

# The Writing Center

## DLA: Word Forms



This DLA is a writable PDF form. You can enter your answers directly into this document.

**YOU MUST DOWNLOAD AND SAVE THIS FILE TO YOUR COMPUTER.**

**Do not complete this form in a web browser. You will not be able to save your work.**

**Student Name:**

### Important Note

To get completion credit for this DLA, make sure you complete all the required activities. If you'd like help while working on a specific DLA, you can meet with a specialist at the Writing Center. Keep in mind that you might need to schedule a second appointment to review your work, check your understanding, and get your completion credit. You can only review **ONE** DLA per appointment. (Check the last section of this DLA for information on making your appointment and receiving completion credit for your work).

### Learning Outcomes

Through computer and other independent work, this activity will familiarize you with the main parts of speech and their forms and help you select the correct form of words for different parts of sentences.

### Activities (approximately 1 hour)

Read the information, complete the activities that follow, and be prepared to discuss your answers when you meet with a tutor.

### DLA Video Review

If you would like to watch a brief video that reviews parts of [the Word Forms DLA](#) content, please use the QR code to the right:



**SCAN ME**

### Understanding the Parts of Speech

English has four main parts of speech: noun, verbs, adjectives, and adverbs.

Part of Speech	Definition	Example
<b>Noun</b>	person, place, thing, or idea.	The runners will start the <b>competition</b> .
<b>Verb</b>	action or state of being	The runners <b>compete</b> every month.
<b>Adjective</b>	a word that describes a noun	The runners are very <b>competitive</b> people.
<b>Adverb</b>	a word that describes a verb, an adjective, or another adverb.	They will run <b>competitively</b> .

Because there are different parts of speech, a word will usually take different forms depending on whether it is acting as a noun, a verb, an adjective, or an adverb in the sentence. As you can see from the examples above, the word will change according to its function. Sometimes, however, a word can look the same in different parts of speech.

- ❖ They like **fish**. (noun)
- ❖ They **fish** every Sunday. (verb)

## Problems with Word Forms

Non-native speakers of English sometimes use the incorrect word form, which means that sometimes they write one form of a word when they need another form.

Incorrect	Correct
She is a very <b>energy</b> person.	She is a very energetic person.
They turned off the <b>electric</b> .	They turned off the electricity.
We drive <b>careful</b> .	We drive carefully.

The word *energy* is a noun, but because we are describing person (a noun), we need to use the adjective form of the word, which is *energetic*. The word *electric* is an adjective, but in the sentence above, we need the noun form, which is *electricity*. In the last examples, *careful* is an adjective, but we need the adverb, *carefully*, because we are describing a verb.

## Some Helpful Suffixes

In order to help you understand which form you should use, here are some common suffixes (word endings) that can help you see the difference between a noun, a verb, an adjective, and an adverb. Sometimes suffixes can be used in more than one part of speech.

Nouns	Verbs	Adjectives	Adverbs
<b>-tion, -sion</b> ( <u>nation</u> )	<b>-ate</b> ( <u>create</u> )	<b>-able, -ible</b> ( <u>washable</u> )	<b>-ly</b> ( <u>quickly</u> )
<b>-cy, -gy</b> ( <u>mercy</u> )	<b>-ize, -ise</b> ( <u>realize</u> )	<b>-ac, -ic, -ical</b> ( <u>logical</u> )	<b>-ward(s)</b> ( <u>downward</u> )
<b>-eer, -er, -or</b> ( <u>baker</u> )	<b>-fy</b> ( <u>magnify</u> )	<b>-ous</b> ( <u>fabulous</u> )	<b>-wise</b> ( <u>clockwise</u> )
<b>-ity</b> ( <u>unity</u> )	<b>-en</b> ( <u>brighten</u> )	<b>-ive</b> ( <u>active</u> )	
<b>-tude</b> ( <u>attitude</u> )	<b>-ed</b> ( <u>skated</u> )	<b>-ful</b> ( <u>beautiful</u> )	
<b>-ist</b> ( <u>artist</u> )	<b>-ing</b> ( <u>running</u> )	<b>-less</b> ( <u>harmless</u> )	
<b>-ism</b> ( <u>criticism</u> )		<b>-ant, -ent</b> ( <u>radiant</u> )	
<b>-ness</b> ( <u>roughness</u> )		<b>-y</b> ( <u>fishy</u> ), <b>-ish</b> ( <u>foolish</u> )	
<b>-ment</b> ( <u>treatment</u> )		<b>-ed</b> ( <u>bored</u> ), <b>-ing</b> ( <u>boring</u> )	

Not all parts of speech follow these patterns, but they will generally help you understand.

## Activities

Check off each box once you have completed the activity.

### 1. Word Forms Review

Review the information on this sheet. Then, answer the following questions.

What are the main parts of speech?

Write down one suffix for each of the main parts of speech

### 2. Online Quiz

Go to <http://tinyurl.com/wordformsdlaquiz> and take the DLA quiz. You must score at least 75% on the quiz before meeting with a specialist. After you complete the task, please take a screenshot of the page that has your score and show it to your specialist. Do not exit the quiz until you take the screenshot.

### Choose 3a or 3b Below

#### 3a. Review Your Own Writing

Collect some of your graded work. Find THREE different sentences that have word form errors. Write them down below and then write the corrected sentence with the appropriate word form. You may use a dictionary to look up different word forms.

1a. Original sentence:

1b: Corrected sentence:

2a. Original sentence:

2b: Corrected sentence:

3a: Original sentence:

3b. Corrected sentence:

If you do not have your own essay to work with, please complete the supplemental activity below (3b).

### □ 3b. Word Form Practice

Complete the following table with the correct forms of the missing parts of speech. You may use a dictionary to look up different word forms if you need help.

Noun	Verb	Adjective	Adverb
1. <b>energy</b>			
2.	<b>roughen</b>		
3.		<b>bright</b>	
4.			<b>nationally</b>

Next, make four different sentences using *softness* (n.), *soften* (v.), *soft* (adj.), and *softly* (adv.) correctly.

a. softness:

b. soften:

c. soft:

d. softly:

Finally, make four different sentences using *beauty* (n.), *beautify* (v.), *beautiful* (adj.), and *beautifully* (adv.) correctly.

a. beauty:

b. beautify:

c. beautiful:

d. beautifully:

#### 4. ***Review the DLA/Receive Completion Credit***

1. Go to [EAB Navigate](#) and make an appointment (online or in-person).
2. Attend your session and be prepared to explain your understanding of the information you've learned in the DLA. Consider the main concept you learned and how you might use this in your future assignments/classes.
3. If your professor asks you to provide proof, you can review the "appointment summary report" through EAB Navigate (app or desktop). You will find all Writing Center appointments under "appointment summary reports" (app or desktop). Look for the summary report for your DLA appointment. This is where your writing specialist will indicate the title of your DLA and state whether it is "completed" or "not completed." If it is marked as "not completed," book a follow up appointment to complete.

Note: Appointment summary reports are also sent weekly to your instructor on record. If there is an issue, please contact us at [writingcenter@mtsac.edu](mailto:writingcenter@mtsac.edu) or (909) 274-5325.

If you are an individual with a disability and need a greater level of accessibility for any document in The Writing Center or on The Writing Center's website, please contact the Mt. SAC Accessible Resource Centers for Students, [access@mtsac.edu](mailto:access@mtsac.edu), (909) 274-4290.

**Revised December 2025**