

Lesson 1

**ENGLISH GRAMMAR
AND ITS USAGE**

Grammar and its Usage

English language follows a set of rules like all other languages. Broadly speaking, the part of Grammar concerned with changes in the form of words by internal modification or by affixation is known as **accidence** and the manner in which these words are arranged in the form of a sentence is called **syntax**. For example, the root word 'contradiction' is a noun. It can be changed into different parts of speech. If you say 'contradict', it becomes a verb and if you say 'contradictory' it becomes an adjective.

Good dictionaries give all the changes that a root word can undergo.

Good to Know!!!

Some words may be used as different parts of speech without any change in their form.

For example, the word **beat** remains unchanged in the following sentences; though it is a different part of speech in each sentence :

- The angry mob was beating the thief mercilessly. (verb).
- The beat of the drum sent people into frenzy (noun)
- The beat generation (young people with unconventional dress and behaviour as expression of social philosophy) has its own ethics. (Adjective)

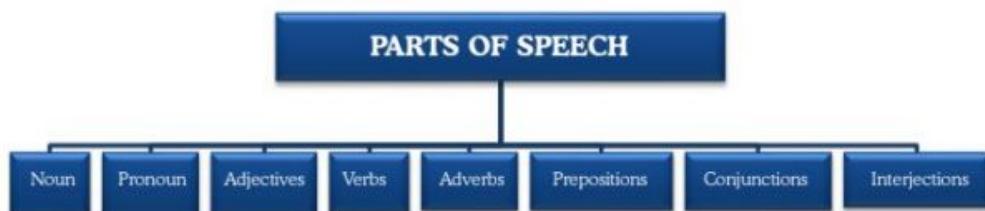
Sometimes it is possible to use the same word, with a slight modification, as a different part of speech:

For example, the root word **confirm** is used here as a noun in the first, as a verb in the second and as an adjective in the third sentence.

- We received confirmation of the order in writing yesterday. (Noun)
- The party confirmed the receipt of the consignment. (Verb)
- He is a confirmed defaulter. (Adjective)

Parts of Speech in English

Words are divided into eight classes according to the work they do in a sentence. They are as follows:



These word classes are called Part of Speech.

They are explained below:

Nouns

A noun is "naming word". It names somebody or something.

Rahul took the dog to park.

The car makes a lot of noise.

Look at the example above. A noun is the name of a person (Rahul), animal (dog), place (park), thing (car) or idea (noise).

Kinds of Nouns

Nouns may be divided into (a) common nouns and (b) proper nouns.

Common nouns are the names given in common to all persons, places or things of the same class. For example, bank, shop, market, etc.

Collective noun : Common nouns include another class known as collective nouns. A collective noun names a group of people, animals or things regarded as a whole., e.g., batch, company, university, crowd, flock, etc.

Proper nouns are the names of particular persons, places or things. For example, India, Larsen and Tubro, Delhi, January, etc.

Pronouns

Pronouns are used in place of nouns. Pronouns may be Personal and Relative.

Personal Pronouns : To represent person or things., e.g., I, we, you, she, he, it him, us, them, etc.

Relative Pronouns : The most common relative pronouns are whom, which and that.

A relative pronoun acts as a pronoun and as a conjunction at the same time.

This is the boy who save my life.

Possessive Pronouns : These show possession, e.g., mine, ours, yours their, its and hers.

Adjectives

A word used to describe or point out, a person, animal, place or thing which the noun names, or to tell the number and quantity, is called an Adjective.

Rani is a clever girl (Girl of what kind?)

He gave me six books (How many book?)

Two or more words can be joined with a hyphen to form a compound Adjective, e.g., government-financed project.

Verbs

A verb is a word that tells or asserts something about a person or thing. Verb comes from Latin Verbum, meaning a word. It is so called because it is the most important word in the sentence.

A verb may tell us :

1. What a person or thing does; as

Rohit *runs*.

The bell *rings*.

2. What is done to a person or thing; as

Ram is *beaten*.

The door is *broken*.

3. What a person or thing is, as

The boy is *hurt*.

The chair is *broken*

I feel *sad*.

Hence, a verb is a word used to tell or assert something about some person or thing.

Adverb

While **Adjectives qualify** or add to the meaning of nouns, **adverbs modify** the meaning not only of verbs, but also of adjectives, prepositions, conjunctions, etc.

The following sentences illustrate the varied use of adverbs:

Small investors find it very difficult to invest *wisely*.

(The first adverb *very* modifies the adjective *difficult*, and the second adverb *wisely* modifies the verb *invest*).

The CEO is an *exceptionally* sharp manager.

(The adverb *exceptionally* modifies the adjective *sharp*).

The cash counter is *right* behind you.

(The adverb *right* modifies the preposition *behind*).

We have given this book to you only because you are a good reviewer. (The adverb *only* modifies the conjunction *because*).

Preposition

A **Preposition**, by definition is placed before a noun or its equivalent in order to show its relationship in terms of time, place, etc.:

The space *above* the room houses the conference facility.

(The preposition *above* explains the relationship between the room and the conference facility).

There are hardly any rules governing the use of prepositions, some people feel that it is inelegant to put them at the end of a sentence since they are basically used as link-words. However, as Fowler points out, "Almost all our great writers have allowed themselves to end a sentence or a clause with a preposition." *The thumb-rule is that the sentence should read well.*

It is largely the usage that determines the choice of a preposition. Americans tend to drop them but it is largely colloquial. A wrong preposition certainly changes the intended meaning. Therefore, we have to learn the use of prepositions carefully. All standard dictionaries list the root word along with different prepositions or adverbial phrases and also show the difference in meaning.

For example:

The root word *get* conveys italicised meanings when used with:

- ...**about**, move or spread
- ...**across**, be understood
- ...**ahead**, make progress
- ...**along**, manage
- ...**at**, gain access to
- ...**away**, escape
- ...**over**, forget
- ...**round**, persuade

Conjunction

Conjunctions join words or even sentences conveying related ideas. Two commonly used conjunctions are:

- *and*
- *but*.

We received your letter and telegram *but* regret our inability to attend the meeting.

Conjunctions may also be used in pairs, e.g. *neither-nor*, *either-or*, *not only-but also*, *both-and*, *whether-or* etc.

Such conjunctions are known as **Correlative Conjunctions**.

Interjection

Interjections are words which are used in a sentence to express strong emotion or feeling. They may not form a part of its grammatical structure. Some of the common interjections are: *Hi!*, *Alas!*, *Oh!*, etc.

Types of Voices

As a general rule, we should use **Active Voice** in our sentences. Such sentences are shorter, direct and emphatic.

For example:

Please place the order within sixty days of the receipt of the quotation.

An exception is however made when sending out negative messages or fixing responsibility.

For example, out of the two responses given below, the latter is likely to be received better:

You have failed to place the order in time.

Unfortunately the order has been delayed.

Passive Voice is also found more suitable while drafting legal formulations as no identifiable subject can be mentioned.

For example:

Follow the traffic rules, while driving. (Active Voice)

The traffic rules should be followed while driving. (Passive Voice)

Articles

The words *a* or *an* and *the* are called Articles. They come before nouns. *A* or *an* is called the Indefinite Article, because it usually leaves indefinite the person or thing spoken of; as,

A doctor; that is, any doctor.

The is called the Definite Article because it normally points out some particular person or thing; as,

He saw the doctor; meaning some particular doctor.

The indefinite article is used before singular countable nouns, e.g., *A car, an apple, a table.*

The definite article is used before singular countable nouns, plural countable nouns and uncountable nouns, e.g., *The pen, the pens, the milk, the idea.*

The article '*an*' is used when the noun to which it is attached begins with a vowel sound (*a, e, i, o* and *u*). It is the vowel sound and not the vowels that determines the use of '*a*' or '*an*'. Vowels with consonant sound take '*a*' and not '*an*'. For example,

Bring me an apple.

He walks like an Egyptian.

She has planted a eucalyptus tree.

He is an honest man.

He has joined a union.

I have lost a one-rupee note.

Usage

Usage implies the manner in which the native speakers of a language use it. The "body of conventions governing the use of a language especially those aspects not governed by grammatical rules", "habitual or customary use" often lays down new standards of acceptance.

For example, 'It is me' is generally accepted on grounds of usage even though 'It is I' is considered grammatically correct.

Usage may be learnt by reading standard texts and listening to educated speakers of a language.

Tenses

"In Grammar – a set of forms taken by a verb to indicate the time (and sometimes the continuance or completeness) of the action in relation to the time of the utterance"; is the meaning that the Concise Oxford Dictionary assigns to the word 'Tense'. The word tense comes from Latin word tempus, meaning time.

Read the following sentences.

1. I write this letter to my mother
2. I wrote the letter yesterday.
3. I shall write another letter tomorrow.

In sentence 1, the verb write refers to present time. Hence a verb that refers to present time is said to be in the Present Tense.

In sentence 2, the verb wrote refers to past time. Hence it is said to be in Past Tense.

In sentence 3, the verb shall write refers to future time. Therefore, it is said to be in the Future Tense.

Read these sentences :

1. I read a book. (simple present)
2. I am reading a book. (Present continuous)
3. I have read a book. (Present Perfect)
4. I have been reading a book. (Present Perfect Continuous)

The verbs in all of these sentences refer to the present time, and are therefore said to be in the present tense.

In sentence 1, however, the verb shows that the action is mentioned simply, without anything being said about the completeness or incompleteness of the action.

In sentence 2, the verb shows that the action is mentioned as incomplete or continuous, that is, as still going on.

In sentence 3, the verb shows that the action is mentioned as finished, complete or perfect, at the time of speaking.

The tense of the verb in sentence 4 is said to be Present Perfect Continuous, because the verb shows that the action is going on continuously, and not completed at this present moment.

Thus we see that the tense of a verb shows not only the time of an action or event, but also the state of an action referred to.

Just as Present Tense has four forms, the Past Tense also has the following four forms :

1. I jumped from the window. (Simple Past)
2. I was jumping from the window. (Past Continuous)
3. I had jumped from the window. (Past Perfect)
4. I had been jumping from the window. (Past Perfect continuous)

Similarly, the Future Tense has the following four forms :

1. I shall/will jump (Simple Future)
2. I shall/will be jumping. (Future Continuous)
3. I shall/will have jumped. (Future Perfect)
4. I shall/will have been jumping. (Future Perfect Continuous)

Hence, we may define Tense as that form of a verb which shows the time and the state of an action or event.

Sentence Construction

Various Purposes of a Sentence

A group of words, which makes complete sense, is called a sentence.

Grammar also lays down rules for arranging words in a certain order to form meaningful sentences. Sentences may be formed to:

- Make a statement : The government has decided to disinvest its stake in Air-India.
- Pose a question : Would this step enable them to turn this PSU around?

- Give a command : Bring about a change of ownership.
- Make an exclamation: What a way to bridge the fiscal deficit!

A sentence consists of two parts:

Subject : The part which names the person or thing we are speaking about is called the subject of the sentence.

Predicate : The part which tells something about the subject is called predicate.

A **Phrase** is a group of words, which neither has a finite verb nor makes any sense by itself. Depending on its place in the sentence, it may be a:

- Noun
- Adjectival or
- Adverbial Phrase.

Examine the following pair of sentences.

- (i) Raj is a wealthy man.
- (ii) Raj is a man of great wealth.

In the first sentence the word wealthy described the noun Raj.

In the second sentence of *great wealth* also tells us what sort of man Raj is. It qualifies the noun just as an Adjective does. Hence, it is called an *Adjective Phrase*.

Adverb Phrases

Just as the work of an Adjective is often done by a group of words called an Adjective Phrase, so the work of an Adverb is often done by a group of words. Examine the following pair of sentences.

- (i) He answered rudely. (How?)
- (ii) He answered in a very rude manner. (How?)

Since the phrase *very rude manner* does the work of an Adverb, it is called an *Adverb Trial Phrase*.

Noun Phrase

A Noun Phrase is a group of words that does the work of a Noun. For example,

- (i) *My demat account* has been closed.
- (ii) *To win a prize* is my ambition.

In the above sentences italicized phrases are noun phrases because they are doing the work of a noun.

Types of Sentences

The basic knowledge of grammar helps us understand different sentence structures or patterns so that we can communicate in a clear, concise and correct manner.

A group of words that form a part of a sentence, and has a subject and a predicate of its own, is called a *clause*.

The clause that makes good sense by itself, and hence could stand by itself, as a separate sentence is called a *Principal or Main Clause*.

A clause which cannot stand by itself and makes good sense but not complete sense are called a *Dependent or Subordinate Clause*.

A sentence which has only one finite verb and one independent clause is called Simple sentence.
For example,

This courage won him honour.

A compound sentence is made up of two or more independent clauses. For example, Night come on and rain fell heavily and we all got very wet.

A complex sentence has an independent clause and atleast one dependent clause.

For example,

The human brain never stops working until you stand up to speak in public.

Sentence Construction

Sentences can be constructed using different structures or patterns. The simplest sentence may have:

- a noun or a pronoun in the beginning,
- a verb in the middle,
- another noun or its equivalent in the end.

For example

The budget affects the stock market.

This sentence structure may also be shown as:

Subject + verb + object

The structure of an imperative sentence is different. Here the subject is understood.

For example,

Mail this letter, is the shorter form of (You) mail this letter.

It is important to use varying sentences structures in your writing so that the interest of the reader is not lost.

Sentence Construction is based on the kind of writing in question.

Sentences are also constructed on the basis of complexity of writing.

Loose sentences are suited to simple style of letter writing and are closer to the spoken form. They begin with the main statement and develop it to its logical conclusion.

For example

The Reserve Bank of India intervened in the forex market as there were strong rumours about an intense speculative activity caused by the spurt in imports.

Periodic Sentences are decorous and emphatic but more difficult to write. The order is reversed and the main statement is made at the end.

For example

As there were strong rumours about an intense speculative activity caused by the spurt in imports, the Reserve Bank of India intervened in the forex market.

Sentence Construction on the basis of Length

The length of a sentence is also an important factor in sentence construction.

Shorter Sentences are easier to write as well as understand. But a long sequence of short sentences may not make a very pleasant reading:

Thank you for the order. The goods will be sent soon. The duplicate copy of bill is enclosed. The payment must be made early.

Longer Sentences are prone to grammatical errors and need careful thought and planning. Such efforts at constructing marathon sentences should be avoided.

It may be a good idea to mix the shorter and longer sentences to sustain the interest of the reader.

For example

The conference opens on the tenth of June in Simla. More than two hundred company secretaries will take part. The purpose is to deliberate on the merits of the new Companies Act, 2013 and propose amendments. The discussions are likely to go on for three days.

Paragraph Construction

The construction of a paragraph is equally important. If a good sentence should focus on a single thought, a good paragraph should restrict itself to a single topic or idea. The topic sentence of a paragraph sums up its central idea and develops it further. It is usually in the beginning or the end of the sentence; though, in some cases, it can be written somewhere in the middle too. Shorter paragraphs should be preferred because they enable the reader to follow the writer's plan.

Prefixes and Suffixes

An affix "is an addition to the base form or stem of a word in order to modify its meaning or create a new word".

(The Concise Oxford Dictionary, Tenth Edition).

Prefix

If the affix or addition to the root word comes at the beginning, it is called a prefix.

The word 'prefix' in itself is an apt example of a prefix as it is made up of the root word 'fix' - 'to join or fix', with the affix 'pre' - meaning 'before', added to it.

Groups of Prefixes

Prefixes fall into a number of distinct groups such as:

Groups of Prefixes

- Supportive Prefixes
- Opposing Prefixes
- Negative Prefixes
- Reversative Prefixes
- Derivative Prefixes
- Place Prefixes
- Size Prefixes
- Time Prefixes
- Number Prefixes
- Class Changing Prefixes
- Miscellaneous

Supportive Prefixes are prefixes that support or are for the root word.

*Pro is used with the meaning favouring/supporting as the prefix. Pro, as a prefix has other meanings too, such as 'in substitute of' or 'before in time, pace or order'.

Examples of Pro as a supportive prefix are Pro-choice, Pro-market, Pro-life.

Opposing Prefixes are prefixes that are opposed to the action denoted by the root word.

Anti (against) - antibody, antibacterial, antibiotic, anticlockwise, antidote, anti inflammatory, antioxidant, etc.

(Spurious) - antihero, antiChrist, antiself (affected person)

Contra (against) - contraception, contraindicate, contravene, contramundum

(Contrasting) - contraflow, contra-active, contradict, contradistinction

Counter (opposition/retaliation) - counteract, counter-example, counter- attack, counterblast, counterbalance, counterclaim, counterculture, counter-in-surgency, countermeasure, counterproductive, etc.

