	overachiever, _____
30.	photo	_____	photography, _____
31.	poly	_____	polygamy, _____
32.	post	_____	postdoctorate, _____
33.	pro	_____	production, _____
34.	pseudo	_____	pseudonym, _____
35.	re	_____	reevaluation, _____
36.	semi	_____	semicircle, _____
37.	sub	_____	subculture, _____
38.	super	_____	superpower, _____
39.	sur	_____	surname, _____
40.	tele	_____	telephone, _____
41.	trans	_____	transportation, _____
42.	tri	_____	trimester, _____
43.	ultra	_____	ultrasound, _____
44.	under	_____	undergraduate, _____
45.	uni	_____	university, _____

EXERCISE 1-4

Add prefixes to the following roots to make nouns. First try to do this exercise *without* consulting a dictionary.

1. action _____
2. communication _____
3. flation _____
4. function _____
5. gram _____
6. culture _____
7. formation _____
8. cess _____
9. graph _____
10. duction _____

Noun-forming, or nominal, suffixes

Certain suffixes can be added to the end of a verb or an adjective to form a noun, or to the end of a noun to form the title of a person. Some examples:

Verb-to-noun conversion: appear + ance, impress + ion,
argu(e) + ment

Adjective-to-noun conversion: dark + ness, negativ(e) + ity,
desolat(e) + ion

Noun-to-noun conversion: art + ist, politic(s) + ian, cash +
ier

Note: Often spelling problems arise with the use of suffixes. This can be addressed with the use of a good dictionary, a grammar book, or an academic writer's guide.

EXERCISE 1-5

For each suffix, select the correct meaning from the following list. (*Note:* Some suffixes may have the same meaning.) The answers can be found in a dictionary. Then, using a dictionary, find word examples for each suffix. One example for each suffix is provided for you.

- | | | |
|------------------------------|--|--------------------------------|
| state of being,
condition | state, quality
condition of,
belief/practice | having, pertaining to,
like |
| growth (<i>med.</i>) | the act of | state of being |
| action, state of being | place where | action, result |
| action, condition | study of | pertaining to |
| domain, condition | quality, result,
relating to | agent or performer |
| person who | | inflammation (<i>med.</i>) |
| product, part | | |

Suffix	Meaning	Example
1. age	_____	damage, _____
2. al	_____	denial, _____
3. acy / cy	_____	democracy, _____
4. an	_____	artisan, _____
5. ance / ence	_____	disturbance, permanence, _____
6. ant / ent	_____	servant, _____
7. er / or	_____	worker, auditor, _____
8. ary / ery / ory / ry	_____	cannery, dormitory, _____
9. dom	_____	kingdom, _____
10. ian	_____	electrician, _____
11. ic / ics	_____	economics, _____
12. ism	_____	capitalism, _____
13. ist / yst	_____	catalyst, _____
14. ite	_____	sulfite, _____

15. itis	_____	dermatitis, _____
16. ity / ty / y	_____	responsibility, novelty, _____
17. ive	_____	sedative, _____
18. ment	_____	government, _____
19. ness	_____	kindness, _____
20. ology	_____	psychology, _____
21. oma	_____	carcinoma, _____
22. ship	_____	friendship, _____
23. sis	_____	osmosis, _____
24. sion / tion /ation	_____	erosion, election, naturalization, _____
25. ure	_____	exposure, _____

EXERCISE 1-6

Add the correct suffixes to the following root words to make them into nouns.

Note:

- When a root word ends in a vowel, the last letter is omitted.
Example: inflated / inflation
- Some consonants and vowels will change, so use a dictionary to check your spelling.

Examples: assume / assumption specify / specification
 receive / reception acquire / acquisition

- art _____
- commence _____
- revolve _____
- Christian _____
- restrict _____
- constitute _____
- individual _____

- 8. environmental _____
- 9. interpret _____
- 10. illegal _____
- 11. elect _____
- 12. occur _____
- 13. compute _____
- 14. available _____
- 15. wise _____
- 16. appendix _____
- 17. consequent _____
- 18. injure _____
- 19. participate _____
- 20. slave _____
- 21. good _____
- 22. kin _____
- 23. close (v.) _____
- 24. obstetrics _____
- 25. reside _____
- 26. secure _____
- 27. emphasize _____
- 28. publish _____
- 29. adequate _____
- 30. commit _____

Practice

Scan any kind of text (textbook, newspaper article, story) and underline all the nouns. Circle the prefixes and suffixes. As you read, be aware of how the nouns function in the sentence. Are they subjects, objects of verbs and prepositions, or predicate nouns?

