

4_e

Suffixes (3)

We normally use suffixes to change a word to a different part of speech.

See also: 1_e, 3_e, 10_e, 12_e, 13_e

Abstract nouns

- Abstract nouns express an idea, feeling, experience or state rather than an object, person or particular instance. Abstract nouns are uncountable:
There is no reliable evidence. ✓
~~*There are no reliable evidences. X*~~
They were satisfied with the new equipment. ✓
~~*They were satisfied with the new equipments. X*~~
- Some abstract nouns also have a concrete meaning. In these cases, they can be countable:
Appearances can be deceptive.
We should consider all her strengths and weaknesses.

-ance, -ence

- We add -ance or -ence to many verbs to form abstract nouns.
accept + -ance → acceptance
exist + -ence → existence

For abstract nouns ending in -(a)tion, -(i)tion or -sion, see 3_e

- We can form abstract nouns from many adjectives that end in -ant or -ent by changing the final -t to -ce:
fragrant → fragrance dependent → dependence

-ment

- We also add -ment to many verbs to form abstract nouns:
agree + -ment → agreement
- Note that many nouns ending in -ment are not abstract:
document, monument, ointment

-ness

- We add -ness to many adjectives to form abstract nouns:
good + -ness → goodness
- Some of these nouns can be countable:
Their suggested plan has both strengths and weaknesses.

-th

- We use -th with numbers (except 1, 2 and 3), to form ordinal numbers:
fourth fifteenth eightieth
- We also use -th to form abstract nouns, often connected with size or qualities:
growth warmth

Here are some examples of abstract nouns with the suffixes -ance, -ence, -ment, -ness and -th:

-ance	-ence	-ment	-ness	-th
acceptance	absence	achievement	brightness	breadth
annoyance	confidence	advertisement	carelessness	depth
appearance	correspondence	announcement	emptiness	fortieth
arrogance	defence	commitment	greatness	growth
avoidance	emergence	disappointment	happiness	health
distance	existence	embarrassment	kindness	hundredth
disturbance	intelligence	employment	loneliness	length
entrance	occurrence	encouragement	sleepiness	strength
importance	offence	enjoyment	tenderness	twentieth
insurance	patience	entertainment	tightness	warmth
reluctance	presence	fulfilment	ugliness	wealth
resistance	violence	movement	weakness	width

PRACTICE

1 Complete the table. You can use a dictionary to help you.

Verb/Adjective	Noun	Verb/Adjective	Noun
inherit	<u>inheritance</u>	improve	.....
convenient		willing	.....
clumsy		retire	.....
obey		silent	.....
invest		disappoint	.....
develop		excite	.....
kind		polite	.....
effective		argue	.....
fair		punish	.....
prefer		selfish	.....
innocent		grow	.....

2 Complete the expressions and quotes. Use the correct form of a noun formed from the word in brackets.

- 0 Appearances (appear) are deceptive.
- 1 (absent) makes the heart grow fonder.
- 2 Money can't buy you (happy).
- 3 Experience tells you what to do; (confident) allows you to do it.
- 4 (ignorant) is bliss.
- 5 (kind): a language the deaf can hear and the blind can see.
- 6 (patient) is a virtue.
- 7 (silent) is golden.

3 Are the underlined nouns countable (C) or uncountable (U)? Choose the correct answer.

- | | | |
|---|----------|---|
| 0 His determination is his greatest <u>strength</u> . | <u>C</u> | U |
| 1 It will take time for you to regain your <u>strength</u> . | C | U |
| 2 There has been a significant <u>movement</u> towards organic food. | C | U |
| 3 There's been no significant <u>movement</u> in the peace talks, I'm afraid. | C | U |
| 4 Unfortunately, he showed no signs of <u>improvement</u> . | C | U |
| 5 Well done! This is a great <u>improvement</u> on your previous work. | C | U |
| 6 You'll get a great sense of <u>achievement</u> when you pass. | C | U |
| 7 That medal was his greatest <u>achievement</u> . | C | U |
| 8 Her inability to control her temper is her main <u>weakness</u> . | C | U |
| 9 He didn't want to show any sign of <u>weakness</u> . | C | U |
| 10 This program is an exciting new <u>development</u> . | C | U |
| 11 You also need to think about opportunities for career <u>development</u> . | C | U |