Negative Prefixes are prefixes that denote the absence of distinguishing features of the root word.

(The prefixes marked with * can convey different meaning besides those specified herein.)

*a (not, without) - amoral, ahistorical, atheist, asymmetric

*an (not, lacking) - anaesthetic, anaemic, anaerobic

*dis (not) - disloyal, disable, disarm, dishonest, distrust, disadvantage

*in (not) - injustice, inactive, inconsiderate, inconsonant, incomprehensible, incomplete, incompetent, inconsecutive

*il (this is another variation of the prefix 'in' and is used before a word beginning with 'I') - illegal, illiterate, illegible, illegitimate

*im (this is a variation of the prefix 'in' which is used before a word beginning with 'b', 'm' or 'p') - imbalance, immaterial, immeasurable, immobile, immovable, impassable, impatient, impossible, imperfect

*ir (this too is a variation of the prefix 'in' which is used before a word beginning with 'r') - irreplaceable, irregular, irresistible, irrational, irrecoverable, irreconcilable, irredeemable, irreducible

non (not) - non-aggressive, non-interference, nonconformist, nonentity, nonsense, nontoxic, non-stop (not regarded as) - non-person, non-event

* These prefixes also have other meanings in which they can be used in, besides those specified herein.

un (not) - unproductive, unacademic, unselfish, unavoidable, unaware, unbearable, unbroken, unburnt

Reversative Prefixes are prefixes that denote the act of undoing the previous act that the root word denotes as being done.

- de* (reverses the meaning) - decriminalise, dehumidify, deselect, decontaminate
- dis* (reverses the meaning) - disqualify, dishonest, disinvite
- un* (reverses the meaning) - untie, unscramble, unlock

Derivative Prefixes are those that denote the meaning of removing something or depriving something or someone.

- de (remove something)-debug, defrost
- de (depart from) - deplane, detrain, decamp
- dis (remove something) - disarm, disillusion, disambiguate
- un (remove something) - unleaded, unmark, unhouse, uncap, uncover

Pejorative Prefixes are those that express contempt, disapproval, bad or wrong.

- mis (badly/wrongly) - miscalculate, misgovern, misspell, mismanage, misalign, misapply, misbelief

Place Prefixes are prefixes that indicate place or placing of things, situation, etc.

- ante (before) - antecedent, antechamber, anteroom
- circum (around) - circumvent, circumnavigate, circumlocution, circumbulate, circumlunar
- cis (on this side) - cisalpine, cisatlantice, cislunar
- extra (outside/beyond) - extracurricular, extrasensory, extraordinary, extraterrestrial
- fore (front/before) - forefinger, forecourt, forearm, forebear, forebrain, forecheck, forefront, foregather
- in, il, im, ir (in) - indoors, in-patient, inside, indebt
- inter (between) - interbreed, interfere, interject, interracial, international, interdisciplinary, internet
- intra (inside/within) - intravenous, intramural, intranet
- intro (inwards) - introvert, introspect
- post (after/behind) - post meridiem (P.M.) postpone, postgraduate, posthoc, postscript
- pre (before)-prearrange, preface, precaution, prefabrication, preamble
- out (outside)-outdoor, out-patient, outhouse
- (surpass)-outrun, outdistance, outbid, outnumber
- over (outer/above)-overthrow, overshadow, overcoat

retro (backwards)-retrograde, retrospection, retrospect
sub (below)-subway, subsoil, subconscious, submerge
(secondary)-sub-inspector, sub-editor, sub-committee, subtitle, sublet
(below the norm)-substandard, subhuman
super (above)-superstructure, superimpose
(beyond the norm)-superhuman, superstar, superpower
(excessive)-superconfident, supersensitive, supernatural
supra (above)- suprasegmental, supranational
sur (above)-surcharge, surtitle, surtax
trans (across)-transatlantic, transnational, transcontinental
ultra (beyond/extreme)-ultraviolet, ultra-thin, ultra-modern, ultramarine, ultramicroscopic,
ultrasonic, ultra vires.
under (below/too little/subordinate)-underground, undercharge, underpay, undercook,
undersecretary,
underclass, underrepresent, undersell, undersigned

Size Prefixes denote size. They are

mega (very large)-megaphone, megastar, megalith, megawatt
midi (medium)-midi-computer, midibus
mini (small)-minibus, miniseries, minicab, minimarket

Time Prefixes denote time. They are

ante (before)-antenatal, antedate
ex (former)-ex-wife, ex-president, ex-student
fore (before)-forenoon, foresee, foretell, forecast
neo (new, recent)-neo-conservative, neoplasia, neophyte
post (after)-post-war, post-modernism, postdate
pre (before)-prepay, pre-existing, predate, preschool
re (again)-reprint, reapply, replay, renew

Number Prefixes are those that denote number. They are

mono (one/single)-monorail, monochrome, monopoly

uni (one)-unidirectional, unilateral, unicycle, unity
bi (twice/double)-bicycle, bilateral, bilingual
di (two, twice)-dioxide, dichromatic
duo/du (two)-duologue, duplex
tri (three)-triangle, triplicate, tripartite
quadri/quadr (four)-quadrilateral, quadrangle
tetra/tera (four)-tetrachloride, terameter
penta/pent (five)-pentagon, pentacle
sex (six)-sextant, sextile, sextuple
hexa/hex (six)-hexapod, hexagram
hepta/hept (seven) heptagon, heptameter
octo/oct (eight)-octopus, octuple
deca/dec (ten)-decade, decalogue,
decinaldeci (a tenth)-decibel, decimal
demi (a half)-demigod, demitasse
hemi (half)-hemisphere, hemistock
semi (half)-semiconductor, semidetached
hecto/hect (hundred)-hectogram, hectare
kilo (thousand)-kilogram
milli (thousand)-millisecond, millipede
mega (a thousand)-megahertz, megabuck, megabit
poly (many)-polytechnic, polygon

Status prefixes are those that denote a status.

co (joint)-copartner, coauthor, cofounder
pro (deputy)-proconsul, pro-vice chancellor
vice (deputy)-vice president, vice admiral, vice chancellor

Class Changing Prefixes have the effect of changing the word class, like making transitive verbs from nouns, adjectives, intensifying force of the verbs used, etc.

be-besiege, bewitch, besmear, bewail, belittle, befoul, beribbioned

en/em-encode, endanger, ensure, enlist, enroll, embark, embitter, enrich

Miscellaneous : Some of the common prefixes that do not fall into the above categories are

eco (abbreviation of ecology)- eco-friendly, ecosystem

Euro (abbreviation of European)- Eurorail, Eurocurrencies

para (ancillary)- paramilitary, paralegal, paramedic

para (beyond)- paranormal

quasi (like)- quasi-intellectual, quasi-judicial

self- self-motivating, self-denial, self-satisfaction.

Suffix

It is a morpheme (minimal meaningful language unit) added at the end of a word to form a derivative. In other words an addition to the end of a word to form a derivative of the root word is a suffix.

Groups of Suffix : Suffixes fall into the following categories:

- Noun Suffixes – Adjective Suffixes
- Verb Suffixes – Adverb Suffixes

Noun Suffixes are as follows:

acy (indicates a quality and state of being)-audacity, capacity

ant (denoting attribution of an action or state)-appellant, informant, arrogant, (denoting an agent)-deodorant, oxidant

al (verbal action)-betrayal, dismissal, deferral

age (denoting an action or its result/function/state or condition/set of place or abode/aggregate number of)leverage, spillage, homage, bondage, baggage, postage, vicarage, mileage

ation/ion (denoting an action or its result)-collaboration, exploration, evolution, exaltation, inhalation, communion, oblivion, objection

cle, cule, ule (indicates small size)-minuscule, particle, molecule, capsuleic-lyric, mechanic

ist (denotes a member of a profession, who uses something, etc.)-dentist, flautist, novelist, atheist

ity (quality/condition/degree of)-responsibility, technicality, publicity, humility

ling (smallness or lesser stature)-duckling, seeding, hireling

ment (means or result of an action)-arrangement, embarrassment, curtailment, bewilderment

ness (a state or condition)-usefulness, carelessness, willingness, kindness, wilderness
 ship (quality or condition, status, tenure, skill, etc.)-scholarship, companionship, citizenship, workmanship, membership
 tude (indicates condition or state of being)-exactitude, longitude

Verb Suffixes are as follows:

fy/fy (indicates or becoming)-beautify, purify, gratify, electrify, pacify, personify
 ise, ize (quality, state or function)-capitalise, modernise, popularise, terrorise, expertise

Adjective Suffixes - Some of them are as follows:

able/ible (inclined to, capable of, causing)-audible, uncountable, readable, reliable, terrible, peaceable, profitable
 al/ial (kind of)-tidal, accidental managerial, musical
 ed (having, affected by)-cultured, heavy handed, talented
 ful (having the qualities of)-sorrowful, powerful, careful, resentful, fretful, forgetful
 ic-Arabic, aristocratic, dramatic
 less (free from, without)-careless, harmless, restless, flavourless
 oid (resemblance)-ovoid, humanoid
 some (a tendency)-meddlesome, awesome
 y (having quality of/inclined to)-messy, funny, sleepy, choosy

Adverb Suffixes : Some of them are as follows:

ly (forms adverbs from adjectives)-amiably, candidly, surprisingly, greatly
 wise (of manner or respect or direction)-clockwise, notewise, taxwise, anticlockwise.

Combination Words

These are word elements or combining forms that can be combined with other words that already exist to form new words. These combining forms have a singular form and a clear and consistent meaning, which is probably because they are of fairly recent origin. Many of them are also technical and therefore their meanings are less susceptible to change. Most combining forms are of Greek or Latin origin. Some of them are:

arch (chief)-archbishop, arch-rival
 auto (self)-autograph, autopilot
 bio (life)-bio-diversity, biology, biography
 crypto (concealed)-crypto-fareast, cryptogram, cryptocrystalline, cryptonym

mal (improper/inadequate/faulty)-malpractice, malnutrition, malpractice, maladminister, maladjusted,
maladaptive, malfunction, maltreat
macro (large)-macro-organism, macroeconomics
micro (small/minute)-micro-organism, micro-computer, microsurgery, microgram, microscope
mid (middle)-midfield, midair, midway, midsection, mid-afternoon, midwinter, midnight
tele (at a distance)-telescope, television, telephone, telephoto, telecommunications.

Punctuations

The marks, such as full stop, comma, inverted commas, hyphen and brackets are used in writing to separate sentences and their elements and to clarify meaning, are called punctuation marks.

The importance of punctuation in writing can be compared to the importance of pause, intonation and emphasis used in the spoken word.

Therefore, one can state that the chief purpose of using punctuation is to make the meaning of a written passage clear. The punctuation marks remove ambiguities, if any.

Punctuation can also serve other purposes such as:

- introducing delicate effects in style.
- altering the flow of a sentence.
- highlighting certain words.
- bringing about modulations in sentence.

Some aspects of punctuations are rule-governed, i.e., those that you have to follow, but usage of some becomes a matter of choice and judgment.

The various punctuations used in the English language are:

- capital letters	- colon	- underline	- space
- full stop	- dash	- quotation marks	- italics
- hyphens	- stroke	- bold emphasis	- apostrophe
- asterisk	- ellipsis	- question mark	- semicolon
- paragraph	- comma	- abbreviations	- numbers
- brackets	- exclamation mark		

Uses of Punctuation Marks

Let us see how some of these punctuation marks are used.

Space is the most basic form of punctuation which separates words, sentences, paragraphs and chapters.

Usually one alphabet space is used between words and punctuation, and also after sentences, unless it is the last sentence of a paragraph, when the rest of the space on that line is left blank.

Space of one line or more is left between paragraphs to distinguish them and at times a slight indentation is also used on the first line to distinguish the beginning of a new paragraph.

The amount of spacing used would depend on individual style and taste or a pattern followed in an organisation or the type of writing, e.g., letter, a presentation, a book, etc.

The Full Stop (.) also known as a stop, point or period (in American English) is used to end a declarative sentence, a sentence which is not a question or an exclamation.

Full stops are also used to end a request politely framed as a question such as:

Would you kindly fix an appointment with Mr. Sharma.

A full stop may also be used after initials or after a shortened form of a word to indicate an abbreviation.

For example

Mr. Prof. Etc.

B.A. Fig.

a.m. A.P.J. Abdul Kalam

However, increasingly the full stop after initials of names is being done away with, though both usages are correct.

A full stop is also used at times to denote abbreviated numerals, such as a date or a number, though at times full stop, slash or hyphen is also used to denote date, such as:

10.11.19, 10-11-19, 10/11/19

However this can be interpreted in two ways as 10th November 2019 by the Britishers and 11th October 2019 by the Americans. Therefore, it is advisable to always write the month and the date in words, e.g. 10th November 2019 or 10 November 2019

Full stop is also used before decimal and between units of money:

10.50 per cent; Rs. 33.50

Omission of Full Stop

In the following cases the full stop is omitted:

- after addresses that head letters and on envelopes
- after dates
- after name that ends letters
- after title of books, newspaper headlines, chapter headings, sub-headings, page numbers
- after acronyms which are pronounced as one word. For example:
 - AIDS (Acquired Immune Deficiency Syndrome)
 - GST (Goods and Services Tax)
- in between alphabets of the abbreviations that are a series of letters. For example:
 - WTO (World Trade Organisation)
 - GMT (Greenwich Mean Time)
 - BBC (British Broadcasting Corporation)
- in shortening of words where the first and last alphabets of the word are present.
 - Mr., Mrs., Dr., Rd., Ltd.though it is correct to use a period after these words, the general practice today is to omit the full stop.
- space is used for the initials of personal names instead of a full stop.
 - A K Singh, D S RAJAN
- abbreviations for measures, chemicals elements, etc. are used without a full stop.
 - Kg (Kilogram), s (Second), Hz (Hertz)
 - Sq (Square), km (Kilometer), m (minute)
 - amp (ampere), O (oxygen), H (Hydrogen)
- If a sentence ends with an exclamation mark, question mark, or an abbreviation that is followed by a period for the abbreviation the full stop is not used.

Comma(,) is easily the most important punctuation mark within a sentence. Commas separate or enclose subordinate clauses and phrases in sentences. Its most typical use is to separate two main clauses that are linked by a conjunction. Here the comma mark appears just before the conjunction.

The house was almost in ruins, but the tree studded avenue was lovely.

He is not rich yet he is very generous.

Uses of Comma

Some other uses of comma are as follows:

- To separate main clauses even when they are not linked by a conjunction:

The higher the price, the better the quality of goods.

- Before tags/questions and comments:

You were late for the meeting, were'nt you? (tag)

I was just joking, you see. (comment)

- To denote words left out:

Romeo loved Juliet; Majnu, Laila.(Here the comma denotes the word loved.)

- Enclose additional thoughts, qualification or information. Here the commas are used in pairs and they separate parenthetical elements in a sentence.

My son, Ajith, is the head boy of the school.

The movie was, I believe, well picturised.

- To set off direct speech:

To quote Confucius, "He who learns but does not think, is lost. He who thinks but does not learn is in grea tdanger".

- "I'm tired", he replied, "However, I will complete the work before leaving". -

- To set off comparative or contrasting statements.

The more he kept repeating that he did not steal the chain, the less the police believed him.

- To separate adjectives, numbers into units, names, and title or honour, or degree, day, month and year in a date, etc:

- He is a smart, reliable, sincere and hard working student.
- 1,25,000.
- Angelina Thomas, B.A., M.A., Ph.D.
- Shri Ram Nath Kovind, The President of India.

HYPHEN (-) is used between words to clarify meaning. It also links words to form a compound word.

The use of hyphen varies in different places; therefore there are no complete set of rules that can be applied to the use of hyphen.

Therefore, only some general guidance on use of hyphens is given here. It is advisable to consult

a good dictionary when one is in doubt to find out whether the word to be used should be hyphenated or not. A hyphen is usually used in these cases:

- After a few prefixes or other word elements.
- ex-partner, half-truth, quasi-judicial, semi-government, self-appointed. (We have already read about prefixes).
- Before a few suffixes where the last alphabet of the first word and the first alphabet of the second word are the same, in order to avoid an unattractive sequence.

Bull-like, get-together, profit-taking, self-financing, water-resistant.

