

1. Explain word formation through prefixes and suffixes with examples.

Ans. Word formation means creating new words by adding **prefixes** (added at the beginning) or **suffixes** (added at the end) to base words (roots/stems). These affixes often change the meaning and sometimes the word class (part of speech).

A. Prefixes (change meaning; usually don't change word class)

- **un-** (not) → *happy* → **unhappy** (not happy)
- **in- / im- / il- / ir-** (not / into) → *possible* → **impossible**; *legal* → **illegal**
- **re-** (again) → *write* → **rewrite** (write again)
- **pre-** (before) → *view* → **preview**
- **mis-** (wrongly) → *understand* → **misunderstand**
- **sub-** (under) → *marine* → **submarine**
- **inter-** (between) → *national* → **international**

Notes:

- Spelling sometimes changes (e.g., *in + logical* → *illogical* because of sound flow).
- Prefixes usually do not change the grammar class: *happy* (adj) → *unhappy* (adj).

B. Suffixes (often change word class)

- **-er / -or** (agent/person who performs) → *teach* (v) → **teacher** (n)
- **-ment** (action or result) → *develop* → **development**
- **-ness** (state/quality) → *happy* → **happiness**
- **-able / -ible** (capable of) → *read* → **readable**; *convert* → **convertible**
- **-tion / -sion** (action or result) → *inform* → **information**; *expand* → **expansion**
- **-ize / -ise** (to make / become) → *modern* → **modernize**
- **-ly** (turns adjective into adverb) → *quick* (adj) → **quickly** (adv)
- **-less** (without) → *hope* → **hopeless**
- **-ful** (full of) → *beauty* → **beautiful** (note: root changes slightly)

Examples showing class change:

- *act* (verb) → **action** (noun, -tion)
- *create* (verb) → **creative** (adj, -ive) → **creatively** (adv, -ly)
- *friend* (noun) → **friendly** (adj, -ly): careful — *friendly* is adjective, not adverb!

C. Rules & spelling changes

- Drop final **e** before suffix **-ing**: *drive* → *driving* (but *able*: *manage* → *manageable* keeps *e* sometimes).
- Double the final consonant in short-stem words before vowel suffix: *run* → *running*.
- Change **y** → **i** before suffixes: *happy* → *happiness* (but *happiness* keeps *i*), except before **-ing**: *carry* → *carrying*.

2. Define synonyms and antonyms with examples.

Ans. Definitions

- **Synonyms**: words having the **same or very similar meanings**.
Example: big — large, begin — commence.
- **Antonyms**: words having **opposite meanings**.
Example: hot — cold, arrive — depart.

Examples

- Synonyms: *happy — joyful, start — commence, help — assist.*
- Antonyms: *brave — cowardly, include — exclude, frequent — rare.*

3. What are idioms and phrases? Give examples.

Ans.

Definitions

- **Idioms**: fixed expressions whose overall meaning **cannot** be deduced from the literal meanings of the words.

Example: "Break the ice" means to start a conversation and make people comfortable — not literally breaking ice.

- **Phrases:** groups of words that function together (noun phrase, verb phrase, prepositional phrase). Not all phrases are idioms.

Example: "Under the table" (prepositional phrase) — literal or figurative depending on context.

Common idioms with meanings

- *Break the ice* — start a conversation.
- *Hit the sack* — go to sleep.
- *A piece of cake* — very easy.
- *Bite off more than you can chew* — take more responsibility than you can manage.
- *Cost an arm and a leg* — very expensive.

4. Explain confusable words with examples.

Ans.

What are confusable words?

Words that look or sound similar but have **different meanings** and uses. Using them incorrectly is a common exam/grammar error.

Common pairs & differences

- **Affect (v) / Effect (n)**
 - *Affect* = to influence. *Effect* = result.
 - Example: *Cold weather affects my mood.* / *The effect of cold weather is tiredness.*
- **Accept / Except**
 - *Accept* = receive. *Except* = excluding.
 - *I accept the job offer.* / *Everyone except Sam attended.*
- **Principle / Principal**
 - *Principle* = rule or belief. *Principal* = head of school or main amount.

- *We follow the principle of honesty. / The principal of the college spoke today.*
- **Stationary / Stationery**
 - *Stationary* = not moving. *Stationery* = writing materials.
 - *The car remained stationary. / Buy some stationery for the exam.*
- **Lose / Loose**
 - *Lose* (verb) = to misplace or fail to win. *Loose* (adj) = not tight.
 - *Don't lose your pen. / That screw is loose.*
- **Complement / Compliment**
 - *Complement* (n/v) = completes something. *Compliment* = praise.
 - *The scarf complements the dress. / He gave me a nice compliment.*

5. Define one-word substitutes with examples.

Ans.Definition

A **one-word substitute** is a single word that replaces a longer phrase or expression while keeping the same meaning.

