Suffixes Able And Ible Worksheets

Suffixes -able & -ible

Directions: Read the sentences below. Choose the proper word to complete each.

possible	legible	visible	edible

available	agreeable	noticeable	adorable

1. I don't think it is _____ for us to travel to Mars, yet.

2. I appreciate you being _____ throughout all the problems.

3. The cold, undercooked meal the chef made is not _____.

4. Cindy's new baby brother is absolutely _____!

5. There's a spot on your dress, but it isn't very _____.

6. Please rewrite the story as your hand writing is not _____.

7. The library has two copies of my favorite book _____.

8. Orion's Belt is not _____ tonight because of the clouds.

Suffixes able and ible worksheets are invaluable educational resources designed to enhance students' understanding of these two common suffixes. Suffixes are letters or groups of letters added at the end of words to change their meaning or grammatical function. The suffixes "-able" and "-ible" are particularly important in the English language as they transform verbs into adjectives, helping to describe capabilities or qualities. This article will explore the characteristics of these suffixes, their usage, and how worksheets can effectively support learning.

Understanding the Suffixes -able and -ible

The suffixes "-able" and "-ible" are both used to form adjectives, but they have different origins and usages. Understanding the differences between them can help students use

them correctly in their writing and speech.

Definition and Origin

- -able: This suffix is derived from the Latin suffix "-abilis," which means "capable of" or "worthy of." It is commonly attached to verbs to create adjectives that indicate the ability or suitability of something. For example, "read" becomes "readable," meaning "capable of being read."

- -ible: This suffix comes from the Latin "-ibilis," which also means "capable of." It is typically used with verbs of Latin origin. For instance, "access" becomes "accessible," meaning "capable of being accessed."

Common Patterns

While both suffixes denote similar meanings, there are specific patterns and rules for their usage:

- -able: Often used with verbs that can stand alone or have a complete meaning. For example:
- "Enjoy" → "Enjoyable"
- "Manage" → "Manageable"

- -ible: Usually found with verbs that are derived from Latin roots, and it often appears in words that do not have a common verb form. For example:
- "Convert" → "Convertible"
- "Respons" → "Responsible"

Usage of -able and -ible

Understanding when to use "-able" and "-ible" can be challenging for students. Here are some guidelines to help clarify their application:

Rules for Using -able

1. Base Word Completeness: If the base word is a complete word by itself, it typically takes the "-able" suffix.
- Example: "break" → "breakable"

2. Formed from Verbs: Most adjectives ending in "-able" are formed from verbs.
- Example: "adapt" → "adaptable"

3. Common Exceptions: Some words do not follow the typical rules. For instance:

- "Like" → "Likable" (though "Likeable" is also acceptable in some regions)

Rules for Using -ible

1. Latin Roots: The "-ible" suffix is often found in words derived from Latin.
- Example: "decide" → "decisible"

2. Lack of a Standalone Verb: If there is no corresponding verb form, it often takes "-ible."
- Example: "access" → "accessible"

3. Common Exceptions: There are some exceptions to watch out for, such as:
- "Elicit" → "Elicitable" (though "Elicit" is not a standard verb)

Creating Worksheets for -able and -ible

Worksheets are a practical and effective way to help students learn the suffixes "-able" and "-ible." Below are several types of exercises that can be included in worksheets to reinforce understanding and application.

Types of Exercises

1. Matching Exercises: Create a list of base words and a list of adjectives with the suffixes. Students will match the base words to their correct adjectives.
- Example:
- Base Words: [tolerate, predict, convert]
- Adjectives: [tolerable, predictable, convertible]

2. Fill in the Blanks: Provide sentences with missing words and ask students to fill in the blanks with the correct form of the adjective.
- Example:
- The movie was so _____ (entertain) that we watched it twice. (Answer: entertaining)

3. Word Formation: Encourage students to convert verbs into adjectives by adding the appropriate suffix.
- Example: Provide the verb "manage" and ask for its adjective form (Answer: manageable).

4. Identifying the Suffix: Provide sentences that contain words ending in "-able" or "-ible," and have students underline the suffix and identify whether it is "-able" or "-ible."
- Example: "The book was very readable." (Underline "able" and label it as "-able")

5. Error Correction: Present sentences with incorrect uses of the suffixes and ask students to correct them.
- Example: "The essay was very accessable." (Correct to "accessible")

Benefits of Using Worksheets

Utilizing suffixes able and ible worksheets offers several benefits for both students and educators:

1. Reinforcement of Learning: Worksheets provide a structured way for students to practice their understanding of suffixes, reinforcing what they have learned in class.

2. Variety of Learning Styles: Worksheets can be tailored to suit different learning styles, whether students learn best through visual aids, written exercises, or interactive activities.

3. Assessment of Understanding: Educators can use worksheets to assess students' comprehension of the suffixes, allowing for timely feedback and intervention if necessary.

4. Promoting Critical Thinking: By engaging in exercises that require them to think critically about word formation and usage, students develop stronger language skills.

Conclusion

In conclusion, suffixes able and ible worksheets are essential tools in the language arts curriculum. By understanding the definitions, rules, and applications of these suffixes, students can improve their vocabulary and enhance their writing skills. With various exercises and activities, educators can create engaging worksheets that cater to different learning styles, ensuring that all students can grasp the concepts effectively. As they become more familiar with these suffixes, students will be better equipped to use them correctly in both spoken and written communication, paving the way for their ongoing language development.

Frequently Asked Questions

What is the difference between the suffixes 'able' and 'ible'?

'Able' is used when the base word is a complete word on its own, while 'ible' is often used with base words that are not standalone.

Can you provide examples of words that use the suffix 'able'?

Sure! Examples of 'able' include 'manageable', 'readable', and 'comfortable'.

What are some common words that end with the suffix 'ible'?

Common examples of 'ible' include 'accessible', 'edible', and 'invisible'.

Are there specific rules for using 'able' and 'ible' in word formation?

Yes, generally, if a word can stand alone and has a meaning, 'able' is used; if it's derived from a Latin root and is less commonly standalone, 'ible' is used.

How can worksheets help students learn about 'able' and 'ible'?

Worksheets can provide exercises on identifying, using, and distinguishing between 'able' and 'ible' words, enhancing vocabulary and understanding of word formation.

What types of activities are commonly included in 'able' and 'ible' worksheets?

Activities may include fill-in-the-blank exercises, word sorting, matching words with definitions, and creating sentences using 'able' and 'ible' words.

Are there any exceptions to the rules for using 'able' and 'ible'?

Yes, some words do not follow the usual rules, such as 'possible' and 'impossible', which use 'ible' despite being derived from a base that is not standalone.

How can teachers assess student understanding of 'able' and 'ible' suffixes?

Teachers can assess understanding through quizzes, oral presentations, and by having students create their own sentences or paragraphs using 'able' and 'ible' words.

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HIS Manual - Centers for Medicare & Medicaid Services
To complete each HIS accurately and fully, hospice staff should understand what information and data each item requires, and complete the item based only on what is being requested.

Hospice QRP HIS-Admission - hhvna.com
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