- When the main part of a word begins with a capital letter.
un-American, neo-Darwinism, neo-Nazism, anti-Indian.
- When the prefix is repeated.
Sub-subcommittee.
- When a noun and a verb are combined to form a word.
hand-operated, hand-pick, hand-held.
- When an adjective and a noun are combined to form a word.
blue-pencil, loose-leaf, long-grained open-air, simple-minded, middle-aged, community-oriented, high-fibre.
- When two adjectives are combined to form a word.
old-fashioned, short-sighted, red-blooded.
- When compound words express an 'and' relation.
bitter-sweet, deaf-mute, socio-economic, secretary-treasurer.
- When compound numbers between 21-99 are spelt out. This practice is gradually fading.
fifty-five(55), six hundred and thirty-one(631).
- It is also used to link the starting and ending point of a series.
The Delhi-Jaipur Highway.
- When a word has to be broken at the end of a line of print or writing.
- To avoid confusion or ambiguity.
an Indian-history teacher/an Indian history-teacher.
- To prevent confusion between a new formation and a conventional word with the same prefix.
re-creation (recreation), re-formed (reformed).

Semi colon (;) is used to separate two or more independant clauses that are placed together and which are of equal importance in the sentence. The use of semicolon emphasises or adds weight to the second clause.

To err is human; to forgive divine.

Semi colons are also used to:

- join words, group of words, sentences.
- separate word groups that already contain commas:

Those present at the function included Mr. and Mrs. Jain, their children Usha, Amit and Raghu; Paul and Joe Thomas; Raj and Ravi Malhotra; Colonel and Mrs. James, and their children Jyotsna, Julie and James Junior; etc.

- To provide pauses before certain adverbs such as none the less, however, etc.

He worked very hard; however, he did not succeed in his endeavour.

- To emphasise contrasts:

It is a superb car; however, it is very expensive to maintain.

Colon (:) is a punctuation mark that has three major functions:

- to introduce some kind of explanation.

They did not sleep last night: they must be tired.

- To introduce examples.

Today they face another threat to their survival: starvation.

- To introduce quotations or direct speech.

Functions of Colon

Some of the other functions of the colon are:

- To point the reader's attention forward.

This function can be best explained through the words of the grammarian Henry Fowler. He says that the function of a colon is "that of delivering the goods that have been invoiced in the preceding words". Whathe meant by goods here might be a conclusion, summary, a list or a contracting statement.

- To introduce a number of items listed separately.

The conference hall facility has everything: furniture, mikes, amplifier, projector, screen, generator backup, catering, dining hall and even a huge parking lot.

- To present a conclusion.

After sixty years in the business, Mr. Rajan realised that there was only one certainty in life: the inevitability of change.

- To introduce a question.

They all agreed that the essential issue was simply this: Will making an investment in Sweatland Limited be a mistake or not?

- To link contrasting statements.

Man proposes: God disposes.

- To substitute a conjunction.

Another Monday morning; and it is pouring.

- After headings in correspondence.

Subject:

Reference:

- To introduce subtitles.

Credit cards: Power of Plastic; Past Promises: Failure to deliver.

- In bibliographical references, colon can be used after the place of publication.

(Delhi: 2010).

An Apostrophe (') is used

- (i) to denote possession and other kinds of relationship.

This is Walter's book.

- (ii) contractions of words.

It was the court's order.

Isn't (is not) it a great day?

Can't (cannot) you come today?

O'er (over) the hills.

Possession and other kinds of relationship

When apostrophe is used to denote possession and other relationships, the basic rules to remember are:

- The apostrophe comes before the 's' if the noun is singular.

The girl's dresses (dresses belonging to one girl).

- The apostrophe comes after the 's' if the noun is plural.

Girls' dresses (dresses belonging to many girls).

However, possessive personal pronouns ending in 's', e.g. its, ones, theirs, etc. do not take on an apostrophe.

- Indefinite pronouns, except for 'each' take on an apostrophe, anyone's, either's, one's, someone's nobody's,etc., when denoting possession or some relationship.
- In contractions of words, the use of apostrophe is required. Though words are generally contracted in informal writing and speech, it should be avoided in formal writing.
- The apostrophe takes the place of the missing letter or letters.
is not-isn't (o is the missing letter)

The apostrophe is also found in the contraction of some single words.

- 'of' is sometimes contracted especially in certain phrases:
will-o'-the-wisp, seven o'clock
- certain words that are in common use:
ma'am (madam)
- The apostrophe is at times used to denote omission of part of some number:
the swinging '60s(1960s).

Generally nowadays the use of apostrophe in these cases is omitted.

- To denote certain names especially of Celtic origin:
O'Connor, O'Sullivan.

It comes from the Irish O'-which means a grandson or descendant.

Mc' Donald.

Here again Mc is the contraction of Mac which means 'son of.'

- It is important to remember that 'its' and 'it's' are differently used.
'Its' is a personal pronoun and does not need an apostrophe. Whereas 'it's' is a contraction of either 'it is' or 'it has' and therefore it takes an apostrophe.

The child wants its (personal pronouns) toy.

It's (it has) been a wonderful day.

Quotation Marks (" " / ' ') also known as quotes or inverted commas are used to enclose material that is introduced into a text from outside it, such as quotations or words used by other people.

For example

The motto of the market was "Let the buyer beware"; now it is "Customer is king."

There are two types of quotation marks single and double.

One can use either single or double quotation marks in enclosing introduced material. However, if you begin the quotation using double quotation marks, you have to close it also with the same and vice versa.

Both quotation marks are used in a single sentence when another quotation is inserted in the main quotation.

For example

She asked, "Did he say 'diseased' or 'deceased'?"

Some of the other functions of quotation marks are:

- to enclose cited words or expressions:

What is the difference between an "order" and a "decree"?

- to enclose expressions that the author does not take responsibility for:

In 'good old days' the women in this village walked several kilometers to fetch drinking water.

Brackets also known as parentheses are of two kinds:-

- Crescent shaped ()
- Square shaped [].

Brackets are used to enclose certain contents, which the writer sets out apart so that the flow of the sentence is not interrupted.

The contents set apart may be in the form of added information, like an explanation, an after thought, a clarification, a comment, an illustration, or an expression of doubt, etc. For all these only round or crescent shaped brackets are used.

A number of (unsuitable) candidates had sent in their applications.

On the basis of their usage, brackets have been divided into three types. They are:

Crescent brackets

Crescent brackets are used in the following:

- to enclose an abbreviation that is be subsequently used in the text, e.g.

The Department of Company Affairs (DCA) issued a circular on the matter.

- to enclose a translation or equivalent expression, e.g.

The agreement was void ab initio (from the beginning).

- to enclose references from other topics in a text, e.g.

Example

As depicted in (Fig. 1.1) it is obvious that the process of communication is quite complex.

- To enclose bibliographical references (square brackets can also be sometimes used in such cases).

Square Brackets are used to enclose words that are not usually intended to be the part of a sentence, but only as an editorial or authorial interjection. They are also used at times to enclose parentheses within another parentheses.

For example

I appreciate it [the honour], but I must refuse.

We have not received [Sic] your letter (editorial interjection).

Sarah and Tanisha [Sarah's sister (as mentioned earlier)], went for a movie.

Other Brackets : The other types of brackets are:

**Brace brackets { }* Example: Select your animal {goat, sheep, cow, horse} and come to the market.

**Angle brackets < >* Example: I found it on Games.com <<http://www.games.com/>>.

These brackets are used only in specialised texts, mathematics and technical works.

Summary of Punctuations

Full Stop	(.)
Comma	(,)
Hyphen	(-)
Semi colon	(;)
Colon	(:)
Apostrophe	('')
Quotation Marks	(""/")
Crescent brackets	()
Square Brackets	[]
Brace brackets	{ }
Angle brackets	<>

Sample Questions

Exercise

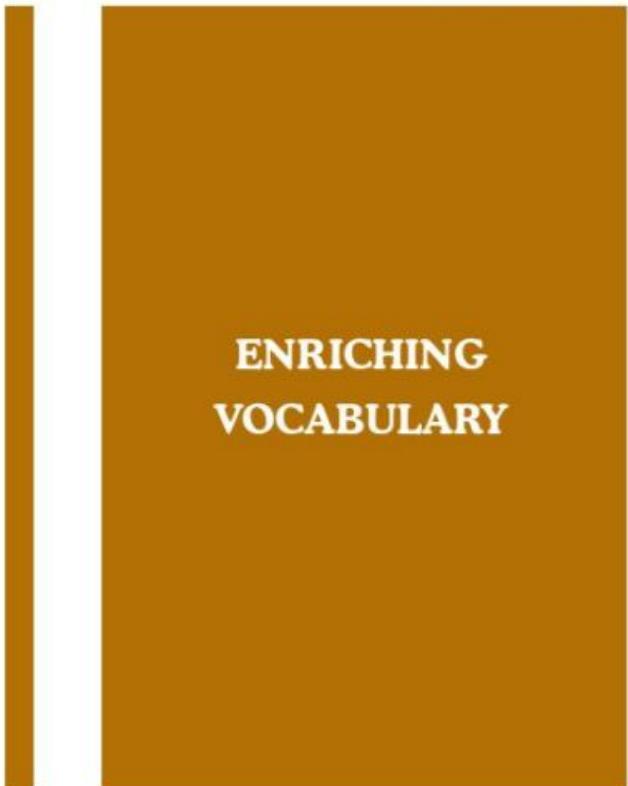
Choose the correct options out of the four choices

1. Give an example pertinent _____ the case.
 - (a) with
 - (b) on
 - (c) for
 - (d) to**
2. The reward was not commensurate _____ the work done by us.
 - (a) for
 - (b) on
 - (c) with**
 - (d) order
3. Supposedly, digital voice discs, or DVDs as they are called, are _____ resistant to scratching
_____ records
 - (a) much / than
 - (b) so / as
 - (c) such / that
 - (d) far more / than**
4. English is today the third _____ native language worldwide after Chinese and Hindi, with some 380 million speakers.
 - (a) the most spoken
 - (b) the more spoken
 - (c) most spoken**
 - (d) the least spoken

5. No clinical studies _____ in this child disease research so far.
 - (a) had completed
 - (b) have been completed**
 - (c) have completed
 - (d) had to complete
6. I don't know why she didn't ask me how to do it as I _____ her.
 - (a) must have helped
 - (b) could have helped**
 - (c) might help
 - (d) should have helped
7. We all think that Maria _____ an interesting person to meet as we _____ a lot of stories about her so far.
 - (a) is / had heard
 - (b) can be / heard
 - (c) might have been / hear
 - (d) would be / have heard**
8. Mike has been told he will have to pay the fine _____ his high rank in the military.
 - (a) even if
 - (b) furthermore
 - (c) on grounds that
 - (d) despite**
9. In the following sentence a part of the sentence may have an error. Find out which part of the sentence has an error.
We got caught (a)/ in pouring rain **(b)/ without either raincoats non umbrella** (c)/ no error (d)



Lesson 2



ENRICHING
VOCABULARY

Introduction - Enriching Vocabulary

Vocabulary is a person's own knowledge of words. It may be anyone, not necessary to be a just language user and it is really very useful to have a good vocabulary because today we can't keep up without any good treasury of words in our minds.

There are really many benefits that an enriched vocabulary can give to someone. The biggest benefit is the impact on others. When you use a language with good words, it makes a positive impact on others. There are many reasons why it is important to enrich your list of vocabulary words. Some of them are as follows:

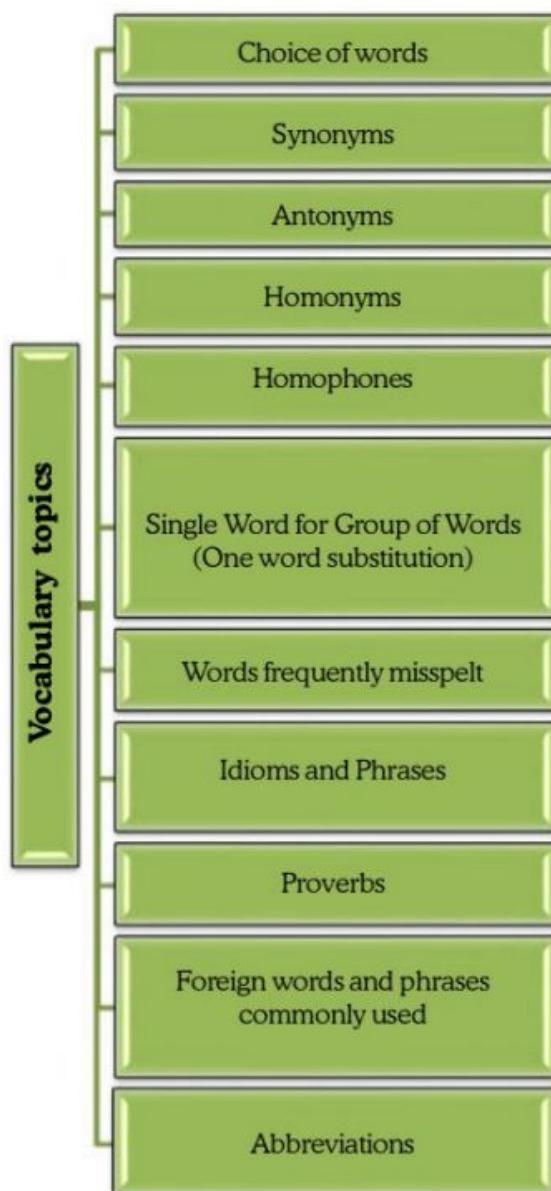
- Building your vocabulary is important in reading comprehension.
- Building your vocabulary will improve your communication skills- verbal and written communication skills will improve and you may be able to better understand another individual.
- Building your vocabulary may help improve your personal life, social life and professional life

Good to know!!!

We should know the exact meaning of the words we propose to use. Many words, which are listed as synonyms or words with the same meaning have subtle differences. Consulting a good dictionary regularly helps in build a good repertoire of vocabulary. It is equally important to learn in what context a particular word can be used and what is its exact meaning, e.g., "erudite" means "having or showing knowledge or learning".

You can say Mr. X was an erudite speaker, but you cannot say that Mr. X's speeches were erudite.

To enrich one's vocabulary following topics are discussed in details below:



1. Choice of Words

The words you would choose to communicate with someone depend on the following factors:

- The range or repertoire of your vocabulary - Unless you know a word, you would not be able to use it.
- Your audience or person you are communicating with - Firstly, you must assess the literacy level of the audience or person. Then try to find out what kind of situation you are in – whether the audience or person is senior or junior to you; whether you are formal or informal with them, etc., these considerations will help you greatly in the choice of words.

You could hardly use slang or a code word in describing a colleague in an official memo, Can you?

- Type of communication - Whether it is formal or informal, oral or written, these factors will also influence your choice of words.
- The message you intend to convey - The urgency, disappointment, the level of accuracy required, etc. can also be conveyed through the apt words. Therefore, these too will influence your choice of words.
- Context and usage - Certain words can only be used in a particular context, and if they are used otherwise, they would convey the wrong sense; hence influencing the choice of words.
- Regional or national differences in language or connotation also influence your choice of words - 'Liberal' in Britain has a positive meaning. It means generous and open minded, whereas in America it is used as a term of political abuse.
- Improving Vocabulary – Try and understand the root/etymology of the words. Good dictionaries give all the changes that a root word can undergo.

To choose words that communicate clearly and with the appropriate tone, you should learn everything possible about those with whom you wish to communicate and take into account any prior correspondence with them. Then you should word your message so that it is easy for them to understand it and respond favorably. Tailoring your message to your readers is not only strategically necessary, it is also a sign of consideration for their time and energy. Everyone benefits when the message are clear and appropriate to the correspondent's situation.

Adaptation - The Best Strategy for Effective Wording

As with every other element of your messages, your choice of words needs to be guided by the audience and its purpose. For example, knowing that your writing should be "clear and concise" is not enough; What this means will depend a great deal on the situation. As we have suggested above, what is clear for one person may not be clear for at all for another. People occupy different language domains, and anything outside their domains will not be clear unless it is explained in their language. As for conciseness, you must be careful not to sacrifice effectiveness for brevity, if

you cut your communications too short for your readers- for example, by omitting important details in a persuasive message or critical information in a report- you have written an incomplete, not a concise message.

Tips for choosing the right words

However, some general points to remember in communication are:

- **Simplicity** : Simple language produces the best and the quickest response from everyone. But one must try not to sacrifice precision or dignity. However, there are occasions when easy comprehension must take a back seat. At times, long and unusual words have to be used because they are more precise. For example, legal language is far from simple. Hence the legal draftsman has to keep the complexity of situation in mind. He may end up using complex language.

Using familiar words does not mean using colloquial English. Colloquial English is perfectly polite and acceptable in informal conversation, but is avoided in formal writing. For example, haven't, won't and can't have no place in prose, unless you have reproduced the text of a conversation.