Verbs

Nouns are either singular or plural, and verbs change to agree with the subject. In English, unlike many other languages, these inflections are minimal. Verbs consist of parts that change in form according to the time the action took place (verb tense) and according to whether they are positive, negative, or interrogative.

In English there are regular and irregular verbs that can be recognized by their principal parts: base form, past tense form, past participle, and present participle.

EXAMPLES

Regular verb look / looked / looked / looking

Irregular verb come / came / come / coming

Verbs are either transitive (they take direct objects) or intransitive (they take indirect objects). Transitive verbs can appear in either the active or the passive voice.

EXAMPLES

Active Shakespeare **wrote** *Hamlet*.

Passive *Hamlet* **was written** by Shakespeare.

Verbs put ideas into motion. Without verbs, we could not express our thoughts with much clarity, and it would require a considerable amount of guesswork to decipher what it is we mean to say.

FUNCTION

- Verbs indicate **action** or **state of being**. They tell us what the subject is doing / does / did, etc., and what effect one person or thing has on another.
- Verbs **link** the components of a sentence and **establish relationships**.

Example: This explanation sounds reasonable.

Certain verb forms, such as infinitives, gerunds, and participles are known as *verbals*.

EXAMPLES

Infinitives: to write, to advertise

Gerunds: writing, advertising

Present participles: writing, advertising

Past participles: written, advertised

(Note that gerunds and present participles look the same, but as you will see from the following examples, they function differently.)

Verbals can also function as nouns, adjectives, and adverbs, as in the following examples.

- Verbals functioning as nouns

Seeing is believing.

To become rich and famous has always been John's dream.

- Verbals functioning as adjectives

The panel reviewed the published report.

Rising interest rates generally lead to falling stock prices.

- Verbals functioning as adverbs

The team went to the island to study the local flora and fauna.

POSITION IN A SENTENCE

- Verbs always appear after the subject.
- Infinitives and gerunds functioning as nouns appear in the same positions as any other nouns.
- Verbals functioning as adjectives and adverbs appear before or following the word or phrase they modify.

EXERCISE 1-7

Identify the verbs and verbals in the following sentences.

1. The report unleashed a controversy concerning the future of the planet.
2. Even identical twins with the same genetic makeup are distinct in their thoughts, feelings, and behavior.
3. The majority of people have always lived simply, and most of humanity still struggles on a daily basis to eke out a meager existence under dire circumstances.
4. Remote-controlled robots are indispensable in space and underwater exploration, military reconnaissance, and search-and-rescue operations.
5. At the Stanford Research Institute in California, a team of researchers programmed a small adult-sized robot named Shakey to sense colored blocks and wedges with an onboard camera and to push them around a carefully constructed set of rooms.

EXERCISE 1-8

Fill in the blanks with a suitable verb.

1. The professor _____ an interesting lecture.
2. Recently the new students _____ for their classes and _____ with their academic advisors.
3. Wilkins easily _____ a job in his profession because he _____ from Harvard.
4. What _____ you about your time in public school?
5. Further research into restriction enzymes _____ that once an inserted gene _____ by its host organism, it _____ when cells _____.

Verb-changing prefixes

As in the case of their use with nouns, prefixes can change the meaning of verbs and the root forms of verbs. Some examples:

Verb conversion: dis + appear, mis + understand, under + estimate

Root form conversion: sup + press, re + press, com + press

EXERCISE 1-9

For each verb-changing prefix, select the correct meaning from the following list. (*Note:* Some prefixes may have the same meaning.) The answers can be found in a dictionary. Then, using a dictionary, find word examples for each prefix. One example for each prefix is already provided for you.