Useful examples

- *A person who loves books* → **bibliophile**
- *Fear of water* → **hydrophobia**
- *A place where books are kept* → **library** (simple example)
- *A study of words and their meanings* → **lexicography / lexicology** (context-dependent)
- *One who supports another in a court of law* → **advocate** or **lawyer**

6. Explain homonyms and homophones with examples.

Ans.Definitions

- **Homonyms:** words that are spelled the same **and** pronounced the same but have different meanings.
Example: bank (financial institution) / bank (river bank).

- **Homophones:** words that are pronounced the same **but** differ in spelling and meaning.

Example: pair / pear / pare (all pronounced /peər/).

(Note: some sources distinguish homonyms (same spelling/sound) and homographs (same spelling, different sound), but for exam purposes use above definitions.)

Examples

- **Homonyms:** bat (animal) / bat (used in cricket). Pen (writing tool) / pen (enclosure for animals).
- **Homophones:** sea / see; right / write; two / too / to.

7. What are phrasal verbs? Give suitable examples.

Ans.

Definition

Phrasal verbs are verbs combined with one or more particles (prepositions or adverbs) that create a meaning different from the original verb. They're very common in English, especially in spoken and informal styles.

Structure & types

- **Verb + adverb:** give up, look out
- **Verb + preposition:** look after, run into
- **Verb + adverb + preposition:** put up with, look forward to

Examples & meanings

- **Give up** — stop trying / quit. *She gave up smoking.*
- **Look after** — take care of. *Can you look after my bag?*
- **Run into** — meet unexpectedly. *I ran into Anisha at the mall.*
- **Look forward to** — anticipate with pleasure. *I look forward to your reply.*
- **Carry out** — perform / execute. *The team carried out the experiment.*
- **Break down** — stop working (machine) / lose control (person). *The car broke down.*

8. Discuss common errors in English grammar.

Ans.

Major types of errors with examples & corrections

1. Subject-verb agreement errors

- a. Wrong: *The list of items are on the desk.*
- b. Right: *The list of items is on the desk.*
- c. Rule: Verb must agree with the subject (not with a nearby noun in a phrase).

2. Tense errors / sequence of tenses

- a. Wrong: *She said she will come tomorrow.*
- b. Right: *She said she would come tomorrow.* (Backshift in reported speech)
- c. Use consistent tense unless shifting for reason.

3. Wrong use of articles (a/an/the)

- a. Wrong: *He is a honest man.*
- b. Right: *He is an honest man.*
- c. Rule: *a/an* before consonant/vowel sound; *the* for definite nouns.

4. Preposition errors

- a. Wrong: *He is good in maths.*
- b. Right: *He is good at maths.*
- c. Many verbs take fixed prepositions (depend on, consist of, look after).

5. Wrong word order (especially in questions and adverb placement)

- a. Wrong: *She always is happy.*
- b. Right: *She is always happy.*
- c. Adverbs like always, often usually come before the main verb but after verb "to be".

6. Pronoun errors (reference & case)

- a. Wrong: *Between you and I...*
- b. Right: *Between you and me...*
- c. Use object pronouns after prepositions; subject pronouns for subjects.

7. Confusion of words (see confusable list earlier)

- a. Wrong: *Please accept everyone except John.* (means exclude)
- b. Right: *Please accept everyone **except** John.* — okay depending on meaning; ensure correct word usage.

8. Dangling/misplaced modifiers

- a. Wrong: *After reading the book, the movie was enjoyable.* (the movie didn't read)
- b. Right: *After reading the book, I found the movie enjoyable.*
- c. Place modifiers next to the noun they modify.

9. Comma splices & run-on sentences

- a. Wrong: *He came late, he missed the meeting.*
- b. Right: *He came late; he missed the meeting.* OR *He came late, so he missed the meeting.*

10. Overuse / incorrect use of passive voice

- a. Passive useful sometimes, but overuse makes writing vague: *Mistakes were made.* (Who made them?) Prefer active voice for clarity: *We made mistakes.*

11. Parallelism errors

- a. Wrong: *She likes reading, to swim and jogging.*
- b. Right: *She likes reading, swimming and jogging.*
- c. Keep grammatical forms parallel in lists.

12. Countable vs uncountable noun errors

- a. Wrong: *Informations are available.*
- b. Right: *Information is available.* (information = uncountable)

13. Incorrect use of modal verbs

- a. Wrong: *You must to go.*
- b. Right: *You must go.* (no "to" after must/should/can)

14. Spelling & punctuation mistakes

- a. Watch homophones, apostrophe use (it's = it is, its = possessive), capitalization.