Apart from colloquialism, there is no set rule for using familiar words. The important thing is to avoid a show of pedantry (an ostentatious and inappropriate display of learning) and undesirable complexity.

- **Use familiar words** : Use familiar words i.e., the words with sharp and clear meanings in the mind. As words which are familiar to some people may be unfamiliar to others, so you will need to select familiar words with care.

Specifically, using familiar words means using the language that is used by most of us in everyday conversation. We should avoid stiff, more difficult words that do not communicate so precisely or quickly. For example, instead of using the more unfamiliar word endeavor, use try. Instead of using terminate use end.

The suggestion to use familiar words does not rule out use of some more difficult words. You should use them whenever their meanings fit your purpose best and your readers understand them clearly. The mistake that many of us make is to overwork the more difficult words. We use them so much that they interfere with our communication. A good suggestion is to use the simplest words that carry the meaning without offending the readers' intelligence.

- **Jargon** : Jargon is language that is unique to a particular field of knowledge, e.g., science, technology, art, trade or a profession. There is for instance legal jargon, military jargon, and political jargon. For e.g. the word 'Operation' takes on different meanings depending on the context in which it is used.

Should we avoid all jargon in our writing? The question is not easy to answer. Jargon has two parts: One is the private language that only the persons in that particular field can understand.

The other is wider acceptance of certain words and phrases in the general language used by the public. There cannot be any objection if this kind of jargon is used in writing.

- **Avoid using superfluous words/Verbosity :** Verbosity (an expressive style that uses excessive or superfluous words) or using more words than necessary is a common weakness. The speaker/writer uses more words than needed in the hope of diverting/retaining audiences. This tendency is seen in writing too. It has been well defined as an extension of Parkinson's Law-words increase in number to fill the quantity of paper available. More words do not necessarily lead to greater clarity. Nor do difficult and high sounding words lend weight to the argument. They obscure meaning and tire the reader out.
- **Choose short words :** According to studies of readability, short words generally communicate better than long words. Of course, part of the explanation is that short words tend to be familiar words. But there is another explanation i.e. a heavy use of long words, even long words that are understood, leaves an impression of difficulty and hinders communication.

The suggestion that short words be chosen does not mean that all short words are easy and all long words are hard. Many exceptions exist. Thus, you should concentrate on short words and use long words with caution. Use long word only when you think your readers know it.

- **Select words for precise meaning :** Writing requires considerable knowledge of the language being used. But beyond basic familiarity with vocabulary, good writers possess a sensitivity to words' shades of meaning.

Knowledge of language enables you to use words that carry the meaning you want to communicate. For example, fewer and less means the same to some people. But careful users select fewer to mean "smaller numbers of items" and less to mean "reduced value, degree or quantity". Similarly careful writers use continual to mean "repeated but broken succession" and continuous to mean "unbroken succession".

- **Use Gender-neutral words :** All too prevalent in today's business communication are words that discriminate by gender. Although this form of discrimination can be directed against men, most instances involve discrimination against women because many of our words suggest male superiority. This problem has evolved because our language developed in a society in which it was customary for women to work in the home and for men to be breadwinners and decision makers. As a result our language displays this male dominance. For reason of fair play and to be in step with today's society in which gender equality is the goal, you would do well to use gender-neutral words. For example the word Chairman refers to both sexes, yet it does not sound that way. More appropriate and less offensive substitutes are chair, presiding officer, moderator and chairperson.

In business today, men and women, the young and the old and people of all races work side by side in roles of mutual respect. It would be unfair to use words that discriminate against any of them.

2. Synonyms

Synonyms are words that have very nearly the same meaning, for example:

- (i) easy, simple, light, effortless, facile, smooth.
- (ii) effort, exertion, pains, trouble,
- (iii) elastic, flexible, supple, springy, resilient.

It is extremely difficult, if not impossible, to find two words in English which have exactly the same meaning and usage. Words that seem to be identical on a closer examination can be distinguished by some shade of meaning or some manner of usage. Therefore, most of the time they cannot be interchanged. Finding and knowing synonyms is helpful in the sense that it enhances your vocabulary by increasing your stock of words. Moreover, it helps you to pick and choose the appropriate word which alone can convey the proper meaning.

Begin, commence, start and initiate, are all synonyms which mean 'to set something going or in progress'. Begin is the most common word, commence is used on formal occasions, for court proceedings, religious and other ceremonies and military operations; start suggests a setting out from a particular point on a journey, course, etc., often but not necessarily after an action or waiting; initiate implies taking of the first step or steps as in a process.

You can say:

They started from their home. The ship has set out on its voyage.

If you use any other synonym in the place of 'set out' it would take on a different meaning. Two words may look alike and yet there may be a slight shade of difference in their meaning.

Some examples –

Word	Synonym
Adept	proficient, skilled
Abstain	refrain, withhold
Abridge	shorten, curtail
Abundant	plentiful, ample, copious
Accessory	additional, auxiliary
Achieve	accomplish, execute, gain
Adept	proficient, skilled
Adequate	sufficient, satisfactory
Adherent	follower, disciple

Admiration	praise, approbation
Brisk	lively, agile
Callous	hard, unsympathetic
Cordial	gracious, congenial
Captious	censorious, hypercritical
Cogent	valid, convincing
Deteriorate	degenerate, decline
Dexterity	skill, deftness
Didactic	moralising, preach
Effete	exhausted, worn-out
Ephemeral	transient, short-lived
Extravagant	excessive, wasteful
Fabricate	concoct, contrive
Fatal	deadly, disastrous
Fastidious	messy, fussy
Gaiety	festivity, merriment
Gigantic	colossal, huge
Hazardous	dangerous, risky
Inadvertent	careless, unplanned, unintentional
Insidious	astute, cunning
Judicious	sensible, prudent, wise
Malice	ill will, spite
Morbid	morose, sickly
Negligent	careless, lax
Obtuse	dull, stupid, blunt
Onerous	burdensome, oppressive
Panegyric	eulogy, encomium

Penury	want, poverty
Reticent	silent, reserved
Ruinous	destructive, wreckful
Sterile	barren, infertile
Thrive	prosper, flourish
Urbane	cosmopolitan, suave, cultured
Wholesome	healthy, sound, healing
Yearn	crave, pine
Zenith	summit, culmination

3. Antonyms

Antonym is a word opposite or contrary in meaning to another word.

As has already been noted that there are no true synonyms, that is, no two words mean exactly the same thing. There is often some shade of difference in the meaning. In most cases exact meaning or appropriateness of a word depends upon the context in which it is used. It being so, a word may have more than one antonym.

Example : The antonym of soft that comes at once to mind is hard. But there are many other possibilities.

Soft drinks against hot drinks

Soft colour against bright colour

Soft tones against weird tones

Soft texture against rough texture

Soft light against glaring lights

Similarly the opposite of

A slender cane would be a thick cane,

A slender man would be a fat man,

A slender chance would be a bright chance.

Some examples of Antonyms:

Word	Antonym	Word	Antonym
Ability	Inability	Haste	Slowness
Able	Unable	Hope	Despair
Abnormal	Normal	Humble	Proud
Accurate	Inaccurate	Idle	Busy
Bankrupt	Solvent	Import	Export
Economical	Extravagant	Inferior	Superior
Diligent	Dilatory/lazy	Loud	Quiet/Soft
Economical	Extravagant	Meager	Plentiful
Emigrant	Immigrant	Narrow	Broad
Explicit	Implicit	Native	Foreign
Exit	Entrance/Enter	Omission	Addition/Inclusion
Fact	Fiction	Oral	Written
Flattery	Criticism	Original	Duplicate
Flexible	Rigid	Outward	Inward
Fresh	Stale	Peace	War
Genuine	Spurious	Quick	Slow
Growth	Decline/Stagnation		

4. Homophone

The word, homo, means "same," and phone means "sound." Homophones are two words that sound the same, but have different meanings. For example, the words two – too, ate – eight, there-their, in-inn, ring-wring or more difficult, like principal-principle, stationary-stationery, except-accept. These are called homonyms. These words have to be cautiously used while writing.

Some more examples:

(1) Access, Excess

Access : The workers could access the manager freely. (approach)

Excess : The production is far in excess to the target. (more than)

(2) Advice, Advise

Advice is a noun the end-sound is-s.

Anyone can offer *advice*.

Advise is a verb and the end sound is-z.

My father *advised* me to work hard.

(3) Ate, Eight

Ate is the simple past tense of the verb "to eat."

I *ate* an entire pizza and now I'm really full and tired.

Eight is noun, the number after seven and before nine.

Charles will wake up at *eight* o'clock tomorrow morning.

(4) Bare, Bear

Bare (adjective): If something is bare, it means that it's not covered or not decorated.

Tom likes to walk around his house in bare feet. He says it's more comfortable than wearing shoes.

Bear (noun): A large mammal.

When you go camping, you should be careful to not leave any food or anything with a scent in your tent because they can attract *bears*.

(5) Cell, sell

Cell (noun): A cell is a small area or room, usually in a prison. A cell can also be one of the smallest divisions of a living organism.

The prisoner spent 10 years in his *cell*.

To **sell** (verb): To exchange a product or service for money. Like "buy," it was probably one of the first verbs you learned.

We would like to *sell* our car, but we don't think we'd get very much money for it.

5. Homonym

There's another word that begins with homo-, which speakers often confuse with homophone are known as homonym. Again, the word homo- means "same," but -nym means "name." A homonym is a single word (with one spelling) that has more than one meaning.

An example of a homonym is the word "bear." You probably know about the animal called a "bear," but the word "bear" can also be a verb that means to tolerate. For example, "I'm so nervous about watching this game, I can't bear to watch the last minute!"

Some more examples:

Address – Address

I can give you the address of a good attorney.

That letter was addressed to me.

Band – Band

The band was playing old Beatles songs.

She always ties her hair back in a band.

Bat – Bat

I am afraid of bats.

It's his first time at bat in the major leagues.

Match – Match

If you suspect a gas leak do not strike a match or use electricity.

Her fingerprints match those found at the scene of the crime.

Mean – Mean

What does this sentence mean?

He needed to find a mean between frankness and rudeness.

Right – Right

I'm sure I'm right.

Take a right turn at the intersection.

5. Single Word for Group of Words

The skill to substitute a single word for many helps the speaker/writer express himself/ herself better. Some examples are:

Greed - Inordinate desire to gain and hoard wealth	Avarice
That which cannot be taken by force	Impregnable
One who learns a subject as a hobby	Amateur
That which can be easily broken.	Fragile
To show indecision/to sway to and fro in a decision	Vacillate
Pleasant sound	Euphony
Deliberate killing of whole community or race	Genocide
The place where an aeroplane is housed	Hangar

A person who is dissatisfied and is inclined to rebel	<i>Malcontent</i>
To pretend to be sick in order to avoid work	<i>Malingering</i>
One of a race or tribe who has no fixed location and wanders from place to place	<i>Nomad</i>
The study or collection of coins, bank notes and medals	<i>Numismatics</i>
A blood feud started by murder-seeking vengeance	<i>Vendetta</i>
A person who deliberately damages private or public property	<i>Vandal</i>

6. Words Frequently Misspelled

According to the Oxford Dictionary, spelling is hard and misspellings are not only common, but also awkward in professional contexts.

When you receive an email or document with spelling errors, it is difficult to trust the person sending it. Correct spelling used in written communication shows the attention as well as level of education of the person sending it.

There are a lot of tricky spelling rules in the English language. Following is a list of some of the most commonly misspelled words.

Some examples:

Correct word	Commonly misspelt as
absence	abcense, absance
accommodate	acommodate
achieve	acheive
calendar	calender
liaison	liason
receipt	reciept
tomorrow	tommorow, tomorrow

Spellings and Pronunciation

English is an infamously difficult language to spell and pronounce. Students are often bewildered by the seemingly anarchic sound/spelling system of English. There often seem to be more exceptions than the rules, and the mastery of accurate spelling and pronunciation appears a daunting and demotivating task.

Though there is a relationship between a sound and the way it is expressed in writing, the same sound is often conveyed through different spellings.

For example

The sound in the middle of words 'steep' and 'breach' is the same and phonetically shown as [i] in the dictionary.

The letter 'a' may be pronounced in several different ways. In words like brag, flap, grab, have, etc., the sound is phonetically shown as [ae], in barge, false, half, ask, etc. as [a:], in words may, tray, stay, way, etc. as [eɪ], and in call, flaw, raw, talk, etc. as [o:].

Good dictionaries also have a phonetic chart, which helps to learn the correct pronunciation of different words.

Specialized dictionaries of pronunciation are also available for consultation.

Spelling Errors

Adequate care should be taken to spell words correctly in all communications so that you are able to communicate effectively and impressively.

Spelling errors are common when :

- (i) certain alphabets/letters are repeated in a word. For example, tomorrow, occasion, beginning, profession, etc.
- (ii) one has to sometimes choose between 'ei' and 'ie'. For example, receive and believe. It is interesting to note that we always use 'ei' after 'c' (conceive, deceive, perceive, etc.) and 'ie' in the rest (achieve, chief, convenience, etc.)
- (iii) 'e' can be either dropped or retained when changing the root word. For example, true changes into truly but sincere changes into sincerely.
- (iv) an extra letter at times alters the meaning of the word. For example, lose and loose.
- (v) when noun and verb forms of the same word have different spellings. For example, advice/advise or practice/practise.
- (vi) words have the same pronunciation but different spellings. For example, whether/weather, brake/break, there/their.
- (vii) when a choice has to be made between ise(merchandise, enterprise, franchise, etc.) and 'ize' (size, prize, etc.). Some words are spelt differently by the Britishers and Americans, the latter prefer 'z' over 's',
e.g. criticise/criticize, realise/realize, recognise/recognize, etc. Though both the spellings are acceptable, one should stick to either 's' or 'z' for the sake of consistency.
- (viii) when a word similarly spelt has two variants with different meanings in past and past participle forms. For example:

Lie-lied-lied

Lie-lay-laid.

Stress and Rhythm

A syllable is the minimum rhythmic sound of a spoken language. A word may have one or more syllables. For example, there is only one syllable in fame, name, claim, train, etc., two in address, confess, redress, transgress, and three in credentials, sacrifice, tarpaulin, etc., four in retribution, satisfaction, transatlantic and even five in words like conglomeration.

Good to know!!!

Dictionaries generally show the main stress marks by putting the symbol // above and before the stressed syllable e.g. re'port. It is also important to know that the same word when used as a noun, is stressed differently e.g. 're port. Only one syllable in a word carries the main stress; other syllables are unstressed.

In order to achieve good and clear speech, we must learn to recognize the stressed syllable in a word.

Abbreviations

Abbreviations are the shortened form of a word, phrase or text.

Usually one uses abbreviations of words or names in private letters, while taking notes in between lectures or noting down some important points, thoughts, etc., as a means of saving time and also to be able to understand text at a later time.

However, in formal writing it is best to use only well-known abbreviations that are understood by all and are infrequent practice.

For example:

Etc. is the widely used abbreviation for 'etcetera', whereas someone may be in the habit of using 'eta' as an abbreviation for the same word, which only that person would understand to mean 'etcetera'. Hence, such practice in formal writing should be avoided.

Types of Abbreviation

- the first letters of two/three words or names are used to form an abbreviation. For example:

M.A. (Master of Arts)

P.M. (Post Meridiem)

BBC (British Broadcasting Corporation)

In the examples given above abbreviations can be used without the full stop also, according to the emerging trend.

Ms (Manuscript)

However, a shortening of a word can be used with a full stop at the end Prof., Capt., Maj., Gen.

- Acronyms are words formed from the initial letters of other words. UNICEF (United Nations International Children Emergency Fund)

FICCI (Federation of Indian Chambers of Commerce and Industry)

Note that these acronyms do not take on full stops in between and are frequently pronounced as a word.

Some abbreviations can be used with or without a full stop at the end, e.g.

- the first and last letters of a single word.

Mr./Mr (Mister)

Dr./Dr (Doctor)

- Scientific terms

Weights and measures are used both in full form as well as in abbreviated form.

Kg, lb, m, amp, ft, yd, mph.

- Chemical symbols

Abbreviated words are also used as chemical symbols, such as:

Ca (Calcium), H (Hydrogen), NaCl (Sodium Chloride), H₂O (Water).

