Verb formation
I. Verbs formed with suffixes
   II. Verbs formed with prefixes

I. Verbs formed with suffixes

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ate</td>
<td>approximate, calibrate, evaporate, hyphenate, integrate</td>
</tr>
<tr>
<td>-en</td>
<td>broaden, harden, lengthen, quicken, soften, strengthen</td>
</tr>
<tr>
<td>-ify</td>
<td>identify, justify, modify, qualify, simplify, specify, verify</td>
</tr>
<tr>
<td>-ize</td>
<td>computerize, economize, emphasize, globalize, industrialize, magnetize, modernize, normalize, rationalize, specialize, standardize</td>
</tr>
</tbody>
</table>

Notes:
- The suffix –ize is also spelled –ise, especially in BE.
- The verbs advertise, advise, analyse (in AE analyze), surprise are, however, always spelled with –s-.

II. Verbs formed with prefixes

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>co-</td>
<td>co-author, cochair, coexist, cofound, cooperate, coproduce</td>
</tr>
<tr>
<td>counter-</td>
<td>counteract, counterbalance, countercheck, countersign</td>
</tr>
<tr>
<td>de-</td>
<td>debug, decode, decentralize, decompose, defrost, destabilize</td>
</tr>
<tr>
<td>dis-</td>
<td>disagree, disappear, disbelieve, discolour, disconnect, discover, disintegrate, dislike, disqualify</td>
</tr>
<tr>
<td>em-</td>
<td>embed, embody, empower</td>
</tr>
<tr>
<td>en-</td>
<td>enclose, encode, endanger, enlarge, enrich, entitle</td>
</tr>
<tr>
<td>fore-</td>
<td>forecast, foresee, foretell</td>
</tr>
<tr>
<td>inter-</td>
<td>interact, interchange, interconnect, interlink, international, interrelate</td>
</tr>
<tr>
<td>mis-</td>
<td>miscalculate, misinform, misinterpret, mislead, mismanage, misunderstand</td>
</tr>
<tr>
<td>out-</td>
<td>outdo, outnumber, outperform</td>
</tr>
<tr>
<td>over-</td>
<td>overdo, overestimate, overhear, overreact, overwork</td>
</tr>
<tr>
<td>re-</td>
<td>rearrange, reboot, recharge, reconsider, redo, re-elect, re-enter, re-establish, re-examine, reformulate, rewind, rewrite</td>
</tr>
<tr>
<td>sub-</td>
<td>subcontract, subdivide, sublet</td>
</tr>
<tr>
<td>un-</td>
<td>undo, unload, unpack, unplug, unscrew</td>
</tr>
<tr>
<td>under-</td>
<td>underestimate, underline, underpay</td>
</tr>
</tbody>
</table>

Notes:
- The prefixes usually have a secondary, i.e. weaker stress.
  
  mislead [ˌmɪsˈliːd]  
  When in doubt, check the stress and pronunciation with a dictionary.

- Verbs formed with the prefix co- are sometimes hyphenated.
- When the prefix re- expresses replication of activity, it has a secondary stress. When not, it has no stress.

  re-form [ri:ˈfo:m] (= form again)
  reform [riˈfo:m] (= improve, make better)

- With the prefix re-, the hyphen is used to prevent ambiguity of meaning (see above) or to indicate pronunciation.

  re-elect [ˌriː́lekt] NOT: [riːlekt]

**Common mistakes:**
- Wrong use of the suffix –ate (analogically with e.g. eliminate – elimination)

```
Wrong | Right | Noun
---|---|---
determinate | determine | determination
examine | examine | examination
simplificate | simplify | simplification
modify | modify | modification
```

- Use of the suffix –alize instead of –ize (Czech interference)

```
Wrong | Right | Noun
---|---|---
maximize | maximize | maximization
minimize | minimize | minimization
optimize | optimize | optimization
```

- Use of the suffix –ize instead of -ate

```
Wrong | Right | Noun
---|---|---
automatize | automate | automation
```

- Wrong pronunciation of the suffix –ate used to form verbs, adjectives, and nouns.

```
Verbs /eɪt/ | Adjectives /ət/ | Nouns /ət/
---|---|---
approximate | approximate | -
associate | associate | associate
elaborate | elaborate | -
estimate | estimate | -
gradaute | graduate | graduate
separate | separate | -
```
EXERCISES

I. Complete the following table

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. broad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. high</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. long</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. strong</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. wide</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Tick the correct pronunciation.