- | | | |
|---------------------------------|------------------------|--------------------|
| having, covered with, cause | together with | do the opposite of |
| reverse, reduce, remove | earlier, before | before |
| away, out | between, among | bad, wrong |
| surpassing, exceeding, external | too much | across, beyond |
| before, forward, for | too little | again, back |
| under, lower | into, on, near, toward | |

Prefix	Meaning	Examples
1. be	_____	befriend, _____
2. co	_____	cooperate, _____
3. con	_____	confide, _____
4. de	_____	decrease, _____
5. dis	_____	disconnect, _____
6. e / ex	_____	eject, exceed, _____
7. fore	_____	forewarn, _____
8. in	_____	ingest, _____

- 9. inter _____ interfere, _____
- 10. mis _____ misunderstand, _____
- 11. out _____ outdo, _____
- 12. over _____ overpay, _____
- 13. pre _____ predict, _____
- 14. pro _____ provide, _____
- 15. re _____ reread, _____
- 16. sub _____ subsist, _____
- 17. trans _____ transport, _____
- 18. under _____ undersell, _____

EXERCISE 1-10

Add all the correct prefixes to the following stems to form verbs.

- 1. act _____
- 2. cur _____
- 3. duce _____
- 4. duct _____
- 5. form _____
- 6. fer _____
- 7. fuse _____
- 8. scribe _____
- 9. sist _____
- 10. struct _____

Verb-forming suffixes

Suffixes can be added to the end of a noun or an adjective to make a verb. Since there are only a few of these suffixes, they are easy to learn. Some examples:

Noun-to-verb conversion: beaut(y) + ify, computer + ize, liquid + ate

Adjective-to-verb conversion: pur(e) + ify, equ(al) + ate, dark + en

EXERCISE 1-11

For each verb-forming suffix, select the correct meaning from the following list. (*Note:* Some suffixes may have the same meaning.) The answers can be found in a dictionary. Then, using a dictionary, find word examples for each suffix. One example for each suffix is already provided for you.

- cause, make make
- change, become action

Suffix	Meaning	Examples
1. ate	_____	duplicate, _____
2. en	_____	weaken, _____
3. er / or	_____	wonder, clamor, _____
4. esce	_____	acquiesce, _____
5. ify / fy	_____	purify, _____
6. ise / ize	_____	legalize, _____

EXERCISE 1-12

Add the correct suffix to each of the following nouns and adjectives to form a verb.

1. revolution _____
2. short _____
3. public _____
4. simple _____
5. union _____
6. violence _____
7. minimal _____
8. visual _____
9. anticipation _____
10. moist _____

Practice

Scan any text (textbook, newspaper article, story) and underline all the verbs and verbals. Circle the prefixes and suffixes. As you read, be aware of how the verbs function in the sentence. Do they express an action or a state of being? Do they take direct or indirect objects? Are they in the active or passive voice?

Adjectives and adverbs

Adjectives can be nondescriptive (these, my, some, thirty) or descriptive words that give additional information, such as size, color, shape, nature, quality, and number. Adjectives answer the questions: *Which, What kind of, Whose, How many, How much.*

Adverbs provide information about manner, time, place, direction, cause, purpose, result, and degree. Most adverbs are formed by adding *-ly* to an adjective, although there are a few common and familiar

exceptions (fast, hard, etc.). Adverbs answer the questions: *How, When, Where, Why, How often, How long, To what degree.*

Note: Sentences do not necessarily require adjectives and adverbs. In fact, too many descriptive words make writing—and speech—flowery and detract from the essential message.

FUNCTION IN A SENTENCE

- Adjectives describe nouns.
- Adverbs describe verbs, adjectives, and adverbs.

POSITION

- Adjectives precede the noun they modify.
Examples: an energy-efficient house, enthusiastic drivers
- In the case of nonaction verbs (be, seem, become, etc.), adjectives appear after the verb.
Example: The candidate was successful in his application for a scholarship.
- Generally, adverbs appear directly before or after the verb they modify, although they can go anywhere in the sentence. Adverbs that modify adjectives and adverbs usually appear before the word they describe.
Examples: a moderately priced item, a rapidly advancing technology, a very highly recommended publication

EXERCISE 1-13

Identify the adjectives and adverbs in the following sentences.