Plural in Abbreviations

- The general rule to make an abbreviation plural is to repeat the same alphabet, such as: P-page, pp-pages
- It can be made plural by adding an 's' if the abbreviation is of more than one alphabet, such as: MAs, MPs, Capts

However, there are some exceptions to these rules, e.g.:

- 'Mr.' which is 'Messrs' in plural and cannot obviously become Mrs.
- Abbreviations of scientific terms denote both singular and plural in the same form, for example:
1Kg., 4Kg., etc.
- To introduce a possessive relationship in an abbreviation apostrophe 's' is added to the abbreviation. For example:
M.P.'s or MP's-These should not be mistaken as the plural of MP.

Idioms and Phrases

A simple word like go is a part of a child's vocabulary, so much so that the primitive bushman had an equivalent for it in his language. But look at the following sentences:

- (i) Ever got a Mumbai number at first go?
- (ii) He is always on the go.

'Go' is no longer a simple word from a child's vocabulary.

Take '*fall*'-the sparrow's *fall*, and the Roman Empire's *fall*, and so on. Now combine 'go' with another simple word 'down'. Look at 'the boxer *going down* on the first count. In the company of 'down', 'go' has changed beyond recognition. There is more to it. Think of Churchill who would *go down* in history as the man who saved England from total collapse. This time the meaning has changed without 'go' forming a new alliance.

A literal translation of this two-word combination 'go down' will not help. And this happens very often with many words in English. 'Go down' has to be understood in its own right and in its particular context. This is an 'idiom' which the dictionary defines 'as the form of expression peculiar to a language.'

As such idioms are not peculiar to English language alone, they are found in other languages as well. But, as already said, they cannot be transliterated [to change (letter, words, etc.)] into corresponding characters of another alphabet or language] from one language to another. All such combinations of words used in a peculiar fashion are called idiomatic expressions.

A **Phrase** is a group of words, a part of sentence which does not make a complete sentence, but has an independent meaning and makes some sense: *on the hill*, *about town*, *under the tree*, etc.

A phrase is quite often equivalent to an adjective, adverb or noun. We would here, however, confine ourselves to phrases which are used *idiomatically*.

In the language itself, therefore, idioms are the source of sparkle and polish. Very often an idiomatic expression has no exact equivalent in the language itself. Take for example, 'bring up'. We know by long usage what it means. And yet the dictionary meaning 'rear' is at best a poor substitute for it.

The list below is by no means exhaustive. Even so it is fairly long. A glance at them will brush up your memory. You would come across these expressions, and need them yourself, quite often in your career. Use of idiomatic expressions in writing enriches your language.

Some Verbal Idioms

We shall begin with idioms, each consisting of a verb and a preposition. A single verb can give us a number of idiomatic expressions by attaching different prepositions to itself. For example, turn out (to expel), turn up (to appear at some place), turn down (to reject some request or appeal), etc. You may have become familiar with the usage of most of the verbal idioms. To refresh your memory here are just a few:

1. Beat back (compelled to retreat) The firemen were beaten back by the flames and the building was reduced to ashes.

2. Boil down to (to amount to) His entire argument boiled down to the fact that he would not join the movement unless he saw some monetary gain in it.
3. Cast aside (to reject, to throw aside) People normally cast aside truth and honesty for immediate gains.
4. Cut off with a shilling (to give someone a mere trifle in the will) The father was so angry with the son over his marriage that he cut him off with a shilling.
5. Gloss over (to ignore) Even if you are an important person your faults cannot be glossed over.
6. Labour under (to suffer from some disadvantage or distress) Let us not labour under the delusion that our friends will come to our aid in times of difficulty.
7. Play off against (to set one party against another for one's own advantage). It best serves the interests of the super powers to play off one poor nation against another.
8. Pull one through (to recover, to help one recover) Armed with the latest medicines, the doctor will pull him through.

Idiomatic expressions in which the principal word is the verb

1. Cast a slur upon (by word or act cast a slight reproach on someone) Many a men cast a slur on their own good name by some mean act.
2. To catch a Tartar (to encounter a strong adversary) When Hitler marched on to Russia he hardly knew that he would catch a Tartar in the tough people of that country.
3. To cut the Gordian knot (to remove a difficulty by bold or unusual measures) The Indian Parliament threw out the Bill for Abolition of Privy Purses. The Government cut the Gordian knot by abolishing the purses through a Presidential Ordinance.
4. To fall to someone's lot (to become someone's responsibility) It has fallen to the lot of the eldest brother to pay off the debts of the father.
5. To get the upper hand or to get the better of (to prevail over) Hari got the better of Suresh in the Degree Examination.
6. To give someone the slip (to dodge someone who is looking for you) The police had nearly arrested the dacoits when the latter gave them the slip and hid himself in the Chambal ravines.
7. A give and take policy (a policy of mutual concessions) A give and take policy alone can restore peace between India and Pakistan.
8. To go to rack and ruin (reach a state of despair through neglect) If a big war comes, our economy will go to rack and ruin.
9. To have a bone to pick with (to have a difference with a person that has not yet been fully expressed) The extreme leftists have a bone to pick with the police and if ever they come to power.

10. To have the whip hand (to have a position of power or control) Even after the split in the party he has the whip hand in the party.
11. To have too many irons in the fire (to have so much work in hand that some part of it is either left undone or done very badly) His performance is poor because he has too many irons in the fire.
12. To have the right ring (to be genuine) The Americans' pronouncements of world peace do not usually have the right ring.
13. To have an axe to grind (have personal interests to serve) Bigger nations supply arms to the smaller ones primarily because the former has their own axe to grind.
14. To keep a thing to oneself, to keep one's own counsel (to be silent about one's intentions) A great leader must ultimately keep his own counsel.
15. To keep the wolf from the door (to keep away extreme poverty and hunger) Lakhs of people in India still have to fight daily to keep the wolf from the door.
16. To make short work of (to bring to sudden end) The locusts made short work of the standing ripe corn.
17. To make amends (to compensate or make up for a wrong doing) By being polite today, he has made amends for his past insolence.
18. To make common cause (to unite in order to achieve a shared aim) During the elections the princes made a common cause with the rightist parties. Both went down.
19. To make a virtue of necessity (Pretend or believe that something which one is obliged to do or accept is good for one's character, moral development, etc.) When a Minister knows that he is going to be booted out of the cabinet he makes a virtue of necessity and resigns 'on health grounds'.
20. To make much ado about nothing (to make a great fuss about a trifle) Crying over the loss of ten rupees is really making much ado about nothing.
21. To make a cat's paw or a tool of someone (to use someone as a means of achieving one's goal) The super powers have made a cat's paw of the smaller nations of Asia in their game of power politics.
22. To put the cart before the horse (reverse the proper order or procedure) Preparing the blue print of a project without analysing market potential is like putting the cart before the horse.
23. To rise to the occasion (show the daring, imagination etc., which fits a particular occasion) A flood threatened to burst the reservoir but the villagers rose to the occasion and did not relax till they had made all secure.
24. To set store on (to consider to be of a particular degree of importance) India did set much store on the Indo Soviet Treaty of friendship.
25. To set one's own house in order (to arrange one's affairs harmoniously) Let Pakistan set his own house in order before talking about the welfare of the Kashmiris.

26. To take the bull by the horns (deal decisively with a difficult or unpleasant situation) The doctor had to take the bull by the horns by deciding to amputate the patient's leg in order to save his life.
27. To take a leap in the dark (take a risky action/step in the hope that it is right) You took a leap in the dark in going into partnership with that man.
28. To throw cold water upon (to discourage someone from doing something) The doctor threw cold water upon my plans for a world tour by declaring that I would not be able stand the strain of it.
29. To throw in the sponge/towel (to give up a contest/acknowledge defeat) Faced with stiff competition from big companies, many a small companies throw in the sponge.
30. To turn the tables (gain an advantage after having been at a disadvantage) Pakistan started with a blitzkrieg but the superior tactics of our armed forces soon turned the tables on them.

Miscellaneous Idiomatic expressions formed with the help of verbs

1. To cook or doctor an account/a book (to tamper with or falsify the facts of figures/ accounts) From the balance sheet presented to the shareholders, the company seemed to be flourishing, but later on it turned out that the management had cooked the accounts.
2. To bear the brunt of (to bear the main force or shock of) The infantry forces have to bear the brunt of a battle.
3. To beard the lion in his den (to oppose or challenge someone in his stronghold place) The Indian Army broke through strong Pakistan fortifications, and in the Shakargarh area bearded the lion in his own den.
4. To blunt the edge of (to make something less effective) Time blunts the edge of grief.
5. To burn the candle at both ends (to make too great a demand on one's physical or mental resources by overwork or overindulgence in some activity) In any kind of job, especially academic, you cannot afford to burn the candle at both ends, if you want to be productive every day.
6. To cross the Rubicon (to take an important action or step that cannot be reversed) The Government will have to think of many things before nationalising the textile industry for once they cross the Rubicon there will be no going back.
7. To curry favour (to win favour by gifts or flattery/try to flatter) He was trying to curry favour with the boss by offering him an expensive gift.
8. To flog a dead horse (waste one's energies on a lost cause) We will be flogging a dead horse if we try to make Sanskrit the national language of India.
9. To feather one's nest (to provide for oneself through dishonest means) Many bureaucrats feather their own nest while they have the opportunity.
10. To eat humble pie (to have to humiliate oneself) Since no one came to his support he had to eat humble pie and give in to their demands.

11. To eat one's words (to retract one's assertions under compulsion) It is hard for a haughty man to have to eat his words.
12. To throw down the gauntlet, to take up the gauntlet (to issue a challenge, to accept a challenge). In order to defend his title the young Brazilian wrestler threw down the gauntlet.
13. To run the gauntlet (to undergo severe criticism or ill treatment) Most books have to run the gauntlet of the literary critics.
14. To burn one's fingers (to get oneself into trouble through miscalculation/ foolishness) If you've never played the stock market in the past this is not the time to start, as you are likely to burn your fingers.
15. To force one's hand (to compel one to do something unwillingly or earlier than when one wished to do it) The Government wanted to do all that it could to meet the workers' demands. But the violence by the strikers forced their hands to declare a lockout.
16. To haul over the coals (reproach/reprimand someone severely) If your bad habits become known, you will get hauled over the coals and you richly deserve it too.
17. To let the grass grow under your feet (to unnecessarily cause delay in taking action) The authorities should listen to students' grievances. If they let the grass grow under their feet the situation would turn from bad to worse.
18. To lord it over someone (to behave in a superior or domineering manner with someone) The intoxication of power is so strong that when a man gains it he begins to lord it over his fellows.
19. To mind one's P's and Q's (to be punctiliously careful about one's speech or behaviour) The manager suspects his chief clerk of dishonesty, and if the clerk does not mind his P's and Q's, he will soon find himself out of job.
20. To pass muster (to be accepted as satisfactory) Though my work in college was not as good as it could have been, it passed muster and I got good results.
21. To pay one back in one's own coin (to give tit for tat; to retaliate) Howsoever revengeful you may be, unless you are strong enough you cannot pay him back in his own coin.
22. To plough a lonely furrow (to work without help or support) In the organised society of today no individual or nation can plough a lonely furrow.
23. To rest on one's laurels (to rest satisfied with one's achievement and make no further efforts) Even if he wins the biggest award, a film star will never rest on his laurels. He will try to reach greater heights of stardom.
24. To harp on the same string (to keep repeating the same things over and over again) This gentleman keeps harping on the same string that he is from Oxford and deserves the best.
25. To rise like a phoenix from its ashes (the phoenix is a mythical Arabian bird. It had no mate but when it was about to die, it made a funeral pile of wood and aromatic gums and burned itself to ashes on it. From the ashes a young phoenix is believed to have risen; to rise up to former

glory after being totally destroyed) Germany was completely decimated in the Second World War. But it has risen like a phoenix from its ashes.

26. To rule the roost (be the one who directs others in a business, community, household, etc.) In rural areas it is normally the Sarpanch who rules the roost.
27. To scatter to the winds (to waste (i) to scatter) Whatever we had gained by independance we scattered to the wind.
28. To see which way the wind blows (to observe what influence, whether it is favourable or adverse, is likely to affect the existing state of things) In party-politics people sitting on the fence keep on watching which way the wind is blowing before deciding whom to support.
29. To see a thing through coloured spectacles (to regard something unfavourably because of one's prejudices)
30. Pakistan has for long looked at India through coloured spectacles and never trusted even the most genuine of her peace moves.
31. To see through something (to understand the true nature of something beneath deceptive appearances) They saw through the game of the enemy.
32. To speak volumes about (to have abundant evidence about something) The success of democracy in India speaks volumes about the maturity of her people.
33. To split hair (quibble or argue on minor points) As the drought played havoc in Bihar, the authorities were busy splitting hair trying to decide whether there was 'scarcity conditions' or 'famine'.
34. To steal a march on (to do something so as to gain an advantage over another) While we were still debating the desirability of joint ventures with foreign concerns, Singapore and Malaysia stole a march over us and opened their gates to foreign investment in a big way.
35. To stick at nothing (behave in an unscrupulous way to get what one wants) An ambitious politician will stick at nothing if that serves high ends.
36. To strain every nerve (to use one's utmost efforts) We have to strain every nerve to get over the poverty line.
37. To stretch a point (to extend a regulation/definition to cover something not included in it) Targetting small bakeries as part of the drive to move polluting industries from residential areas to industrial ones is stretching the point a little too far.
38. To strike while the iron is hot (to take immediate advantage of an opportunity) By going in for general elections immediately after the war, the Congress struck while the iron was hot.
39. To talk shop (to discuss matters connected with one's trade or profession) During tea breaks at any seminar you will always find the participants talking shop.
40. To tie somebody's hands (to restrict somebody's activities) Although the management was

aware about the severe financial crises one of their employees was going through, it could not pass the loan for it hands were tied by the Company's policy.

41. To throw mud at (to talk ill of) Some people specialise in throwing mud at others.

Idiomatic phrases formed by the combination of a noun and an adjective each, noun phrases and adverbial phrases

1. Bad blood (ill will towards each other, enmity) There has been bad blood between India and Pakistan since 1947.
2. A bone of contention (subject of dispute) Kashmir continues to be a bone of contention between India and Pakistan.
3. A bosom friend/pal (A very intimate and trusted friend) Bosom friends never betray one another.
4. Like a bull in a China shop (someone who is too clumsy, rough, coarse, etc. to suit his/her surroundings and company or to handle a delicate situation) Don't let him handle the labour problem, with his short tempered nature he will only be like a bull in a China shop and worsen the situation.
5. A cold-comfort (inadequate consolation) The mere promise of a better future is only cold comfort to the frustrated youth of today.
6. Creature comforts (material comforts that contribute to physical ease and well-being) A poor labourer is more concerned about creature comforts than spiritual development.
7. A dog in the manger (a person who prevents others from having things that he does not need himself) The affluent nations follow a dog in the manger policy. They would rather destroy what they can't use themselves than give it to the poor nations of Asia and Africa.
8. Elbow room (adequate space to move or work in) Too many rules and red-tapism hardly gives one elbow room to try out new methods that might prove more profitable for an organisation.
9. A fair-weather friend (a friend who deserts you in difficulties) A fair-weather friend disappears the moment your money disappears.
10. French leave (absence from work or duty without permission) Don't take too many French leaves now, it will mar your chances for a promotion.
11. Good offices (influence) One can get a good job only through the good offices of someone in power.
12. A herculean task (a job requiring greater effort) Eradication of poverty is a herculean task requiring the collective efforts of the entire country.
13. Lynch law (Mob law, law administered by private individuals and followed by summary execution) In African countries they often resort to lynch law to punish criminals.
14. A maiden speech (the first speech of a new member in a public body as in Town Hall or in

- Parliament) Every MP looks forward to his maiden speech because it is an opportunity for him to make a good impression.
15. A nine-day wonder (a person or event that attracts a lot of notice for a short time but is soon forgotten) The controversy of the match-fixing charges in the cricket match was but a nine-day wonder.
 16. The rising generation (the young people). The rising generation is quite techno-savvy.
 17. Scot free (without suffering any punishment or injury) Because he had influential connections, the culprit went scot free.
 18. A sheet anchor (a dependable person, or thing relied upon in the last resort) In times of immense strain and problems, one's family and friends are one's sheet anchor who keep one from giving in.
 19. Tall talk (boastful language) If we have no real accomplishments, we indulge in tall talk to delude ourselves and others too.
 20. A white elephant (something expensive to maintain) I had to dispose off the car as it turned out to be a white elephant.
 21. A white lie (a harmless lie told to avoid hurting someone's feelings) His white lie that everything was alright with him, helped soothe his agitated mother, who had heard that he had met with an accident.
 22. A wild-goose chase (a useless search, investigation or enterprise) The hoaxter had sent the police on a wild-goose chase.
 23. An apple of discord (a subject of dispute/rivalry) Kashmir continues to be the apple of discord between India and Pakistan.
 24. The gift of the gab (eloquence, fluency in speech) The gift of the gab invariably makes for a successful politician.
 25. The ins and outs (the full details, intricacies, complications of a thing) We are yet to learn the ins and outs of the Mao-Nixon agreement.
 26. The lion's share (an unfairly large share) The big nations continue to have the lion's share of world trade.
 27. The three R's (mastery in reading, writing and arithmetic) The three R's have been the main focus of primary education for many decades now.
 28. Penelope's web (a work which seems to be going on and yet never comes to an end) A housewife's chores are a Penelope's web.
 29. The powers that be (any governmental, legislative, managerial body) Unless you agitate against powers that be, they will never do anything for your welfare.
 30. The pros and cons (various points or arguments for and against someone or something) Before taking a major decision it is always best to weigh its pros and cons.