4 Make adjectives from the following nouns.

0 strength	<u>strong</u>	6 ugliness	.....
1 intelligence	.....	7 width	.....
2 carelessness	.....	8 emptiness	.....
3 patience	.....	9 confidence	.....
4 depth	.....	10 million	.....
5 arrogance	.....		

5 Complete the table.

Verb /Adjective	Noun	Verb/Adjective	Noun
great	<u>greatness</u>	insure	.....
.....	disturbance	.....	annoyance
correspond	.....	empty	.....
emerge	.....	.....	defence
.....	sleepiness	commit	.....
resist	.....	.....	fulfilment

6 Complete the article. Use words formed from the words in CAPITALS at the end of some of the lines.

The SWOT analysis

These are hard times: ⁽¹⁾ unemployment is growing and it is particularly high amongst young people. Economic ⁽²⁾ is slowing down, so it's getting more and more difficult to find a job. People often reach their ⁽³⁾ birthday without ever having had a regular job and this can lead to depression or lack of ⁽⁴⁾ But there are strategies which can help you cope.

I have found the SWOT test really useful. It's a planning method that is often used in ⁽⁵⁾ training but I've found it helpful in problem-solving generally. All you need is a piece of paper, a pencil and a little ⁽⁶⁾! First of all, the 'S': make a list of your ⁽⁷⁾ – you've probably got more of these than you realise. They may include, for example, your qualifications, creativity or ⁽⁸⁾ Then make a second list with your ⁽⁹⁾: for example, lack of experience or ⁽¹⁰⁾ to accept new ideas. Then, the 'O': think of all the opportunities for finding work, for example job ⁽¹¹⁾ and social networking sites. Finally, the 'T' in SWOT: threats; for example, competition. Good luck!

EMPLOY
GROW

THIRTY
SELF-CONFIDENT

MANAGE

PATIENT
STRONG
OPEN-MINDED
WEAK
RELUCTANT
ADVERTISE

'There is nothing which we receive with so much reluctance as advice.' JOSEPH ADDISON

Exam practice 2

Part 1

For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

The mystery of the *Marie Celeste*

We caught sight of the *Marie Celeste* drifting in the mid-Atlantic on December 5th, 1872. The ship looked damaged, ⁽⁰⁾..... the captain said that the three of us would ⁽¹⁾..... to board her at once in order to investigate and ⁽²⁾..... back any information we ⁽³⁾..... get hold of. We were ⁽⁴⁾..... to climb on board without too much difficulty but we couldn't see any sign of life anywhere. ⁽⁵⁾..... the ship's small lifeboat was missing, we all thought the crew had abandoned ship. Some navigational instruments which a ship of that kind should ⁽⁶⁾..... had on board were also missing. The crew ⁽⁷⁾..... have had much time to abandon ship ⁽⁸⁾..... they hadn't taken any of their personal belongings with them. We found the ship's log and ⁽⁹⁾....., we were able to find a lot of useful information – it really helped us in our ⁽¹⁰⁾..... The last time the captain of the *Marie Celeste* had written something in the ship's log was November 21st. Something must have taken ⁽¹¹⁾..... between this date and December 5th. The captain, Benjamin Briggs, had a lot of experience of the high seas, so what had forced him to ⁽¹²⁾..... the decision to abandon ship in the middle of nowhere?