1. The recent report unleashed a major controversy concerning the future of the planet.
2. Even identical twins with the same genetic makeup are distinct in their thoughts, feelings, and behavior.
3. The vast majority of people have always lived simply, and most of humanity still struggles on a daily basis to eke out a meager existence under dire circumstances.
4. Remote-controlled robots are indispensable in space and underwater exploration, military reconnaissance, and search-and-rescue operations.
5. At the Stanford Research Institute in California, a reputable team of researchers programmed a small adult-sized robot named Shakey to sense colored blocks and wedges with an onboard camera and to push them around a carefully constructed set of rooms.

EXERCISE 1-14

Fill in the blanks with a suitable adjective or adverb.

1. The _____ student _____ reviewed the _____ lecture.
2. Combined with an awareness of the _____ consequences of _____ consumerism, _____ people sought to reduce _____ consumption of _____ goods and _____ energy and to minimize their _____ impact on the environment.
3. Sunlight is _____, _____, and _____ to everyone and more _____ in areas _____ to the equator, such as the Sahara Desert.
4. _____ pollution control and _____ water and waste management have a _____ impact on human health.
5. Hybrid cars are _____, _____, and _____, and some shut off _____ when the car is stopped at a traffic light.

Adjective-forming suffixes

Nouns and verbs can be converted into adjectives by adding suffixes to the end of the word. Some examples:

Noun-to-adjective conversion: comfort + able, passion + ate, controvers(y) + ial

Verb-to-adjective conversion: persist + ent, attract + ive, expect + ant

EXERCISE 1-15

For each adjective-forming suffix, select the correct meaning from the following list. (*Note:* Some suffixes may have the same meaning or no particular meaning at all.) The answers can be found in a dictionary. Then, using a dictionary, find word examples for each suffix. One example for each suffix is already provided for you.

quality, in the style of	worth, ability	marked by, full of, tending to
resembling, related to	state	having the quality of,
made of	marked by, having	relating to
without, missing	comparative	capability, susceptibility, liability,
having the character of,	superlative	aptitude
almost	kind of agent, indication	quality, relation

Suffix	Meaning	Examples
1. able / ible	_____	capable, edible, _____
2. al / ial / ical	_____	vocal, spatial, theatrical, _____ _____
3. ant / ent / ient	_____	important, latent, transient, _____ _____
4. ar / ary / ory	_____	circular, stationary, auditory, _____ _____

5. ate	_____	inchoate, _____
6. ed	_____	faded, _____
7. en	_____	woolen, _____
8. er	_____	bigger, _____
9. est	_____	cleanest, _____
10. ful	_____	wonderful, _____
11. ic	_____	classic, _____
12. ile	_____	tactile, _____
13. ish	_____	childish, _____
14. ive / ative / itive	_____	passive, tentative, punitive, _____ _____
15. less	_____	worthless, _____
16. ose	_____	verbose, _____
17. ous / eous / ose / ious	_____	porous, gaseous, verbose, devious, _____
18. y	_____	pretty, _____

EXERCISE 1-16

Use the correct suffix with each of the following nouns and verbs to form an adjective.

1. horror _____
2. revolution _____
3. illusion _____
4. imagination _____
5. ceremony _____
6. boor _____
7. penny _____
8. contempt _____
9. greed _____
10. fiction _____
11. sense _____
12. comedy _____
13. drama _____
14. create _____
15. space _____
16. identify _____
17. economy _____
18. nausea _____
19. romance _____
20. infant _____

Adverb-forming suffixes

The most common way to convert an adjective into an adverb is by adding the suffix *-ly*. Some examples:

Adjective-to-adverb conversion: quiet + ly, dutiful + ly,
happ(y) + ily

EXERCISE 1-17

For each adverb-forming suffix, select the correct meaning(s) from the following two options. The answers can be found in a dictionary. Then, using a dictionary, find word examples for each suffix. One example for each suffix is provided for you.

in the manner of marked by

Suffix	Meaning	Examples
1. fold	_____	manifold, _____
2. ly	_____	eagerly, _____
3. ward	_____	forward, _____
4. wise	_____	lengthwise, _____

Prefixes and suffixes that form more than one part of speech

It would, of course, be convenient for language learners if specific prefixes and suffixes were restricted to specific nouns, verbs, and adjectives. Unfortunately, language is not that simple. When in doubt, you will have to rely on the word's meaning in the sentence. Take a look at some of the examples.