31. By the skin of one's teeth (narrowly escape or avoid by a small margin) The storm broke up the ship but the sailors escaped by the skin of their teeth.
32. A storm in a tea cup (a great fuss over a trifle) The commotion over the bomb explosion turned out to be a storm in a tea cup; it was a Diwali cracker burst by an urchin.
33. Null and void (invalid, valueless, no longer in force) The court declared the appointment of the managing director by 'X' limited null and void.

Prepositional and other Phrases in English used with the verb "to be"

1. To be worth its weight in gold (extremely valuable) In the desert a bottle of water is often worth its weight in gold.
2. To be Greek or double Dutch to one (unintelligible, incomprehensible language) He spoke so fast that all he said was double Dutch to the audience.
3. To be at sea (confused, uncertain) I am quite at sea as far as economics is concerned.
4. To be at sixes and sevens (in a state of confusion or disarray) I haven't had time to arrange everything, so I'm all at sixes and sevens.
5. To be at one's wits end (be completely at a loss as to what to do) With the master shouting from the bathroom and the mistress from the kitchen the servant was at his wits end as to who to attend first.
6. To be in the doldrums (feeling depressed; in low spirits or depression) He has been in the doldrums ever since his wife left him.
7. To be on the wane (becoming weaker or less vigorous) After the second World War, the British rule was on the wane.
8. To be on the carpet (being severely reprimanded by someone in authority) The unpunctual clerk was repeatedly on the carpet.
9. To be on one's last leg (near the end of life, usefulness or existence) With the increasing use of computers in offices, it seems the typewriter is at its last leg.

Idiomatic expression belonging to particular subject

(i) Money, debt, business, etc.

1. Ready money or cash (money immediately available for use) Earlier it was time consuming to withdraw cash. Today ATMs provide ready money in no time.
2. Bad debts (debts regarded as irrecoverable) Every year the company compiles a list of bad debts and writes them off.
3. In short supply (not easily available) Sugar is in short supply because of the strike in sugar mills.
4. To bring a thing under hammer (to sell something by auction) If a person goes insolvent, his creditors bring everything that he owns under hammer to recover their money.

5. To drive a hard bargain (insist on the best possible price when negotiating with somebody) The Sheikh drove a hard bargain while selling oil to western countries.
6. To pay one's way (earn enough to cover one's expenses) While at college, he paid his way by working as a newspaper vendor.

(ii) Warfare

7. To take something by storm (to capture a place by sudden and violent attack) The men mounted an all out attack from air and land and soon took the enemy country by storm.
8. To strike one's flag or colours or to show the white (to surrender) After the army surrounded their hiding place, the terrorists showed the white and were thereafter captured.

(iii) Sea and ships

Many of the expressions belonging to this group are used metaphorically, i.e., in areas other than that to which they belong.

9. To weather the storm (to come out of a crisis successfully) In a crisis it is unity which helps a nation to weather the storm.
10. To sail before the wind (sail in the direction in which the wind is blowing or act in a safe way) An opportunist is one who sails before the wind (Its opposite is to sail close to the wind, i.e., behave or operate in a risky way).
11. To cast anchor (to settle in a place for the time being) After travelling around the world, he finally cast anchor in Paris because he liked the city.
12. To give a broadside (a naval phrase meaning to charge at once at an enemy by arranging all the guns along one side of a ship. Metaphorically it means to make a vigorous attack upon an opponent) The Prime Minister bore all criticism with patience and then gave a broadside that silenced all criticism.
13. To be in the same boat (be in the same difficult circumstances as others) In a nuclear war, the rich and the poor nations will be in the same boat. None will be able to protect itself.
14. To take the wind out of one's sails (upset or disturb an overconfident or pompous person) Before he goes any further, confront him with the evidence of his wrong doings and take the wind out of his sails.

(iv) Fire, light, candles

15. The game is not worth the candle (the advantage or enjoyment to be gained is not worth the time spent in gaining it) Journey to the moon is an elaborate and costly affair and some people with a pragmatic approach feel the game is not worth the candle.
16. Not hold a candle to something or someone (be inferior to someone) She writes quite amusing stories but she can't hold a candle to the more serious novelists.

(v) Death

All the phrases given below mean, 'to die a natural death' as opposed to a violent or sudden death (from murder, in accident or in battle-field, etc.). These phrases also apply to death after a long illness.

To pass away, to go the way of all flesh, to breathe one's last, to be gathered to one's fathers, to join the great majority, to kick the bucket.

Proverbs

Proverbs contain home truths as well as universal truths. Naturally, therefore, they are translatable-so far as their meaning goes-from one developed language to another. Their appeal is direct. Many of them had their origin in folk literature; hence they are simple and unadorned. They point out the incongruities (inappropriateness) of situations in life, throw light on the diversity in human life and character, and contain a grain of advice to the wayward, the forlorn and the common folk. They are everyman's philosophy. Every one of them tells a story in a single sentence. In fact, most of them have some history- legendary or real-behind them. Some of them are gems from the works of great masters, like Shakespeare, Dryden and Aesop, the Greek fable writer. Others go back to antiquity. Many of them come out of the Bible. Their meaning, often enough, is quite clear. Here are some proverbs with their meanings:

1. Hope springs eternal in the human breast (one never loses hope).
2. Better late than never.
3. Fools rush in where angels fear to tread. (Said of reckless persons).
4. There is no fool like an old fool. (An aged lover).
5. A fool and his money are soon parted.
6. Example is better than precept. (Precept means moral instruction).
7. He who pays the piper calls the tune. (One has to act according to the wishes of one's master).
8. You cannot make a silk purse out of a sow's ear. (Said of something impossible).
9. A bird in hand is worth two in the bush.
10. Birds of a feather flock together. (People of like character come together).
11. A little knowledge is a dangerous thing.
12. One man's meat is another man's poison. (What is good for one may be harmful for another person).
13. Out of the frying pan into the fire. (From one trouble to another bigger trouble).
14. It never rains but pours.
15. The last straw breaks the camel's back. (The smallest addition to an already heavy task or burden makes it intolerable).

16. Fore-warned is fore-armed. (A prior warning should prepare one for the contingency).
17. To err is human; to forgive, divine.
18. Out of sight, out of mind. (Once you lose sight of a thing, you forget it altogether).
19. Distance lends enchantment to the view. (Things look nice and beautiful when they are not within reach).
20. Render unto Caesar what is Caesar's. (Be revengeful).
21. Haste makes waste.
22. Look before you leap. (Do not be reckless and impulsive).
23. Make hay while the sun shines. (To make full use of the given opportunity).
24. Never look a gift horse in the mouth. (There can be no choice about things given in charity or gift).
25. Beggars can't be choosers.
26. Nearer the Church, the farther from God. (The more opportunities you have the less you benefit from them).
27. Two heads are better than one.
28. None but the brave deserve the fair.
29. All is well that ends well.
30. To rob Peter to pay Paul. (To harm one person [or side] in order to benefit the other).
31. Rome was not built in a day. (Things take time to complete and to mature).
32. One swallow does not make a summer.
33. You can't have the cake and eat it too.
34. Every man for himself and God for us all.
35. To hit the nail on the head.

Foreign Words and Phrases

English has borrowed generously from other languages, more so from Latin, Greek, French and German. Many of the borrowed words have been anglicised and today are an integral part of English vocabulary in their original or modified form, e.g., restaurant, rapport, viva voce. There are many other expressions which are liberally used in English and yet continue to retain their foreign flavour. They are still outsiders and, in print, are italicised.

Some examples given below are of a technical nature pertaining to law, philosophy, politics and 'officialdom'. The language of origin is indicated after the word or phrase within brackets. Here 'L' stands for 'Latin'; 'F' for 'French' and 'G' for 'Greek'.

ab initio (L) : from the beginning

ab origin (L) : from the origin

- addenda*(L) : list of additions (addenda to a book)
- ad libitum* (L) : speak or perform in public without advance preparation. (Extempore)
- ad valorem* (L) : according to value
- ad hoc* (L) : a body elected or appointed for a particular work (ad hoc committee)
- ad infinitum* (L) : to infinity, endlessly, forever
- alma mater* (L) : a school or a college which one has attended
- a la carte* (F) : according to the card/list (A la carte dishes are available here)
- a la mode* (F) : according to the fashion
- alter ego* (L) : the other self; alternative personality; intimate friend (He is my alter ego - we go everywhere together)
- amende honorable* (F) : a public or open apology, reparation
- amour propre* (F) : self-love; self-esteem
- ancien régime* (F) : the former order of things, a political or social system that has been displaced by a more modern one.
- a posteriori* (L) : empirical, from effect to cause
- a priori* (L) : from cause to effect (presumptive) Every science cannot be taught a priori.
- apropos* (L) : with reference to (apropos our talk)
- au courant* (L) : fully acquainted with matters, well-informed, up-to- date
- au fait* (F) : expert, having detailed knowledge
- au revoir* (F) : until we meet again (to say au revoir at parting)
- avant-propos* (F) : preliminary matter, preface
- avant-garde* (F) : new, unusual or experimental
- beau ideal* (F) : the ideal of perfection
- beau monde* (F) : the world of fashion
- beaux sprits* (F) : men of wit
- bete noire* (F) : a special aversion (India has always been bete noire for Pakistan)
- bona fide* (L) : genuine sincere (He is a bona fide citizen of India).
- bizarre* (F) : strange, unknown
- bon voyage* (F) : have a good journey

casus belli (L) : that which causes or justifies war
cause celebre (F) : a famous case in law, controversial well-publicised issue
chargé d'affaires (F) : a deputy to the Ambassador/a diplomatic representative to a minor country
chef d'oeuvre (F) : masterpiece (Mona Lisa is Vinci's chef d'oeuvre.)
circa (L) : approximately ('circa 1930')
confere (F) : colleague
contretemps (F) : a minor dispute or disagreement
corrigenda (L) : a thing to be corrected (in a book)
coup d'état (F) : violent change in government (There was a coup d'état in Cambodia and the King was overthrown.)
coup de grâce (F) : a finishing stroke (The coup de grâce of the Russian Revolution brought about the total annihilation of the Czar family.)
cul-de-sac (F) : a blind alley (The failure of the policy of non-alignment in 1962 saw our foreign policy reach a cul-de-sac.)
debacle (F) : an utter failure or disaster (debacle of opposition in the election)
de facto (L) : actual or in fact (de facto recognition to a state)
de jure (L) : from the law, by right
de novo (L) : anew, again (trial of a case)
de nouveau (L) : the end of a plot or narrative (in a play)
de profundis (L) : a heartfelt appeal or feeling
dernier ressort (F) : last resort
détente (F) : easing of strained relations especially between countries
dramatis personae (L) : characters of a novel, play or narrative
elite (L) : select group or class (The elite of town)
enfant terrible (F) : child who asks awkward questions; person or thing causing embarrassment by unruliness
entrepreneur (F) : a person who sets up business taking greater financial risk
en masse (F) : all together (They took leave en masse.)
en rapport (F) : in harmony
entourage (F) : group of people accompanying a dignitary (P.M.'s entourage)
errata (L) : list of errors
esprit de corps (F) : the animating spirit of a particular group like a regiment
et cetera (L) : and the rest
eureka (G) : I (have) found it!
ex-officio (L) : by virtue of his office/status/position

expose (F) : a report in the media that reveals something discreditable
ex post facto (L) : with retrospective action or force
fait accompli (F) : a thing already done/accomplished fact
faux pas (F) : a social blunder
gauche (F) : unsophisticated/socially awkward
hoi polloi (G) : the common people
impasse (F) : a deadlock (Talks reached an impasse.)
in extenso (L) : in full
in memoriam (L) : in memory of
in toto (L) : entirely/as a whole (The Committee's recommendations were accepted in toto.)
ipso facto (L) : by that very fact or act
laissez-faire (F) : a policy of non-interference
mala fide (L) : in bad faith (opposite of bona fide)
malapropos (F) : ill-timed/inappropriately
modus operandi (L) : a way of doing something (of a gang, group, etc.)
mutatis mutandis (L) : with the necessary changes (Rules will come into force mutatis mutandis.)
noblesse oblige (F) : privilege entails responsibility
nota bene (L) : note well (Abbreviation-N.B.)
par excellence (F) : better than the others of the same kind
paripassu (L) : side by side, equally or equivalently per se (L) : by itself
piece de resistance (F) : the important feature of a creative work or meal, etc.
poste restante (F) : a department in the post office that keeps letters for a period till called for
post mortem (L) : examination/analysis made after death/or an event has occurred
prima facie (L) : at first view of consideration (It is prima facie a good case.)
probonopublico (L) : for the good of the public
pro forma (L) : denoting a standard document or form
pro rata (L) : according to rate or proportion
protégé (F) : one under the protection/guidance of another older or experienced person (South Vietnam was U.S.'s protege.)
quid pro quo (L) : a favour or advantage given in return for something
raison d' etre (F) : the most important reason for a thing's existence
resume (F) : a summary or curriculum vitae
sanctum sanctorum (L) : holy of holies (temple, church, etc.)
seriatim (L) : point by point

sine die (L) : without a day being appointed (The meeting was adjourned sine die.)
status quo (L) : the existing condition (status quo on the border should be maintained)
ste t(L) : let it stand, do not deter
subjudice (L) : under judicial consideration and therefore prohibited from public discussion (The case is sub judice.)
subrosa (L) : confidentially/done in secret
sui generis (L) : in a class by itself
summum bonum (L) : the chief good
terra incognita (L) : an unknown territory
tour de force (F) : a notable feat of strength or skill
ultra vires (L) : beyond one's authority
verbatim (L) : word for word
vice versa (L) : conversely
videlicet (L) : namely, more formal term for viz.
vis-à-vis (F) : in relation to, as compared with, in a position facing one another
viva voce (L) : an oral examination
vox populi, vox Dei (L) : the voice of the people is the voice of God
Zeigeist (G) : the defining spirit of a particular period or age

Abbreviated Form of Words

An abbreviation is a short way of writing a word or a phrase that could also be written out in full. The word "abbreviation" comes from the Latin word abbreviate (to shorten) which is related to brevi (short). While some people disagree, all methods of shortening words or phrases are subsets of abbreviation. Abbreviations when used properly can enhance communication because they act as 'short-hand' and therefore increase the efficiency of communication. In other words, more meaning is conveyed in less time and fewer words.

Abbreviation is defined as:

A shortened form of a word or phrase used for brevity in its place consisting of the first letter, or the first few letters of the word, followed by a period (full stop).

Abbreviations are very rarely used in formal writing. Frequent use of unnecessary abbreviations makes the text irritating and complex to read. It is far more important to make the writing easy to read than to save a few seconds in writing out the complete word or phrase.

The rule about using these abbreviations is very simple: don't use them. Their use is only appropriate in special circumstances in which brevity is at a premium, such as in footnotes. It is a very poor style to spatter your pages with abbreviations. Moreover, it could be disastrous to use them without being quite sure of what they mean. If you do use one, make sure you punctuate it correctly. Here is an example.

The recommended form is this:

Several British universities were founded in the Victorian era; for example, the University of Manchester was established in 1851.

The following version is not wrong, but it is bad style:

Several British universities were founded in the Victorian era; e.g., the University of Manchester was established in 1851.

But this next version is disastrously wrong, because the punctuation has been omitted:

Several British universities were founded in the Victorian era e.g. the University of Manchester was established in 1851.

Using an abbreviation does not relieve one of the obligations of punctuating the sentence. Again, if one avoids abbreviations, one will not get into this sort of trouble.

Observe it is usual to write abbreviations in italics, but this is not strictly essential, and generally people don't do that.