1. They estimate the damage at 1,000 dollars. /eit/ /ət/
2. The Rector’s Office and the International Office are in two separate buildings. /eit/ /ət/
3. Dr Wilde works as an associate professor at MIT. /eit/ /ət/
4. Would you please elaborate on what you said about wind power? /eit/ /ət/
5. The cost of the new laboratory equipment will approximate CZK 100,000. /eit/ /ət/
6. John is a graduate of Oxford University. /eit/ /ət/
7. People often associate products imported from the West with high quality, which is not always true. /eit/ /ət/
8. They separate recyclable waste from non-recyclable. /eit/ /ət/
9. Our quality evaluation system is very elaborate. /eit/ /ət/
10. What is your estimate of the damage? /eit/ /ət/
11. In which year did you graduate? /eit/ /ət/
12. What is the approximate number of students specializing in power electronics? /eit/ /ət/

III. Complete the sentences with the right forms of the verbs below.

debug  cochair overlap  misinterpret emphasize
disagree outnumber understate subcontract counterbalance
misunderstand underestimate evaporate recharge qualify
overdo interact reconsider

1. This conclusion is rather strange; the results must have been ...................................... .
2. In engineering, men greatly .............................................. women.
3. ........................................... temperature detectors are thermocouples built into a machine in order to ascertain the temperature of a part which is inaccessible under working conditions.
4. Students who spend a part of their studies at a foreign university often lose a semester because their study abroad is not recognized by their home faculty. This loss is, however, .......................................................... by the experience they gain.
5. Dr Novák from the University of West Bohemia and Professor Kinsey from Brunel
University will .................................. the afternoon session.

6. Don’t .................................. the time it takes to write the report. There’s not much time left – the deadline is next Wednesday.

7. They .................................. over the interpretation of the data.

8. They did the experiment to find out how these two chemicals .................................. .

9. After the rainfall, water in the streets .................................. quickly in the bright sunshine.

10. The management .................................. the need to improve the safety measures.

11. In learning languages, women often .................................. men.

12. My mobile battery is flat. I’ll have to ................................. it.

13. A Master’s degree in Engineering, good English language and computer skills .................................. you for work with this company.

14. It took a lot of time to .................................. the program.

15. A big company often ................................. some of its work to smaller companies.

16. Some economists believe that worries about our economy are ................................. ; in comparison with some other countries it is in relatively good shape.

17. I’m afraid I ................................. your message; I thought we were to meet in my office, not in yours.

18. Do you think that my application will be ................................. ?

**IV. Complete the sentences.** Make sure that you understand them, because the context will help you make the right choice. Use verbs formed with prefixes and suffixes listed in the tables at the beginning of this section. Try to do the exercise without looking at the lists.

1. What’s done can’t be ................................. .

2. I’m not surprised by this recession. I ................................. it.

3. The paper has five sections. Each section is ................................. into several parts.

4. This procedure is too complex. It will have to be ................................. .

5. PhD students often complain that they are ................................. and ................................. .

6. To prevent any accidents, it is safer not only to switch off the device but also to ................................. it.

7. The generation gap has ................................. in the last decade.

8. Your paper is too long; you’ll have to ................................. it.

9. The grant has been badly ................................. . They may have to pay back some of the money they had received.

10. As he didn’t pay the bill, his phone was ................................. .

11. Searching for a book in the University library is very easy now, because all its services have been ................................. .

12. Today, school-leavers often spend a year travelling before they go to university, because they want to ................................. their horizons.

13. Messages are ................................. for greater security. That means that unauthorized people cannot ................................. them.

14. Deforestation and expansion of farmland are ................................. wildlife, especially in Africa and South America.

15. He has simply ................................. his abilities; he should not have taken the course in advanced mathematics.

16. Your definition of the problem is rather difficult to understand. Could you .................................
17. The circuits are ........................................ with each other and the mains.

V. Translate
1. Navrhovaná reforma vysokého školství zvýšila napětí mezi akademickou obcí a ministrem.

2. Vedoucí naší katedry chce posílit vztahy se Škoda Transportation.

3. Než koupíme nábytek, musíme změřit délku a šířku kanceláře.

4. V některých případech bylo bakalářské studium prodlouženo ze tří na čtyři roky.