Verb Formation

Worksheet 1: Suffix Families

Name: _____ Date: _____ Level: B1 (CEFR)

Reference: Four Verb-Forming Suffixes

At B1 you learn to choose the right verb suffix. **-ise/-ize** (make/turn into), **-ify** (make/cause), **-en** (make more — from short adjectives), and **-ate** (from Latin roots). Each attaches to different kinds of base, so learn them by family.

Suffix	Meaning	Example (base → verb)
-ise / -ize	make into / do	modern → modernise; critic → criticise
-ify	make / cause to be	clear → clarify; class → classify
-en	make more (short adj)	wide → widen; strength → strengthen
-ate	cause / do (Latin root)	active → activate; valid → validate

Part A – Form the Verb (watch spelling)

1. clear → _____
2. critic → _____
3. active → _____
4. strength → _____
5. class → _____
6. valid → _____

Part B – Complete the Sentence

1. Could you _____ your last point? I didn't follow. (clear)
2. Press this button to _____ the alarm. (active)
3. We must _____ the data into three groups. (class)
4. Reading widely can _____ your vocabulary. (strength → your word power)

Score: ____ / 20

Worksheet 2: Prefixes of Meaning

Name: _____ Date: _____ Level: B1 (CEFR)

Reference: Prefixes Change the Action

Verb prefixes add precise meanings: **re-** (again), **dis-/un-** (reverse), **over-/under-** (too much/little), **mis-** (wrongly), **out-** (more/beyond), **co-** (together), **de-** (remove/reverse).

Prefix	Meaning	Example
re-	again / back	rearrange, reconsider
dis- / un-	reverse the action	disconnect, unfold
over- / under-	too much / too little	overestimate, underperform
mis-	wrongly	misjudge, mislead
out- / co- / de-	beyond / with / remove	outgrow, cooperate, defrost

Part A – Add the Correct Prefix

1. ____ estimate (too much) → _____
2. ____ judge (wrongly) → _____
3. ____ connect (reverse) → _____
4. ____ consider (again) → _____
5. ____ frost (remove) → _____

Part B – Complete the Sentence

1. Don't _____ how hard this is. (estimate too low)
2. The article tried to _____ readers with false claims. (lead wrongly)
3. Please _____ the printer and plug it in again. (reverse of connect)
4. They asked the boss to _____ the decision. (consider again)

Part C – Build the Verb

#	Base + meaning	Verb
1	perform + too little	
2	arrange + again	
3	grow + beyond	
4	activate + reverse	

Score: _____ / 30

Worksheet 3: Word Building & Spelling

Name: _____ Date: _____ Level: B1 (CEFR)

Reference: From Any Word to a Verb

You can often build a verb from a noun or adjective in a word family, but the spelling and stress may change: *strong → strengthen*, *able → enable*, *rich → enrich*. Note the prefix **en-/em-** ("make/put into"): *large → enlarge*, *power → empower*.

Pattern	Example
en-/em- = make / put into	able → enable; power → empower
-en on nouns/adjectives	strength → strengthen; fright → frighten
drop/add letters	pure → purify; simple → simplify
stress shift	'critic → 'criticise; 'valid → 'validate
irregular base change	food → feed; blood → bleed

Part A – Complete the Word Family

#	Noun / adjective	Verb
1	able	
2	rich	
3	large	
4	power	
5	danger	

Part B – Form the Verb in the Sentence

1. This tool will _____ you to work faster. (able)
2. Reading can _____ your imagination. (rich)
3. They plan to _____ the car park. (large)
4. The training aims to _____ young leaders. (power)

Part C – Mark the Stressed Syllable

Underline the stressed syllable in the verb.

1. critic → criticise
2. valid → validate
3. identity → identify

Score: _____ / 25

Worksheet 4: Editing & Writing

Name: _____ Date: _____ Level: B1 (CEFR)

Part A – Intensive Edit

This text has **eight** verb-formation errors (wrong suffix, wrong prefix, or wrong word-family form). Find and correct them.

> The company wanted to modernify its systems and strengthenen its team. Managers were asked to recritice their old methods and to simple the paperwork. Some staff mis-judged the new plan and had to reconsiderate it. The training aimed to able workers to solve problems and to power them to make decisions. Unfortunately, the budget was over-estimate, so they had to re-arrange the schedule. In the end, the changes did enrich the workplace.

#	Error	Correction
1		
2		
3		
4		
5		
6		
7		
8		

Part B – Guided Writing

Write 120–150 words about improving or changing something (a place, a process, a skill). You must include: (1) at least three **suffix verbs** from different families (-ise/-ify/-en/-ate); (2) at least two **prefix verbs** (re-/over-/mis-/de-…); (3) at least one **en-/em-** verb. Underline every verb you form.

#	Line
1	
2	
3	
4	
5	
6	

7	
8	
9	

Suffix: _____ / 3 Prefix: _____ / 2 en-/em-: _____ / 1 Score: _____ / 35

Answer Key & Teacher Notes

For teacher use only — B1 Level, Verb Formation

Worksheet 1 – Part A

1 clarify · 2 criticise · 3 activate · 4 strengthen · 5 classify · 6 validate

Worksheet 1 – Part B

1 clarify · 2 activate · 3 classify · 4 strengthen

Note the spelling: clear→clarify (not *clearify), class→classify. -ate verbs often come from Latinate adjectives (active→activate).

Worksheet 2 – Part A

1 overestimate · 2 misjudge · 3 disconnect · 4 reconsider · 5 defrost

Worksheet 2 – Part B

1 underestimate · 2 mislead · 3 disconnect · 4 reconsider

Worksheet 2 – Part C

underperform · rearrange · outgrow · deactivate

Worksheet 3 – Part A

1 enable · 2 enrich · 3 enlarge · 4 empower · 5 endanger

Worksheet 3 – Part B

1 enable · 2 enrich · 3 enlarge · 4 empower

Worksheet 3 – Part C

1 CRITicise · VALidate · iDENTify — mark primary stress; note en-/em- verbs keep stress on the base.

Worksheet 4 – Part A

1 modernise · 2 strengthen · 3 criticise · 4 simplify · 5 misjudged · 6 reconsider · 7 enable · 8 empower (also: overestimated, rearrange are correct as written)

Worksheet 4 – Part B: Marking Guide

Criterion	Descriptor	Marks
Suffix verbs	Three+ from different families	0–4
Prefix verbs	Two+ correct	0–4
en-/em- verb	One correct	0–3
Task & length	120–150 words; coherent	0–3