Things to remember while using abbreviations:

Do not use an abbreviation if it can easily be avoided.

In an abbreviation, use full stops and capital letters in the conventional way.

Do not forget to punctuate the rest of the sentence normally.

Latin Abbreviations

A.D. Anno Domini : Used to date years by reckoning the date of Christ's birth, as opposed to B.C., the years "Before Christ." Anno Domini means "In the year of the Lord."

c. circa.: Used by historians to show that a date is approximate. The word means "around," and it is sometimes abbreviated as "ca."

etc. et cetera. : "And so on." This is one abbreviation most students already know, and the one they tend too overuse. Note that, since etc. already means and, it is redundant to write, "and etc."

Eg : e.g. exempli gratia. : "For example." Literally, "free as an example."

Eg : "We have numerous problems to deal with before implementing welfare policies, e.g., the trade deficit, medicare, and social security."

i.e. id est. : "That is more precisely." It is commonly used to refine a general statement or provide additional information.

Eg : "Karan's wife always managed to turn the conversation toward job, i.e., the possibility of working after marriage.

sic : Indicates a misspelling or error in a quoted source, in order to verify to the reader that the researcher did not create a typographical error, but instead exactly reproduces the way the word or statement appeared in the original material.

Eg : There are, according to the writings of seven-year old Mohit, "Manee wayes of riting words" [sic].

Ph. D. Philosophiae Doctor. : "Doctor (or Doctorate) of Philosophy." It can refer to the individual as a title, or to the degree itself. Note that it is redundant to write, "Dr. Aggarwal is a Ph. D."

Eg : "Vijay Aggarwal earned his Ph. D. in art history."

vs. versus. : "Turned against." Often used in abbreviations for legal trials-though "v." is more common.

Eg : "In the case of Roe v. Wade, the Supreme Court eventually decided that abortion was a medical right."

a.v. ad valorem. : "In proportion to the value of [something else].", "To the value."

Eg : "The monetary worth of the rupee is figured a.v. the price of gold."

i.a. in absentia. : "In absence."

Eg : "With further evidence i.a., it is impossible to provide a definitive answer."

MS. manuscriptum. : A document, particularly an ancient or historical manuscript, that was not printed, but rather drawn or written.

P.S. post scriptum. . The abbreviation indicates a last-minute addition to a letter or document.

Eg : "That's all for now. Take care. Love, Tarun. P.S. Don't forget to write me back!"

Don't Abbreviate the following :

In formal academic prose, it is undesirable to abbreviate words simply to save space, time, or energy. In the following cases, abbreviations should be avoided:

- Words such as through (thru), night (nite).

- Days of the week or months of the year (in the normal flow of text).
- Words at the beginning of a sentence.
- People's names, unless those abbreviations have come to be accepted as nicknames for those particular individuals.
- Courses such as eco (for economics) or pol sc (for political science).

Sample Questions

1. Choose the word which is similar in meaning to the keyword given in capital letters
CONFERRED
 - (a) Offered
 - (b) Divulged
 - (c) Damaged
 - (d) Advised
2. Choose the word which is opposite in meaning to the keyword given in capital letters
INCLEMENT
 - (a) Pleasant
 - (b) Stormy
 - (c) Feeble
 - (d) Dignified
3. Pick the most effective word from the given words to fill in the blank to make the sentence meaningfully complete
The proud king turned a deaf ear to the ___ of wise counsellors.
 - (a) Advices
 - (b) Advises
 - (c) Advise
 - (d) Advice
4. Choose the words that best fits in the meaning of sentence
He warned the workers against supporting these antisocial policies, which he declared would ___ rather than ___ the plight of the common people
 - (a) Rescue; Destroy
 - (b) Encourage; Defy

- (c) Aggravate; Alleviate
(d) Empower; Improve
5. Use one word substitution for: A contagious disease which spreads over a huge area.
(a) Atheist
(b) Flora
(c) Epidemic
(d) Hangar

In each of the following question, a related pair of words or phrases is followed by four lettered pairs of words or phrases. Select the lettered pair that best expresses a relationship similar to the one expressed in the original pair.

6. Lying: Perjury
(a) Statement: Testimony
(b) Seeing : Observing
(c) Taking: Stealing
(d) Eating:Dining
7. Subsequent: Previous
(a) Significant: Inconsequential
(b) Retrospect: Retrospective
(c) Visionary: Seer
(d) Caption: Legend

Choose the correct synonym out of the four choices

8. Lethargy
(a) serenity
(b) listlessness
(c) impassivity
(d) laxity
9. Sporadic
(a) epidemic
(b) whirling

(c) occasional

- (d) stagnant

Select the correct meaning of the italicized idioms and phrases out of the four choices given.

10. He burnt his fingers by interfering in his neighbour's affair.

(a) got himself into trouble

- (b) burnt himself
(c) got himself insulted
(d) got rebuked

11. For the first week, the apprentice felt like a fish out of water.

- (a) frustrated
(b) homeless
(c) disappointed

(d) uncomfortable

Given below are few commonly used foreign language phrases, select the correct answer from the four options given below:

12. Mala fide

- (a) generous
(b) bad intention
(c) trustworthy
(d) genuine

13. pro rata

- (a) according to rate or proportion**
(b) a summary or curriculum vitae
(c) point by point
(d) for the good of the public

Lesson 3

**COMPREHENSION
OF
PASSAGE AND ART
OF
SUMMARISING**

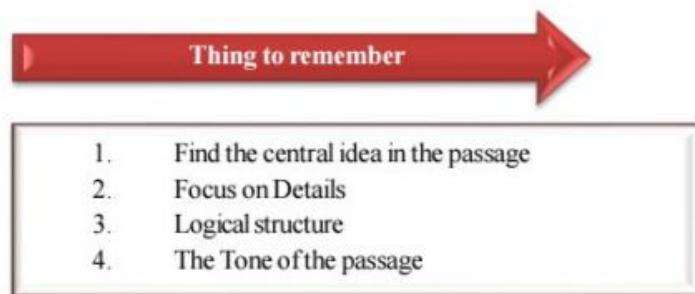
Introduction

The word comprehension means the ability to understand what you listen or what you read. It is an exercise which aims at improving or testing one's ability to understand a language. In a comprehension test, you are given an unseen passage or a paragraph or two. These paragraphs show the idea or mood, concerning issues, their solutions that the author provides. Your main task is to answer the questions asked from the passage.

Important Strategy to Solve Comprehension Passages

- Read the passage as fast as possible.
- Get thoroughly involved with the paragraph to understand it.
- Underline important lines or parts of the passage to answer the questions. It will also help to understand the main idea of the passage or the tone or mood of the author.
- Try to translate a complex line in an easy one in your own words and your own language. This will help you in analyzing the main idea of the paragraph and in seeking the cause and effects of the passage.
- Underline or mark the keywords. These will help you to discover the logical connections in the passage and help in understanding it better.
- Try to understand some certain unfamiliar words by reading the line thoroughly. The theme of the line will make you understand the meaning of the words.
- Determine the main idea, tone or mood, inferential reasoning, and other details from the paragraph.
- Do not assume anything based on your personal belief.
- Look back at the paragraph when in doubt.
- Read the questions and all the alternative provided and choose the most appropriate one.

Things to remember



1. Find the central idea in the passage

This is important to get an overall understanding of the passage and to mentally make a note about the category it belongs to. The topic should be obvious to you in the first five lines of the passage. This helps since when you solve the questions, it becomes easier to eliminate options that are, in a way, not consistent with the central theme of the passage.

2. Focus on Details

Sometimes, questions in reading comprehensions might be related to extremely specific details in the passage. In such a situation, questions are often direct and can be easily attempted. However, to do this, one must be able to sort such details of the passage without wasting too much time on skimming or reading the passage again. So, it is advisable to note down some points that may feel important to you. You can do this while reading the passage. You will get a better hold of what is important and what is not as you practice more.

3. Logical structure

Sometimes, questions are asked about the passage. Having a proper understanding of the passage is essential for such questions. Always pay attention to the way certain words shape the passage. Moreover, questions such as "What should be the most apt title for the passage?" are much easier to answer if you have an overall idea about the structure of the passage.

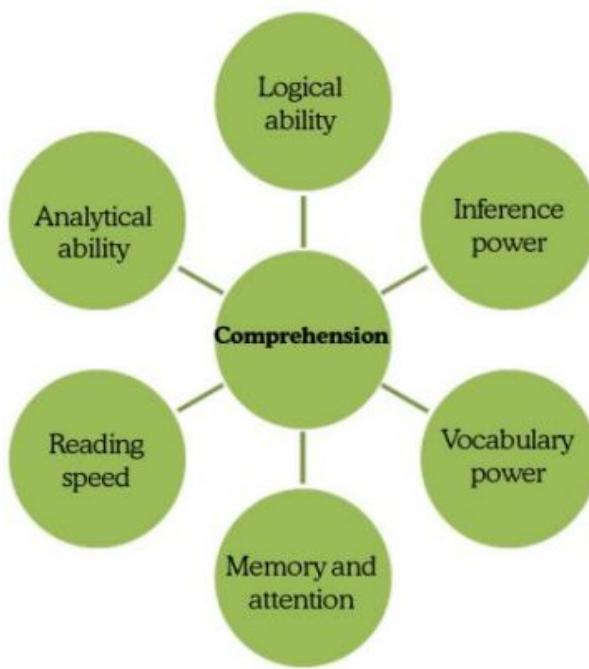
4. The Tone of the passage

This is perhaps the most difficult aspect of the passage. But there are certain ways to solve questions like these. Firstly, recognize words that have a positive or negative connotation, used by the author. Look for descriptive phrases. Secondly, study and understand the various tones there are. Some of the most common tones are acerbic, biased, dogmatic, optimistic, humorous, grandiose, and introspective (these are only a few, tones are many) sometimes, authors may have a neutral tone and sometimes mixed.

Requisite Skills

To develop a better level of comprehension one requires certain skills like:

- Logical ability
- Fluency
- Inference Power
- Analytical ability
- Reasoning ability
- Sentence construction and cohesion
- Reading speed
- Vocabulary power
- Working memory and attention



Key Takeaways

- Analytical ability, fluency, and vocabulary skills are key to reading comprehension.
- Being able to connect ideas within and between sentences helps in understanding the whole text.
- Reading aloud and talking about experiences can help build reading skills.
- Reading speed should be fast in order to scan and skim to summarise the major points of the passage.
- Paying attention while reading allows taking in more information from the text and working memory allows them to hold on to that information and use it to gain meaning.

Sample Questions

1. Directions (1-10): Read the given passage carefully and attempt the questions that follow.

It is an old saying that knowledge is power. Education is an instrument which imparts knowledge and therefore, indirectly controls power. Therefore, ever since the dawn of our civilisation, persons in power have always tried to supervise or control education. It has been handmaid of the ruling class. During the Christian Era, the ecclesiastics controlled the institution of education and diffused among the people the gospel of the Bible and religious teachings. These gospels and teachings were no other than a philosophy for the maintenance of the existing society. It taught the poor man to be meek and to earn his bread with the sweat of his brow, while the priests and the landlords lived in luxury and fought duels for the slightest offence. During the Renaissance, education passed more from the clutches of the priest into the hand of the prince. In other words, it became more secular. Under the control of the monarch, education began to devise and preach the infallibility of its masters, the monarch or king. It also invented and supported fantastic theories like "The Divine Right Theory" and that the king can do no wrong, etc. With the advent of the industrial revolution, education took a different turn and had to please the new masters. It now no longer remained the privilege of the baron class, but was thrown open to the new rich merchant class of the society. The philosophy which was in vogue during this period was that of "Laissez Faire" restricting the function of the state to a mere keeping of laws and order while on the other hand, in practice the law of the jungle prevailed in the form of free competition and the survival of the fittest.

1. What does the theory "Divine Right of King" stipulate?
 - (a) The king are God
 - (b) That the right of governing is conferred upon the king by God.**
 - (c) They have the right to be worshipped like Gods by their subjects.
 - (d) That the right of king are divine and therefore sacred.
2. Who controlled education during the Renaissance?
 - (a) The common people.
 - (b) The prince**
 - (c) The church and the priests.
 - (d) None of the above.
3. What did the ruling class in the Christian Era think of the poor man?
 - (a) That he is the beloved of God.

- (b) That he deserves all sympathy of the rich
(c) That he should be strong and lord over others.
(d) That he is meant for serving the rich.
4. Who controlled the institution of education during the Christian Era?
(a) The secular leaders of society
(b) The church and the priests
(c) The monarchs
(d) The common people.
5. What does the word "infallibility" mean?
(a) That every man is open to error
(b) Sensitivity
(c) The virtue of not making mistake
(d) That some divine power is responsible for determining the fate of the man.
6. What do you mean by the "sweat of his brow"?
(a) Very hard work
(b) The tiny droplets of sweat on the forehead
(c) The wrinkles visible on the forehead
(d) The sign of innocence.
7. What does the policy of "Laissez Faire" stand for?
(a) Individual freedom in the economics field
(b) State control over law and order in society
(c) Joint control of the means of production by the state and private enterprise
(d) Decontrol over law and order by the ruling class.
8. Which of the following describes the writer?
(a) Concerned
(b) Unconcerned
(c) Aggressive
(d) Frustrated

9. Choose the correct synonym out of the four choice given:

Gospels

(a) Chitchat

(b) A teaching or doctrine of a religious teacher

(c) Rumour

(d) Guidance.

10. Choose the correct synonym out of the four choices given:

Vogue

(a) Uncertain

(b) Out-dated

(c) The prevailing fashion or style

(d) Journey.

2. Read the following passage and answer Q. no. 1 to 5 based on the passage.

India loses grain crops worth crores of rupees every year because of pests. In fact, the increased food production made possible by modern technology and agricultural research would become more evident if farmer is able to effectively combat the various pests and insects that destroy crops. While some of the crops are destroyed after harvesting, a large quantity of grains is destroyed in the fields. True that Indian farmer today is better able to combat these destroyers of grains, for he made available to him better storing facilities for the harvested crops, and modern chemical aid like insecticides with which he may spray the growing crops in his fields. But, one has to remember that not all insects are harmful. The common earthworms, for instance, is a friend of man, because it works like a dustman by breaking up the dead leaves and wood from plants and mixes them with the soil, thus making the soil richer. Therefore, when a farmer sprays his field with chemicals that kills insects, he destroys his friends with his enemies.

1. A large part of the increased food production is lost because of:

(a) The lack of irrigation facilities

(b) The inadequate rainfall in the country

(c) The destruction caused by the harmful insects

(d) Bad eating habits of the people

2. The function of the insecticide is:

(a) To protect the growing crop

- (b) To nourish the growing crop
 - (c) To harvest the growing crop
 - (d) To store the harvested crop
3. When the farmer sprays his field with chemical that kills insects:
- (a) He spoils his growing crop
 - (b) He kills good as well as bad insects**
 - (c) He fertilizers the soil
 - (d) He decreases his food productions
4. The common earthworm:
- (a) Is the greatest destroyer of crops
 - (b) Reduces the grain to dust
 - (c) Breaks up the leaves on the crop
 - (d) Makes the soil more rich**
5. After harvesting what the farmer needs is:
- (a) A good supply of seeds
 - (b) Ability to combat the weather
 - (c) A safe place for storage**
 - (d) A lot of chemical fertilizers

3. Read the following passage and answer Q. no. 1 to 9 based on the passage.

In the second century of the Christian era, the empire of Rome was the most fair part of the earth, and the most civilized portion of mankind. The frontiers of that extensive monarchy were guarded by ancient renown and disciplined valour. The gentle but powerful influence of laws and manners had gradually cemented the union of the provinces. Their peaceful inhabitants enjoyed and abused the advantages of wealth and luxury. The image of a free constitution was preserved with decent reverence: the Roman senate appeared to possess the sovereign authority, and devolved on the emperors all the executive powers of government. During a happy period of more than fourscore years, the public administration was conducted by and depended on the virtue and abilities of Nerva, Trajan, Hadrian, and the two Antonines.