- | | | | |
|--------------------|-------------|-----------------|------------------|
| 0 A because | B as | C since | D so |
| 1 A must | B have | C ought | D should |
| 2 A fetch | B get | C bring | D put |
| 3 A would | B could | C should | D must |
| 4 A possible | B managed | C able | D successful |
| 5 A Owing | B Since | C Because of | D As a result |
| 6 A have | B had | C be | D to |
| 7 A mustn't | B couldn't | C oughtn't | D didn't have to |
| 8 A owing to | B due to | C as | D as a result |
| 9 A sadly | B secondly | C unfortunately | D consequently |
| 10 A investigation | B intention | C demonstration | D application |
| 11 A part | B place | C time | D control |
| 12 A bring | B do | C take | D have |

SCORE / 12



Part 2

For questions 13–24, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Testing times

We always ⁽⁰⁾ **take** a lot of tests at school and although I am generally a good student, I don't do very ⁽¹³⁾ in exams. I don't know why. I generally ⁽¹⁴⁾ all my homework and I am very accurate but in tests I ⁽¹⁵⁾ a lot of mistakes. I always do ⁽¹⁶⁾ best, but I get very nervous and as a ⁽¹⁷⁾ I don't think very clearly. After the test, I can usually correct my own mistakes, so it can't be because I don't know enough – it must ⁽¹⁸⁾ something to do ⁽¹⁹⁾ the lack of confidence I feel in exam situations. If I am ⁽²⁰⁾ to answer all the questions at home but not under exam conditions, the problem ⁽²¹⁾ be stress related. If students receive poorer marks due ⁽²²⁾ stress, wouldn't it be a good idea to have fewer exams? Do schools really ⁽²³⁾ to test us all the time in ⁽²⁴⁾ to find out how much we know? Surely there are other ways.

SCORE / 12

Part 3

For questions 25–34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (0).

I have been unemployed for a year. I've sent dozens of job ⁽⁰⁾ **applications**, with a detailed CV listing all my ⁽²⁵⁾, but I still haven't received a single phone call or ⁽²⁶⁾ to attend an interview. Sometimes employers don't even bother to reply to my emails. I know there's a lot of ⁽²⁷⁾ and that ⁽²⁸⁾ is really hard to find but I do have a Master's Degree in Energy and Environmental Studies.

For my dissertation, I did original research into energy ⁽²⁹⁾ in buildings. On the course, we also studied ways of saving animals in danger of extinction. So, I would be ideally suited to a position in a ⁽³⁰⁾ company or an ecological ⁽³¹⁾

Although it is true that I am inexperienced, it isn't my fault I have never had a job. I actually like work: I think one of my personal ⁽³²⁾ is my enthusiasm and my ⁽³³⁾ to the environment. I'm approaching my ⁽³⁴⁾ birthday now and I'm beginning to wonder if I will ever find a job.

APPLY
QUALIFY
INVITE

COMPETE
EMPLOY

CONSERVE

CONSTRUCT
ORGANISE

STRONG
COMMIT
THIRTY

SCORE / 10



Part 4

For questions 35–42, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

Example:

- 0 She put on thick socks because she wanted to keep warm.

AS

She put on thick socks *so as to keep* warm.

- 35 A friend is looking after the baby while we're out.

CARE

A friend the baby while we're out.

- 36 It's possible that she didn't hear what I said.

MIGHT

She what I said.

- 37 The noise outside made it difficult for me to concentrate.

BECAUSE

I couldn't the noise outside.

- 38 The burglar wore gloves so as not to leave any fingerprints.

ORDER

The burglar wore gloves avoid leaving fingerprints.

- 39 Why didn't you have your bicycle brakes repaired immediately?

OUGHT

You your bicycle brakes repaired immediately.

- 40 It was raining, so they cancelled the match.

OWING

The match was cancelled rain.

- 41 An accident led to the road being closed.

RESULT

There was an accident and the road was closed.

- 42 They let me take the rest of the day off.

ALLOWED

I the rest of the day off.

SCORE / 16

TOTAL SCORE / 50