PREFIX/SUFFIX	NOUN	ADJECTIVE	VERB
ate	triumvirate	inchoate	activate
ary / ory	canary	stationary	—
ic	cleric	semantic	—
ite	graphite	finite	expedite
ive	elective	sedative	—

Some words can function as both a noun and an adjective.

- Examples: elective, romantic, equivalent

Art is an elective.

Don't be such a romantic!

What is the equivalent of
1 kilometer?

The patient is going to have
elective surgery.

This movie is very romantic.

You can buy products of
equivalent value online.

Practice

Scan any text (textbook, newspaper article, story) and underline all the adjectives and adverbs. Circle the suffixes.

EXERCISE 1-18

Read the following text about ecotourism and identify the words in the list according to their part of speech. Pay attention to the prefixes and suffixes.

Over the past sixty years the world **has shrunk dramatically** because people can travel farther, faster, and **cheaper** than ever before. Distant **destinations** that once took weeks **to travel** to by ship can be reached in hours by airplane. **Exotic** places that people only used **to dream** of or read about in books are as close as the nearest **travel agency** or online booking service. **Luxurious** locations in the Mediterranean are **affordable**. Exciting adventures in the Amazon or Himalayas are **possible**. Cultural **immersion experiences** for sightseers and **globetrotters** are available all because of one of the world's largest and **fastest** growing industries: tourism.

1. luxurious _____
2. destinations _____
3. has shrunk _____
4. exotic _____
5. dramatically _____
6. to travel _____
7. affordable _____
8. immersion _____
9. to dream _____
10. globetrotters _____
11. possible _____
12. experiences _____
13. travel agency _____
14. fastest _____
15. cheaper _____

Word families

Academic words frequently have related noun, verb, and adjective forms, known as “word families.” An example would be *achievement* (noun), *achieve* (verb), and *achievable* (adjective). When learning academic vocabulary in particular, you will find it useful to learn all three forms in order to understand and use them. As you will see, not all words have three derivatives: some may have more, and others only one or none. Although you can make an adjective into an adverb by adding *-ly*, not all adjectives can be used as adverbs.

EXERCISE 1-19

Fill in the blanks with a derivative of the given word. Identify the given word’s part of speech according to its prefix and/or suffix. First see how many you can work out for yourself before consulting a dictionary.

	Noun	Verb	Adjective/adverb
1. achieve (_____)	_____	_____	_____
2. incorrigible (_____)	_____	_____	_____
3. innovation (_____)	_____	_____	_____
4. acquire (_____)	_____	_____	_____
5. perceive (_____)	_____	_____	_____
6. research (_____)	_____	_____	_____
7. rigid (_____)	_____	_____	_____
8. secure (_____)	_____	_____	_____
9. induce (_____)	_____	_____	_____
10. conversion (_____)	_____	_____	_____
11. consent (_____)	_____	_____	_____
12. utilize (_____)	_____	_____	_____
13. deviate (_____)	_____	_____	_____
14. stimulate (_____)	_____	_____	_____

- | | | | |
|---------------------------|-------|-------|-------|
| 15. proliferate (_____) | _____ | _____ | _____ |
| 16. venerable (_____) | _____ | _____ | _____ |
| 17. procrastinate (_____) | _____ | _____ | _____ |
| 18. mediocre (_____) | _____ | _____ | _____ |
| 19. aggression (_____) | _____ | _____ | _____ |
| 20. hypothesis (_____) | _____ | _____ | _____ |
| 21. devious (_____) | _____ | _____ | _____ |
| 22. arbitrate (_____) | _____ | _____ | _____ |
| 23. condolence (_____) | _____ | _____ | _____ |
| 24. exploit (_____) | _____ | _____ | _____ |
| 25. justifiable (_____) | _____ | _____ | _____ |

EXERCISE 1-20

For each of the following sentences, fill in the blank with the correct form of the academic word from the lettered list. As you do this exercise, focus on the form and function of the word, rather than the meaning. If you do not know the word, you can always look it up in a dictionary afterward.