The principal conquests of the Romans were achieved under the republic; and the emperors, for the most part, were satisfied with preserving those dominions which had been acquired by the policy of the senate, the active emulations of the consuls, and the martial enthusiasm of the people. The seven first centuries were filled with a rapid succession of triumphs; but it was reserved for

Augustus to relinquish the ambitious design of subduing the whole earth, and to introduce a spirit of moderation into the public councils. Inclined to peace by his temper and situation, it was easy for him to discover that Rome, in her present exalted situation, had much less to hope than to fear from the chance of arms; and that, in the prosecution of remote wars, the undertaking became every day more difficult, the event more doubtful, and the possession more precarious, and less beneficial. The experience of Augustus added weight to these salutary reflections, and effectually convinced him that, by the prudent vigour of his counsels, it would be easy to secure every concession which the safety or the dignity of Rome might require from the most formidable barbarians. Instead of exposing his person and his legions to the arrows of the Parthians, he obtained, by an honourable treaty, the restitution of the standards and prisoners which had been taken in the defeat of Crassus. On the death of that emperor, his testament was publicly read in the senate. He bequeathed, as a valuable legacy to his successors, the advice of confining the empire within those limits which nature seemed to have placed as its permanent bulwarks and boundaries: on the west, the Atlantic Ocean; the Rhine and Danube on the north; the Euphrates on the east; and towards the south, the sandy deserts of Arabia and Africa.

1. The word 'fair' in the passage most nearly means
 - (a) Light-complexioned
 - (b) Bright
 - (c) Beautiful
 - (d) Egalitarian
2. 'The frontiers of that extensive monarchy were guarded by ancient renown....' What does this mean?
 - (a) The borders were guarded by experienced warriors
 - (b) They relied on ancient spells to ward off attackers
 - (c) The legend of Rome's might dissuaded interlopers
 - (d) The Romans fought with outdated but famous weapons
3. The attitude of the author of the passage to the events described therein is one of
 - (a) Suppressed anger
 - (b) Silly indulgence
 - (c) Scholarly detachment
 - (d) Empathetic understanding
4. The authors contention that there was 'a happy period of more than fourscore years' would be most weakened if it was found that :
 - (a) All emperors are prone to be fallible
 - (b) The emperors had no real love for humanity

- (c) The emperors had short reigns
 - (d) The emperors were all incompetent tyrants
5. The passage suggest that in the context of empires
- (a) It is important that they restrict themselves within certain secure boundaries
 - (b) It is necessary that there be a senate exercising power
 - (c) It is necessary that they must be pacifist
 - (d) It is expected that its people will have a comfortable life.
6. The word 'cemented' in the passage most nearly means
- (a) Ossified
 - (b) United
 - (c) Established firmly
 - (d) Formalized
7. Why was the policy of expansionism stopped?
- (a) Soldiers were angry at constant wars
 - (b) The common man was angry at the constant wars
 - (c) The realization that the idea of the Roman Empire was good enough to scare other territories into acceding to them
 - (d) The Empire was becoming overstretched and there were no real gains to be had from further conquest
8. Why did Augustus not expose his legions to 'the arrows of the Parthians'
- (a) Because he disliked all forms of suffering
 - (b) Because he felt a sense of duty and responsibility towards his troops
 - (c) Because he realized that waging war would not effectively serve his purpose
 - (d) Because he had turned to the path of peace
9. What does the phrase 'martial enthusiasm' imply in context of the passage
- (a) A desire to get married
 - (b) Fondness for war
 - (c) An aggressive view of life
 - (d) An appetite for destruction

4. **Directions (Q. 1 – 6) :** The questions in this section is based on the passage. The questions are to be answered on the basis of what is stated or implied in the passage. For some of the questions, more than one of the choices conceivably answer the question. However, you are to choose the best answer; that is, the response that most accurately and completely answers the question.

Although the legal systems of England and the United States are superficially similar, they differ profoundly in their approaches to and uses of legal reasons: substantive reasons are more common than formal reasons in the United States, whereas in England the reverse is true. This distinction reflects a difference in the visions of law that prevails in the two countries. In England, the law has traditionally been viewed as a system of rules; the United States favours a vision of law as an outward expression of community's sense of right and justice.

Substantive reasons, as applied to law, are based on moral, economic, political and other considerations. These reasons are found both "in the law" and "outside the law" so to speak. Substantive reasons inform the content of a large part of the law: constitutions, statutes, contracts, verdicts, and the like. Consider, for example, a statute providing or purposes were explicitly written into the statute was to ensure quiet and safety in the park. Now suppose that a veterans' group mounts a World War II jeep (in running order but without a battery) as a war memorial on a concrete slab in the park, and charges are brought against its members. Most judges in the United States would find the defendants not guilty because what they did had no adverse effect on park's quiet and safety.

Formal reasons are different in that they frequently prevent substantive reasons from coming into play, even when substantive reasons are explicitly incorporated into the law at hand. For example, when a document fails to comply with stipulated requirements, the court may render the document legally ineffective. A Will requiring written witness may be declared null and void and, therefore, unenforceable for the formal reason that the requirement was not observed. Once the legal rule—that a Will is invalid for lack of proper witnessing – has been clearly established, and the legality of the rule is not in question, application of that rule precludes from consideration substantive arguments in favour of the Will's validity or enforcement.

Legal scholars in England and the United States have long bemused themselves with extreme examples of formal and substantive reasoning. On the one hand, formal reasoning in England has led to wooden interpretations of statutes and an unwillingness to develop the common law through judicial activism. On the other hand, freewheeling substantive reasoning in the United States has resulted in statutory interpretations so liberal that the texts of some statutes have been ignored.

1. Which one of the following best describes the content of the passage as a whole?
 - (a) An analysis of similarities and differences between the legal systems of England and the United States
 - (b) A re-evaluation of two legal systems with the use of examples
 - (c) A contrast between the types of reasons embodied in the United States and English legal systems**
 - (d) An explanation of how two distinct visions of the law shaped the development of legal reasoning

2. It can be inferred from the passage that English judges would like to find the veterans' group discussed in the second paragraph guilty of violating the statute because
 - (a) not to do so would encourage others to act as the group did
 - (b) not to do so would be to violate the substantive reasons underlying the law
 - (c) the veterans failed to comply with the substantive purpose of the statute

(d) the veterans failed to comply with the stipulated requirements of the statute
3. From the discussion on Wills in the third paragraph it can be inferred that substantive arguments as to the validity of a Will might be considered under which one of the following circumstances?
 - (a) The legal rule that a Will be witnessed in writing does not stipulate the formal of the
 - (b) The legal rule requiring that a Will be witnessed stipulates that the Will must be witnessed in writing by two people
 - (c) The legal rule requiring that a Will be witnessed in writing stipulates that the witnessing must be done in the presence of a judge

(d) A judge rules that the law can be interpreted to allow for a verbal witness to a Will in a case involving a medical emergency
4. Which one of the following best describes the function of the last paragraph of the passage?
 - (a) It presents the consequences of extreme interpretations of the two types of legal reasons discussed by the author**
 - (b) It shows how legal scholars can incorrectly use extreme examples to support their views
 - (c) It corrects inaccuracies in legal scholars' view of the nature of two types of legal systems
 - (d) It suggests how characterisations of the two types of legal reasons can become convoluted and inaccurate
5. The author of the passage suggests that in English law a substantive interpretation of a legal rule might be warranted under which one of the following circumstances
 - (a) Social conditions have changed to the extent that to continue to enforce the rule would be to decide contrary to present-day social norms
 - (b) The composition of the legislature has changed to the extent that to enforce the rule would be contrary to the views of the majority in the present legislative assembly
 - (c) The legality of the rule is in question and its enforcement is open to judicial interpretation**
 - (d) Individuals who have violated the legal rule argue that application of the rule would lead to unfair judicial interpretations

6. The author of the passage makes use of all of the following in presenting the discussion of the English and the United States legal systems except
 - (a) Comparison and contrast
 - (b) Generalisation
 - (c) Explication of terms
 - (d) A chronology of historical developments**

Para Jumbles, Sentence Correction, Sentence Arrangement and Sentence Completion**Para Jumbles**

Para Jumbles are basically jumbled paragraphs. You are provided with a paragraph but the sentences are not in the right sequence. You have to rearrange the sentences so that they turn out into a meaningful paragraph.

Key skills required

- *Understanding the topic of the paragraph* : You should be able to understand what is being talked about in because it will help in establishing link with other sentences of the paragraph.
- *Understanding the information flow* : The next thing which is very important is the to identify that the information should be in a flow and to understand what exactly the paragraph is trying to convey.

A pre-requisite to both the above skills is to possess the qualities of good reader.

Sample Questions

Direction (1-5): The sentences given in each question, when properly sequenced, from labelled with a letter. Choose the most logical order of sentences from among the given choice to construct a coherent paragraph.

1. a. People who start up their own business typically come from two extreme backgrounds: One is the business family background and the other is a steady professional family background.
b. Typically, people from different background face different kinds of basic problems.
c. The people from both the backgrounds find it very difficult to establish and manage an enterprise.
d. Starting up and managing a small business is no joke.
(a) d b c a
(b) b a c d
(c) d a c b
(d) c d a b.
2. a. venture capital is recommended as the ideal source of financing for a successfully small business.
b. Several companies including start-ups have been funded by dedicated venture funds during this decade.

- c. Despite this, an average Indian entrepreneur understands and appreciation of venture capital concept has been woefully inadequate.
 - d. In the Indian context, though venture capital has been a relatively late entrant, if has already made a reasonable impact.
 - (a) a b c d
 - (b) a d b c**
 - (c) a c b d
 - (d) a d c b
- 3. a. Progress in diagnosis, in preventive medicine and in treatment, both medicinal and surgical, has been rapid and breath taking.
 - b. Much in medicine which is not taken for granted was undreamt of even as recently as 20 years ago.
 - c. Presently small pox has been eradicated, poliomyelitis practically banished, tuberculosis has become curable and coronary artery disease surgically relievable.
 - d. The dramatic surge in the field of molecular biology and research by immunologists and geneticists has succeeded in controlling parasitic disease like malaria and river blindness that affect millions of people round the world.
 - (a) b d c a
 - (b) b a c d
 - (c) b c a d
 - (d) b d a c**
- 4. a. Instead, many deaths and injuries result from failing objects and the collapse of buildings, bridges and other structures.
 - b. Earthquakes almost never kill people directly.
 - c. Fire resulting from broken gas or power lines is another major danger during a quake.
 - d. Spills hazardous chemicals are also a concern during an earthquake.
 - (a) c a b d
 - (b) d a c b
 - (c) d c a b
 - (d) b a c d**

5. a. The Winchester or hard disk drives can store much more data than what can be stored on a floppy diskette.
- b. Hard disks come sealed and they cannot be removed or changed like floppy diskettes.
- c. Often floppy disk system is used in conjunction with the Winchester disk system.
- d. This makes for an ideal system for secondary storage.
- (a) c a b d
- (b) c b d a
- (c) b a c d
- (d) a b e d**

Sentence Correction

Sentence Correction or Error Spotting is one of the most scoring area of verbal section. A sentence is the basic unit of language. A sentence is a group of words that have a syntax and convey a certain meaning. A complete knowledge of a sentence and its structure is necessary to spot any error in the sentence and vice versa. In this exercise, one or more sentences are given. You are required to check if there is any error in the sentence or in the marked parts of it. Accordingly, you will choose the option, which is grammatically correct or incorrect.

Sample Questions

In the following questions, a group of sentences about a single topic are given. One or more of the sentence(s) is/are grammatically incorrect. You have to identify the incorrect sentence(s).

- I. It began with acquisitions in information technology and related services sector.
- II. In pharmaceuticals, Wockhardt has bought C.P. Pharma of the United Kingdom for \$ 10.85 million.
- III. Tata Tea has taken over Tetley of the UK, the world's biggest tea bag maker, for \$ 430 million.
- IV. With the processes, it has become the world's second largest tea company.
 - (a) II and IV
 - (b) IV only**
 - (c) II and III
 - (d) I, II and IV

2. (I) There are two main reasons for that predatory mood.
- (II) Having established a domestic presence, the component makers are now looking for an international presence.
- (III) Second, having improved their productivity, quality and reliability, Indian companies feel more confident about spreading their wings abroad.
- (IV) Various other factors are being attributed to this Indian penchant for the takeover game in all sectors.
- (a) I only**
- (b) I and II
- (c) II only
- (d) III and IV
3. (I) Moving one by one step away from the expected with the graphics and photography can also create reader's interest.
- (II) Try using a conceptual image or photo to highlight your main message versus very first thing to come to mind when thinking about your product of services.
- (III) Another form of contrast is in the actual design.
- (IV) An unusual fold in a brochure or direct mail piece can add excitement.
- (a) I and II**
- (b) II and III
- (c) I and IV
- (d) No error
4. (I) The typeface that you choose for your print project is an important piece of the foremost overall design process.
- (II) First, narrow down your choice by selecting the tone you want to present.
- (III) Typefaces can convey personality.
- (IV) For instance, if you are in the banking industry you might choose a classic serif font, such as Garamond, to convey dependability.
- (a) I only**
- (b) II only
- (c) III only
- (d) IV only

5. (I) Readability is crucial.
(II) Be sure of the font we choose is legible and logical.
(III) With all of the newest and interesting typefaces available today, it is tempting to pick one that you think looks "cool".
(IV) This can work if you are going for an edgy look that will appeal to a young audience, but your copy still needs to be easily understood.
- (a) I and IV
(b) II only
(c) III only
(d) II and III

Sentence Arrangement

Jumbled Sentences are a must for good English. This is usually known by many names like rearranging of words, rearranging sentences, jumbled words, word order exercises, make a sentence with the word, put the words in the correct order to make sentences, sentence order, sentence formation etc. Rearranging the words in a meaningful sentence is an art. So below is an exercise on the same to help understand the topic.

Sample Questions

In this section, a sentence is jumbled into different parts. The parts are labeled A, B, C and D. You are required to find out the correct sequence and make a meaningful sentence

1. For the government at the Centre gearing (A) / the pressure to check fuel prices is intensifying (B) / up for several Assembly elections this (C) / year followed by the general election in 2019, (D)
(a) ACDB
(b) ABDC
(c) BDCA
(d) CDAB
2. Companies viable since most of the foreign acquisitions by Indian companies (A)/ the world are calculated on the basis of net present value and probable reserves. (B) are done through

loans taken abroad, and valuation of the oil assets all over (C) / the rise in oil prices makes takeovers of oil blocks by Indian oil and natural gas (D)/

(a) DCBA

(b) DACB

(c) ADCB

(d) No rearrangement required

3. Opted for a hike in key interest rates by 25 basis points (A) / at the end of an unusually long three-day meeting, (B) / which is the first such increase in four and a half years (C) / the Monetary Policy Committee of the Reserve Bank of India (D)

(a) CBDA

(b) BACD

(c) BDAC

(d) No rearrangement required

4. Of higher education because in addition to large-scale (A) / state universities remain central in the entire structure (B) / on-campus enrolment they grant affiliation and thereby administer (C) / and control a large network of colleges in their respective jurisdictions.(D)

(a) BCDA

(b) BACD

(c) ADCB

(d) No rearrangement required

5. Of the judiciary, and for India's constitutional system of governance(A) / senior-most judges of unquestionable integrity, for the institution (B) / the press conference organized by the four senior-most judges of the (C) / Supreme Court presents, in many ways, a breaking point for the four (D).

(a) CDBA

(b) BADC

(c) ADCB

(d) No rearrangement required

Sentence Completion

In these exercises, students must choose the correct answer to fill in the blank. Some sentences contain a single blank, while others may contain two. By completing these exercises, students will enhance their understanding of English grammar, improve their vocabulary, and learn to interpret conjunctions, articles, tenses etc.

Sample Questions

Select the best option from the four alternatives given below and mark the appropriate answer.

1. Unless he this office , I will not say anything.
 - (a) Left
 - (b) Did not leave
 - (c) Leaves**
 - (d) Had left
2., I would help all the poor people.
 - (a) If I am rich
 - (b) If I was rich
 - (c) If I were rich**
 - (d) In case I am rich.
3. I the news an hour ago.
 - (a) Have heard**
 - (b) Heard
 - (c) Was hearing
 - (d) Have been hearing
4. I waited for hour and then I went home.
 - (a) a
 - (b) an**

- (c) the
(d) No article
5. The boy is not interested in playing?
(a) Doesn't he?
(b) Isn't he?
(c) Didn't he?
(d) Is he?
6. He told us that we should never live beyond means.
(a) His
(b) Their
(c) Our
(d) Her
7. May I request you again to consider my case favourably.
(a) To
(b) Onto
(c) Of
(d) No proposition required
8. Known as devout and serious person, she also has sense of humour.
(a) Better
(b) Quick
(c) Good
(d) Beautiful
9. Galileo said, 'The Earth around the sun'.
(a) Revolved
(b) Is revolving
(c) Revolves
(d) Is revolved

10. We our work before the guests arrived at our house.
- (a) Shall finish
 - (b) Have finished
 - (c) Had finished**
 - (d) Shall have finished.
