Reading and Use of English • Part 3

In this part you:

- **read** a text with eight gaps
- **form** an appropriate word for each gap from the word in capital letters at the end of the line

Useful language Suffixes

1a Add suffixes from the box to the words below to make other words. You may need to make some spelling changes.

- ness	- ly	-ship	-ment	-ive	-ion	- ful	-er	-ish
-hood	-al	- ation	-ance	- able	-en	- less	-ing	-ed

> **Remember!**
> The category of a word can change when we add suffixes to the ends of words, e.g. *lucky* (adj) + *ly* = *luckily* (adv). The spelling sometimes has to change too, e.g. with *lucky* the *y* has to change to an *i* to become *luckily*.

Example:
impress + ive + ly *impressively* *impress + ion* *impression*

1	child	**4**	agree	**7**	involve	**10**	friend
2	arrive	**5**	explore	**8**	attract	**11**	hope
3	comfort	**6**	accept	**9**	conscious	**12**	threat

b Now put all the words – the base words and new words – into the table. It is not always possible to complete each column for the base word.

base word	noun	verb	adjective	adverb
impress	impression	impress	impressive	impressively
child	child / childhood	–	childish	childishly
arrive				

2 Complete the sentences with a word formed from the word in brackets and a suffix from Exercise 1.

Example: *The sea was* surprisingly **(surprise)** *warm when we went for a swim.*

1 Finn's father is a very ..... **(success)** lawyer.
2 My mum wants to play golf at the local club, but ..... **(member)** is very expensive.
3 Conservationists work for the ..... **(survive)** of endangered species.
4 The whole family tried to make Dad's 50th birthday as ..... **(memory)** as possible.
5 Bram's painting attracted a lot of ..... **(admire)**, as it was so original.
6 Judging by Max's ..... **(appear)**, he'd walked a long way in the rain.
7 Although my grandmother is in her eighties, she's still very ..... **(act)**.
8 There's so much traffic going into the city now that the authorities will have to ..... **(wide)** some main roads.

LIVEWORKSHEETS

Useful language Opposites

3 Write the opposite of these adjectives using the prefixes in the box.

Example: *relevant* *irrelevant*

il- ir- im- in-

1 possible **3** experienced **5** polite **7** patient
2 regular **4** legal **6** correct **8** responsible

> **Remember!**
> A prefix is added to the beginning of a word, and can change the meaning of the original word to mean its opposite, e.g. *happy* + *un* = *unhappy*.

4 Write the opposites of these words using the prefixes in the box. Use each prefix at least twice.

dis- un- mis-

1 satisfaction **3** understanding **5** honesty **7** certain **9** behave
2 satisfactory **4** popular **6** approve **8** happiness **10** organised

Useful language Spelling changes

5 Sometimes you will need to make some spelling changes when you add a suffix to a word. Put each word and suffix together to make a new word.

1 lucky + -ly
2 mystery + -ous
3 active + -ity
4 continue + -ous
5 survive + -or
6 responsible + -ity
7 finance + -al
8 sense + -ible
9 maintain + -ance
10 criticise + -ism

> **Remember!**
> *easy* + *-ly* = easily
> *arrive* + *-al* = arrival
> *possible* + *-ity* = possibility

Useful language Word families

6a Look at the different words you can make from 'succeed'. Match each word (1–5) with the correct part of speech (a–e).

1 succeed — **d** verb
2 success — **e** noun
3 successful — **c** adjective
4 successfully — **a** adverb
5 unsuccessfully — **b** negative adverb

b Now build as many words as you can from the base words in the box. Say what type of word each one is. Use a dictionary to help you. N.B. you may not be able to make all the categories above from each base word.

compete courage act friend

LIVEWORKSHEETS

Reading and Use of English • Part 3

For questions **17–24**, 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**).

Write your answer **IN CAPITAL LETTERS on the separate answer sheet.**

Tips! Don't worry if you can't understand every word of the text. Read the rubric and title carefully first, then read through the text to see what it is about.

Read the whole sentence before you put a word in the gap.

You have to decide what kind of word fits the gap (noun, verb, adjective or adverb). Read the sentence carefully to check which one is needed.

Example: 0 U N U S U A L

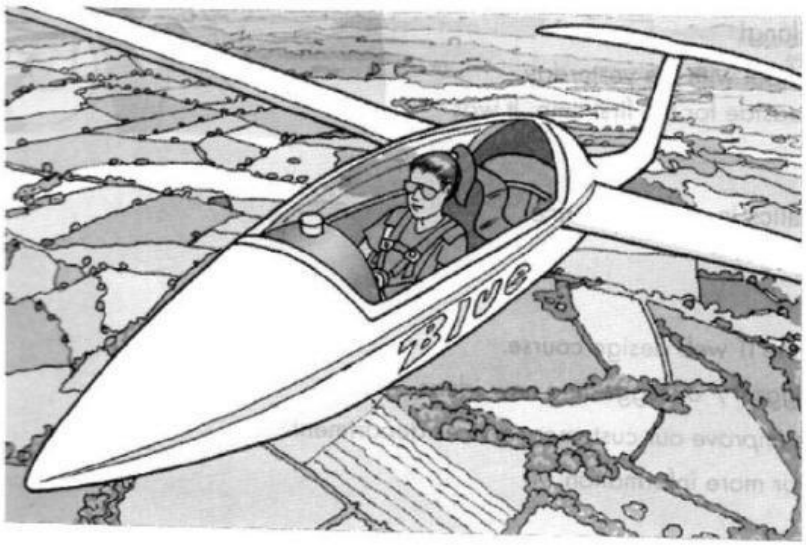
Gliding

What's the most **(0)** ..... birthday present you've ever been given? How would you feel if your birthday surprise turned out to be an **(17)** ..... to gliding? That's exactly what happened to me – when I was only 8 years old! — **USUAL** / **INTRODUCE**

I'd never experienced anything like it – absolutely **(18)** ..... ! After that I was hooked, so my parents arranged another **(19)** .....for me as soon as they could, and then I started taking lessons. It's been the perfect **(20)** ..... for me – I learn a lot and I'm outside too, which I love. — **BELIEVE** / **FLY** / **ACTIVE**

I don't think my friends really understand my **(21)** ..... , though. They're more into music and fashion. I enjoy those, too, but there's nothing to beat the **(22)** ..... views I get from inside the glider. — **ENTHUSIASTIC** / **DRAMA**

Anyway, I finally flew solo on my 16th birthday, which was the **(23)** ..... I could possibly do it. And soon I'm due to compete in some national gliding **(24)** ..... . Wish me luck! — **EARLY** / **CHAMPION**



Advice

17 The article before the gap tells you that one of the word categories you looked at (noun, verb, adjective, adverb) is likely to be the answer. Why couldn't a verb, adjective or adverb fit here?

18 Should this word be positive or negative?

23 This is a superlative – what changes will you need to make?

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