- It is against the law to _____ against people on the basis of their skin color, race, religion, sex, age, or sexual orientation.
 - discrimination
 - discriminatory
 - discriminate
- Olympic athletes are not allowed to compete if they have been taken performance- _____ drugs or substances.
 - enhancement
 - enhancing
 - enhance

3. Your _____ of this poem is quite different from the way that I understand it.
- Ⓐ interpretation
 - Ⓑ interpretative
 - Ⓒ interpret
4. The pharmaceutical company is hoping to come up with a _____ drug for the treatment of breast cancer.
- Ⓐ revolution
 - Ⓑ revolutionary
 - Ⓒ revolutionize
5. The recipe _____ the ingredients and the exact amount that you are to use.
- Ⓐ specification
 - Ⓑ specific
 - Ⓒ specifies
6. Gregor Mendel's experiments with peas were a _____ that changed the course of science.
- Ⓐ revelation
 - Ⓑ revealing
 - Ⓒ reveal
7. Many significant medical benefits have _____ from the research project.
- Ⓐ emergence
 - Ⓑ emergent
 - Ⓒ emerged

8. The research project was able to go ahead due to a generous _____ of funding from the government.
- (A) allocation
 - (B) allocated
 - (C) allocate
9. The military government was criticized in the media for its _____ of basic human rights to citizens.
- (A) denial
 - (B) denied
 - (C) deny
10. What is the _____ number of students who will be attending college in the new year?
- (A) estimation
 - (B) estimated
 - (C) estimate
11. Currently solar energy _____ less than 0.1 percent of the electricity produced in the United States.
- (A) constitution
 - (B) constituent
 - (C) constitutes
12. The Internet has contributed to the rapid _____ of information.
- (A) distribution
 - (B) distributional
 - (C) distributed
13. Sunlight is most _____ at the equator.
- (A) intensity
 - (B) intense
 - (C) intensify

14. Economists expect to see a _____ in the global economy by the end of the year.
- (A) recovery
 - (B) recoverable
 - (C) recover
15. _____ flour is not as healthy as whole-wheat flour.
- (A) Refinement
 - (B) Refined
 - (C) Refinery
16. Tastes and preferences in music _____ greatly with age.
- (A) variation
 - (B) variable
 - (C) vary
17. One mile is _____ to 1.6 kilometers.
- (A) equivalence
 - (B) equivalent
 - (C) equate
18. The law _____ smoking in public buildings.
- (A) prohibition
 - (B) prohibitive
 - (C) prohibits
19. Most of a country's population tends to be _____ in urban areas.
- (A) concentration
 - (B) concentrated
 - (C) concentrate

20. The rock band is going on tour to _____ their new CD.
- Ⓐ promotion
 - Ⓑ promotional
 - Ⓒ promote
21. We _____ your help and everything that you have done for us.
- Ⓐ appreciation
 - Ⓑ appreciative
 - Ⓒ appreciate
22. During the Cold War the United States and the Soviet Union competed for world _____.
- Ⓐ dominance
 - Ⓑ dominant
 - Ⓒ dominate
23. Athletes who have visual _____ participate in the Paralympics.
- Ⓐ impairments
 - Ⓑ impaired
 - Ⓒ impair
24. Propaganda uses various techniques to _____ the truth in favor of a particular political agenda.
- Ⓐ distortion
 - Ⓑ distorted
 - Ⓒ distort
25. Do you feel _____ when you have to speak in front of a large group?
- Ⓐ inhibition
 - Ⓑ inhibited
 - Ⓒ inhibit

- 26.** I'm sorry, but could you please _____ your last statement?
- Ⓐ clarification
 - Ⓑ clear
 - Ⓒ clarify
- 27.** His proposal is going to _____ a lot of discussion.
- Ⓐ generation
 - Ⓑ generative
 - Ⓒ generate
- 28.** Do you think that producing energy without polluting the environment is _____?
- Ⓐ attainment
 - Ⓑ attainable
 - Ⓒ attain
- 29.** She has come up with an interesting _____, but can she support it with data?
- Ⓐ hypothesis
 - Ⓑ hypothetical
 - Ⓒ hypothesize
- 30.** Biodiesel is produced when biomass is _____ into fuel.
- Ⓐ conversion
 - Ⓑ convertible
 - Ⓒ converted