

# Total English

Intermediate

## Suffix or prefix?

- 1 Read the sentences 1-8 below and decide on the correct prefix or suffix for the words in *italics*.
  - 1 There was a lot of cheating. The match was *fair*.
  - 2 We decided to *visit* the house, because we hadn't looked at everything the first time.
  - 3 My new washing machine is completely *use*. It doesn't work properly!
  - 4 Please be *care*. The steps down to the cellar are very steep.
  - 5 He couldn't take his eyes off her. She was incredibly *attract*.
  - 6 It was a wonderfully quiet part of the world. Everything felt so *peace*.
  - 7 I must have *heard* you, because I thought you called out my name!
  - 8 She really *liked* him, because he was too full of himself.
- 2 Using the prefixes and suffixes in the box below form two new words per prefix/suffix.

Prefixes:	<i>un, re, ex, mis, dis</i>
Suffixes:	<i>ive, (l)y, ful, less, able/ible</i>

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- 3 In pairs work together to write sentences for each of the words you have chosen. Can you create sentences that are all linked to the theme of lifestyle in unit 3?
- 4 Exchange your sentences with the pair next to you, read each other's and underline any mistakes. Make the corrections if necessary.

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### **TEACHER'S NOTES:**

**Aim:** to provide further practice of prefixes and suffixes. This worksheet is designed to be used in conjunction with the vocabulary page in unit 3.

**Time:** 40 minutes

**Materials:** copies of the worksheets for students

- 1 Students read the sentences noting the words in italics. Students then decide on the correct prefix or suffix to make the sentence correct. Monitor students whilst they work and answer any questions. Elicit answers from the class.

**Answers:** 1 unfair 2 revisit 3 useless 4 careful 5 attractive  
6 peaceful 7 misheard 8 disliked

- 2 This activity gives student freer use of language. First of all they make a list of words with the prefixes and suffixes listed. Allow students to either use their Students' Book page 43/45 or a monolingual dictionary to check that all their words are correct. Go around the class giving assistance/corrections where necessary.
- 3 Working in pairs, students create sentences using each of the words. They are getting good practice of the word by deciding on a context for it, and emphasise that the fun part is fitting the sentences into the lifestyle theme. Tell students they can be very imaginative and of course fictitious. Monitor to check they are all working along the right lines.
- 4 Students finally swap sentences and read each others. Encourage peer correction where students underline mistakes they spot. Collect the work at the end if you haven't managed to help all students with their corrections.